

Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 1 - Labrador

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

Grades: 2-4,6-12

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=109]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		88.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		72.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.0	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		65.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		70.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		73.0	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		52.0	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		81.0	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		55.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		58.5	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		39.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		87.5	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		81.7	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00		82.3	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		83.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		88.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		80.6	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		84.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		76.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		57.1	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		66.3	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		56.1	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		62.2	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		83.7	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		79.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		71.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		32.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		55.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		41.8	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		16.3	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		75.5	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 1 - Labrador

School #: 002 Henry Gordon Academy, Cartwright

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=109]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		88.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		72.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.0	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		65.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		70.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		73.0	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		52.0	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		81.0	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		55.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		58.5	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		39.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		87.5	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		81.7	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)0.00		82.3	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		83.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		88.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		80.6	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		84.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		76.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		57.1	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		66.3	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		56.1	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		62.2	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		83.7	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		79.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		71.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		32.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		55.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		41.8	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		16.3	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		75.5	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 1 - Labrador

School #: 004 Queen of Peace Middle School, Happy Valley-Goose Bay Grades: 4-7

Item	Cognitive Level - Outcome (item parameter)	School [N=37]	District [N=109]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	91.4	88.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	65.7	72.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	74.3	75.0	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	60.0	65.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	80.0	70.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	82.9	73.0	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	85.7	80.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	91.4	83.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	37.1	52.0	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	74.3	81.0	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	62.9	55.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	55.7	58.5	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	44.3	39.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	90.0	87.5	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.6	81.7	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)55.71	88.6	82.3	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.3	83.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.3	88.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	83.9	80.6	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	83.9	84.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	83.9	76.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	48.4	57.1	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	77.4	66.3	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	64.5	56.1	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	77.4	62.2	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	90.3	83.7	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	80.6	79.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	67.7	71.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	35.5	32.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	71.0	55.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	45.2	41.8	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	11.3	16.3	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	80.6	75.5	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 1 - Labrador

School #: 007 Amos Comenius Memorial School, Hopedale

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=6]	District [N=109]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	60.0	88.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	60.0	72.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	80.0	75.0	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	40.0	65.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	0.0	70.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	60.0	73.0	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	40.0	80.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	60.0	83.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	40.0	52.0	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	81.0	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	30.0	55.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	30.0	58.5	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	10.0	39.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	60.0	87.5	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	46.7	81.7	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	30.0	82.3	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	66.7	83.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	66.7	88.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	16.7	80.6	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	83.3	84.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	50.0	76.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	33.3	57.1	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	16.7	66.3	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	16.7	56.1	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	33.3	62.2	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	66.7	83.7	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	33.3	79.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	50.0	71.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	33.3	32.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	33.3	55.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	16.7	41.8	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	33.3	16.3	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	50.0	75.5	77.6

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

Source: Division of Evaluation and Research, Department of Education

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11/29/2013

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4

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 1 - Labrador

School #: 014 Jens Haven Memorial, Nain

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=11]	District [N=109]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	77.8	88.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	66.7	72.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	55.6	75.0	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	44.4	65.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	22.2	70.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	55.6	73.0	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	55.6	80.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	66.7	83.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	33.3	52.0	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	66.7	81.0	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	38.9	55.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	44.4	58.5	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	11.1	39.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	77.8	87.5	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	70.4	81.7	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)44.44	70.4	82.3	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	40.0	83.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	88.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	60.0	80.6	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	84.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	50.0	76.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	40.0	57.1	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	40.0	66.3	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	50.0	56.1	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	40.0	62.2	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	60.0	83.7	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	60.0	79.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	50.0	71.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	30.0	32.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	20.0	55.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	0.0	41.8	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	16.3	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	70.0	75.5	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 1 - Labrador

School #: 015 Lake Melville School, North West River

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=109]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		88.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		72.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.0	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		65.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		70.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		73.0	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		52.0	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		81.0	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		55.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		58.5	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		39.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		87.5	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		81.7	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67		82.3	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		83.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		88.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		80.6	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		84.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		76.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		57.1	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		66.3	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		56.1	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		62.2	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		83.7	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		79.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		71.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		32.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		55.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		41.8	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		16.3	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		75.5	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 1 - Labrador

School #: 016 B.L. Morrison, Postville

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=109]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		88.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		72.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.0	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		65.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		70.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		73.0	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		52.0	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		81.0	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		55.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		58.5	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		39.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		87.5	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		81.7	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)0.00		82.3	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		83.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		88.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		80.6	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		84.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		76.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		57.1	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		66.3	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		56.1	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		62.2	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		83.7	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		79.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		71.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		32.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		55.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		41.8	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		16.3	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		75.5	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 1 - Labrador

School #: 381 J.R. Smallwood Middle School, Wabush

Grades: 4-7

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=47]	District [N=109]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	93.2	88.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	81.8	72.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	79.6	75.0	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	77.3	65.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	79.6	70.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	68.2	73.0	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	86.4	80.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	84.1	83.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	68.2	52.0	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	86.4	81.0	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	56.8	55.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	69.3	58.5	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	44.3	39.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	88.6	87.5	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	84.8	81.7	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	81.8	82.3	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.9	83.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.6	88.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	90.9	80.6	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	84.1	84.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	79.6	76.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	68.2	57.1	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	72.7	66.3	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	56.8	56.1	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	61.4	62.2	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	88.6	83.7	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	86.4	79.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	81.8	71.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	31.8	32.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	56.8	55.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	52.3	41.8	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	23.9	16.3	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	75.0	75.5	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 022 William Gillett Academy, Charlottetown, LAB

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	76.9	78.6	
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 023 Sacred Heart AG, Conche

Grades: K,2-6,8-11

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 026 H.G. Fillier Academy, Englee

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	50.0	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	66.7	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	50.0	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	66.7	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	66.7	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	83.3	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	66.7	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	83.3	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	58.3	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	41.7	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	16.7	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	66.7	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	77.8	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)41.67	66.7	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	83.3	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	83.3	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	83.3	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	33.3	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	33.3	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	50.0	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	66.7	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	33.3	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	83.3	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	83.3	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	50.0	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	33.3	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	33.3	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	16.7	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	16.7	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	100.0	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 032 Truman Eddison Memorial, Griquet

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)87.50		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 2 - Western

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

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	76.9	78.6	
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 2 - Western

School #: 040 St. Mary's AG, Mary's Harbour

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 050 Basque Memorial, Red Bay

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

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 053 St. Anthony Elementary, St. Anthony

Grades: K-7

Item	Cognitive Level - Outcome (item parameter)	School [N=13]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	91.7	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	66.7	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	75.0	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	91.7	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	83.3	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	91.7	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	58.3	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	58.3	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	54.2	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	75.0	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	45.8	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	100.0	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	88.9	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00	80.6	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	84.6	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.3	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	84.6	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	92.3	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	76.9	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	53.9	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	92.3	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	46.2	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	69.2	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	92.3	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	91.7	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	33.3	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	75.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	58.3	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	12.5	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	75.0	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 054 St. Lewis Academy, St. Lewis

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 057 St. Peter's Academy, Benoit's Cove

Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=8]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	57.1	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	57.1	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	85.7	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	71.4	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	85.7	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	57.1	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	85.7	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	78.6	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	35.7	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	78.6	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	100.0	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	100.0	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)35.71	90.5	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	71.4	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	85.7	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.7	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	42.9	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	42.9	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	85.7	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	28.6	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	71.4	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	42.9	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	71.4	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	40.0	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	80.0	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	40.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	60.0	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	20.0	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	80.0	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 060 C.C. Loughlin Elementary, Corner Brook

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=27]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	84.6	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	76.9	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	76.9	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	61.5	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	65.4	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	65.4	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	84.6	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	73.1	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	42.3	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	80.8	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	61.5	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	67.3	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	28.8	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	96.2	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.2	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)67.31	92.3	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.9	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	96.3	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.2	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	96.3	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	92.6	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	51.9	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	66.7	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	70.4	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	70.4	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	92.6	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	88.9	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	88.9	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	48.1	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	66.7	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	63.0	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	31.5	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	85.2	74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 065 Humber Elementary, Corner Brook

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=24]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	91.3	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	78.3	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	73.9	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	78.3	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	82.6	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	82.6	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	95.7	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	43.5	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	78.3	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	76.1	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	69.6	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	26.1	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	87.0	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.0	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)69.57	84.1	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.0	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.0	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	80.0	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	95.0	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	55.0	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	70.0	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	65.0	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	75.0	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	90.0	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	78.9	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	63.2	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	47.4	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	57.9	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	47.4	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	15.8	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	78.9	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 066 J.J. Curling Elementary, Corner Brook

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=23]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	81.8	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	81.8	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	68.2	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	68.2	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	77.3	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	90.9	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	86.4	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	54.6	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	81.8	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	56.8	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	52.3	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	27.3	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	90.9	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	80.3	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)52.27	89.4	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	82.6	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	87.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	73.9	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	95.7	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	91.3	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	60.9	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	73.9	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	43.5	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	65.2	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	87.0	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	73.9	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	69.6	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	39.1	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	47.8	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	43.5	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	2.2	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	47.8	74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 069 Sacred Heart Elementary, Corner Brook

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=11]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	60.0	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	90.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	80.0	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	60.0	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	70.0	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	90.0	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	90.0	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	70.0	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	70.0	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	63.6	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	50.0	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	27.3	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	81.8	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	90.9	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00	81.8	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.9	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	63.6	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	81.8	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	72.7	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	45.5	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	18.2	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	36.4	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	72.7	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	90.9	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	90.9	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	45.5	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	54.5	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	45.5	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	36.4	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	13.6	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	63.6	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 070 St. Gerard's Elementary, Corner Brook

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=8]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.5	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	87.5	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	87.5	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	87.5	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	100.0	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	87.5	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	62.5	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	100.0	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	68.8	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	56.3	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	100.0	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	95.8	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	68.75	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	87.5	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	87.5	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	100.0	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	87.5	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	75.0	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	87.5	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	87.5	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	75.0	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	75.0	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	75.0	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	85.7	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	71.4	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	85.7	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	71.4	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	100.0	74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 075 Hampden Academy, Hampden

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 079 St. James All Grade, Lark Harbour

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)62.50		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 080 Templeton Academy, Meadows

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=27]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	82.6	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	87.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	69.6	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	78.3	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	91.3	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	87.0	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	78.3	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	52.2	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	65.2	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	50.0	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	58.7	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	34.8	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	80.4	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	75.4	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	58.7	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	86.4	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	86.4	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	86.4	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	81.8	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	59.1	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	68.2	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	54.6	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	68.2	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	90.9	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	86.4	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	68.2	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	36.4	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	50.0	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	13.6	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	86.4	74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 082 Pasadena Elementary School, Pasadena

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=14]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	92.9	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	85.7	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	78.6	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	78.6	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	71.4	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	85.7	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	78.6	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	78.6	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	35.7	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	85.7	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	69.2	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	61.5	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	38.5	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	88.5	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.2	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	92.3	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	84.6	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.3	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	92.3	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	92.3	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	92.3	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	84.6	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	84.6	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	76.9	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	69.2	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	92.3	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	84.6	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	76.9	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	30.8	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	61.5	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	69.2	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	19.2	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	100.0	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 086 Gros Morne Academy, Rocky Harbour

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=11]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.5	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	50.0	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	75.0	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	50.0	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	75.0	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	75.0	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	62.5	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	25.0	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	68.8	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	68.8	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	50.0	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	93.8	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	75.0	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)68.75	75.0	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	62.5	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	87.5	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	50.0	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	25.0	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	25.0	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	50.0	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	87.5	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	75.0	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	87.5	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	50.0	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	50.0	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	18.8	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	75.0	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 088 Main River Academy, Pollard's Point

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 089 Jakeman All Grade, Trout River

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	76.9	78.6	
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)0.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 091 Burgeo Academy, Burgeo

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=3]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 092 Grandy's River Collegiate, Burnt Islands

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=6]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	100.0	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	100.0	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	83.3	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	83.3	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	66.7	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	66.7	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	91.7	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	66.7	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	58.3	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	100.0	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	94.4	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67	94.4	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	83.3	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	100.0	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	33.3	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	83.3	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	100.0	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	83.3	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	83.3	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	33.3	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	66.7	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	50.0	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	16.7	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	66.7	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 096 Our Lady of the Cape School, Cape St. George

Grades: K-8

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

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

Item	Cognitive Level - Outcome (item parameter)	School [N=25]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	78.3	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	65.2	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	60.9	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	69.6	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	95.7	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	95.7	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	82.6	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	60.9	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	78.3	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	78.3	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	67.4	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	37.0	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	91.3	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	81.2	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	79.7	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	75.0	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	83.3	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	83.3	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	58.3	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	41.7	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	70.8	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	87.5	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	95.8	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	95.8	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	62.5	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	29.2	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	62.5	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	54.2	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	22.9	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	91.7	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 103 LeGallais Memorial, Isle aux Morts

Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 106 Lourdes Elementary, Lourdes

Grades: K-8

Item	Cognitive Level - Outcome (item parameter)	School [N=20]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	70.6	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	70.6	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	76.5	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	47.1	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	94.1	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	70.6	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	76.5	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	47.1	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	70.6	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	70.6	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	67.6	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	32.4	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	82.4	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	88.2	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	76.5	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	77.8	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	66.7	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	88.9	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	83.3	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	55.6	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	55.6	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	66.7	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	66.7	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	88.9	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	61.1	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	55.6	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	11.1	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	61.1	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	38.9	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	19.4	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	66.7	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 111 St. Thomas Aquinas, Port au Port East

Grades: K-8

Item	Cognitive Level - Outcome (item parameter)	School [N=6]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	66.7	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	83.3	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	16.7	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	50.0	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	66.7	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	66.7	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	50.0	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	33.3	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	50.0	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	25.0	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	66.7	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	25.0	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	83.3	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	61.1	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67	66.7	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	50.0	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	83.3	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	83.3	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	50.0	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	66.7	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	16.7	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	50.0	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	50.0	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	16.7	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	33.3	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	16.7	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	16.7	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	8.3	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	66.7	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 113 St. Boniface All Grade, Ramea

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 115 Our Lady of Mercy Elementary, St. George's

Grades: K-8

Item	Cognitive Level - Outcome (item parameter)	School [N=9]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.5	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	75.0	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	87.5	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	25.0	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	75.0	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	75.0	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	62.5	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	87.5	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	75.0	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	62.5	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	68.8	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	62.5	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	43.8	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	75.0	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	79.2	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	62.5	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	75.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	87.5	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	87.5	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	75.0	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	50.0	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	50.0	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	25.0	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	62.5	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	75.0	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	87.5	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	50.0	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	75.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	50.0	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	50.0	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 123 St. Michael's Elementary, Stephenville Crossing

Grades: K-8

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 388 Long Range Academy, Cow Head

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	76.9	78.6	
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	61.7	55.0	
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	59.9	63.3	
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	36.9	42.2	
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	86.2	86.7	
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	82.5	80.8	
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)25.00	81.4	81.4	
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	89.0	90.1	
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	93.5	93.7	
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	79.8	81.3	
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	86.5	89.1	
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	83.2	83.4	
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	54.8	58.5	
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	59.0	63.1	
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	57.9	62.3	
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	65.7	64.6	
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	89.6	88.0	
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	80.6	83.2	
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	67.0	69.2	
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	41.6	40.6	
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	57.5	57.5	
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	47.3	40.8	
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	14.1	13.5	
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	74.1	77.6	

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 391 Xavier Junior High, Deer Lake

Grades: 6-9

Item	Cognitive Level - Outcome (item parameter)	School [N=33]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.1	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	64.5	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	77.4	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	61.3	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	61.3	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	80.7	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	83.9	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	87.1	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	32.3	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	80.7	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	38.7	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	43.5	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	29.0	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	69.4	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	75.3	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)43.55	79.6	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	89.3	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.9	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	78.6	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	82.1	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	82.1	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	39.3	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	50.0	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	53.6	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	39.3	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	85.7	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	67.9	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	50.0	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	25.0	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	46.4	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	53.6	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	7.1	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	71.4	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 393 Bonne Bay Academy, Woody Point

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)0.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

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

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=6]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	66.7	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	100.0	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	66.7	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	33.3	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	66.7	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	66.7	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	66.7	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	66.7	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	83.3	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	33.3	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	16.7	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	66.7	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	77.8	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)33.33	55.6	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	66.7	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	100.0	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	66.7	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	33.3	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	33.3	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	66.7	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	100.0	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	66.7	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	66.7	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	33.3	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	33.3	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	0.0	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	33.3	74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 396 Stephenville Middle School, Stephenville

Grades: 6-8

Item	Cognitive Level - Outcome (item parameter)	School [N=34]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	74.2	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	67.7	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	71.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	58.1	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	64.5	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	80.7	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	58.1	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	80.7	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	25.8	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	74.2	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	40.3	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	51.6	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	29.0	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	85.5	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	71.0	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)51.61	67.7	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	85.3	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.2	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	73.5	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	85.3	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	82.4	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	58.8	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	50.0	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	52.9	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	61.8	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	88.2	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	61.8	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	64.7	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	32.4	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	52.9	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	35.3	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	7.4	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	73.5	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 397 Belanger Memorial School, Upper Ferry

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=10]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	30.0	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	60.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	80.0	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	80.0	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	70.0	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	90.0	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	90.0	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	70.0	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	80.0	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	50.0	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	75.0	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	55.0	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	85.0	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	83.3	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00	66.7	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	90.0	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	90.0	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	90.0	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	40.0	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	40.0	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	60.0	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	50.0	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	80.0	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	90.0	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	60.0	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	10.0	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	60.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	60.0	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	25.0	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	60.0	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 2 - Western

School #: 474 Cloud River Academy, Roddickton

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=6]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	75.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	100.0	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	25.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	50.0	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	50.0	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	75.0	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	0.0	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	75.0	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	75.0	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	50.0	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	25.0	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	75.0	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	66.7	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00	83.3	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	75.0	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	75.0	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	25.0	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	75.0	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	100.0	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	100.0	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	75.0	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	0.0	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	75.0	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 475 Viking Trail Academy, Plum Point

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=10]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	90.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	60.0	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	70.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	70.0	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	80.0	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	80.0	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	90.0	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	60.0	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	60.0	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	70.0	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	60.0	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	50.0	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	85.0	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	86.7	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)60.00	80.0	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.9	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	88.9	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	88.9	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	77.8	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	33.3	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	55.6	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	55.6	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	88.9	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	88.9	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	66.7	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	77.8	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	66.7	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	66.7	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	33.3	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	22.2	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	66.7	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 487 Labrador Straits Academy, L'Anse au Loup

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=5]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)40.00		81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		74.1	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 2 - Western

School #: 488 French Shore Academy, Port Saunders

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=8]	District [N=391]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	90.8	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	87.5	71.3	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	78.3	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	87.5	66.9	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	75.0	69.6	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	62.5	81.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	83.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	87.5	84.7	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	62.5	47.4	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	76.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	62.5	61.7	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	50.0	59.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	18.8	36.9	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	93.8	86.2	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	70.8	82.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00	91.7	81.4	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	85.7	89.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.7	79.8	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	85.7	86.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	85.7	83.2	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	85.7	54.8	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	85.7	59.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	42.9	57.9	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	85.7	65.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	89.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	71.4	80.6	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	42.9	67.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	57.1	41.6	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	85.7	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	42.9	47.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	7.1	14.1	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	71.4	74.1	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 125 Copper Ridge Academy, Baie Verte

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=14]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	92.9	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	78.6	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	85.7	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	57.1	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	64.3	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	78.6	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	64.3	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	71.4	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	35.7	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	78.6	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	53.6	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	57.1	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	35.7	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	89.3	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	73.8	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)57.14	59.5	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	76.9	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	61.5	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	76.9	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	69.2	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	92.3	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	53.9	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	38.5	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	53.9	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	61.5	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	61.5	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	76.9	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	76.9	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	38.5	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	46.2	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	23.1	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	7.7	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	61.5	76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 133 Memorial Academy, Botwood

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=24]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	93.3	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	80.0	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	86.7	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	73.3	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	66.7	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	80.0	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	93.3	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	93.3	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	53.3	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	86.7	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	60.0	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	70.0	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	33.3	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	83.3	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	75.6	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	70.0	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	86.7	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	73.3	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	93.3	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	46.7	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	66.7	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	33.3	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	46.7	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	66.7	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	80.0	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	66.7	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	13.3	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	60.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	33.3	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	10.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	93.3	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 138 Victoria Academy, Gaultois

Grades: K,2-6,8-11

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

School #: 143 Millcrest Academy, Grand Falls-Windsor

Grades: 4-6

Item	Cognitive Level - Outcome (item parameter)	School [N=60]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	98.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	90.2	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	78.4	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	80.4	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	84.3	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	82.4	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	90.2	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	98.0	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	68.6	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	78.4	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	61.8	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	60.8	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	43.1	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	93.1	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	81.0	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)60.78	86.3	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	94.2	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	96.2	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	88.5	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	92.3	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	92.3	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	59.6	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	76.9	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	76.9	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	75.0	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	84.6	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	92.3	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	71.2	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	44.2	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	75.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	59.6	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	14.4	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	86.5	76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 144 Sprucewood Academy, Grand Falls-Windsor

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=20]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	84.2	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	94.7	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	79.0	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	63.2	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	84.2	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	89.5	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	63.2	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	84.2	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	68.4	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	89.5	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	71.1	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	76.3	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	57.9	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	92.1	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	89.5	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)76.32	94.7	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	85.7	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	92.9	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	92.9	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	64.3	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	71.4	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	57.1	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	100.0	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	71.4	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	78.6	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	78.6	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	42.9	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	78.6	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	78.6	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	39.3	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	85.7	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 150 St. Joseph's Elementary, Harbour Breton

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=9]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	57.1	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	85.7	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	57.1	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	57.1	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	85.7	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	85.7	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	42.9	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	71.4	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	71.4	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	57.1	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	42.9	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	85.7	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	81.0	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)57.14	85.7	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	60.0	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	80.0	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	60.0	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	80.0	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	60.0	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	40.0	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	40.0	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	60.0	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	20.0	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	80.0	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	80.0	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	60.0	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	80.0	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	60.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	60.0	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	40.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	80.0	76.7	77.6

Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

School #: 151 John Watkins Academy, Hermitage

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=3]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	80.1	78.6	
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	58.8	55.0	
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	64.9	63.3	
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	40.5	42.2	
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	86.8	86.7	
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	79.5	80.8	
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67	82.0	81.4	
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	89.9	90.1	
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.9	93.7	
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	78.4	81.3	
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	87.7	89.1	
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	82.5	83.4	
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	52.4	58.5	
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	59.4	63.1	
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	60.8	62.3	
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	63.7	64.6	
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	85.6	88.0	
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	80.5	83.2	
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	66.6	69.2	
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	40.9	40.6	
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	57.5	57.5	
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	37.0	40.8	
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	14.5	13.5	
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	76.7	77.6	

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 152 Valmont Academy, King's Point

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 154 Hillside Elementary, La Scie

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 158 MSB Regional Academy, Middle Arm

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=6]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	83.3	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	83.3	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	66.7	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	83.3	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	66.7	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	83.3	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	66.7	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	83.3	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	91.7	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	75.0	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	100.0	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	88.9	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)91.67	94.4	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	66.7	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	83.3	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	16.7	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	83.3	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	66.7	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	83.3	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	50.0	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	16.7	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	83.3	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	100.0	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	16.7	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	83.3	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 163 Point Leamington Academy, Point Leamington

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	80.1	78.6	
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	58.8	55.0	
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	64.9	63.3	
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	40.5	42.2	
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	86.8	86.7	
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	79.5	80.8	
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)62.50	82.0	81.4	
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))	89.9	90.1	
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))	90.9	93.7	
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	78.4	81.3	
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	87.7	89.1	
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	82.5	83.4	
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	52.4	58.5	
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	59.4	63.1	
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	60.8	62.3	
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	63.7	64.6	
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	85.6	88.0	
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	80.5	83.2	
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	66.6	69.2	
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	40.9	40.6	
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	57.5	57.5	
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	37.0	40.8	
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	14.5	13.5	
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	76.7	77.6	

Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

School #: 167 Green Bay South Academy, Robert's Arm

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=18]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	94.1	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	82.4	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	64.7	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	82.4	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	76.5	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	70.6	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	76.5	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	82.4	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	29.4	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	70.6	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	76.5	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	55.9	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	52.9	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	88.2	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	72.5	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)55.88	80.4	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.2	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	76.5	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	70.6	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	88.2	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	82.4	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	52.9	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	70.6	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	70.6	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	58.8	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	76.5	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	82.4	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	41.2	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	29.4	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	64.7	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	29.4	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	32.4	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	76.5	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 177 Greenwood Academy, Campbellton

Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=12]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	60.0	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	80.0	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	60.0	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)	70.0	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	40.0	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)	70.0	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	80.0	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	40.0	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	70.0	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	50.0	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	70.0	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	35.0	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	85.0	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	93.3	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	70.0	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))	90.9	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))	100.0	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)	81.8	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	90.9	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)	100.0	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	18.2	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	72.7	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	45.5	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	90.9	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	90.9	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	90.9	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	90.9	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	45.5	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	63.6	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	36.4	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	90.9	76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 178 Phoenix Academy, Carmanville

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=10]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	50.0	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	75.0	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	75.0	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	62.5	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	75.0	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	87.5	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	72.2	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	66.7	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	33.3	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	83.3	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	77.8	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67	59.3	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	77.8	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	55.6	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	66.7	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	11.1	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	55.6	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	44.4	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	66.7	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	77.8	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	55.6	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	55.6	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	33.3	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	44.4	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	33.3	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	77.8	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 179 Centreville Academy, Centreville-Wareham

Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=8]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	85.7	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	57.1	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	57.1	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	57.1	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	28.6	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	71.4	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	57.1	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	57.1	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	42.9	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	50.0	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	71.4	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	57.1	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	92.9	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	76.2	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)71.43	76.2	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	85.7	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	57.1	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	57.1	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	85.7	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	42.9	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	28.6	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	14.3	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	42.9	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	85.7	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	57.1	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	14.3	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	42.9	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	0.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	14.3	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	14.3	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 183 William Mercer Academy, Dover

Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=10]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	88.9	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	77.8	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	44.4	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)	55.6	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	44.4	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)	88.9	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	44.4	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	22.2	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	88.9	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	55.6	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	61.1	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	33.3	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	83.3	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	81.5	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	74.1	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))	88.9	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))	88.9	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)	100.0	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	88.9	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)	100.0	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	55.6	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	44.4	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	44.4	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	44.4	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	77.8	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	55.6	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	100.0	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	33.3	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	44.4	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	0.0	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	11.1	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	66.7	76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 188 Sandstone Academy, Ladle Cove

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=3]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 189 Lewisporte Academy, Lewisporte

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=24]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	85.7	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	66.7	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	61.9	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	57.1	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	52.4	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	61.9	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	76.2	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	85.7	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	33.3	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	76.2	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	59.5	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	66.7	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	40.5	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	88.1	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	79.4	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67	79.4	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	81.8	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	81.8	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	81.8	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	86.4	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	86.4	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	77.3	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	54.6	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	50.0	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	68.2	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	86.4	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	90.9	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	59.1	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	59.1	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	59.1	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	22.7	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	86.4	76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 192 Lumsden Academy, Lumsden

Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=3]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)83.33		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 194 Gill Memorial Academy, Musgrave Harbour

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=5]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)25.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

School #: 196 St. Gabriel's AG, St. Brendan's

Grades: K-2,5-8,10-12

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 202 Twillingate Island Elementary, Twillingate

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=10]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	90.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	70.0	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	80.0	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	50.0	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	60.0	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	40.0	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	90.0	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	80.0	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	60.0	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	80.0	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	75.0	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	80.0	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	55.0	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	90.0	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	86.7	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	80.0	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	70.0	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.0	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	60.0	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	70.0	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	60.0	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	40.0	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	70.0	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	60.0	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	60.0	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	80.0	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	60.0	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	70.0	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	50.0	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	70.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	20.0	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	5.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	60.0	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 204 Pearson Academy, Wesleyville

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=12]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	72.7	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	54.6	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	54.6	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	54.6	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	63.6	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	81.8	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	72.7	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	81.8	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	45.5	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	81.8	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	36.4	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	72.7	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	31.8	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	77.3	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	78.8	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)72.73	69.7	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.9	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	81.8	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	54.6	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	72.7	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	72.7	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	54.6	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	36.4	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	27.3	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	81.8	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	81.8	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	63.6	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	45.5	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	36.4	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	54.5	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	18.2	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	18.2	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	63.6	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 206 Riverwood Academy, Wing's Point

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=12]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	91.7	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	83.3	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	66.7	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	58.3	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	66.7	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	83.3	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	83.3	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	25.0	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	58.3	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	54.2	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	58.3	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	33.3	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	79.2	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	63.9	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	58.33	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	80.0	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	70.0	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	90.0	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	30.0	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	50.0	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	50.0	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	50.0	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	70.0	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	70.0	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	40.0	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	60.0	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	20.0	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	60.0	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 398 Avoca Collegiate, Badger

Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 400 Helen Tulk Elementary, Bishop's Falls

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=23]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	86.4	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	86.4	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	54.6	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	63.6	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	81.8	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	81.8	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	72.7	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	50.0	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	68.2	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	65.9	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	63.6	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	25.0	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	84.1	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	77.3	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	63.6	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	86.4	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	86.4	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	72.7	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	86.4	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	77.3	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	40.9	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	40.9	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	59.1	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	50.0	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	95.5	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	81.8	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	63.6	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	27.3	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	31.8	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	9.1	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	77.3	76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 403 Lakeside Academy, Buchans

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 405 Cottrell's Cove Academy, Cottrell's Cove

Grades: K,2-4,6-8,10-

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 406 Fitzgerald Academy, English Harbour West

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=9]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	75.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	50.0	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	62.5	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	62.5	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	75.0	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	50.0	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	62.5	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	62.5	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	25.0	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	50.0	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	50.0	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	50.0	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	12.5	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	75.0	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	62.5	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	50.0	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.9	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.9	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	44.4	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	55.6	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	55.6	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	66.7	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	33.3	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	44.4	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	33.3	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	77.8	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	66.7	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	66.7	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	22.2	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	11.1	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	33.3	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	55.6	76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 407 Bay d'Espoir Academy, Milltown

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=7]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	50.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	66.7	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	50.0	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	33.3	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	50.0	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	83.3	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	50.0	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	50.0	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	16.7	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	50.0	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	33.3	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	50.0	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	8.3	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	50.0	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	55.6	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	50.0	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	80.0	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	60.0	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	60.0	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	60.0	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	80.0	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	40.0	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	60.0	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	40.0	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	60.0	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	80.0	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	0.0	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	20.0	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	60.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	0.0	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	60.0	76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 409 Indian River Academy, Springdale

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=18]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.5	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	81.3	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	75.0	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	75.0	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	68.8	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	87.5	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	81.3	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	93.8	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	37.5	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	68.8	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	62.5	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	68.8	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	59.4	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	87.5	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	91.7	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	68.75	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.9	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	94.4	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	83.3	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	94.4	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	83.3	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	38.9	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	72.2	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	77.8	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	50.0	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	83.3	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	66.7	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	72.2	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	44.4	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	38.9	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	27.8	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	22.2	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	61.1	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 413 Holy Cross School Complex, Eastport

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 414 Fogo Island Central Academy, Fogo Island

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=9]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	100.0	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	50.0	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	75.0	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	100.0	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	87.5	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	87.5	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	25.0	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	68.8	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	87.5	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	43.8	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	93.8	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.5	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	87.5	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	100.0	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	100.0	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	62.5	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	87.5	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	87.5	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	75.0	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	75.0	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	62.5	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	62.5	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	12.5	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	12.5	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	87.5	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 416 Smallwood Academy, Gambo

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=7]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	66.7	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	83.3	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	33.3	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	66.7	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	66.7	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	83.3	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	50.0	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	83.3	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	33.3	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	58.3	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	33.3	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	75.0	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	66.7	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)58.33	72.2	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	83.3	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	83.3	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	83.3	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	66.7	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	66.7	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	50.0	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	50.0	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	66.7	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	66.7	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	16.7	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	50.0	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	83.3	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 417 Gander Academy, Gander

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=82]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	91.3	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	85.0	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	76.3	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	72.5	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	86.3	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	82.5	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	88.8	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	90.0	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	53.8	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	87.5	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	60.6	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	63.8	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	38.8	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	85.6	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	83.3	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	63.75	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	96.2	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	94.9	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.9	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	92.3	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	76.9	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	56.4	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	64.1	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	66.7	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	65.4	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	96.2	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	85.9	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	79.5	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	43.6	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	64.1	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	35.9	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	22.4	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	83.3	76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 421 Lakewood Academy, Glenwood

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.))		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

School #: 422 Glovertown Academy, Glovertown

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=14]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	76.9	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	69.2	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	61.5	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	69.2	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	69.2	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	84.6	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	69.2	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	84.6	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	15.4	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	84.6	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	30.8	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	61.5	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	34.6	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	96.2	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	89.7	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	92.3	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	91.7	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	91.7	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	75.0	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	83.3	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	66.7	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	58.3	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	66.7	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	58.3	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	50.0	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	91.7	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	91.7	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	33.3	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	58.3	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	41.7	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	16.7	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	75.0	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 426 Hillview Academy, Norris Arm

Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=5]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)60.00		82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		76.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 3 - Nova Central

School #: 478 New World Island Academy, Summerford

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=8]	District [N=469]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.5	91.6	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	50.0	77.7	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	75.0	75.8	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	62.5	65.5	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	100.0	73.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	87.5	78.6	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	80.5	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	87.5	83.6	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	62.5	46.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	62.5	80.1	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	56.3	58.8	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	68.8	64.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	25.0	40.5	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	87.5	86.8	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	62.5	79.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	68.75	82.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	89.9	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.9	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	87.5	78.4	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	87.7	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	82.5	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	25.0	52.4	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	62.5	59.4	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	87.5	60.8	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	62.5	63.7	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	87.5	85.6	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	75.0	80.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	66.6	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	37.5	40.9	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.5	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	50.0	37.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	25.0	14.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	87.5	76.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 213 Lake Academy, Fortune

Grades: K-7

Item	Cognitive Level - Outcome (item parameter)	School [N=19]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	72.2	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	55.6	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	61.1	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	61.1	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	77.8	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	83.3	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	77.8	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	72.2	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	55.6	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	66.7	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	30.6	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	72.2	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	47.2	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	88.9	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	90.7	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)72.22	92.6	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	94.1	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	94.1	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	82.4	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	76.5	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	82.4	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	41.2	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	41.2	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	58.8	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	52.9	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	88.2	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	82.4	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	58.8	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	35.3	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	58.8	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	41.2	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	5.9	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	94.1	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 218 St. Joseph's Academy, Lamaline

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=3]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67		81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 4 - Eastern

School #: 220 Sacred Heart Academy, Marystown

Grades: K-7

Item	Cognitive Level - Outcome (item parameter)	School [N=32]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	89.7	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	79.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	72.4	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	69.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	65.5	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	86.2	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	75.9	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	89.7	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	51.7	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	75.9	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	62.1	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	74.1	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	44.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	84.5	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	73.6	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)74.14	77.0	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	86.7	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	96.7	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	73.3	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	83.3	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	80.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	60.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	43.3	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	46.7	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	56.7	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	86.7	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	83.3	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	66.7	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	36.7	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	66.7	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	43.3	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	8.3	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	73.3	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 223 Christ the King School, Rushoon

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-7

Item	Cognitive Level - Outcome (item parameter)	School [N=22]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	95.2	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	76.2	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	76.2	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	66.7	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	71.4	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	71.4	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	90.5	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	61.9	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	71.4	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	56.8	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	75.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	40.9	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	88.6	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.9	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00	78.8	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	89.5	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	89.5	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	68.4	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	84.2	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	84.2	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	84.2	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	73.7	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	68.4	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	57.9	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	89.5	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	84.2	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	63.2	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	47.4	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	73.7	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	31.6	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	2.6	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	73.7	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=8]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.5	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	75.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	62.5	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	75.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	62.5	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	75.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	50.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	87.5	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	62.5	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	56.3	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	68.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	87.5	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	75.0	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)56.25	79.2	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	85.7	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	85.7	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	85.7	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	71.4	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	71.4	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	71.4	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	71.4	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	85.7	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	75.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	25.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	62.5	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	50.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	6.3	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	62.5	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=6]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	83.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	66.7	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	50.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	83.3	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	83.3	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	83.3	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	66.7	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	0.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	100.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	75.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	25.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	91.7	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	66.7	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00	88.9	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	83.3	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	83.3	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	16.7	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	66.7	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	66.7	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	66.7	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	83.3	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	83.3	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	66.7	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	33.3	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	33.3	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	8.3	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	66.7	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 232 Matthew Elementary School, Bonavista

Grades: K-8

Item	Cognitive Level - Outcome (item parameter)	School [N=19]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	93.8	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	56.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	75.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	68.8	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	62.5	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	62.5	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	62.5	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	75.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	62.5	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	37.5	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	59.4	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	56.3	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	28.1	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	71.9	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	77.1	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)56.25	79.2	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	75.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	87.5	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	75.0	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	93.8	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	56.3	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	56.3	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	81.3	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	56.3	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	43.8	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	81.3	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	68.8	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	43.8	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	43.8	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	43.8	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	18.8	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	12.5	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	81.3	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 234 Catalina Elementary School, Catalina

Grades: K-8

Item	Cognitive Level - Outcome (item parameter)	School [N=8]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	87.5	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	75.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	62.5	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	37.5	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	87.5	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	62.5	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	50.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	25.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	62.5	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	68.8	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	87.5	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	37.5	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	75.0	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	79.2	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	87.5	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	100.0	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	57.1	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	28.6	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	42.9	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	71.4	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	85.7	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	85.7	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	57.1	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	85.7	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	57.1	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	7.1	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	100.0	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 237 Anthony Paddon Elementary, Musgravetown

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=14]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	92.3	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	76.9	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	84.6	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	69.2	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	69.2	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	61.5	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	84.6	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	76.9	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	69.2	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	65.4	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	69.2	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	34.6	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	88.5	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	89.7	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	84.6	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.9	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	92.9	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	78.6	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	50.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	64.3	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	50.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	71.4	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	92.9	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	85.7	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	50.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	85.7	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	50.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	14.3	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	78.6	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 240 Bishop White School, Port Rexton

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=6]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	83.3	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	83.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	83.3	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	83.3	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	66.7	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	66.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	83.3	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	83.3	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	58.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	66.7	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	50.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	100.0	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	83.3	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67	100.0	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	25.0	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	75.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	75.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	25.0	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	50.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	75.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	50.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	50.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	0.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	0.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	12.5	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	100.0	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=6]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	66.7	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	83.3	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	66.7	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	16.7	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	66.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	50.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	66.7	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	33.3	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	83.3	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	50.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	66.7	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	33.3	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	91.7	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	83.3	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67	61.1	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	66.7	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	66.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	66.7	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	66.7	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	50.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	50.0	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	66.7	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	50.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	66.7	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	83.3	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	33.3	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	50.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	0.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	66.7	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 243 Riverside Elementary, Shoal Harbour

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=40]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	75.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	65.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	60.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	67.5	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	85.0	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	75.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	57.5	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	82.5	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	40.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	60.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	57.9	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	55.3	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	36.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	86.8	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	75.4	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)55.26	81.6	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	81.1	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	89.2	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	59.5	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	83.8	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	78.4	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	48.7	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	48.7	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	64.9	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	70.3	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	86.5	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	77.1	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	68.6	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	65.7	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	45.7	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	22.9	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	25.7	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	60.0	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 4 - Eastern

School #: 248 Amalgamated Academy, Bay Roberts

Grades: 4-9

Item	Cognitive Level - Outcome (item parameter)	School [N=62]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	88.1	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	81.4	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	72.9	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	72.9	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	81.4	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	79.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	83.1	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	86.4	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	50.9	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	83.1	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	76.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	75.4	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	45.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	86.4	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	80.2	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.42	83.6	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	91.1	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	98.2	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	91.1	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	85.7	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	41.1	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	51.8	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	53.6	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	71.4	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	92.9	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	89.1	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	69.1	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	40.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	60.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	40.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	11.8	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	83.6	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 258 Holy Family Elementary, Chapel Arm

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=11]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	77.8	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	33.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	66.7	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	55.6	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	55.6	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	77.8	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	66.7	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	55.6	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	55.6	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	66.7	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	38.9	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	50.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	33.3	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	72.2	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	70.4	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00	59.3	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	85.7	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	71.4	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	57.1	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	57.1	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	57.1	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	42.9	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	28.6	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	14.3	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	14.3	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	71.4	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	42.9	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	42.9	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	57.1	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	28.6	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	14.3	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	42.9	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 260 Immaculate Conception Elementary, Colliers

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=9]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	55.6	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	66.7	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	66.7	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	77.8	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	88.9	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	22.2	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	66.7	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	61.1	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	72.2	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	44.4	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	88.9	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	88.9	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)72.22	85.2	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	87.5	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	87.5	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	37.5	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	87.5	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	50.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	50.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	75.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	12.5	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	37.5	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	25.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	75.0	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 262 Woodland Elementary, Dildo

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=12]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	90.9	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	81.8	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	72.7	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	63.6	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	90.9	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	90.9	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	81.8	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	45.5	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	72.7	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	36.4	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	54.5	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	36.4	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	81.8	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	72.7	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)54.55	78.8	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	83.3	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	91.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	91.7	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	58.3	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	58.3	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	58.3	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	33.3	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	83.3	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	33.3	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	16.7	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	8.3	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	66.7	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 265 Acreman Elementary, Green's Harbour

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=5]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)70.00		81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 269 St. Francis School, Harbour Grace

Grades: 6-9

Item	Cognitive Level - Outcome (item parameter)	School [N=32]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.1	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	61.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	74.2	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	71.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	61.3	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	71.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	71.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	71.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	48.4	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	83.9	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	51.6	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	61.3	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	43.5	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	80.6	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	84.9	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)61.29	74.2	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	96.3	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	88.9	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	81.5	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	88.9	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	48.2	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	66.7	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	74.1	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	66.7	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	96.3	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	86.2	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	58.6	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	41.4	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	55.2	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	44.8	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	6.9	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	75.9	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 272 Holy Cross Elementary, Holyrood

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=14]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	92.3	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	76.9	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	61.5	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	61.5	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	69.2	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	69.2	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	61.5	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	46.2	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	84.6	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	61.5	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	88.5	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	42.3	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	88.5	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	79.5	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)88.46	92.3	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.9	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	85.7	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	92.9	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	64.3	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	78.6	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	64.3	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	71.4	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	78.6	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	71.4	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	50.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	50.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	92.9	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=9]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.5	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	50.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	75.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	50.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	62.5	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	87.5	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	87.5	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	50.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	75.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	87.5	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	50.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	68.8	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	68.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	81.3	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	83.3	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	68.75	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	77.8	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	66.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	77.8	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	77.8	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	44.4	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	88.9	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	88.9	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	55.6	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	77.8	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	77.8	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	44.4	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	55.6	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	77.8	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	66.7	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	22.2	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	77.8	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 278 All Hallows Elementary, North River

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=33]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	89.7	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	75.9	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	79.3	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	72.4	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	82.8	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	93.1	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	86.2	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	75.9	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	34.5	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	82.8	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	70.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	73.3	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	43.3	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	88.3	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	74.4	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)73.33	75.6	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	89.7	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	86.2	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	79.3	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	93.1	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	96.6	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	72.4	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	62.1	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	75.9	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	58.6	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	82.8	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	72.4	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	65.5	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	48.3	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	37.9	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	27.6	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	17.2	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	79.3	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=10]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	100.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	100.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	75.0	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	75.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	0.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	87.5	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	81.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	93.8	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	87.5	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	100.0	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.5	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)93.75	95.8	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	100.0	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	90.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	90.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	100.0	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	100.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	90.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	80.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	80.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	100.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	90.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	30.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	100.0	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 4 - Eastern

School #: 286 Fatima Academy, St. Bride's

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=7]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	57.1	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	42.9	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	71.4	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	57.1	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	71.4	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	85.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	42.9	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	71.4	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	14.3	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	42.9	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	64.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	50.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	35.7	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	85.7	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	71.4	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00	61.9	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	71.4	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	71.4	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	42.9	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	71.4	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	57.1	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	42.9	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	57.1	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	42.9	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	100.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	85.7	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	57.1	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	71.4	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	0.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	42.9	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	28.6	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	57.1	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=11]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	90.9	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	90.9	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	63.6	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	81.8	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	81.8	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	81.8	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	90.9	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	72.7	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	86.4	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	59.1	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	81.8	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	81.8	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)86.36	84.8	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	72.7	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	90.9	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	90.9	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	81.8	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	54.6	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	90.9	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	81.8	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	54.6	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	90.9	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	0.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	100.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	27.3	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	72.7	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 291 Perlin Elementary, Winterton

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))			
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)			
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)			
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)			
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,			
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)			
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,			
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)			
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)			
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)			
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)			
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)			
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)			
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)			
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)			
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00			
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)			
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)			
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,			
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)			
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,			
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)			
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)			
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)			
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)			
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)			
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)			
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)			
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)			
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)			
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)			
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)			
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)			

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

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=12]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	77.8	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	55.6	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	88.9	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	66.7	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	88.9	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	55.6	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	77.8	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	66.7	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	44.4	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	33.3	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	50.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	44.4	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	27.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	77.8	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	55.6	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)44.44	63.0	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	40.0	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	90.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	90.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	70.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	60.0	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	50.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	40.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	90.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	60.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	60.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	30.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	30.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	20.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	10.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	50.0	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=49]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	95.1	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	75.6	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	82.9	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	63.4	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	80.5	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	92.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	85.4	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	70.7	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	31.7	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	70.7	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	48.8	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	59.8	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	42.7	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	91.5	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	78.0	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	59.76	83.7	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	89.4	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	97.9	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	83.0	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	87.2	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	76.6	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	59.6	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	63.8	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	66.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	34.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	83.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	78.7	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	66.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	44.7	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	42.6	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	40.4	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	7.4	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	76.6	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (item parameter)	School [N=42]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	92.5	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	70.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	80.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	70.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	92.5	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	97.5	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	80.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	87.5	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	37.5	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	85.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	51.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	60.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	43.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	87.5	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	79.2	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)60.00	79.2	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	94.4	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.9	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	83.3	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	88.9	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	77.8	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	63.9	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	72.2	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	61.1	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	61.1	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	75.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	86.1	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	25.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	52.8	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	36.1	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	18.1	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	69.4	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (item parameter)	School [N=17]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	93.8	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	56.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	87.5	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	75.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	62.5	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	87.5	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	93.8	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	81.3	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	43.8	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	87.5	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	43.8	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	81.3	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	31.3	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	87.5	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	81.3	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	93.8	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	93.8	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	81.3	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	93.8	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	37.5	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	62.5	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	75.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	56.3	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	87.5	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	93.8	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	37.5	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	31.3	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	15.6	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	81.3	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (item parameter)	School [N=19]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.5	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	56.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	75.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	62.5	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	75.0	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	87.5	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	75.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	81.3	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	50.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	75.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	68.8	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	68.8	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	46.9	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	87.5	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	83.3	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	68.75	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	88.9	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	94.4	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	66.7	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	61.1	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	83.3	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	66.7	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	88.9	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	88.9	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	88.9	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	44.4	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	66.7	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	38.9	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	16.7	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	88.9	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 310 Mount Pearl Intermediate, Mount Pearl

Grades: 5-9

Item	Cognitive Level - Outcome (item parameter)	School [N=62]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	91.2	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	73.7	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	79.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	61.4	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	86.0	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	91.2	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	80.7	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	80.7	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	33.3	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	79.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	47.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	66.1	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	48.2	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	87.5	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	84.5	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.07	86.3	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.7	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.6	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.2	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	90.7	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	83.3	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	64.8	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	77.8	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	72.2	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	59.3	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	90.7	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	80.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	65.5	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	47.3	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	56.4	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	47.3	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	13.6	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	81.8	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 312 Newtown Elementary, Mount Pearl

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=48]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	97.6	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	75.6	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	85.4	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	80.5	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	78.1	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	92.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	80.5	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	87.8	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	53.7	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	82.9	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	46.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	64.6	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	50.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	89.0	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	84.6	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	64.6	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.5	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.9	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	90.5	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	95.2	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	81.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	69.1	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	64.3	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	73.8	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	83.3	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	88.1	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	92.9	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	71.4	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	35.7	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	78.6	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	45.2	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	13.1	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	85.7	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=27]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.5	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	83.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	70.8	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	58.3	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	91.7	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	79.2	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	79.2	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	95.8	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	41.7	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	87.5	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	50.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	56.3	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	45.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	87.5	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	81.9	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)56.25	90.3	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	96.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	96.0	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	92.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	96.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	72.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	80.0	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	68.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	76.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	80.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	92.3	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	73.1	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	34.6	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	57.7	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	46.2	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	13.5	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	73.1	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=12]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	91.7	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	75.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	91.7	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	91.7	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	91.7	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	91.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	33.3	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	83.3	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	41.7	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	62.5	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	37.5	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	100.0	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	80.6	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	62.5	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	91.7	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	91.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	91.7	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	75.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	50.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	83.3	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	83.3	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	58.3	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	83.3	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	33.3	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	75.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	50.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	16.7	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	83.3	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 318 Holy Family Elementary, Paradise

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=41]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	95.1	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	75.6	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	82.9	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	85.4	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	75.6	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	87.8	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	92.7	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	90.2	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	41.5	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	90.2	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	47.6	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	67.1	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	40.2	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	93.9	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	77.2	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)67.07	80.5	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.7	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	97.6	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	87.8	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	90.2	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	85.4	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	68.3	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	73.2	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	68.3	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	75.6	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	95.1	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	90.2	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	58.5	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	41.5	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	56.1	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	41.5	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	20.7	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	90.2	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=56]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.5	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	85.4	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	85.4	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	85.4	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	87.5	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	91.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	91.7	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	93.8	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	52.1	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	87.5	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	44.9	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	61.2	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	44.9	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	84.7	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	85.0	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)61.22	85.7	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.4	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	98.1	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	88.5	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	94.2	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	78.9	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	65.4	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	71.2	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	69.2	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	63.5	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	86.5	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	80.8	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	28.8	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	53.8	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	30.8	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	20.2	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	90.4	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=14]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	85.7	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	35.7	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	71.4	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	50.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	85.7	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	71.4	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	78.6	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	35.7	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	71.4	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	25.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	64.3	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	25.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	67.9	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	78.6	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	64.29	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.9	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.9	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	81.8	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	63.6	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	81.8	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	54.6	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	45.5	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	63.6	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	81.8	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	81.8	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	63.6	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	63.6	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	45.5	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	36.4	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	4.5	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	63.6	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=10]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	80.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	50.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	60.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	70.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	60.0	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	60.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	70.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	40.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	70.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	25.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	70.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	65.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	85.0	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	73.3	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	70.0	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	77.8	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	88.9	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	88.9	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	88.9	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	66.7	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	55.6	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	66.7	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	77.8	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	88.9	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	88.9	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	77.8	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	44.4	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	55.6	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	44.4	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	16.7	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	77.8	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-7

Item	Cognitive Level - Outcome (item parameter)	School [N=30]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	93.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	90.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	73.3	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	93.3	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	96.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	93.3	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	86.7	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	36.7	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	93.3	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	68.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	66.7	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	43.3	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	93.3	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.8	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67	92.2	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.9	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.9	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	78.6	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	89.3	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	85.7	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	57.1	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	64.3	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	75.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	57.1	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	96.4	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	92.9	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	71.4	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	35.7	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	67.9	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	35.7	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	17.9	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	78.6	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=32]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	76.7	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	70.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	76.7	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	66.7	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	66.7	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	83.3	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	80.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	83.3	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	56.7	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	73.3	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	15.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	65.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	33.3	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	81.7	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	70.0	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	65.0	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	84.4	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	96.9	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	78.1	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	84.4	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	84.4	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	50.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	65.6	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	56.3	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	81.3	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	81.3	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	65.6	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	40.6	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	46.9	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	31.3	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	28.1	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	10.9	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	56.3	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 337 Goulds Elementary, St. John's (Goulds)

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=47]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	93.2	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	84.1	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	72.7	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	63.6	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	88.6	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	81.8	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	86.4	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	86.4	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	56.8	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	86.4	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	60.2	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	61.4	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	51.1	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	89.8	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.9	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)61.36	87.1	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.6	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	72.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	84.1	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	75.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	84.1	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	65.9	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	61.4	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	93.2	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	82.2	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	73.3	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	20.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	68.9	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	48.9	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	11.1	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	77.8	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 339 Holy Cross Elementary, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	75.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	75.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	87.5	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	62.5	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	75.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	87.5	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	62.5	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	12.5	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	87.5	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	43.8	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	75.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	37.5	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	81.3	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	83.3	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00	54.2	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	100.0	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	87.5	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	62.5	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	37.5	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	50.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	75.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	87.5	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	12.5	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	62.5	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	12.5	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	12.5	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	75.0	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 342 MacDonal Drive Elementary, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=29]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	96.6	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	86.2	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	82.8	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	69.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	86.2	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	79.3	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	82.8	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	86.2	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	48.3	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	79.3	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	56.9	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	63.8	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	62.1	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	86.2	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.4	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)63.79	82.8	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.9	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	96.4	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	89.3	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	89.3	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	96.4	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	78.6	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	71.4	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	67.9	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	67.9	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	82.1	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	82.8	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	86.2	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	58.6	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	55.2	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	51.7	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	10.3	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	89.7	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=50]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	93.8	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	91.7	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	79.2	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	77.1	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	83.3	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	79.2	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	77.1	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	87.5	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	47.9	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	70.8	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	57.4	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	64.9	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	44.7	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	89.4	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	79.4	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	64.89	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	98.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	98.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	89.8	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	98.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	91.8	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	69.4	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	63.3	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	69.4	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	87.8	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	95.9	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	87.8	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	71.4	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	36.7	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	69.4	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	51.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	11.2	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	89.8	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=18]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	77.8	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	88.9	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	72.2	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	61.1	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	88.9	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	77.8	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	94.4	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	38.9	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	88.9	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	77.8	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	61.1	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	52.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	77.8	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	75.9	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)61.11	79.6	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	94.4	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	94.4	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	88.9	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	94.4	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	83.3	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	77.8	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	83.3	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	83.3	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	61.1	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	88.9	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	83.3	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	83.3	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	22.2	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	61.1	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	33.3	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	77.8	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 349 St. Andrew's Elementary, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=16]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	70.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	60.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	60.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	50.0	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	80.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	80.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	70.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	20.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	80.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	33.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	55.6	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	27.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	77.8	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	70.4	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)55.56	74.1	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	77.8	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	55.6	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	88.9	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	55.6	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	44.4	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	77.8	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	70.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	60.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	40.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	20.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	30.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	0.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	80.0	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=14]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	85.7	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	57.1	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	64.3	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	28.6	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	78.6	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	85.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	50.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	50.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	35.7	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	50.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	42.9	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	57.1	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	25.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	82.1	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	71.4	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)57.14	64.3	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.3	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	84.6	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	92.3	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	69.2	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	38.5	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	53.9	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	30.8	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	53.9	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	92.3	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	78.6	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	64.3	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	50.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	35.7	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	7.1	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	3.6	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	42.9	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=11]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	81.8	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	63.6	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	90.9	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	81.8	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	90.9	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	81.8	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	9.1	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	45.5	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	63.6	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	50.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	95.5	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.9	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	63.6	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	100.0	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	90.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	100.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	80.0	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	90.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	90.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	90.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	90.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	90.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	90.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	80.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	10.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	100.0	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-7

Item	Cognitive Level - Outcome (item parameter)	School [N=15]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	92.3	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	76.9	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	76.9	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	46.2	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	76.9	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	84.6	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	92.3	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	30.8	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	92.3	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	50.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	57.7	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	30.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	84.6	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	71.8	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)57.69	64.1	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.9	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	71.4	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	78.6	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	92.9	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	50.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	64.3	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	71.4	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	78.6	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	78.6	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	85.7	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	57.1	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	35.7	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	57.1	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	10.7	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	78.6	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 360 Rennie's River Elementary School, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=23]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	81.8	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	81.8	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	81.8	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	68.2	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	72.7	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	95.5	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	86.4	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	95.5	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	50.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	81.8	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	59.1	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	56.8	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	56.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	86.4	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	78.8	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)56.82	81.8	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.9	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	95.5	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	77.3	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	86.4	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	86.4	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	68.2	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	40.9	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	72.7	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	72.7	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	72.7	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	81.8	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	72.7	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	50.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	45.5	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	40.9	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	36.4	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	72.7	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=30]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	89.3	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	64.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	96.4	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	75.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	82.1	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	85.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	85.7	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	85.7	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	28.6	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	71.4	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	44.6	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	58.9	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	57.1	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	92.9	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	81.0	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)58.93	75.0	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.6	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.6	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.2	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	96.3	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	88.9	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	74.1	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	63.0	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	74.1	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	48.2	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	96.3	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	92.6	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	66.7	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	63.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	63.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	40.7	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	1.9	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	77.8	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=31]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	86.7	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	76.7	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	73.3	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	80.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	83.3	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	86.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	86.7	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	86.7	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	20.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	80.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	33.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	53.3	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	35.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	88.3	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	77.8	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)53.33	82.2	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	86.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	96.7	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	66.7	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	70.0	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	63.3	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	73.3	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	86.7	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	83.9	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	77.4	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	35.5	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	51.6	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	54.8	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	14.5	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	87.1	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=8]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	83.3	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	83.3	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	100.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	83.3	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	50.0	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	83.3	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	33.3	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	83.3	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	50.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	50.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	28.6	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	42.9	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	50.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	71.4	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	61.9	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)42.86	61.9	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	85.7	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	71.4	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	85.7	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	85.7	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	57.1	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	57.1	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	71.4	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	85.7	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	85.7	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	85.7	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	85.7	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	14.3	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	42.9	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	28.6	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	28.6	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	42.9	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 367 Holy Trinity Elementary, Torbay

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=40]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	64.1	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	87.2	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	71.8	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	82.1	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	84.6	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	92.3	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	89.7	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	30.8	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	79.5	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	48.8	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	57.5	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	38.8	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	86.3	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	75.0	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)57.50	73.3	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	94.9	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	97.4	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	82.1	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	87.2	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	79.5	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	59.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	71.8	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	71.8	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	59.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	87.2	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	84.6	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	69.2	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	41.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	51.3	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	41.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	6.4	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	89.7	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 370 Stella Maris Academy, Trepassy

Grades: K-7,9-12

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (item parameter)	School [N=27]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	84.6	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	73.1	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	73.1	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	73.1	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	73.1	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	84.6	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	73.1	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	88.5	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	50.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	84.6	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	46.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	60.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	46.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	90.0	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	78.7	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	72.0	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	76.2	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.5	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	85.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	81.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	76.2	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	52.4	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	61.9	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	66.7	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	38.1	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	90.5	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	95.2	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	71.4	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	33.3	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	57.1	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	38.1	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	11.9	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	85.7	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=16]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	80.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	86.7	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	86.7	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	46.7	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	73.3	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	86.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	93.3	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	80.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	53.3	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	86.7	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	50.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	50.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	46.9	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	84.4	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	62.5	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00	85.4	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	76.9	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	92.3	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	53.9	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	76.9	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	61.5	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	92.3	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	92.3	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	92.3	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	92.3	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	15.4	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	53.8	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	23.1	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	11.5	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	76.9	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 427 Holy Name of Mary Academy, Lawn

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=6]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	50.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	33.3	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	66.7	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	83.3	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	66.7	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	16.7	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	50.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	0.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	58.3	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	66.7	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	100.0	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	88.9	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)58.33	77.8	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	83.3	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	83.3	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	50.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	33.3	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	33.3	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	66.7	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	66.7	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	83.3	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	66.7	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	66.7	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	0.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	33.3	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	33.3	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	25.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	100.0	78.7	77.6

Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 4 - Eastern

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

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=3]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))			
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)			
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)			
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)			
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,			
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)			
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,			
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)			
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)			
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)			
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)			
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)			
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)			
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)			
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)			
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00			
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)			
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)			
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,			
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)			
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,			
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)			
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)			
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)			
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)			
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)			
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)			
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)			
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)			
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)			
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)			
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)			
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)			

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 431 Southwest Arm Academy, Little Heart's Ease

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 433 Tricon Elementary, Bay de Verde

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=10]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	80.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	50.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	70.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	60.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	70.0	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	60.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	90.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	70.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	80.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	60.0	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	70.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	45.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	80.0	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	76.7	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	70.0	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	90.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	90.0	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	90.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	60.0	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	80.0	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	40.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	90.0	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	80.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	80.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	90.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	30.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	60.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	30.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	5.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	70.0	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=14]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	85.7	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	85.7	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	57.1	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	64.3	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	64.3	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	85.7	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	78.6	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	92.9	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	42.9	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	78.6	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	39.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	60.7	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	53.6	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	85.7	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	95.2	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)60.71	90.5	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	91.7	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	91.7	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	66.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	50.0	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	83.3	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	66.7	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	75.0	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	58.3	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	91.7	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	75.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	41.7	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	50.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	41.7	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	12.5	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	91.7	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 438 Epiphany Elementary, Heart's Delight

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))			
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)			
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)			
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,			
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,			
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)			
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,			
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)			
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)			
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)			
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)			
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)			
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)			
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)			
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)			
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00			
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)			
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)			
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,			
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)			
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,			
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)			
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)			
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)			
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)			
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)			
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)			
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)			
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)			
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)			
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)			
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)			
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)			

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

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 442 Persalvic Elementary, Victoria

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=14]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	84.6	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	69.2	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	84.6	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	76.9	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	61.5	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	92.3	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	84.6	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	92.3	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	38.5	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	76.9	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	57.7	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	65.4	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	57.7	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	96.2	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	84.6	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.38	97.4	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.3	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	92.3	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	69.2	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	84.6	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	76.9	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	53.9	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	30.8	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	30.8	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	46.2	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	84.6	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	84.6	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	76.9	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	69.2	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	46.2	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	30.8	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	7.7	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	46.2	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 444 Cabot Academy, Western Bay

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=3]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00		81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 446 Whitbourne Elementary, Whitbourne

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=8]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	85.7	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	71.4	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	71.4	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	57.1	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	71.4	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	28.6	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	85.7	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	42.9	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	0.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	57.1	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	35.7	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	71.4	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	50.0	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	71.4	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	66.7	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)71.43	57.1	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	87.5	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	75.0	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	62.5	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	37.5	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	50.0	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	87.5	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	37.5	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	87.5	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	87.5	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	50.0	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	75.0	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	25.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	6.3	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	62.5	78.7	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 447 Baltimore School Complex, Ferryland

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=9]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	88.9	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	55.6	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	66.7	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	77.8	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	66.7	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	88.9	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	88.9	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	88.9	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	77.8	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	77.8	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	55.6	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	33.3	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	77.8	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	100.0	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	85.2	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.9	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	88.9	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	66.7	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	66.7	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	66.7	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	55.6	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	44.4	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	88.9	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	66.7	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	44.4	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	88.9	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	33.3	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	11.1	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	88.9	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 468 Hazelwood Elementary, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=40]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	84.6	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	66.7	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	82.1	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	59.0	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	66.7	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	84.6	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	69.2	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	82.1	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	38.5	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	64.1	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	42.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	52.6	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	35.9	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	89.7	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	82.1	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	52.56	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	94.4	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	88.9	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	83.3	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	94.4	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	83.3	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	52.8	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	63.9	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	36.1	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	69.4	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	86.1	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	75.0	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	72.2	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	38.9	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	58.3	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	41.7	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	11.1	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	77.8	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

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

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=28]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	92.6	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	81.5	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	81.5	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	70.4	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	63.0	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	77.8	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	85.2	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	40.7	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	77.8	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	48.1	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	66.7	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	31.5	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	85.2	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	88.9	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67	88.9	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	86.4	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	72.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	86.4	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	81.8	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	68.2	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	81.8	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	68.2	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	81.8	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	86.4	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	81.8	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	72.7	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	40.9	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	63.6	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	59.1	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	36.4	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	77.3	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 924 Tricentia Academy, Arnold's Cove

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=9]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	87.5	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	100.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	75.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	62.5	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	75.0	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	87.5	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	87.5	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	12.5	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	87.5	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	37.5	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	43.8	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	12.5	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	75.0	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	79.2	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)43.75	79.2	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	85.7	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	85.7	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	100.0	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	85.7	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	85.7	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	57.1	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	71.4	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	57.1	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	57.1	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	100.0	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	85.7	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	57.1	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	57.1	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	42.9	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	28.6	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	14.3	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	85.7	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 951 Paradise Elementary, Paradise

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=47]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	93.3	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	77.8	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	75.6	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	75.6	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	71.1	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	88.9	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	80.0	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	91.1	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	37.8	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	75.6	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	43.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	65.6	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	38.9	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	83.3	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	84.4	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	65.56	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	86.1	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	95.4	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	83.7	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	97.7	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	88.4	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	58.1	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	60.5	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	48.8	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	46.5	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	90.7	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	95.5	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	77.3	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	47.7	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	59.1	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	50.0	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	8.0	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	79.5	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 4 - Eastern

School #: 952 Elizabeth Park Elementary School, Paradise

Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	School [N=33]	District [N=1,496]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	90.0	89.9	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	70.0	74.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	80.0	78.6	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	76.7	70.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	80.0	76.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	80.0	84.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	86.7	81.4	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	83.3	85.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	30.0	42.9	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	63.3	77.9	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	58.3	52.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	70.0	63.9	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	51.7	44.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	83.3	86.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	74.4	80.5	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	70.0	81.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	93.1	90.7	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	89.7	94.8	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	75.9	82.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	93.1	90.5	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	89.7	84.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	55.2	61.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	55.2	64.8	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	51.7	64.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	62.1	64.4	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	93.1	88.8	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	86.2	84.5	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	62.1	70.2	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	41.4	40.7	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	55.2	57.1	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	41.4	39.9	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	12.1	12.6	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	79.3	78.7	77.6

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

Source: Division of Evaluation and Research, Department of Education

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Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response

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

District 803 - Private

School #: 373 First Baptist Academy, Mount Pearl

Grades: K-9,12

Item	Cognitive Level - Outcome (item parameter)	School [N=1]	District [N=29]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		100.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		96.6	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		86.2	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		89.7	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		82.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		86.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		96.6	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		100.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		51.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		96.6	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		55.2	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		69.0	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		50.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		96.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		90.8	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00		90.8	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		96.3	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		100.0	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		96.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		85.2	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		96.3	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		81.5	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		81.5	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		81.5	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		81.5	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		88.9	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		100.0	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		70.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		48.1	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		85.2	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		59.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		18.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		92.6	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 803 - Private

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

Item	Cognitive Level - Outcome (item parameter)	School [N=10]	District [N=29]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	100.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	100.0	96.6	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	90.0	86.2	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	90.0	89.7	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	90.0	82.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	60.0	86.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	100.0	96.6	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	100.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	60.0	51.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	90.0	96.6	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	35.0	55.2	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	55.0	69.0	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	50.0	50.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	95.0	96.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	93.3	90.8	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)	93.3	90.8	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	96.3	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	100.0	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	100.0	96.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	90.0	85.2	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	100.0	96.3	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	80.0	81.5	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	80.0	81.5	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	100.0	81.5	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	100.0	81.5	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	90.0	88.9	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	100.0	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	70.0	70.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	50.0	48.1	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	90.0	85.2	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	80.0	59.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	35.0	18.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	100.0	92.6	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 803 - Private

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

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=13]	District [N=29]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	100.0	100.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	100.0	96.6	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	76.9	86.2	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	84.6	89.7	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	92.3	82.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	100.0	86.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	92.3	96.6	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	100.0	100.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	69.2	51.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	100.0	96.6	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	73.1	55.2	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	76.9	69.0	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	42.3	50.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	96.2	96.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	87.2	90.8	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)76.92	92.3	90.8	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	96.3	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	100.0	100.0	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	91.7	96.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	91.7	85.2	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	91.7	96.3	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	83.3	81.5	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	83.3	81.5	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	75.0	81.5	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	58.3	81.5	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	91.7	88.9	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	100.0	100.0	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	75.0	70.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	41.7	48.1	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	83.3	85.2	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	41.7	59.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	4.2	18.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	100.0	92.6	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 803 - Private

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

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=5]	District [N=29]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		100.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		96.6	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		86.2	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		89.7	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		82.8	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		86.2	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		96.6	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		100.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		51.7	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		96.6	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		55.2	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		69.0	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		50.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		96.6	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		90.8	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)80.00		90.8	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		96.3	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		100.0	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		96.3	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		85.2	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		96.3	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		81.5	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		81.5	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		81.5	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		81.5	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		88.9	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		100.0	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		70.4	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		48.1	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		85.2	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		59.3	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		18.5	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		92.6	77.6

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

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 804 - Native Federal

School #: 018 Sheshatshiu Innu School, Sheshatshiu

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=10]	District [N=5]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))	83.3	100.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)	0.0	80.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)	66.7	80.0	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)	16.7	80.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,	0.0	60.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)	50.0	100.0	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,	16.7	100.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)	33.3	100.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)	16.7	60.0	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)	50.0	100.0	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)	25.0	50.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)	16.7	70.0	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)	0.0	70.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)	8.3	90.0	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)	16.7	73.3	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)16.67	16.7	73.3	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	50.0	100.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)	50.0	100.0	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,	0.0	100.0	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)	100.0	100.0	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,	0.0	80.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)	0.0	60.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)	0.0	40.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)	0.0	60.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)	50.0	80.0	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)	50.0	60.0	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)	0.0	100.0	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)	0.0	100.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)	0.0	60.0	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)	0.0	40.0	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)	0.0	40.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)	16.7	50.0	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)	0.0	60.0	77.6

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

Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 804 - Native Federal

School #: 019 Mushuau Innu Natuashish School, Natuashish

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=5]	District [N=5]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		100.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		80.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		80.0	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text. ,		80.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		60.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		100.0	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		100.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		100.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		60.0	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		100.0	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		50.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		70.0	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		70.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		90.0	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		73.3	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)0.00		73.3	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		100.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		100.0	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		100.0	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		100.0	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		80.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		60.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		40.0	63.1
18.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)		60.0	62.3
19.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)		80.0	64.6
20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		60.0	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		100.0	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		100.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		60.0	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		40.0	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		40.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		50.0	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		60.0	77.6

**Elementary English Language Arts
Provincial Assessment, June 2013
Male School Report - Multiple Choice/Constructed Response**

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

District 804 - Native Federal

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

Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	School [N=5]	District [N=5]	Province [N=2,499]
Non - Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		
1.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))		100.0	90.4
2.	Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)		80.0	74.5
3.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)		80.0	78.0
4.	Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similar pieces of information from various parts in the text.)		80.0	68.7
5.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,		60.0	74.8
6.	Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)		100.0	82.3
7.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?,		100.0	81.6
8.	Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)		100.0	84.8
9.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)		60.0	44.8
10.	Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)		100.0	78.6
Constructed Response				
1.	Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)		50.0	55.0
2.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)		70.0	63.3
3.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)		70.0	42.2
4.	Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)		90.0	86.7
5.	Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)		73.3	80.8
6.	Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)		70.0	81.4
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		100.0	90.1
12.	Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)		100.0	93.7
13.	Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ,		100.0	81.3
14.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)		100.0	89.1
15.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,		80.0	83.4
16.	Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)		60.0	58.5
17.	Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)		40.0	63.1
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20.	Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)		60.0	88.0
Constructed Response				
1.	Inferential – (6) / 7.1 Use expanding knowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)		100.0	83.2
2.	Inferential – (5) / 7.1 Use background knowledge to analyse information/ (Explain what a line means in the story.)		100.0	69.2
3.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)		60.0	40.6
4.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)		40.0	57.5
5.	Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)		40.0	40.8
6.	Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)		50.0	13.5
7.	Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)		60.0	77.6