

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#002 - Henry Gordon Academy, Cartwright

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=2]

**School
Below Above
District**

District

[N=128]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

School	School Below District	District	School Above Province	Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	82.1	▽	82.8
	▽	39.0	▽	36.2
	▲	72.4	▲	65.8
	▽	52.9	▽	53.2
	▲	76.4	▲	73.1
	▲	43.1	▲	43.2
	▽	53.7	▽	57.3
	▽	59.4	▽	65.0
	▽	59.4	▽	59.0
	▲	18.7	▲	24.4
		85.2		88.4
		52.5		54.4
		85.2		88.7
		63.9		71.7
		46.7		42.3
		82.4		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 1 - Labrador

#007 - Amos Comenius Memorial School, Hopedale

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=3]

**School
Below Above
District**

District

[N=128]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School	District	Province
▽	82.1	▽ 82.8
▲	39.0	▲ 36.2
▽	72.4	▽ 65.8
▽	52.9	▽ 53.2
▲	76.4	▲ 73.1
▲	43.1	▲ 43.2
▽	53.7	▽ 57.3
▽	59.4	▽ 65.0
▽	59.4	▽ 59.0
▽	18.7	▽ 24.4
	85.2	88.4
	52.5	54.4
	85.2	88.7
	63.9	71.7
	46.7	42.3
	82.4	85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=52]	Below District	[N=128]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=52]	Below District	[N=128]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	89.6	▲	82.1	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	39.6	▲	39.0	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	81.3	▲	72.4	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▼	52.9	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	79.2	▲	76.4	▲	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	43.8	▲	43.1	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	54.2	▲	53.7	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	56.3	▼	59.4	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	60.4	▲	59.4	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	8.3	▼	18.7	▼	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	83.3		85.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		52.5		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	87.5		85.2		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	62.5		63.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	52.1		46.7		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	86.5		82.4		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 1 - Labrador

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=8]	Below District	[N=128]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	87.5	▲	82.1	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	50.0	▲	39.0	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	75.0	▲	72.4	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	25.0	▼	52.9	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	75.0	▼	76.4	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	25.0	▼	43.1	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	50.0	▼	53.7	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	37.5	▼	59.4	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	75.0	▲	59.4	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	37.5	▲	18.7	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	81.3		85.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		52.5		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	93.8		85.2		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		63.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	25.0		46.7		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	93.8		82.4		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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 District	[N=128]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	25.0	▽	82.1	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	37.5	▽	39.0	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	75.0	▲	72.4	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	25.0	▽	52.9	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	62.5	▽	76.4	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	62.5	▲	43.1	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	12.5	▽	53.7	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	25.0	▽	59.4	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▽	59.4	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	25.0	▲	18.7	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		85.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	28.6		52.5		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	92.9		85.2		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		63.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	42.9		46.7		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	71.4		82.4		85.8

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

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#015 - Lake Melville School, North West River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=4]

**School
Below Above
District District**

District

[N=128]

**School
Below Above
Province Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School	District	Province
82.1	82.8	
39.0	36.2	
72.4	65.8	
52.9	53.2	
76.4	73.1	
43.1	43.2	
53.7	57.3	
59.4	65.0	
59.4	59.0	
18.7	24.4	
85.2	88.4	
52.5	54.4	
85.2	88.7	
63.9	71.7	
46.7	42.3	
82.4	85.8	

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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

[N=2]

**School
Below Above
District**

District

[N=128]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

School	School Below District	District	School Above Province	Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	82.1	▲	82.8
	▲	39.0	▲	36.2
	▲	72.4	▲	65.8
	▼	52.9	▼	53.2
	▲	76.4	▲	73.1
	▲	43.1	▲	43.2
	▼	53.7	▼	57.3
	▼	59.4	▼	65.0
	▼	59.4	▼	59.0
	▲	18.7	▲	24.4
		85.2		88.4
		52.5		54.4
		85.2		88.7
		63.9		71.7
		46.7		42.3
		82.4		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 1 - Labrador

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

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=49]	Below District	[N=128]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	89.8	▲	82.1	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	36.7	▼	39.0	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	67.4	▼	72.4	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	65.3	▲	52.9	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	75.5	▼	76.4	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	42.9	▼	43.1	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	59.2	▲	53.7	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	75.5	▲	59.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	61.2	▲	59.4	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	24.5	▲	18.7	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	82.7		85.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	61.2		52.5		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	84.7		85.2		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	69.4		63.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	49.0		46.7		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	77.6		82.4		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 2 - Western

#022 - William Gillett Academy, Charlottetown, LAB

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=4]	District [N=436]		Province [N=2,448]	
	School Below District	Above	School Below Province	Above

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	80.0	▽	82.8
	▲	37.5	▲	36.2
	▲	66.3	▲	65.8
	▲	44.8	▽	53.2
	▲	73.1	▲	73.1
	▽	36.6	▽	43.2
	▽	58.0	▽	57.3
	▲	61.6	▲	65.0
	▲	59.4	▲	59.0
	▲	22.6	▲	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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: K,2-6,8-11

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=436]		Province [N=2,448]	
	School Below District	Above	School Below Province	Above

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	80.0	▲	82.8
	▲	37.5	▲	36.2
	▲	66.3	▲	65.8
	▲	44.8	▲	53.2
	▲	73.1	▲	73.1
	▽	36.6	▽	43.2
	▲	58.0	▲	57.3
	▲	61.6	▲	65.0
	▲	59.4	▲	59.0
	▲	22.6	▲	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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 District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	69.2	▽	80.0	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	15.4	▽	37.5	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	76.9	▲	66.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	38.5	▽	44.8	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	61.5	▽	73.1	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	23.1	▽	36.6	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	53.9	▽	58.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	61.5	▽	61.6	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	53.9	▽	59.4	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	23.1	▲	22.6	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	76.9		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	30.8		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	80.8		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	92.3		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	7.7		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	92.3		83.8		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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	District		Province	
[N=2]	School Below District	[N=436]	School Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	80.0	▲	82.8
	▲	37.5	▲	36.2
	▼	66.3	▼	65.8
	▲	44.8	▼	53.2
	▼	73.1	▼	73.1
	▼	36.6	▼	43.2
	▲	58.0	▲	57.3
	▼	61.6	▼	65.0
	▼	59.4	▼	59.0
	▼	22.6	▼	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 2 - Western

#046 - Bayside Academy, Port Hope Simpson

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=5]

**School
Below Above
District**

District

[N=436]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School	District	Province
▲	80.0	▲ 82.8
▼	37.5	▼ 36.2
▲	66.3	▲ 65.8
▲	44.8	▲ 53.2
▲	73.1	▲ 73.1
▼	36.6	▼ 43.2
▲	58.0	▲ 57.3
▲	61.6	▲ 65.0
▲	59.4	▲ 59.0
▼	22.6	▼ 24.4
	85.3	88.4
	51.4	54.4
	86.1	88.7
	79.4	71.7
	42.0	42.3
	83.8	85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 2 - Western

#050 - Basque Memorial, Red Bay

Grades: K,2,5-6,8-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=436]		Province [N=2,448]	
	School Below District	Above	School Below Province	Above

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	80.0	▲	82.8
	▲	37.5	▲	36.2
	▲	66.3	▲	65.8
	▲	44.8	▲	53.2
	▲	73.1	▲	73.1
	▲	36.6	▲	43.2
	▲	58.0	▲	57.3
	▲	61.6	▲	65.0
	▲	59.4	▲	59.0
	▲	22.6	▲	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=14]	Below District	[N=436]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=14]	Below District	[N=436]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	76.9	▽	80.0	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	23.1	▽	37.5	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	69.2	▲	66.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	69.2	▲	44.8	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	61.5	▽	73.1	▽	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	38.5	▲	36.6	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	76.9	▲	58.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	84.6	▲	61.6	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	69.2	▲	59.4	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	30.8	▲	22.6	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	76.9		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	92.3		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	92.3		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	61.5		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	80.8		83.8		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

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

District 2 - Western

#054 - St. Lewis Academy, St. Lewis

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=1]

**School
Below Above
District**

District

[N=436]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

School	School Below District	District	School Above Province	Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	80.0	▽	82.8
	▽	37.5	▽	36.2
	▽	66.3	▽	65.8
	▽	44.8	▽	53.2
	▲	73.1	▲	73.1
	▲	36.6	▲	43.2
	▲	58.0	▲	57.3
	▽	61.6	▽	65.0
	▲	59.4	▲	59.0
	▽	22.6	▽	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=8]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

100.0	▲	80.0	▲	82.8
25.0	▼	37.5	▼	36.2
62.5	▼	66.3	▼	65.8
87.5	▲	44.8	▲	53.2
75.0	▲	73.1	▲	73.1
37.5	▲	36.6	▼	43.2
50.0	▼	58.0	▼	57.3
87.5	▲	61.6	▲	65.0
62.5	▲	59.4	▲	59.0
25.0	▲	22.6	▲	24.4
68.8		85.3		88.4
50.0		51.4		54.4
81.3		86.1		88.7
56.3		79.4		71.7
62.5		42.0		42.3
100.0		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 2 - Western

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=44]	Below District	[N=436]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=44]	Below District	[N=436]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	83.7	▲	80.0	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	37.2	▼	37.5	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	74.4	▲	66.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	39.5	▼	44.8	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	74.4	▲	73.1	▲	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	46.5	▲	36.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	55.8	▼	58.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	67.4	▲	61.6	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	62.8	▲	59.4	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	23.3	▲	22.6	▼	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	89.5		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	23.3		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	89.5		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	88.4		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	41.9		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	81.4		83.8		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=60]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	91.7	▲	80.0	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.0	▲	37.5	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	65.0	▼	66.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	56.7	▲	44.8	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	78.3	▲	73.1	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	43.3	▲	36.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	66.7	▲	58.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	60.0	▼	61.6	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	56.7	▼	59.4	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	23.3	▲	22.6	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	82.5		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	63.3		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	91.7		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	75.8		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	50.0		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	88.3		83.8		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 2 - Western

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

Grades: K,2-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=2]

**School
Below Above
District**

District

[N=436]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

School	School Below District	District	School Above Province	Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	80.0	▲	82.8
	▲	37.5	▲	36.2
	▲	66.3	▲	65.8
	▲	44.8	▲	53.2
	▲	73.1	▲	73.1
	▼	36.6	▼	43.2
	▲	58.0	▲	57.3
	▲	61.6	▲	65.0
	▼	59.4	▼	59.0
	▼	22.6	▼	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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.

O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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	District		Province	
[N=3]	School Below District	[N=436]	School Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)				
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)				
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)				
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)				
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)				
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)				
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)				
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)				
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)				
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)				

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

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)				
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)				
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)				
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)				
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)				
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)				

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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	[N=436]	Below Above	[N=2,448]
	District		Province	

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	100.0	▲	80.0	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	20.0	▼	37.5	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	60.0	▼	66.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	80.0	▲	44.8	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	40.0	▼	73.1	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	40.0	▲	36.6	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	40.0	▼	58.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	60.0	▼	61.6	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	60.0	▲	59.4	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	40.0	▲	22.6	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	60.0		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	60.0		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	70.0		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	80.0		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	20.0		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	100.0		83.8		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=18]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	87.5	▲	80.0	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	43.8	▲	37.5	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	62.5	▼	66.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	68.8	▲	44.8	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	75.0	▲	73.1	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	18.8	▼	36.6	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	75.0	▲	58.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	62.5	▲	61.6	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	68.8	▲	59.4	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	6.3	▼	22.6	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	81.3		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	68.8		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	93.8		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	75.0		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	56.3		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	87.5		83.8		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 2 - Western

#083 - Pasadena Academy, Pasadena

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=20]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

70.0	▽	80.0	▽	82.8
50.0	▲	37.5	▲	36.2
70.0	▲	66.3	▲	65.8
55.0	▲	44.8	▲	53.2
85.0	▲	73.1	▲	73.1
25.0	▽	36.6	▽	43.2
65.0	▲	58.0	▲	57.3
70.0	▲	61.6	▲	65.0
65.0	▲	59.4	▲	59.0
25.0	▲	22.6	▲	24.4
77.5		85.3		88.4
60.0		51.4		54.4
75.0		86.1		88.7
70.0		79.4		71.7
35.0		42.0		42.3
77.5		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 2 - Western

#086 - Gros Morne Academy, Rocky Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=8]	Below District	[N=436]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=8]	Below District	[N=436]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	87.5	▲	80.0	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	25.0	▼	37.5	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	62.5	▼	66.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	25.0	▼	44.8	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	62.5	▼	73.1	▼	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	62.5	▲	36.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	75.0	▲	58.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	62.5	▲	61.6	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▼	59.4	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	37.5	▲	22.6	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	75.0		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	93.8		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	93.8		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	25.0		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	75.0		83.8		85.8

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

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (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	School	District	School	Province
[N=10]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

60.0	▽	80.0	▽	82.8
60.0	▲	37.5	▲	36.2
70.0	▲	66.3	▲	65.8
20.0	▽	44.8	▽	53.2
80.0	▲	73.1	▲	73.1
70.0	▲	36.6	▲	43.2
50.0	▽	58.0	▽	57.3
10.0	▽	61.6	▽	65.0
40.0	▽	59.4	▽	59.0
60.0	▲	22.6	▲	24.4
95.0		85.3		88.4
20.0		51.4		54.4
80.0		86.1		88.7
85.0		79.4		71.7
30.0		42.0		42.3
80.0		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#089 - Jakeman All Grade, Trout River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=2]

**School
Below Above
District**

District

[N=436]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

School	School Below Above District	District	School Below Above Province	Province
[N=2]		[N=436]		[N=2,448]
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	80.0	▲	82.8
	▲	37.5	▲	36.2
	▲	66.3	▲	65.8
	▲	44.8	▼	53.2
	▲	73.1	▲	73.1
	▲	36.6	▲	43.2
	▲	58.0	▲	57.3
	▼	61.6	▼	65.0
	▼	59.4	▼	59.0
	▲	22.6	▲	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

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

District 2 - Western

#091 - Burgeo Academy, Burgeo

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=2]	School Below District	Above [N=436]	School Below Province	Above [N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	80.0	▲	82.8
	▲	37.5	▲	36.2
	▼	66.3	▼	65.8
	▲	44.8	▼	53.2
	▲	73.1	▲	73.1
	▼	36.6	▼	43.2
	▼	58.0	▼	57.3
	▼	61.6	▼	65.0
	▼	59.4	▼	59.0
	▼	22.6	▼	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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	School	District	School	Province
[N=7]	Below District	[N=436]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=7]	Below District	[N=436]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	85.7	▲	80.0	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	57.1	▲	37.5	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	57.1	▼	66.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	28.6	▼	44.8	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	85.7	▲	73.1	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	28.6	▼	36.6	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	85.7	▲	58.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	71.4	▲	61.6	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	71.4	▲	59.4	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	14.3	▼	22.6	▼	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	78.6		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	42.9		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	92.9		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	92.9		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	28.6		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	100.0		83.8		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(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=21]	Below District	[N=436]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=21]	Below District	[N=436]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	80.0	▲	80.0	▼	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	35.0	▼	37.5	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	75.0	▲	66.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	35.0	▼	44.8	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	55.0	▼	73.1	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	25.0	▼	36.6	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	40.0	▼	58.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	55.0	▼	61.6	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	40.0	▼	59.4	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	15.0	▼	22.6	▼	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	92.5		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	65.0		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	85.0		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	82.5		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	35.0		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	87.5		83.8		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

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

District 2 - Western

#102 - All Saints All-Grade, Grey River

Grades: K-2,8-10

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=436]		Province [N=2,448]	
	School Below District	Above	School Below Province	Above

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	80.0	▲	82.8
	▲	37.5	▲	36.2
	▼	66.3	▼	65.8
	▲	44.8	▲	53.2
	▲	73.1	▲	73.1
	▼	36.6	▼	43.2
	▲	58.0	▲	57.3
	▲	61.6	▲	65.0
	▲	59.4	▲	59.0
	▼	22.6	▼	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 2 - Western

#103 - LeGallais Memorial, Isle aux Morts

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School

[N=4]

**School
Below Above
District**

District

[N=436]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School	District	Province
▽	80.0	▽
▲	37.5	▲
▲	66.3	▲
▲	44.8	▲
▲	73.1	▲
▲	36.6	▲
▲	58.0	▲
▲	61.6	▲
▲	59.4	▲
▲	22.6	▲
	85.3	
	51.4	
	86.1	
	79.4	
	42.0	
	83.8	

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(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=18]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

72.2	▽	80.0	▽	82.8
33.3	▽	37.5	▽	36.2
50.0	▽	66.3	▽	65.8
33.3	▽	44.8	▽	53.2
72.2	▽	73.1	▽	73.1
50.0	▲	36.6	▲	43.2
55.6	▽	58.0	▽	57.3
38.9	▽	61.6	▽	65.0
50.0	▽	59.4	▽	59.0
11.1	▽	22.6	▽	24.4
72.2		85.3		88.4
38.9		51.4		54.4
91.7		86.1		88.7
75.0		79.4		71.7
38.9		42.0		42.3
94.4		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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=3]	District [N=436]		Province [N=2,448]	
	School Below District	Above	School Below Province	Above

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	80.0	▲	82.8
	▲	37.5	▲	36.2
	▼	66.3	▼	65.8
	▲	44.8	▲	53.2
	▲	73.1	▲	73.1
	▼	36.6	▼	43.2
	▲	58.0	▲	57.3
	▲	61.6	▲	65.0
	▲	59.4	▲	59.0
	▼	22.6	▼	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=17]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	56.3	▽	80.0	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	31.3	▽	37.5	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	62.5	▽	66.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	25.0	▽	44.8	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	75.0	▲	73.1	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	25.0	▽	36.6	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	50.0	▽	58.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	37.5	▽	61.6	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	56.3	▽	59.4	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	37.5	▲	22.6	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	96.9		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	37.5		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	81.3		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	78.1		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	43.8		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	87.5		83.8		85.8

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.

O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(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=60]	Below District	[N=436]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=60]	Below District	[N=436]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	77.6	▽	80.0	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	27.6	▽	37.5	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	53.5	▽	66.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	37.9	▽	44.8	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	70.7	▽	73.1	▽	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	29.3	▽	36.6	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	50.0	▽	58.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	63.8	▲	61.6	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	63.8	▲	59.4	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	24.1	▲	22.6	▽	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	80.2		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	43.1		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	84.5		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	67.2		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	37.9		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	75.0		83.8		85.8

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

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 2 - Western

#387 - Bayview Regional Collegiate, St. Lunaire

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=5]

**School
Below Above
District**

District

[N=436]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School	District	Province
▽	80.0	▽ 82.8
▲	37.5	▲ 36.2
▽	66.3	▽ 65.8
▽	44.8	▽ 53.2
▽	73.1	▽ 73.1
▲	36.6	▲ 43.2
▽	58.0	▽ 57.3
▽	61.6	▽ 65.0
▽	59.4	▽ 59.0
▲	22.6	▲ 24.4
	85.3	88.4
	51.4	54.4
	86.1	88.7
	79.4	71.7
	42.0	42.3
	83.8	85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(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	School	District	School	Province
[N=6]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	33.3	▽	80.0	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	16.7	▽	37.5	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	83.3	▲	66.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	0.0	▽	44.8	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▽	73.1	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	16.7	▽	36.6	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	16.7	▽	58.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	16.7	▽	61.6	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▽	59.4	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	0.0	▽	22.6	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	66.7		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	16.7		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	58.3		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	66.7		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	16.7		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	83.3		83.8		85.8

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=25]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	75.0	▽	80.0	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	50.0	▲	37.5	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	79.2	▲	66.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	25.0	▽	44.8	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	70.8	▽	73.1	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	58.3	▲	36.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	45.8	▽	58.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	70.8	▲	61.6	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	54.2	▽	59.4	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	20.8	▽	22.6	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	93.8		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	45.8		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	77.1		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	85.4		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	41.7		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	77.1		83.8		85.8

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	District		Province	
[N=3]	School Below District	Above [N=436]	School Below Province	Above [N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>			
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	▽	80.0	▽	82.8
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	▽	37.5	▽	36.2
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	▲	66.3	▲	65.8
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	▲	44.8	▲	53.2
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	▽	73.1	▽	73.1
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	▽	36.6	▽	43.2
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	▽	58.0	▽	57.3
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	▽	61.6	▽	65.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	▽	59.4	▽	59.0
	▽	22.6	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)		83.8		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 2 - Western

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=5]

**School
Below Above
District**

District

[N=436]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

School	School Below District	District	School Above Province	Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	80.0	▽	82.8
	▲	37.5	▲	36.2
	▲	66.3	▲	65.8
	▲	44.8	▽	53.2
	▲	73.1	▲	73.1
	▽	36.6	▽	43.2
	▽	58.0	▽	57.3
	▲	61.6	▲	65.0
	▽	59.4	▽	59.0
	▽	22.6	▽	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=7]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	85.7	▲	80.0	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	42.9	▲	37.5	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	57.1	▼	66.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	0.0	▼	44.8	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	71.4	▼	73.1	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	57.1	▲	36.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	42.9	▼	58.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	71.4	▲	61.6	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	57.1	▼	59.4	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	0.0	▼	22.6	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	78.6		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	42.9		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	42.9		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	28.6		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	100.0		83.8		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 2 - Western

#474 - Cloud River Academy, Roddickton

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=9]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

88.9	▲	80.0	▲	82.8
11.1	▼	37.5	▼	36.2
77.8	▲	66.3	▲	65.8
66.7	▲	44.8	▲	53.2
100.0	▲	73.1	▲	73.1
33.3	▼	36.6	▼	43.2
100.0	▲	58.0	▲	57.3
77.8	▲	61.6	▲	65.0
77.8	▲	59.4	▲	59.0
11.1	▼	22.6	▼	24.4
100.0		85.3		88.4
77.8		51.4		54.4
88.9		86.1		88.7
100.0		79.4		71.7
22.2		42.0		42.3
77.8		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(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	District		Province	
[N=5]	School Below District	[N=436]	School Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	80.0	▲	82.8
	▼	37.5	▼	36.2
	▲	66.3	▲	65.8
	▲	44.8	▲	53.2
	▲	73.1	▲	73.1
	▼	36.6	▼	43.2
	▲	58.0	▲	57.3
	▼	61.6	▼	65.0
	▲	59.4	▲	59.0
	▲	22.6	▲	24.4
		85.3		88.4
		51.4		54.4
		86.1		88.7
		79.4		71.7
		42.0		42.3
		83.8		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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 District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	80.0	▲	80.0	▼	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	30.0	▼	37.5	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	40.0	▼	66.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▲	44.8	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	60.0	▼	73.1	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	10.0	▼	36.6	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	40.0	▼	58.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	60.0	▼	61.6	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▼	59.4	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	10.0	▼	22.6	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	75.0		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	60.0		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	70.0		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	75.0		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	40.0		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	70.0		83.8		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(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=6]	Below District	[N=436]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	100.0	▲	80.0	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▼	37.5	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	66.7	▲	66.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	0.0	▼	44.8	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▼	73.1	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	33.3	▼	36.6	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	50.0	▼	58.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	66.7	▲	61.6	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	33.3	▼	59.4	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	33.3	▲	22.6	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	91.7		85.3		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	66.7		51.4		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	91.7		86.1		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	91.7		79.4		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	100.0		83.8		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=12]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	75.0	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	58.3	▲	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	58.3	▽	65.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	66.7	▲	45.1	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	91.7	▲	71.8	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	41.7	▽	46.6	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	25.0	▽	54.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	50.0	▽	59.0	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	33.3	▽	58.5	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	41.7	▲	29.4	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	70.8		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	66.7		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	83.3		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	87.5		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	58.3		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	79.2		87.6		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=27]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	88.0	▲	78.3	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	36.0	▼	38.8	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	72.0	▲	65.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	52.0	▲	45.1	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	68.0	▼	71.8	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	48.0	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	52.0	▼	54.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	56.0	▼	59.0	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	76.0	▲	58.5	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	32.0	▲	29.4	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	88.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	36.0		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	82.0		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	64.0		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	32.0		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	84.0		87.6		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#138 - Victoria Academy, Gaultois

Grades: K,2-6,8-11

Item Cognitive Level - Outcome (*item parameter*)

School [N=2]	District [N=466]		Province [N=2,448]	
	School Below District	Above	School Below Province	Above

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	78.3	▲	82.8
	▲	38.8	▲	36.2
	▼	65.3	▼	65.8
	▲	45.1	▼	53.2
	▼	71.8	▼	73.1
	▲	46.6	▲	43.2
	▼	54.0	▼	57.3
	▼	59.0	▼	65.0
	▼	58.5	▼	59.0
	▼	29.4	▼	24.4
		88.2		88.4
		51.3		54.4
		86.8		88.7
		70.9		71.7
		42.4		42.3
		87.6		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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.

O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#149 - King Academy, Harbour Breton

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=12]	Below District	[N=466]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=12]	Below District	[N=466]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	72.7	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	36.4	▽	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	54.6	▽	65.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	54.6	▲	45.1	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	54.6	▽	71.8	▽	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	27.3	▽	46.6	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	72.7	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	45.5	▽	59.0	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	45.5	▽	58.5	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	36.4	▲	29.4	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	45.5		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	90.9		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	59.1		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	54.5		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	72.7		87.6		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

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

District 3 - Nova Central

#151 - John Watkins Academy, Hermitage

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below Above	[N=466]	Below Above	[N=2,448]
	District		Province	

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

71.4	▽	78.3	▽	82.8
57.1	▲	38.8	▲	36.2
71.4	▲	65.3	▲	65.8
42.9	▽	45.1	▽	53.2
71.4	▽	71.8	▽	73.1
57.1	▲	46.6	▲	43.2
57.1	▲	54.0	▽	57.3
42.9	▽	59.0	▽	65.0
42.9	▽	58.5	▽	59.0
42.9	▲	29.4	▲	24.4
85.7		88.2		88.4
57.1		51.3		54.4
78.6		86.8		88.7
71.4		70.9		71.7
28.6		42.4		42.3
85.7		87.6		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#152 - Valmont Academy, King's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=3]

**School
Below Above
District**

District

[N=466]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School	District	Province
▲	78.3	▲ 82.8
▲	38.8	▲ 36.2
▼	65.3	▼ 65.8
▲	45.1	▲ 53.2
▼	71.8	▼ 73.1
▼	46.6	▼ 43.2
▼	54.0	▼ 57.3
▲	59.0	▲ 65.0
▲	58.5	▲ 59.0
▲	29.4	▲ 24.4
	88.2	88.4
	51.3	54.4
	86.8	88.7
	70.9	71.7
	42.4	42.3
	87.6	85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#153 - Cape John Collegiate, La Scie

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=8]	Below District	[N=466]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=8]	Below District	[N=466]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	50.0	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	75.0	▲	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	50.0	▽	65.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	37.5	▽	45.1	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▽	71.8	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	75.0	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	75.0	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	75.0	▲	59.0	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	75.0	▲	58.5	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	62.5	▲	29.4	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	75.0		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	93.8		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	62.5		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	37.5		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	100.0		87.6		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (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 District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	57.1	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	28.6	▽	38.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	28.6	▽	65.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	71.4	▲	45.1	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	42.9	▽	71.8	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	28.6	▽	46.6	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	42.9	▽	54.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	42.9	▽	59.0	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	57.1	▽	58.5	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	28.6	▽	29.4	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	92.9		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	42.9		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	78.6		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	42.9		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	78.6		87.6		85.8

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.

O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#162 - Dorset Collegiate, Pilley's Island

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=16]	Below District	[N=466]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=16]	Below District	[N=466]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	60.0	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.0	▲	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	93.3	▲	65.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	40.0	▽	45.1	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	86.7	▲	71.8	▲	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	60.0	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	33.3	▽	54.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	73.3	▲	59.0	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	60.0	▲	58.5	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	46.7	▲	29.4	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	86.7		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	33.3		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	73.3		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	46.7		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	93.3		87.6		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#163 - Point Leamington Academy, Point Leamington

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=4]

District

[N=466]

Province

[N=2,448]

	School Below District	School Above Province	District	School Below Province	Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>					
	▲		78.3	▲	82.8
	▼		38.8	▼	36.2
	▲		65.3	▲	65.8
	▲		45.1	▲	53.2
	▲		71.8	▲	73.1
	▲		46.6	▲	43.2
	▼		54.0	▼	57.3
	▲		59.0	▲	65.0
	▲		58.5	▲	59.0
	▼		29.4	▼	24.4
			88.2		88.4
			51.3		54.4
			86.8		88.7
			70.9		71.7
			42.4		42.3
			87.6		85.8

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Grades: K-5,7-10,12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	Above [N=466]	School Below Province	Above [N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	78.3	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	38.8	36.2	
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	65.3	65.8	
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	45.1	53.2	
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	71.8	73.1	
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	46.6	43.2	
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	54.0	57.3	
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	59.0	65.0	
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	58.5	59.0	
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	29.4	24.4	

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	88.2	88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	51.3	54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	86.8	88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	70.9	71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	42.4	42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	87.6	85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#171 - Indian River High School, Springdale

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=18]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	77.8	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▽	38.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	61.1	▽	65.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	33.3	▽	45.1	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	77.8	▲	71.8	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	66.7	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	66.7	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	61.1	▲	59.0	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	55.6	▽	58.5	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	33.3	▲	29.4	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	77.8		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	61.1		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	80.6		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	63.9		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	91.7		87.6		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#177 - Greenwood Academy, Campbellton

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=13]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	66.7	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	66.7	▲	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	66.7	▲	65.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	33.3	▽	45.1	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	66.7	▽	71.8	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	25.0	▽	46.6	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	41.7	▽	54.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	58.3	▽	59.0	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	58.3	▽	58.5	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	58.3	▲	29.4	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	91.7		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	58.3		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	91.7		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	70.8		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	75.0		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	87.5		87.6		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#178 - Phoenix Academy, Carmanville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=9]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	77.8	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	55.6	▲	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	55.6	▽	65.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	11.1	▽	45.1	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	77.8	▲	71.8	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	66.7	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	55.6	▲	54.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	33.3	▽	59.0	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	55.6	▽	58.5	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	0.0	▽	29.4	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	77.8		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	55.6		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	83.3		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	66.7		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	83.3		87.6		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=10]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	77.8	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	22.2	▽	38.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	33.3	▽	65.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	55.6	▲	45.1	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	44.4	▽	71.8	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	22.2	▽	46.6	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	66.7	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	22.2	▽	59.0	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	44.4	▽	58.5	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	33.3	▲	29.4	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	66.7		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	77.8		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	55.6		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	72.2		87.6		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

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

Grades: K-5,7-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=1]

District

[N=466]

Province

[N=2,448]

	School Below District	Above	School Below Province	Above
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽		▽	
		78.3		82.8
	▽	38.8	▽	36.2
	▲	65.3	▲	65.8
	▲	45.1	▲	53.2
	▽	71.8	▽	73.1
	▲	46.6	▲	43.2
	▽	54.0	▽	57.3
	▽	59.0	▽	65.0
	▽	58.5	▽	59.0
	▽	29.4	▽	24.4
		88.2		88.4
		51.3		54.4
		86.8		88.7
		70.9		71.7
		42.4		42.3
		87.6		85.8

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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.

O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=8]	Below District	[N=466]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=8]	Below District	[N=466]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	87.5	▲	78.3	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	50.0	▲	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	62.5	▼	65.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	37.5	▼	45.1	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	87.5	▲	71.8	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	0.0	▼	46.6	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	62.5	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	50.0	▼	59.0	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	75.0	▲	58.5	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	12.5	▼	29.4	▼	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	56.3		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	37.5		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	56.3		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	56.3		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	100.0		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	93.8		87.6		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#192 - Lumsden Academy, Lumsden

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School

[N=1]

**School
Below Above
District**

District

[N=466]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School	School Below District	District	School Above Province	Province
	▲	78.3	▲	82.8
	▼	38.8	▼	36.2
	▲	65.3	▲	65.8
	▼	45.1	▼	53.2
	▲	71.8	▲	73.1
	▲	46.6	▲	43.2
	▲	54.0	▲	57.3
	▼	59.0	▼	65.0
	▼	58.5	▼	59.0
	▲	29.4	▲	24.4
		88.2		88.4
		51.3		54.4
		86.8		88.7
		70.9		71.7
		42.4		42.3
		87.6		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#194 - Gill Memorial Academy, Musgrave Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=2]

District

[N=466]

Province

[N=2,448]

	School Below District	Above	School Below Province	Above
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	78.3	▲	82.8
	▲	38.8	▲	36.2
	▲	65.3	▲	65.8
	▲	45.1	▲	53.2
	▲	71.8	▲	73.1
	▲	46.6	▲	43.2
	▼	54.0	▼	57.3
	▼	59.0	▼	65.0
	▼	58.5	▼	59.0
	▲	29.4	▲	24.4
		88.2		88.4
		51.3		54.4
		86.8		88.7
		70.9		71.7
		42.4		42.3
		87.6		85.8

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=14]	Below District	[N=466]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=14]	Below District	[N=466]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	85.7	▲	78.3	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	14.3	▼	38.8	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	71.4	▲	65.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▲	45.1	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	57.1	▼	71.8	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	35.7	▼	46.6	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	42.9	▼	54.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	64.3	▲	59.0	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▼	58.5	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	7.1	▼	29.4	▼	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	89.3		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	14.3		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	82.1		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	67.9		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	42.9		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	96.4		87.6		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#204 - Pearson Academy, Wesleyville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=9]	Below District	[N=466]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=9]	Below District	[N=466]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	77.8	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▽	38.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	55.6	▽	65.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	44.4	▽	45.1	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	55.6	▽	71.8	▽	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	44.4	▽	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	55.6	▲	54.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	66.7	▲	59.0	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	44.4	▽	58.5	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	22.2	▽	29.4	▽	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	94.4		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	66.7		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	66.7		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	11.1		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	94.4		87.6		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#206 - Riverwood Academy, Wing's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=18]	Below District	[N=466]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=18]	Below District	[N=466]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	83.3	▲	78.3	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▼	38.8	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	72.2	▲	65.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	22.2	▼	45.1	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	61.1	▼	71.8	▼	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	44.4	▼	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	27.8	▼	54.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	50.0	▼	59.0	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	16.7	▼	58.5	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	11.1	▼	29.4	▼	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	75.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	33.3		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	88.9		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	58.3		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	80.6		87.6		85.8

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.

O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#398 - Avoca Collegiate, Badger

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School

[N=5]

District

[N=466]

Province

[N=2,448]

	School Below District	Above	School Below Province	Above
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	78.3	▲	82.8
	▲	38.8	▲	36.2
	▼	65.3	▼	65.8
	▲	45.1	▲	53.2
	▲	71.8	▲	73.1
	▼	46.6	▼	43.2
	▼	54.0	▼	57.3
	▼	59.0	▼	65.0
	▲	58.5	▲	59.0
	▲	29.4	▲	24.4
		88.2		88.4
		51.3		54.4
		86.8		88.7
		70.9		71.7
		42.4		42.3
		87.6		85.8

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#402 - Leo Burke Academy, Bishop's Falls

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=18]	Below District	[N=466]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=18]	Below District	[N=466]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	73.3	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	26.7	▽	38.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	100.0	▲	65.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	80.0	▲	45.1	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	80.0	▲	71.8	▲	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	60.0	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	93.3	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	80.0	▲	59.0	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	86.7	▲	58.5	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	60.0	▲	29.4	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	86.7		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	80.0		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	96.7		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	83.3		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	53.3		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	96.7		87.6		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#403 - Lakeside Academy, Buchans

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=2]

**School
Below Above
District**

District

[N=466]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

School	School Below District	District	School Above Province	Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	78.3	▽	82.8
	▽	38.8	▽	36.2
	▽	65.3	▽	65.8
	▽	45.1	▽	53.2
	▽	71.8	▽	73.1
	▲	46.6	▲	43.2
	▽	54.0	▽	57.3
	▽	59.0	▽	65.0
	▲	58.5	▲	59.0
	▽	29.4	▽	24.4
		88.2		88.4
		51.3		54.4
		86.8		88.7
		70.9		71.7
		42.4		42.3
		87.6		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

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

[N=5]

District

[N=466]

Province

[N=2,448]

School	School Below District	School Above District	School Below Province	School Above Province
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Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	78.3	▼	82.8
	▲	38.8	▲	36.2
	▲	65.3	▲	65.8
	▼	45.1	▼	53.2
	▼	71.8	▼	73.1
	▼	46.6	▼	43.2
	▼	54.0	▼	57.3
	▼	59.0	▼	65.0
	▼	58.5	▼	59.0
	▼	29.4	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

		88.2		88.4
		51.3		54.4
		86.8		88.7
		70.9		71.7
		42.4		42.3
		87.6		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#407 - Bay d'Espoir Academy, Milltown

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=16]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	68.8	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	37.5	▽	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	62.5	▽	65.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	25.0	▽	45.1	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	68.8	▽	71.8	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	50.0	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	56.3	▲	54.0	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	56.3	▽	59.0	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	81.3	▲	58.5	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	12.5	▽	29.4	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	96.9		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	25.0		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	81.3		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	75.0		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	56.3		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	84.4		87.6		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#413 - Holy Cross School Complex, Eastport

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=8]	Below District	[N=466]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=8]	Below District	[N=466]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	87.5	▲	78.3	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	62.5	▲	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	37.5	▼	65.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	37.5	▼	45.1	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	87.5	▲	71.8	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	62.5	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	50.0	▼	54.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	37.5	▼	59.0	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	75.0	▲	58.5	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	12.5	▼	29.4	▼	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	75.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	56.3		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	37.5		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	100.0		87.6		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=7]	Below Above	[N=466]	Below Above	[N=2,448]
	District		Province	

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	85.7	▲	78.3	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	28.6	▼	38.8	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	57.1	▼	65.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	57.1	▲	45.1	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	71.4	▼	71.8	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	42.9	▼	46.6	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	71.4	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	57.1	▼	59.0	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	71.4	▲	58.5	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	42.9	▲	29.4	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	42.9		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	85.7		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	71.4		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	57.1		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	100.0		87.6		85.8

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

#416 - Smallwood Academy, Gambo

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=11]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	80.0	▲	78.3	▼	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.0	▲	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	50.0	▼	65.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	10.0	▼	45.1	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	70.0	▼	71.8	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	30.0	▼	46.6	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	60.0	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	80.0	▲	59.0	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	70.0	▲	58.5	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	40.0	▲	29.4	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	95.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	75.0		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	75.0		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	30.0		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	65.0		87.6		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=64]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	89.1	▲	78.3	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.6	▲	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	71.9	▲	65.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	53.1	▲	45.1	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	78.1	▲	71.8	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	40.6	▼	46.6	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	59.4	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	70.3	▲	59.0	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	64.1	▲	58.5	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	20.3	▼	29.4	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	93.8		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	53.1		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	87.5		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	81.3		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	45.3		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	87.5		87.6		85.8

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

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#421 - Lakewood Academy, Glenwood

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	85.7	▲	78.3	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	14.3	▼	38.8	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	42.9	▼	65.3	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	57.1	▲	45.1	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	100.0	▲	71.8	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	85.7	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	42.9	▼	54.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	28.6	▼	59.0	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	42.9	▼	58.5	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	14.3	▼	29.4	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	57.1		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	71.4		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	42.9		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	92.9		87.6		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#422 - Glovertown Academy, Glovertown

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=19]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	68.4	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	42.1	▲	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	47.4	▽	65.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	52.6	▲	45.1	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	73.7	▲	71.8	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	57.9	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	84.2	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	79.0	▲	59.0	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	63.2	▲	58.5	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	26.3	▽	29.4	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	89.5		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	52.6		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	71.1		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	78.9		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	36.8		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	84.2		87.6		85.8

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

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#426 - Hillview Academy, Norris Arm

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School

[N=5]

**School
Below Above
District**

District

[N=466]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School [N=5]	School Below Above District	District [N=466]	School Below Above Province	Province [N=2,448]
	▽	78.3	▽	82.8
	▲	38.8	▲	36.2
	▽	65.3	▽	65.8
	▽	45.1	▽	53.2
	▽	71.8	▽	73.1
	▽	46.6	▽	43.2
	▽	54.0	▽	57.3
	▲	59.0	▲	65.0
	▽	58.5	▽	59.0
	▲	29.4	▲	24.4
		88.2		88.4
		51.3		54.4
		86.8		88.7
		70.9		71.7
		42.4		42.3
		87.6		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#478 - New World Island Academy, Summerford

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=12]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	75.0	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▽	38.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	58.3	▽	65.3	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	33.3	▽	45.1	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	83.3	▲	71.8	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	50.0	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	83.3	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	41.7	▽	59.0	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	58.3	▽	58.5	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	8.3	▽	29.4	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	75.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	41.7		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	58.3		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	66.7		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	87.5		87.6		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#481 - Exploits Valley Intermediate, Grand Falls-Windsor

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=59]	Below District	[N=466]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	80.0	▲	78.3	▼	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.0	▲	38.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	68.0	▲	65.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	48.0	▲	45.1	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	70.0	▼	71.8	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	48.0	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	38.0	▼	54.0	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	56.0	▼	59.0	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	54.0	▼	58.5	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	36.0	▲	29.4	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	89.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	46.0		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	95.0		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	74.0		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	34.0		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	87.0		87.6		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 3 - Nova Central

#486 - Lewisporte Intermediate, Lewisporte

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=26]	Below District	[N=466]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=26]	Below District	[N=466]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	72.0	▽	78.3	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	16.0	▽	38.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	88.0	▲	65.3	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	36.0	▽	45.1	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	76.0	▲	71.8	▲	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	48.0	▲	46.6	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	64.0	▲	54.0	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	72.0	▲	59.0	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	52.0	▽	58.5	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	20.0	▽	29.4	▽	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	84.0		88.2		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	72.0		51.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	86.0		86.8		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	90.0		70.9		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	40.0		42.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	92.0		87.6		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(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=19]	Below District Above	[N=1,394]	Below Province Above	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

94.7	▲	85.2	▲	82.8
31.6	▼	34.8	▼	36.2
57.9	▼	65.1	▼	65.8
42.1	▼	58.4	▼	53.2
84.2	▲	73.0	▲	73.1
26.3	▼	43.9	▼	43.2
79.0	▲	58.2	▲	57.3
57.9	▼	68.4	▼	65.0
73.7	▲	58.8	▲	59.0
10.5	▼	23.9	▼	24.4
100.0		89.6		88.4
52.6		56.3		54.4
89.5		90.5		88.7
73.7		70.2		71.7
52.6		42.0		42.3
94.7		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#218 - St. Joseph's Academy, Lamaline

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=6]	Below Above	[N=1,394]	Below Above	[N=2,448]
	District		Province	

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	50.0	▽	85.2	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	16.7	▽	34.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	33.3	▽	65.1	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	33.3	▽	58.4	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	66.7	▽	73.0	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	16.7	▽	43.9	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	50.0	▽	58.2	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	66.7	▽	68.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	66.7	▲	58.8	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	0.0	▽	23.9	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	91.7		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	66.7		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	66.7		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	16.7		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	83.3		86.1		85.8

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

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#223 - Christ the King School, Rushoon

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=4]

District

[N=1,394]

Province

[N=2,448]

	School Below District	School Above Province	District	School Below Province	School Above Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>					
	▲		85.2	▲	82.8
	▼		34.8	▼	36.2
	▼		65.1	▼	65.8
	▲	▲	58.4	▲	53.2
	▲	▲	73.0	▲	73.1
	▼		43.9	▼	43.2
	▼		58.2	▼	57.3
	▲		68.4	▲	65.0
	▼		58.8	▼	59.0
	▼		23.9	▼	24.4
			89.6		88.4
			56.3		54.4
			90.5		88.7
			70.2		71.7
			42.0		42.3
			86.1		85.8

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

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

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=6]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

100.0	▲	85.2	▲	82.8
16.7	▼	34.8	▼	36.2
66.7	▲	65.1	▲	65.8
50.0	▼	58.4	▼	53.2
83.3	▲	73.0	▲	73.1
50.0	▲	43.9	▲	43.2
83.3	▲	58.2	▲	57.3
100.0	▲	68.4	▲	65.0
33.3	▼	58.8	▼	59.0
33.3	▲	23.9	▲	24.4
100.0		89.6		88.4
33.3		56.3		54.4
83.3		90.5		88.7
66.7		70.2		71.7
50.0		42.0		42.3
91.7		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(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=7]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

100.0	▲	85.2	▲	82.8
28.6	▼	34.8	▼	36.2
57.1	▼	65.1	▼	65.8
71.4	▲	58.4	▲	53.2
85.7	▲	73.0	▲	73.1
0.0	▼	43.9	▼	43.2
57.1	▼	58.2	▼	57.3
85.7	▲	68.4	▲	65.0
57.1	▼	58.8	▼	59.0
42.9	▲	23.9	▲	24.4
100.0		89.6		88.4
42.9		56.3		54.4
100.0		90.5		88.7
78.6		70.2		71.7
28.6		42.0		42.3
85.7		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (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	District		Province	
[N=2]	School Below District	Above [N=1,394]	School Below Province	Above [N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	85.2	▽	82.8
	▽	34.8	▽	36.2
	▲	65.1	▲	65.8
	▽	58.4	▽	53.2
	▲	73.0	▲	73.1
	▲	43.9	▲	43.2
	▽	58.2	▽	57.3
	▲	68.4	▲	65.0
	▲	58.8	▲	59.0
	▲	23.9	▲	24.4
		89.6		88.4
		56.3		54.4
		90.5		88.7
		70.2		71.7
		42.0		42.3
		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=23]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	73.9	▽	85.2	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	39.1	▲	34.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	26.1	▽	65.1	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	43.5	▽	58.4	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	82.6	▲	73.0	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	52.2	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	47.8	▽	58.2	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	34.8	▽	68.4	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	47.8	▽	58.8	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	17.4	▽	23.9	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	91.3		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	52.2		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	95.7		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	60.9		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	39.1		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	80.4		86.1		85.8

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

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#240 - Bishop White School, Port Rexton

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=4]	District [N=1,394]		Province [N=2,448]	
	School Below District	Above	School Below Province	Above

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)				
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	▲	85.2	▲	82.8
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	▼	34.8	▲	36.2
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	▼	65.1	▼	65.8
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	▲	58.4	▲	53.2
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	▼	73.0	▼	73.1
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	▲	43.9	▲	43.2
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	▼	58.2	▼	57.3
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	▼	68.4	▼	65.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	▼	58.8	▼	59.0
	▼	23.9	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)		86.1		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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=7]	Below Above	[N=1,394]	Below Above	[N=2,448]
	District		Province	

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

100.0	▲	85.2	▲	82.8
42.9	▲	34.8	▲	36.2
28.6	▼	65.1	▼	65.8
57.1	▼	58.4	▲	53.2
57.1	▼	73.0	▼	73.1
42.9	▼	43.9	▼	43.2
42.9	▼	58.2	▼	57.3
57.1	▼	68.4	▼	65.0
42.9	▼	58.8	▼	59.0
0.0	▼	23.9	▼	24.4
100.0		89.6		88.4
14.3		56.3		54.4
100.0		90.5		88.7
92.9		70.2		71.7
28.6		42.0		42.3
100.0		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#246 - Swift Current Academy, Swift Current

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=2]	School Below District	Above [N=1,394]	School Below Province	Above [N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	85.2	▽	82.8
	▲	34.8	▲	36.2
	▲	65.1	▲	65.8
	▽	58.4	▽	53.2
	▲	73.0	▲	73.1
	▽	43.9	▽	43.2
	▽	58.2	▽	57.3
	▽	68.4	▽	65.0
	▽	58.8	▽	59.0
	▽	23.9	▽	24.4
		89.6		88.4
		56.3		54.4
		90.5		88.7
		70.2		71.7
		42.0		42.3
		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#247 - Roncalli Central High, Avondale

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=26]	Below District	[N=1,394]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=26]	Below District	[N=1,394]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	64.0	▽	85.2	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	24.0	▽	34.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	48.0	▽	65.1	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	72.0	▲	58.4	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	72.0	▽	73.0	▽	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	44.0	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	76.0	▲	58.2	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	68.0	▽	68.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	52.0	▽	58.8	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	16.0	▽	23.9	▽	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	84.0		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	60.0		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	88.0		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	68.0		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	44.0		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	78.0		86.1		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

(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	School	District	School	Province
[N=57]	Below District	[N=1,394]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=57]	Below District	[N=1,394]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	87.7	▲	85.2	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.4	▲	34.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	71.9	▲	65.1	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.9	▼	58.4	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	71.9	▼	73.0	▼	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	22.8	▼	43.9	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	52.6	▼	58.2	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	75.4	▲	68.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	66.7	▲	58.8	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	28.1	▲	23.9	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	91.2		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.9		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	91.2		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	84.2		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	36.8		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	86.0		86.1		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#269 - St. Francis School, Harbour Grace

Grades: 6-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=35]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	87.5	▲	85.2	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	28.1	▼	34.8	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	56.3	▼	65.1	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	40.6	▼	58.4	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	71.9	▼	73.0	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	56.3	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	71.9	▲	58.2	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	62.5	▼	68.4	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▼	58.8	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	15.6	▼	23.9	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	87.5		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	59.4		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	79.7		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	31.3		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	75.0		86.1		85.8

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.

O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=2]

**School
Below Above
District**

District

[N=1,394]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School	School Below District	District	School Above Province	Province
	▲	85.2	▲	82.8
	▼	34.8	▼	36.2
	▲	65.1	▲	65.8
	▼	58.4	▼	53.2
	▲	73.0	▲	73.1
	▼	43.9	▼	43.2
	▼	58.2	▼	57.3
	▼	68.4	▼	65.0
	▼	58.8	▼	59.0
	▼	23.9	▼	24.4
		89.6		88.4
		56.3		54.4
		90.5		88.7
		70.2		71.7
		42.0		42.3
		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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.

O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#285 - Holy Redeemer Elementary, Spaniard's Bay

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=12]	Below District	[N=1,394]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=12]	Below District	[N=1,394]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	58.3	▽	85.2	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	58.3	▲	34.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	50.0	▽	65.1	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▽	58.4	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▽	73.0	▽	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	58.3	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	83.3	▲	58.2	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	41.7	▽	68.4	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▽	58.8	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	25.0	▲	23.9	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	91.7		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	91.7		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	70.8		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	91.7		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#286 - Fatima Academy, St. Bride's

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=2]

**School
Below Above
District**

District

[N=1,394]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School	District	Province
▼	85.2	▼ 82.8
▲	34.8	▲ 36.2
▼	65.1	▼ 65.8
▼	58.4	▼ 53.2
▼	73.0	▼ 73.1
▲	43.9	▲ 43.2
▼	58.2	▼ 57.3
▼	68.4	▼ 65.0
▼	58.8	▼ 59.0
▲	23.9	▲ 24.4
	89.6	88.4
	56.3	54.4
	90.5	88.7
	70.2	71.7
	42.0	42.3
	86.1	85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=3]

**School
Below Above
District**

District

[N=1,394]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School	District	Province
▲	85.2	▲ 82.8
▲	34.8	▲ 36.2
▲	65.1	▲ 65.8
▲	58.4	▲ 53.2
▼	73.0	▼ 73.1
▲	43.9	▲ 43.2
▲	58.2	▲ 57.3
▼	68.4	▲ 65.0
▲	58.8	▲ 59.0
▲	23.9	▲ 24.4
	89.6	88.4
	56.3	54.4
	90.5	88.7
	70.2	71.7
	42.0	42.3
	86.1	85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School

[N=4]

District

[N=1,394]

Province

[N=2,448]

	School Below District	Above	School Below Province	Above
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	85.2	▲	82.8
	▼	34.8	▼	36.2
	▲	65.1	▲	65.8
	▼	58.4	▼	53.2
	▼	73.0	▼	73.1
	▲	43.9	▲	43.2
	▲	58.2	▲	57.3
	▲	68.4	▲	65.0
	▲	58.8	▲	59.0
	▼	23.9	▼	24.4
		89.6		88.4
		56.3		54.4
		90.5		88.7
		70.2		71.7
		42.0		42.3
		86.1		85.8

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

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

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=14]	Below District	[N=1,394]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=14]	Below District	[N=1,394]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	64.3	▽	85.2	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	35.7	▲	34.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	64.3	▽	65.1	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	28.6	▽	58.4	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	78.6	▲	73.0	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	21.4	▽	43.9	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	42.9	▽	58.2	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	57.1	▽	68.4	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	42.9	▽	58.8	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	28.6	▲	23.9	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	82.1		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	64.3		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	89.3		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	60.7		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	50.0		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	82.1		86.1		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

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

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=83]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

86.3	▲	85.2	▲	82.8
28.8	▼	34.8	▼	36.2
67.1	▲	65.1	▲	65.8
71.2	▲	58.4	▲	53.2
75.3	▲	73.0	▲	73.1
52.1	▲	43.9	▲	43.2
65.8	▲	58.2	▲	57.3
71.2	▲	68.4	▲	65.0
49.3	▼	58.8	▼	59.0
24.7	▲	23.9	▲	24.4
91.2		89.6		88.4
62.2		56.3		54.4
95.9		90.5		88.7
75.0		70.2		71.7
33.8		42.0		42.3
89.9		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#304 - Holy Spirit High, Conception Bay South (Manuels)

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=98]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

91.4	▲	85.2	▲	82.8
41.9	▲	34.8	▲	36.2
73.1	▲	65.1	▲	65.8
72.0	▲	58.4	▲	53.2
83.9	▲	73.0	▲	73.1
50.5	▲	43.9	▲	43.2
63.4	▲	58.2	▲	57.3
80.7	▲	68.4	▲	65.0
69.9	▲	58.8	▲	59.0
20.4	▼	23.9	▼	24.4
91.4		89.6		88.4
67.7		56.3		54.4
94.6		90.5		88.7
69.4		70.2		71.7
48.4		42.0		42.3
92.5		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#307 - Mobile Central High, Mobile

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=26]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	80.8	▽	85.2	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	42.3	▲	34.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	76.9	▲	65.1	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▽	58.4	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	53.9	▽	73.0	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	50.0	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	53.9	▽	58.2	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	46.2	▽	68.4	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	53.9	▽	58.8	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	38.5	▲	23.9	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	84.6		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	57.7		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	73.1		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	67.3		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	26.9		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	63.5		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#310 - Mount Pearl Intermediate, Mount Pearl

Grades: 5-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=98]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	90.7	▲	85.2	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.2	▲	34.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	59.8	▼	65.1	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	63.9	▲	58.4	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	70.1	▼	73.0	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	42.3	▼	43.9	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	55.7	▼	58.2	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	71.1	▲	68.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	54.6	▼	58.8	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	28.9	▲	23.9	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	91.2		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	62.9		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	90.2		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	75.8		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	51.5		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	84.0		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#315 - St. Peter's Junior High, Mount Pearl

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=80]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	89.6	▲	85.2	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	28.6	▼	34.8	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	64.9	▼	65.1	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	53.3	▼	58.4	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	75.3	▲	73.0	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	44.2	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	57.1	▼	58.2	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	74.0	▲	68.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	63.6	▲	58.8	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	26.0	▲	23.9	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	89.0		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	46.8		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	95.5		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	68.2		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	35.1		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	81.8		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=93]	Below District	[N=1,394]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=93]	Below District	[N=1,394]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	86.7	▲	85.2	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	38.9	▲	34.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	70.0	▲	65.1	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	65.6	▲	58.4	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	72.2	▼	73.0	▼	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	50.0	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	58.9	▲	58.2	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	72.2	▲	68.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	68.9	▲	58.8	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	27.8	▲	23.9	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	92.2		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	61.1		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	91.7		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	73.9		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	44.4		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	87.8		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=49]	Below Above	[N=1,394]	Below Above	[N=2,448]
	District		Province	

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	79.6	▽	85.2	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	24.5	▽	34.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	55.1	▽	65.1	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	61.2	▲	58.4	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	69.4	▽	73.0	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	40.8	▽	43.9	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	53.1	▽	58.2	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	59.2	▽	68.4	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	57.1	▽	58.8	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	28.6	▲	23.9	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	88.8		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	53.1		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	88.8		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	78.6		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	53.1		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	82.7		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(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=74]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	88.7	▲	85.2	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	35.2	▲	34.8	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	66.2	▲	65.1	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	52.1	▼	58.4	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	69.0	▼	73.0	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	39.4	▼	43.9	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	49.3	▼	58.2	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	66.2	▼	68.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	53.5	▼	58.8	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	15.5	▼	23.9	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	85.4		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	52.8		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	87.5		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.7		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	43.1		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	85.4		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(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	School	District	School	Province
[N=116]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	81.9	▽	85.2	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	30.2	▽	34.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	64.7	▽	65.1	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	69.0	▲	58.4	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	74.1	▲	73.0	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	49.1	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	58.6	▲	58.2	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	69.8	▲	68.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	68.1	▲	58.8	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	25.0	▲	23.9	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	89.7		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	49.1		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	93.1		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	61.6		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	37.1		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	89.2		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=11]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	90.9	▲	85.2	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	36.4	▲	34.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	81.8	▲	65.1	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	63.6	▲	58.4	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	72.7	▼	73.0	▼	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	45.5	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	18.2	▼	58.2	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	63.6	▼	68.4	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	45.5	▼	58.8	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	63.6	▲	23.9	▲	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	81.8		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	90.9		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	90.9		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	77.3		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	72.7		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	86.4		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#353 - St. Kevin's Junior High, St. John's (Goulds)

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=43]	Below Above	[N=1,394]	Below Above	[N=2,448]
	District		Province	

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

97.5	▲	85.2	▲	82.8
22.5	▼	34.8	▼	36.2
75.0	▲	65.1	▲	65.8
57.5	▼	58.4	▲	53.2
72.5	▼	73.0	▼	73.1
22.5	▼	43.9	▼	43.2
47.5	▼	58.2	▼	57.3
72.5	▲	68.4	▲	65.0
55.0	▼	58.8	▼	59.0
20.0	▼	23.9	▼	24.4
96.3		89.6		88.4
67.5		56.3		54.4
90.0		90.5		88.7
76.3		70.2		71.7
47.5		42.0		42.3
92.5		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#368 - Holy Trinity High, Torbay

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=44]	Below District	[N=1,394]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=44]	Below District	[N=1,394]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	90.2	▲	85.2	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	36.6	▲	34.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	82.9	▲	65.1	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	53.7	▼	58.4	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	82.9	▲	73.0	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	41.5	▼	43.9	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	68.3	▲	58.2	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	61.0	▼	68.4	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	48.8	▼	58.8	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	22.0	▼	23.9	▼	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	87.8		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	48.8		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	90.2		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	69.5		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	51.2		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	85.4		86.1		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#370 - Stella Maris Academy, Trepassey

Grades: K-7,9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

71.4	▽	85.2	▽	82.8
42.9	▲	34.8	▲	36.2
85.7	▲	65.1	▲	65.8
57.1	▽	58.4	▲	53.2
71.4	▽	73.0	▽	73.1
85.7	▲	43.9	▲	43.2
85.7	▲	58.2	▲	57.3
100.0	▲	68.4	▲	65.0
71.4	▲	58.8	▲	59.0
14.3	▽	23.9	▽	24.4
100.0		89.6		88.4
71.4		56.3		54.4
92.9		90.5		88.7
64.3		70.2		71.7
14.3		42.0		42.3
100.0		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#427 - Holy Name of Mary Academy, Lawn

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=2]	School Below District	[N=1,394]	School Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>			
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	▽	85.2	▽	82.8
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	▽	34.8	▽	36.2
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	▲	65.1	▲	65.8
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	▲	58.4	▲	53.2
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	▲	73.0	▲	73.1
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	▲	43.9	▲	43.2
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	▽	58.2	▽	57.3
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	▲	68.4	▲	65.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	▲	58.8	▲	59.0
	▽	23.9	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)		86.1		85.8

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

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#428 - Clarenville Middle School, Clarenville

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=43]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	76.7	▽	85.2	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	30.2	▽	34.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	67.4	▲	65.1	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	65.1	▲	58.4	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	69.8	▽	73.0	▽	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	41.9	▽	43.9	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	51.2	▽	58.2	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	62.8	▽	68.4	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	53.5	▽	58.8	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	11.6	▽	23.9	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	88.4		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	62.8		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	79.1		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	67.4		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	44.2		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	83.7		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=4]

District

[N=1,394]

Province

[N=2,448]

	School Below District	Above	School Below Province	Above
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	85.2	▲	82.8
	▲	34.8	▲	36.2
	▼	65.1	▼	65.8
	▲	58.4	▲	53.2
	▲	73.0	▲	73.1
	▲	43.9	▲	43.2
	▼	58.2	▼	57.3
	▲	68.4	▲	65.0
	▼	58.8	▼	59.0
	▲	23.9	▲	24.4
		89.6		88.4
		56.3		54.4
		90.5		88.7
		70.2		71.7
		42.0		42.3
		86.1		85.8

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#431 - Southwest Arm Academy, Little Heart's Ease

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	[N=1,394]	School Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)				
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)				
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)				
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)				
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)				
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)				
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)				
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)				
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)				
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)				

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

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)				
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)				
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)				
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)				
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)				
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)				

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#442 - Persalvic Elementary, Victoria

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=20]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	68.4	▽	85.2	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	36.8	▲	34.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	42.1	▽	65.1	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	36.8	▽	58.4	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	73.7	▲	73.0	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	57.9	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	52.6	▽	58.2	▽	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	63.2	▽	68.4	▽	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	42.1	▽	58.8	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	10.5	▽	23.9	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	47.4		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	94.7		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	81.6		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	31.6		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	89.5		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#447 - Baltimore School Complex, Ferryland

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=12]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	90.9	▲	85.2	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	18.2	▼	34.8	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	63.6	▼	65.1	▼	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	54.6	▼	58.4	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	81.8	▲	73.0	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	63.6	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	45.5	▼	58.2	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	90.9	▲	68.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	45.5	▼	58.8	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	18.2	▼	23.9	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	95.8		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	58.3		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	75.0		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	41.7		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	79.2		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(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=34]	Below District	[N=1,394]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=34]	Below District	[N=1,394]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	88.2	▲	85.2	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	50.0	▲	34.8	▲	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	67.7	▲	65.1	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▼	58.4	▼	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	67.7	▼	73.0	▼	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	32.4	▼	43.9	▼	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	52.9	▼	58.2	▼	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	55.9	▼	68.4	▼	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	44.1	▼	58.8	▼	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	29.4	▲	23.9	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	85.3		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	76.5		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	80.9		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	29.4		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	80.9		86.1		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=27]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

84.6	▽	85.2	▲	82.8
50.0	▲	34.8	▲	36.2
69.2	▲	65.1	▲	65.8
46.2	▽	58.4	▽	53.2
73.1	▲	73.0	▲	73.1
38.5	▽	43.9	▽	43.2
65.4	▲	58.2	▲	57.3
65.4	▽	68.4	▲	65.0
65.4	▲	58.8	▲	59.0
50.0	▲	23.9	▲	24.4
73.1		89.6		88.4
46.2		56.3		54.4
90.4		90.5		88.7
59.6		70.2		71.7
42.3		42.0		42.3
84.6		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#471 - Heritage Collegiate, Lethbridge

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=22]	Below District	[N=1,394]	Below Province	[N=2,448]

Item	School	School	District	School	Province
	[N=22]	Below District	[N=1,394]	Below Province	[N=2,448]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	72.7	▽	85.2	▽	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	22.7	▽	34.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	63.6	▽	65.1	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	40.9	▽	58.4	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	54.6	▽	73.0	▽	73.1
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	27.3	▽	43.9	▽	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	59.1	▲	58.2	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	68.2	▽	68.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▽	58.8	▽	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	31.8	▲	23.9	▲	24.4
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	72.7		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	59.1		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	86.4		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	86.4		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	13.6		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	90.9		86.1		85.8

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 4 - Eastern

#476 - Baccalieu Collegiate, Old Perlican

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=21]	Below District	[N=1,394]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

81.0	▽	85.2	▽	82.8
52.4	▲	34.8	▲	36.2
61.9	▽	65.1	▽	65.8
52.4	▽	58.4	▽	53.2
81.0	▲	73.0	▲	73.1
28.6	▽	43.9	▽	43.2
57.1	▽	58.2	▽	57.3
61.9	▽	68.4	▽	65.0
52.4	▽	58.8	▽	59.0
19.1	▽	23.9	▽	24.4
83.3		89.6		88.4
52.4		56.3		54.4
97.6		90.5		88.7
78.6		70.2		71.7
19.0		42.0		42.3
85.7		86.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (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=13]	Below District Above	[N=1,394]	Below Province Above	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	83.3	▽	85.2	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▽	34.8	▽	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	50.0	▽	65.1	▽	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▽	58.4	▽	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	83.3	▲	73.0	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	50.0	▲	43.9	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	83.3	▲	58.2	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	66.7	▽	68.4	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	66.7	▲	58.8	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	8.3	▽	23.9	▽	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		89.6		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	33.3		56.3		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		90.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	75.0		70.2		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	58.3		42.0		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	100.0		86.1		85.8

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

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 803 - Private

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

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=3]	Below District	[N=19]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	94.7	▽	82.8
	▲	21.1	▽	36.2
	▽	84.2	▲	65.8
	▲	79.0	▲	53.2
	▽	84.2	▽	73.1
	▽	63.2	▽	43.2
	▲	84.2	▲	57.3
	▽	73.7	▲	65.0
	▲	79.0	▲	59.0
	▲	21.1	▲	24.4
		100.0		88.4
		57.9		54.4
		89.5		88.7
		89.5		71.7
		47.4		42.3
		92.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**

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

District 803 - Private

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=13]	Below District	[N=19]	Below Province	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	100.0	▲	94.7	▲	82.8
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	23.1	▲	21.1	▼	36.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	84.6	▲	84.2	▲	65.8
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	92.3	▲	79.0	▲	53.2
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	100.0	▲	84.2	▲	73.1
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	76.9	▲	63.2	▲	43.2
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	84.6	▲	84.2	▲	57.3
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	84.6	▲	73.7	▲	65.0
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	76.9	▼	79.0	▲	59.0
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	15.4	▼	21.1	▼	24.4

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		100.0		88.4
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	46.2		57.9		54.4
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	96.2		89.5		88.7
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	84.6		89.5		71.7
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	53.8		47.4		42.3
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	88.5		92.1		85.8

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

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (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=3]

**School
Below Above
District**

District

[N=19]

**School
Below Above
Province**

Province

[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

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

School	School Below District	District	School Above Province	Province
	▲	94.7	▲	82.8
	▼	21.1	▼	36.2
	▲	84.2	▲	65.8
	▼	79.0	▼	53.2
	▼	84.2	▼	73.1
	▼	63.2	▼	43.2
	▼	84.2	▲	57.3
	▼	73.7	▼	65.0
	▼	79.0	▲	59.0
	▲	21.1	▲	24.4
		100.0		88.4
		57.9		54.4
		89.5		88.7
		89.5		71.7
		47.4		42.3
		92.1		85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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.

O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed
 (Outcome Analysis: % of students who selected correct response)

District 804 - Native Federal

#018 - Sheshatshiu Innu School, Sheshatshiu

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province			
[N=5]	School Below District	Above	[N=5]	School Below Province	Above	[N=2,448]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	▽		60.0	▽		82.8
	▲		40.0	▲		36.2
	▽		60.0	▽		65.8
	▲		20.0	▽		53.2
	▽		60.0	▽		73.1
	▲		20.0	▽		43.2
	▲		40.0	▽		57.3
	▽		80.0	▽		65.0
	▽		40.0	▽		59.0
	▽		20.0	▽		24.4
			80.0			88.4
			100.0			54.4
			80.0			88.7
			50.0			71.7
			0.0			42.3
			70.0			85.8

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MCL13_9CL.RPT
 Source: Division of Evaluation and Research, Department of Education

**Intermediate English
Provincial Assessment, June 2013
Female School Report - Multiple Choice/Constructed**
(Outcome Analysis: % of students who selected correct response)

District 804 - Native Federal

#019 - Mushuau Innu Natuashish School, Natuashish

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=4]

District

[N=5]

Province

[N=2,448]

	School Below District	Above	School Below Province	Above
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽		▽	
		60.0		82.8
	▽		▽	
		40.0		36.2
	▽		▽	
		60.0		65.8
	▲		▽	
		20.0		53.2
	▲		▲	
		60.0		73.1
	▽		▽	
		20.0		43.2
	▲		▲	
		40.0		57.3
	▽		▽	
		80.0		65.0
	▲		▽	
		40.0		59.0
	▲		▲	
		20.0		24.4
		80.0		88.4
		100.0		54.4
		80.0		88.7
		50.0		71.7
		0.0		42.3
		70.0		85.8

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)

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. O:\CRT13\LANG_9\GENDER\FEMALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

