

District 1 - Labrador

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

Grades: 2-4,6-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=2]

**School
Below Above
District District**

District

[N=137]

**School
Below Above
Province Province**

Province

[N=2,503]

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

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

School	School Below District	District	School Above Province	Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	71.4	▽	76.2
	▲	45.9	▲	42.4
	▲	72.2	▲	64.3
	▽	44.4	▽	53.6
	▲	64.7	▲	66.4
	▲	48.1	▲	44.7
	▽	63.9	▽	63.4
	▽	58.7	▽	60.5
	▲	45.1	▽	56.9
	▽	18.1	▽	28.7
		74.0		83.7
		34.4		45.6
		77.1		83.1
		54.2		63.4
		30.5		33.7
		70.6		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

#002 - Henry Gordon Academy, Cartwright

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=4]	School Below District	Above	School Below Province	Above
		[N=137]		[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	71.4	▲	76.2
	▲	45.9	▲	42.4
	▼	72.2	▼	64.3
	▼	44.4	▼	53.6
	▲	64.7	▲	66.4
	▲	48.1	▲	44.7
	▼	63.9	▼	63.4
	▲	58.7	▲	60.5
	▼	45.1	▼	56.9
	▲	18.1	▲	28.7
		74.0		83.7
		34.4		45.6
		77.1		83.1
		54.2		63.4
		30.5		33.7
		70.6		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

#007 - Amos Comenius Memorial School, Hopedale

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=3]	Below District	[N=137]	Below Province	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	71.4	▽	76.2
	▽	45.9	▽	42.4
	▽	72.2	▲	64.3
	▽	44.4	▽	53.6
	▽	64.7	▽	66.4
	▽	48.1	▽	44.7
	▽	63.9	▽	63.4
	▽	58.7	▽	60.5
	▲	45.1	▲	56.9
	▽	18.1	▽	28.7
		74.0		83.7
		34.4		45.6
		77.1		83.1
		54.2		63.4
		30.5		33.7
		70.6		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

#010 - Menihek High School, Labrador City

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=69]	Below District	[N=137]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	67.7	▽	71.4	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	41.5	▽	45.9	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	76.9	▲	72.2	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	53.9	▲	44.4	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	70.8	▲	64.7	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	50.8	▲	48.1	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	64.6	▲	63.9	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	64.6	▲	58.7	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	47.7	▲	45.1	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	16.9	▽	18.1	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	77.3		74.0		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	35.9		34.4		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	78.1		77.1		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	53.9		54.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	34.4		30.5		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	75.8		70.6		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=2]	School Below District	Above	School Below Province	Above
		[N=137]		[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	71.4	▽	76.2
	▲	45.9	▲	42.4
	▽	72.2	▽	64.3
	▲	44.4	▽	53.6
	▽	64.7	▽	66.4
	▲	48.1	▲	44.7
	▲	63.9	▲	63.4
	▽	58.7	▽	60.5
	▲	45.1	▽	56.9
	▽	18.1	▽	28.7
		74.0		83.7
		34.4		45.6
		77.1		83.1
		54.2		63.4
		30.5		33.7
		70.6		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

#014 - Jens Haven Memorial, Nain

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=4]	School Below District	Above	School Below Province	Above
		[N=137]		[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)				
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	▲	71.4	▼	76.2
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	▼	45.9	▼	42.4
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	▼	72.2	▼	64.3
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	▲	44.4	▼	53.6
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	▼	64.7	▼	66.4
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	▼	48.1	▼	44.7
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	▼	63.9	▼	63.4
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	▼	58.7	▼	60.5
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	▲	45.1	▼	56.9
	▼	18.1	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)		74.0		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)		34.4		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)		77.1		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)		54.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)		30.5		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)		70.6		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

#015 - Lake Melville School, North West River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=4]	School Below District	Above District	School Below Province	Above Province
	[N=137]		[N=2,503]	

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	71.4	▼	76.2
	▲	45.9	▲	42.4
	▼	72.2	▼	64.3
	▼	44.4	▼	53.6
	▼	64.7	▼	66.4
	▼	48.1	▼	44.7
	▼	63.9	▼	63.4
	▼	58.7	▼	60.5
	▼	45.1	▼	56.9
	▼	18.1	▼	28.7
		74.0		83.7
		34.4		45.6
		77.1		83.1
		54.2		63.4
		30.5		33.7
		70.6		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

#016 - B.L. Morrison, Postville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=2]	District [N=137]		Province [N=2,503]	
	School Below District	School Above Province	School Below Province	School Above District

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	▲	71.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	▲	45.9	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	▲	72.2	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	▲	44.4	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	▼	64.7	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	▲	48.1	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	▲	63.9	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	▲	58.7	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	▲	45.1	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	▼	18.1	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)		74.0		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)		34.4		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)		77.1		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)		54.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)		30.5		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)		70.6		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

#017 - Northern Lights Academy, Rigolet

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=2]	School Below District	Above	School Below Province	Above
	[N=137]		[N=2,503]	

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	71.4	▲	76.2
	▲	45.9	▲	42.4
	▼	72.2	▼	64.3
	▼	44.4	▼	53.6
	▲	64.7	▲	66.4
	▲	48.1	▲	44.7
	▲	63.9	▲	63.4
	▼	58.7	▼	60.5
	▲	45.1	▼	56.9
	▼	18.1	▼	28.7
		74.0		83.7
		34.4		45.6
		77.1		83.1
		54.2		63.4
		30.5		33.7
		70.6		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

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

District 1 - Labrador

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

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=45]	Below District	[N=137]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=45]	Below District	[N=137]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	80.0	▲	71.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	51.1	▲	45.9	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	75.6	▲	72.2	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	42.2	▼	44.4	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	62.2	▼	64.7	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	48.9	▲	48.1	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	68.9	▲	63.9	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	62.2	▲	58.7	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	40.0	▼	45.1	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	22.2	▲	18.1	▼	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	71.1		74.0		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	37.8		34.4		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	76.7		77.1		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	56.7		54.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	26.7		30.5		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	66.7		70.6		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#022 - William Gillett Academy, Charlottetown, LAB

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=3]	School Below District	[N=438]	School Below Province	[N=2,503]

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

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

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

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#024 - James Cook Memorial, Cook's Harbour

Grades: 1-2,6-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=438]		Province [N=2,503]	
	School Below District	Above	School Below Province	Above

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	76.4	▲	76.2
	▲	40.3	▲	42.4
	▼	66.4	▼	64.3
	▼	47.7	▼	53.6
	▲	68.0	▲	66.4
	▼	42.2	▼	44.7
	▲	64.7	▲	63.4
	▼	59.0	▼	60.5
	▲	53.0	▲	56.9
	▲	26.0	▲	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#026 - H.G. Fillier Academy, Englee

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	[N=438]	School Below Province	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	76.4	▲	76.2
	▲	40.3	▲	42.4
	▲	66.4	▲	64.3
	▼	47.7	▼	53.6
	▲	68.0	▲	66.4
	▼	42.2	▼	44.7
	▲	64.7	▲	63.4
	▼	59.0	▼	60.5
	▼	53.0	▼	56.9
	▼	26.0	▼	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

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

Item Cognitive Level - Outcome (*item parameter*)

School	School Below Above	District	School Below Above	Province
[N=9]	District	[N=438]	Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	77.8	▲	76.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▼	40.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	100.0	▲	66.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	44.4	▼	47.7	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	88.9	▲	68.0	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	66.7	▲	42.2	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	33.3	▼	64.7	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	22.2	▼	59.0	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	22.2	▼	53.0	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	44.4	▲	26.0	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	33.3		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	66.7		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	83.3		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	22.2		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	72.2		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#039 - Mary Simms All-Grade, Main Brook

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	[N=438]	School Below Province	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	76.4	▽	76.2
	▽	40.3	▽	42.4
	▲	66.4	▲	64.3
	▽	47.7	▽	53.6
	▲	68.0	▲	66.4
	▽	42.2	▽	44.7
	▽	64.7	▽	63.4
	▲	59.0	▲	60.5
	▽	53.0	▽	56.9
	▽	26.0	▽	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=4]	District [N=438]		Province [N=2,503]	
	School Below District	School Above Province	School Below Province	School Above Province

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	76.4	▲	76.2
	▼	40.3	▼	42.4
	▲	66.4	▲	64.3
	▲	47.7	▲	53.6
	▲	68.0	▲	66.4
	▲	42.2	▲	44.7
	▲	64.7	▲	63.4
	▲	59.0	▲	60.5
	▼	53.0	▼	56.9
	▼	26.0	▼	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#046 - Bayside Academy, Port Hope Simpson

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	[N=438]	School Below Province	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	76.4	▲	76.2
	▼	40.3	▼	42.4
	▼	66.4	▼	64.3
	▲	47.7	▲	53.6
	▼	68.0	▼	66.4
	▼	42.2	▼	44.7
	▲	64.7	▲	63.4
	▲	59.0	▲	60.5
	▼	53.0	▼	56.9
	▼	26.0	▼	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#050 - Basque Memorial, Red Bay

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

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	[N=438]	School Below Province	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	76.4	▲	76.2
	▲	40.3	▲	42.4
	▲	66.4	▲	64.3
	▼	47.7	▼	53.6
	▲	68.0	▲	66.4
	▼	42.2	▼	44.7
	▲	64.7	▲	63.4
	▲	59.0	▲	60.5
	▲	53.0	▲	56.9
	▼	26.0	▼	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#052 - Harriot Curtis Collegiate, St. Anthony

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=11]	Below District	[N=438]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=11]	Below District	[N=438]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	80.0	▲	76.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	60.0	▲	40.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	70.0	▲	66.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	40.0	▼	47.7	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	60.0	▼	68.0	▼	66.4
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	20.0	▼	42.2	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	80.0	▲	64.7	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	70.0	▲	59.0	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	70.0	▲	53.0	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	60.0	▲	26.0	▲	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	80.0		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	40.0		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	85.0		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	75.0		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	50.0		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	65.0		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#054 - St. Lewis Academy, St. Lewis

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=438]		Province [N=2,503]	
	School Below District	Above	School Below Province	Above

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	76.4	▽	76.2
	▽	40.3	▽	42.4
	▲	66.4	▲	64.3
	▲	47.7	▲	53.6
	▽	68.0	▽	66.4
	▲	42.2	▲	44.7
	▲	64.7	▲	63.4
	▲	59.0	▲	60.5
	▲	53.0	▲	56.9
	▽	26.0	▽	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=13]	Below District	[N=438]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	84.6	▲	76.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	61.5	▲	40.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	46.2	▼	66.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	53.9	▲	47.7	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	53.9	▼	68.0	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	30.8	▼	42.2	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	76.9	▲	64.7	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	53.9	▼	59.0	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	46.2	▼	53.0	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	15.4	▼	26.0	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	80.8		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	46.2		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	73.1		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	73.1		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	69.2		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	76.9		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=53]	Below District	[N=438]	Below Province	[N=2,503]

<i>Non - Fiction</i> SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	School	School	District	School	Province
	[N=53]	Below District	[N=438]	Below Province	[N=2,503]
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	76.5	▲	76.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	49.0	▲	40.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	80.4	▲	66.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	60.8	▲	47.7	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	78.4	▲	68.0	▲	66.4
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	58.8	▲	42.2	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	66.7	▲	64.7	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	76.5	▲	59.0	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	60.8	▲	53.0	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	29.4	▲	26.0	▲	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	86.0		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	84.0		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	80.0		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	40.0		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	85.0		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

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

District 2 - Western

#067 - Presentation Junior High, Corner Brook

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=69]	Below District	[N=438]	Below Province	[N=2,503]

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

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

80.9	▲	76.4	▲	76.2
36.8	▼	40.3	▼	42.4
73.5	▲	66.4	▲	64.3
54.4	▲	47.7	▲	53.6
61.8	▼	68.0	▼	66.4
52.9	▲	42.2	▲	44.7
64.7	▲	64.7	▲	63.4
61.8	▲	59.0	▲	60.5
57.4	▲	53.0	▲	56.9
35.3	▲	26.0	▲	28.7
87.5		83.1		83.7
48.5		41.3		45.6
77.2		77.6		83.1
73.5		70.2		63.4
33.8		31.3		33.7
61.8		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

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

Grades: K,2-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=1]

**School
Below Above
District**

District

[N=438]

**School
Below Above
Province**

Province

[N=2,503]

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

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

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

School [N=1]	School Below District	Above District	District [N=438]	School Below Province	Above Province	Province [N=2,503]
		▲	76.4		▲	76.2
	▼		40.3	▼		42.4
	▲		66.4	▲		64.3
	▲		47.7	▲		53.6
	▲		68.0	▲		66.4
	▼		42.2	▼		44.7
	▲		64.7	▲		63.4
	▼		59.0	▼		60.5
	▼		53.0	▼		56.9
	▲		26.0	▲		28.7
			83.1			83.7
			41.3			45.6
			77.6			83.1
			70.2			63.4
			31.3			33.7
			69.9			73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#075 - Hampden Academy, Hampden

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	[N=438]	School Below Province	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	76.4	▲	76.2
	▼	40.3	▼	42.4
	▲	66.4	▲	64.3
	▲	47.7	▲	53.6
	▲	68.0	▲	66.4
	▼	42.2	▼	44.7
	▲	64.7	▲	63.4
	▲	59.0	▲	60.5
	▲	53.0	▲	56.9
	▼	26.0	▼	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#079 - St. James All Grade, Lark Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=4]	School Below District	Above	School Below Province	Above
	[N=438]		[N=2,503]	

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	76.4	▲	76.2
	▼	40.3	▼	42.4
	▲	66.4	▲	64.3
	▲	47.7	▼	53.6
	▲	68.0	▲	66.4
	▲	42.2	▲	44.7
	▲	64.7	▲	63.4
	▼	59.0	▼	60.5
	▼	53.0	▼	56.9
	▼	26.0	▼	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#080 - Templeton Academy, Meadows

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School Below District	District	School Below Province	Province
[N=20]	Above	[N=438]	Above	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	72.2	▽	76.4	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	50.0	▲	40.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	66.7	▲	66.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	16.7	▽	47.7	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	66.7	▽	68.0	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	27.8	▽	42.2	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	38.9	▽	64.7	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	72.2	▲	59.0	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	22.2	▽	53.0	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	27.8	▲	26.0	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	91.7		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	44.4		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	88.9		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	61.1		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	55.6		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#083 - Pasadena Academy, Pasadena

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=13]	Below District	[N=438]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	69.2	▽	76.4	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	38.5	▽	40.3	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	84.6	▲	66.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	38.5	▽	47.7	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	53.9	▽	68.0	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	15.4	▽	42.2	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	76.9	▲	64.7	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	30.8	▽	59.0	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	46.2	▽	53.0	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	15.4	▽	26.0	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	61.5		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	30.8		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	57.7		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	53.8		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	38.5		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	53.8		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#086 - Gros Morne Academy, Rocky Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province			
[N=4]	School Below District	Above	[N=438]	School Below Province	Above	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>						
	▽		76.4	▽		76.2
	▽		40.3	▽		42.4
	▲		66.4	▲		64.3
	▲		47.7	▽		53.6
	▽		68.0	▽		66.4
	▽		42.2	▽		44.7
	▲		64.7	▲		63.4
	▲		59.0	▲		60.5
	▲		53.0	▲		56.9
	▲		26.0	▲		28.7
			83.1			83.7
			41.3			45.6
			77.6			83.1
			70.2			63.4
			31.3			33.7
			69.9			73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#088 - Main River Academy, Pollard's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=4]	School Below District	Above [N=438]	School Below Province	Above [N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	▽	76.4	▽	76.2
	▽	40.3	▽	42.4
	▽	66.4	▽	64.3
	▽	47.7	▽	53.6
	▽	68.0	▽	66.4
	▽	42.2	▽	44.7
	▽	64.7	▽	63.4
	▽	59.0	▽	60.5
	▽	53.0	▽	56.9
	▽	26.0	▽	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#089 - Jakeman All Grade, Trout River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=2]	School Below District	Above District	School Below Province	Above Province
	[N=438]		[N=2,503]	

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽		▽	
		76.4		76.2
	▲	40.3	▲	42.4
	▲	66.4	▲	64.3
	▲	47.7	▽	53.6
	▽	68.0	▽	66.4
	▽	42.2	▽	44.7
	▲	64.7	▲	63.4
	▽	59.0	▽	60.5
	▽	53.0	▽	56.9
	▽	26.0	▽	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#091 - Burgeo Academy, Burgeo

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=6]	Below District Above	[N=438]	Below Province Above	[N=2,503]

Item	School	School	District	School	Province
	[N=6]	Below District Above	[N=438]	Below Province Above	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	50.0	▽	76.4	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▽	40.3	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	50.0	▽	66.4	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▲	47.7	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	66.7	▽	68.0	▲	66.4
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	50.0	▲	42.2	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	66.7	▲	64.7	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	33.3	▽	59.0	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	66.7	▲	53.0	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	0.0	▽	26.0	▽	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	50.0		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	33.3		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	66.7		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	66.7		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	66.7		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	91.7		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#092 - Grandy's River Collegiate, Burnt Islands

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=3]	District [N=438]		Province [N=2,503]	
	School Below District	School Above District	School Below Province	School Above Province

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	▽	76.4	▽	76.2
	▲	40.3	▲	42.4
	▲	66.4	▲	64.3
	▽	47.7	▽	53.6
	▲	68.0	▲	66.4
	▽	42.2	▽	44.7
	▲	64.7	▲	63.4
	▲	59.0	▲	60.5
	▲	53.0	▲	56.9
	▽	26.0	▽	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

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

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=28]	Below District	[N=438]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=28]	Below District	[N=438]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	76.9	▲	76.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	38.5	▼	40.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	69.2	▲	66.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	61.5	▲	47.7	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	73.1	▲	68.0	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	46.2	▲	42.2	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	69.2	▲	64.7	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	73.1	▲	59.0	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	57.7	▲	53.0	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	30.8	▲	26.0	▲	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	84.6		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	67.3		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	88.5		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	15.4		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	61.5		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#102 - All Saints All-Grade, Grey River

Grades: K-2,8-10

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	Above [N=438]	School Below Province	Above [N=2,503]

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

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

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

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#110 - Piccadilly Central High, Piccadilly

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=22]	Below District	[N=438]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=22]	Below District	[N=438]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	66.7	▽	76.4	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▽	40.3	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	47.6	▽	66.4	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	28.6	▽	47.7	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	61.9	▽	68.0	▽	66.4
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	38.1	▽	42.2	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	57.1	▽	64.7	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	33.3	▽	59.0	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	28.6	▽	53.0	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	19.1	▽	26.0	▽	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	78.6		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	23.8		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	88.1		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	52.4		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	28.6		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	61.9		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#113 - St. Boniface All Grade, Ramea

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=2]	District [N=438]		Province [N=2,503]	
	School Below District	School Above	School Below Province	School Above

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	76.4	▲	76.2
	▲	40.3	▲	42.4
	▼	66.4	▼	64.3
	▲	47.7	▲	53.6
	▲	68.0	▲	66.4
	▲	42.2	▲	44.7
	▲	64.7	▲	63.4
	▲	59.0	▲	60.5
	▲	53.0	▲	56.9
	▼	26.0	▼	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

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

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=14]	Below District	[N=438]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	78.6	▲	76.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	28.6	▼	40.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	57.1	▼	66.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	35.7	▼	47.7	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	57.1	▼	68.0	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	35.7	▼	42.2	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	50.0	▼	64.7	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	50.0	▼	59.0	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	64.3	▲	53.0	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	14.3	▼	26.0	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	21.4		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	75.0		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	64.3		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	35.7		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	60.7		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#119 - Stephenville High, Stephenville

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=58]	Below District	[N=438]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	80.0	▲	76.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	41.8	▲	40.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	52.7	▼	66.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	49.1	▲	47.7	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	65.5	▼	68.0	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	43.6	▲	42.2	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	63.6	▼	64.7	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	60.0	▲	59.0	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	65.5	▲	53.0	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	27.3	▲	26.0	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	82.1		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	39.3		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	83.0		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	70.5		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	23.2		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	69.6		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#137 - St. Simon and St. Jude Academy, Francois

Grades: K-1,4,6-11

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	Above [N=438]	School Below Province	Above [N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	76.4	▲	76.2
	▲	40.3	▲	42.4
	▼	66.4	▼	64.3
	▼	47.7	▼	53.6
	▲	68.0	▲	66.4
	▼	42.2	▼	44.7
	▼	64.7	▼	63.4
	▼	59.0	▼	60.5
	▲	53.0	▲	56.9
	▼	26.0	▼	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#387 - Bayview Regional Collegiate, St. Lunaire

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=2]	School Below District	Above [N=438]	School Below Province	Above [N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	76.4	▲	76.2
	▲	40.3	▲	42.4
	▼	66.4	▼	64.3
	▲	47.7	▼	53.6
	▼	68.0	▼	66.4
	▼	42.2	▼	44.7
	▼	64.7	▼	63.4
	▼	59.0	▼	60.5
	▼	53.0	▼	56.9
	▼	26.0	▼	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#388 - Long Range Academy, Cow Head

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School Below District	District [N=438]	School Below Province	Province [N=2,503]
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Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	▲	76.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	▼	40.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	▼	66.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	▼	47.7	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	▼	68.0	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	▲	42.2	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	▼	64.7	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	▼	59.0	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	▼	53.0	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	▼	26.0	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#391 - Xavier Junior High, Deer Lake

Grades: 6-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=35]	Below District	[N=438]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	72.7	▽	76.4	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	48.5	▲	40.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	51.5	▽	66.4	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	48.5	▲	47.7	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	72.7	▲	68.0	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	42.4	▲	42.2	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	60.6	▽	64.7	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	63.6	▲	59.0	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	51.5	▽	53.0	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	30.3	▲	26.0	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	78.8		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	36.4		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	77.3		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	72.7		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	18.2		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	72.7		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#393 - Bonne Bay Academy, Woody Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province			
[N=5]	School Below District	Above	[N=438]	School Below Province	Above	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>						
	▲	76.4	▲	76.2		
	▲	40.3	▲	42.4		
	▼	66.4	▼	64.3		
	▼	47.7	▼	53.6		
	▲	68.0	▲	66.4		
	▼	42.2	▼	44.7		
	▼	64.7	▼	63.4		
	▼	59.0	▼	60.5		
	▼	53.0	▼	56.9		
	▲	26.0	▲	28.7		

Constructed Response

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

		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School Below District	District	School Below Province	Province
[N=6]	Above	[N=438]	Above	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	75.0	▽	76.4	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	75.0	▲	40.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	100.0	▲	66.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	100.0	▲	47.7	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	25.0	▽	68.0	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	50.0	▲	42.2	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	50.0	▽	64.7	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	75.0	▲	59.0	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	75.0	▲	53.0	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	0.0	▽	26.0	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	37.5		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	25.0		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	0.0		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	50.0		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#397 - Belanger Memorial School, Upper Ferry

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below District	[N=438]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	71.4	▽	76.4	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	0.0	▽	40.3	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	85.7	▲	66.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	42.9	▽	47.7	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	85.7	▲	68.0	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	42.9	▲	42.2	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	85.7	▲	64.7	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	85.7	▲	59.0	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	42.9	▽	53.0	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	14.3	▽	26.0	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	71.4		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	28.6		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	85.7		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	57.1		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	14.3		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	92.9		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#474 - Cloud River Academy, Roddickton

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=3]	School Below District	Above [N=438]	School Below Province	Above [N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	76.4	▲	76.2
	▼	40.3	▼	42.4
	▲	66.4	▲	64.3
	▼	47.7	▼	53.6
	▼	68.0	▲	66.4
	▼	42.2	▼	44.7
	▼	64.7	▼	63.4
	▼	59.0	▼	60.5
	▼	53.0	▼	56.9
	▼	26.0	▼	28.7
		83.1		83.7
		41.3		45.6
		77.6		83.1
		70.2		63.4
		31.3		33.7
		69.9		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#475 - Viking Trail Academy, Plum Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below District	[N=438]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=7]	Below District	[N=438]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	71.4	▽	76.4	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	28.6	▽	40.3	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	85.7	▲	66.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	28.6	▽	47.7	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	85.7	▲	68.0	▲	66.4
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	57.1	▲	42.2	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	85.7	▲	64.7	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	42.9	▽	59.0	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	28.6	▽	53.0	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	0.0	▽	26.0	▽	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	57.1		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	85.7		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	71.4		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	42.9		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	92.9		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=11]	Below District	[N=438]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=11]	Below District	[N=438]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	90.9	▲	76.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	18.2	▼	40.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	63.6	▼	66.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	54.6	▲	47.7	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	90.9	▲	68.0	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	36.4	▼	42.2	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	72.7	▲	64.7	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	45.5	▼	59.0	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	72.7	▲	53.0	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	27.3	▲	26.0	▼	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	81.8		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	45.5		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	63.6		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	45.5		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	63.6		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#488 - French Shore Academy, Port Saunders

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=8]	Below District	[N=438]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=8]	Below District	[N=438]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	62.5	▽	76.4	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	25.0	▽	40.3	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	37.5	▽	66.4	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	37.5	▽	47.7	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	62.5	▽	68.0	▽	66.4
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	12.5	▽	42.2	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	75.0	▲	64.7	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	62.5	▲	59.0	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	25.0	▽	53.0	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	0.0	▽	26.0	▽	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		83.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	62.5		41.3		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	93.8		77.6		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	56.3		70.2		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	25.0		31.3		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	81.3		69.9		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#125 - Copper Ridge Academy, Baie Verte

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=9]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	100.0	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	88.9	▲	43.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	22.2	▼	61.3	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	66.7	▲	49.6	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	55.6	▼	64.8	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	66.7	▲	45.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	77.8	▲	64.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	88.9	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	88.9	▲	59.5	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	0.0	▼	28.9	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	83.3		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	66.7		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	77.8		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	22.2		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	61.1		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#132 - Botwood Collegiate, Botwood

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=21]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	76.5	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	41.2	▼	43.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	82.4	▲	61.3	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	58.8	▲	49.6	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	58.8	▼	64.8	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	35.3	▼	45.3	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	52.9	▼	64.1	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	64.7	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	70.6	▲	59.5	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	41.2	▲	28.9	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	97.1		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	29.4		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	82.4		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	58.8		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	5.9		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	79.4		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#138 - Victoria Academy, Gaultois

Grades: K,2-6,8-11

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=2]	Below District	Above	Below Province	Above
[N=2]	[N=428]	[N=428]	[N=2,503]	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	▲	71.1	▲	76.2
	▲	43.3	▲	42.4
	▼	61.3	▼	64.3
	▲	49.6	▼	53.6
	▼	64.8	▼	66.4
	▲	45.3	▲	44.7
	▲	64.1	▲	63.4
	▲	60.5	▲	60.5
	▲	59.5	▲	56.9
	▲	28.9	▲	28.7
		85.1		83.7
		48.9		45.6
		80.0		83.1
		68.4		63.4
		32.1		33.7
		73.7		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#149 - King Academy, Harbour Breton

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=11]	Below District	[N=428]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=11]	Below District	[N=428]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	50.0	▽	71.1	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	30.0	▽	43.3	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	60.0	▽	61.3	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	70.0	▲	49.6	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	80.0	▲	64.8	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	30.0	▽	45.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	60.0	▽	64.1	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	80.0	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	90.0	▲	59.5	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	30.0	▲	28.9	▲	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	95.0		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	40.0		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	50.0		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	75.0		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#151 - John Watkins Academy, Hermitage

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=2]	School Below District	Above	School Below Province	Above
	[N=428]		[N=2,503]	

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

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

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

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#152 - Valmont Academy, King's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=8]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	87.5	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	87.5	▲	43.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	50.0	▼	61.3	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	12.5	▼	49.6	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▼	64.8	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	37.5	▼	45.3	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	62.5	▼	64.1	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	62.5	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	62.5	▲	59.5	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	62.5	▲	28.9	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	87.5		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	87.5		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	0.0		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	81.3		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#153 - Cape John Collegiate, La Scie

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=8]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	42.9	▽	71.1	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	42.9	▽	43.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	71.4	▲	61.3	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	28.6	▽	49.6	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	42.9	▽	64.8	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	42.9	▽	45.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	71.4	▲	64.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	57.1	▽	60.5	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	14.3	▽	59.5	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	42.9	▲	28.9	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	28.6		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	64.3		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	28.6		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	28.6		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	71.4		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#157 - St. Peter's AG, McCallum

Grades: K,3,6-7,9-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	[N=428]	School Below Province	[N=2,503]

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

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

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

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#158 - MSB Regional Academy, Middle Arm

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=4]	School Below District	Above District	School Below Province	Above Province
	[N=428]		[N=2,503]	

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

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

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

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#162 - Dorset Collegiate, Pilley's Island

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	80.0	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.0	▼	43.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	60.0	▼	61.3	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▲	49.6	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	80.0	▲	64.8	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	60.0	▲	45.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	100.0	▲	64.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	50.0	▼	60.5	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▼	59.5	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	40.0	▲	28.9	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	70.0		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	60.0		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	55.0		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	30.0		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	40.0		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#163 - Point Leamington Academy, Point Leamington

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province			
[N=3]	School Below District	Above	[N=428]	School Below Province	Above	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>						
	▽		71.1	▽		76.2
	▽		43.3	▽		42.4
	▲		61.3	▲		64.3
	▽		49.6	▽		53.6
	▽		64.8	▽		66.4
	▲		45.3	▲		44.7
	▲		64.1	▲		63.4
	▲		60.5	▲		60.5
	▲		59.5	▲		56.9
	▲		28.9	▲		28.7
			85.1			83.7
			48.9			45.6
			80.0			83.1
			68.4			63.4
			32.1			33.7
			73.7			73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#171 - Indian River High School, Springdale

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=19]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	84.2	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	42.1	▼	43.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	73.7	▲	61.3	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	47.4	▼	49.6	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	73.7	▲	64.8	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	47.4	▲	45.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	68.4	▲	64.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	63.2	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	36.8	▼	59.5	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	15.8	▼	28.9	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	78.9		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	42.1		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	78.9		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	52.6		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	31.6		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	76.3		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#177 - Greenwood Academy, Campbellton

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=8]	Below District Above	[N=428]	Below Province Above	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	100.0	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	50.0	▲	43.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	50.0	▼	61.3	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▲	49.6	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▼	64.8	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	33.3	▼	45.3	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	33.3	▼	64.1	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	50.0	▼	60.5	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▼	59.5	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	50.0	▲	28.9	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	83.3		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	75.0		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	66.7		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	16.7		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	83.3		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#178 - Phoenix Academy, Carmanville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School Below District	District	School Below Province	Province
[N=8]	Above	[N=428]	Above	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	25.0	▽	71.1	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	25.0	▽	43.3	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	50.0	▽	61.3	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	25.0	▽	49.6	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	75.0	▲	64.8	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	37.5	▽	45.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	12.5	▽	64.1	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	37.5	▽	60.5	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▽	59.5	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	37.5	▲	28.9	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	85.7		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	71.4		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	50.0		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	28.6		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	28.6		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	57.1		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#179 - Centreville Academy, Centreville-Wareham

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School

[N=5]

**School
Below Above
District**

District

[N=428]

**School
Below Above
Province**

Province

[N=2,503]

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

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

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

School	School Below Above District	District	School Below Above Province	Province
	▲	71.1	▼	76.2
	▲	43.3	▲	42.4
	▼	61.3	▼	64.3
	▲	49.6	▲	53.6
	▼	64.8	▼	66.4
	▲	45.3	▲	44.7
	▼	64.1	▼	63.4
	▼	60.5	▼	60.5
	▼	59.5	▼	56.9
	▲	28.9	▲	28.7
		85.1		83.7
		48.9		45.6
		80.0		83.1
		68.4		63.4
		32.1		33.7
		73.7		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#183 - William Mercer Academy, Dover

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=6]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	50.0	▽	71.1	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	50.0	▲	43.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	66.7	▲	61.3	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	33.3	▽	49.6	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	83.3	▲	64.8	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	66.7	▲	45.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	100.0	▲	64.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	66.7	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	100.0	▲	59.5	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	16.7	▽	28.9	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	75.0		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	66.7		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	41.7		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	83.3		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	83.3		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	91.7		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#192 - Lumsden Academy, Lumsden

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School

[N=3]

**School
Below Above
District**

District

[N=428]

**School
Below Above
Province**

Province

[N=2,503]

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

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

School	School Below District	District	School Above Province	Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	71.1	▽	76.2
	▽	43.3	▽	42.4
	▲	61.3	▲	64.3
	▽	49.6	▽	53.6
	▲	64.8	▲	66.4
	▲	45.3	▲	44.7
	▲	64.1	▲	63.4
	▲	60.5	▲	60.5
	▽	59.5	▽	56.9
	▲	28.9	▲	28.7
		85.1		83.7
		48.9		45.6
		80.0		83.1
		68.4		63.4
		32.1		33.7
		73.7		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#194 - Gill Memorial Academy, Musgrave Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=2]

**School
Below Above
District**

District

[N=428]

**School
Below Above
Province**

Province

[N=2,503]

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

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

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

School	School Below District	District	School Above Province	Province
	▲	71.1	▲	76.2
	▲	43.3	▲	42.4
	▼	61.3	▼	64.3
	▲	49.6	▼	53.6
	▼	64.8	▼	66.4
	▲	45.3	▲	44.7
	▼	64.1	▼	63.4
	▼	60.5	▼	60.5
	▼	59.5	▼	56.9
	▼	28.9	▼	28.7
		85.1		83.7
		48.9		45.6
		80.0		83.1
		68.4		63.4
		32.1		33.7
		73.7		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#201 - J.M. Olds Collegiate, Twillingate

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	77.8	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	66.7	▲	43.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	77.8	▲	61.3	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	66.7	▲	49.6	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	44.4	▼	64.8	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	55.6	▲	45.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	44.4	▼	64.1	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	55.6	▼	60.5	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	44.4	▼	59.5	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	22.2	▼	28.9	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	72.2		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	33.3		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	77.8		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	77.8		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	44.4		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	83.3		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#204 - Pearson Academy, Wesleyville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=5]

**School
Below Above
District**

District

[N=428]

**School
Below Above
Province**

Province

[N=2,503]

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

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

School	School Below Above District	District	School Below Above Province	Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	71.1	▼	76.2
	▲	43.3	▲	42.4
	▼	61.3	▼	64.3
	▼	49.6	▼	53.6
	▲	64.8	▲	66.4
	▼	45.3	▼	44.7
	▼	64.1	▼	63.4
	▼	60.5	▼	60.5
	▼	59.5	▼	56.9
	▼	28.9	▼	28.7
		85.1		83.7
		48.9		45.6
		80.0		83.1
		68.4		63.4
		32.1		33.7
		73.7		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#398 - Avoca Collegiate, Badger

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School

[N=1]

**School
Below Above
District**

District

[N=428]

**School
Below Above
Province**

Province

[N=2,503]

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

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

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

School	School Below District	District	School Above Province	Province
	▲	71.1	▲	76.2
	▼	43.3	▼	42.4
	▼	61.3	▼	64.3
	▼	49.6	▼	53.6
	▼	64.8	▼	66.4
	▲	45.3	▲	44.7
	▲	64.1	▲	63.4
	▼	60.5	▼	60.5
	▲	59.5	▲	56.9
	▲	28.9	▲	28.7
		85.1		83.7
		48.9		45.6
		80.0		83.1
		68.4		63.4
		32.1		33.7
		73.7		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#402 - Leo Burke Academy, Bishop's Falls

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=16]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	76.9	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	7.7	▼	43.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	84.6	▲	61.3	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	76.9	▲	49.6	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	76.9	▲	64.8	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	61.5	▲	45.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	84.6	▲	64.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	69.2	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	69.2	▲	59.5	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	15.4	▼	28.9	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	92.3		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	61.5		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	92.3		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	88.5		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	61.5		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	73.1		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#403 - Lakeside Academy, Buchans

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=3]

**School
Below Above
District**

District

[N=428]

**School
Below Above
Province**

Province

[N=2,503]

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

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

School	School Below District	District	School Above Province	Province
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	71.1	▽	76.2
	▲	43.3	▲	42.4
	▲	61.3	▲	64.3
	▲	49.6	▲	53.6
	▲	64.8	▲	66.4
	▽	45.3	▽	44.7
	▲	64.1	▲	63.4
	▲	60.5	▲	60.5
	▲	59.5	▲	56.9
	▽	28.9	▽	28.7
		85.1		83.7
		48.9		45.6
		80.0		83.1
		68.4		63.4
		32.1		33.7
		73.7		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#406 - Fitzgerald Academy, English Harbour West

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=6]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	83.3	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▼	43.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	66.7	▲	61.3	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	33.3	▼	49.6	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▼	64.8	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	50.0	▲	45.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	50.0	▼	64.1	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	0.0	▼	60.5	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	16.7	▼	59.5	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	33.3	▲	28.9	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	66.7		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	33.3		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	66.7		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	66.7		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#407 - Bay d'Espoir Academy, Milltown

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=12]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	100.0	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	16.7	▼	43.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	58.3	▼	61.3	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	8.3	▼	49.6	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	66.7	▲	64.8	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	58.3	▲	45.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	33.3	▼	64.1	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	50.0	▼	60.5	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▼	59.5	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	58.3	▲	28.9	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	87.5		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	83.3		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	50.0		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	79.2		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#413 - Holy Cross School Complex, Eastport

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=5]

**School
Below Above
District**

District

[N=428]

**School
Below Above
Province**

Province

[N=2,503]

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

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

School	School Below Above District	District	School Below Above Province	Province
[N=5]		[N=428]		[N=2,503]
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	71.1	▽	76.2
	▽	43.3	▽	42.4
	▽ ▲	61.3	▲	64.3
	▽ ▲	49.6	▽	53.6
	▲	64.8	▲	66.4
	▽	45.3	▽	44.7
	▽	64.1	▽	63.4
	▽	60.5	▽	60.5
	▲	59.5	▲	56.9
	▽	28.9	▽	28.7
		85.1		83.7
		48.9		45.6
		80.0		83.1
		68.4		63.4
		32.1		33.7
		73.7		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#414 - Fogo Island Central Academy, Fogo Island

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below Above	[N=428]	Below Above	[N=2,503]
	District		Province	

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

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

85.7	▲	71.1	▲	76.2
57.1	▲	43.3	▲	42.4
71.4	▲	61.3	▲	64.3
57.1	▲	49.6	▲	53.6
57.1	▼	64.8	▼	66.4
14.3	▼	45.3	▼	44.7
42.9	▼	64.1	▼	63.4
42.9	▼	60.5	▼	60.5
57.1	▼	59.5	▲	56.9
57.1	▲	28.9	▲	28.7
85.7		85.1		83.7
57.1		48.9		45.6
85.7		80.0		83.1
71.4		68.4		63.4
28.6		32.1		33.7
85.7		73.7		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#416 - Smallwood Academy, Gambo

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=12]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	71.4	▲	71.1	▼	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	57.1	▲	43.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	71.4	▲	61.3	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	42.9	▼	49.6	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	57.1	▼	64.8	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	57.1	▲	45.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	85.7	▲	64.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	71.4	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	71.4	▲	59.5	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	28.6	▼	28.9	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	57.1		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	57.1		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	42.9		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	64.3		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	42.9		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	64.3		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#420 - St. Paul's Intermediate School, Gander

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School Below District	District	School Below Province	Province
[N=78]	Above	[N=428]	Above	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	82.9	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	47.4	▲	43.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	64.5	▲	61.3	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	59.2	▲	49.6	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	61.8	▼	64.8	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	40.8	▼	45.3	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	65.8	▲	64.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	71.1	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	71.1	▲	59.5	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	22.4	▼	28.9	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	86.8		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	48.7		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	84.2		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	78.3		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	30.3		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	73.7		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#421 - Lakewood Academy, Glenwood

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	100.0	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	42.9	▼	43.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	42.9	▼	61.3	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	28.6	▼	49.6	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	85.7	▲	64.8	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	14.3	▼	45.3	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	71.4	▲	64.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	57.1	▼	60.5	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	0.0	▼	59.5	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	28.6	▼	28.9	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	85.7		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	57.1		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	85.7		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	57.1		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	92.9		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#422 - Glovertown Academy, Glovertown

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=7]	School Below Above District	District [N=428]	School Below Above Province	Province [N=2,503]
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Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	42.9	▽	71.1	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	42.9	▽	43.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	42.9	▽	61.3	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	28.6	▽	49.6	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	42.9	▽	64.8	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	14.3	▽	45.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	42.9	▽	64.1	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	14.3	▽	60.5	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	28.6	▽	59.5	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	42.9	▲	28.9	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	64.3		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	42.9		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	57.1		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	42.9		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	28.6		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	57.1		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#426 - Hillview Academy, Norris Arm

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School Below District	District	School Below Province	Province
[N=8]	Above	[N=428]	Above	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	62.5	▽	71.1	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	50.0	▲	43.3	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	50.0	▽	61.3	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▲	49.6	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	75.0	▲	64.8	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	37.5	▽	45.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	62.5	▽	64.1	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	50.0	▽	60.5	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	37.5	▽	59.5	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	25.0	▽	28.9	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	62.5		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	87.5		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	81.3		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	25.0		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	93.8		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#478 - New World Island Academy, Summerford

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=12]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	91.7	▲	71.1	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	41.7	▼	43.3	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	25.0	▼	61.3	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	83.3	▲	49.6	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	66.7	▲	64.8	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	50.0	▲	45.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	75.0	▲	64.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	75.0	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	83.3	▲	59.5	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	16.7	▼	28.9	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	95.8		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	33.3		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	95.8		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	70.8		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	79.2		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#481 - Exploits Valley Intermediate, Grand Falls-Windsor

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School Below District	District	School Below Province	Province
[N=77]	Above	[N=428]	Above	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	52.2	▽	71.1	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	37.3	▽	43.3	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	61.2	▽	61.3	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	43.3	▽	49.6	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	67.2	▲	64.8	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	49.3	▲	45.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	62.7	▽	64.1	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	62.7	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	56.7	▽	59.5	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	29.9	▲	28.9	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	80.3		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	45.5		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	84.1		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	72.7		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	37.9		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	76.5		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#486 - Lewisporte Intermediate, Lewisporte

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=20]	Below District	[N=428]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	65.0	▽	71.1	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.0	▽	43.3	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	65.0	▲	61.3	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	65.0	▲	49.6	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	65.0	▲	64.8	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	40.0	▽	45.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	75.0	▲	64.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	70.0	▲	60.5	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	60.0	▲	59.5	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	20.0	▽	28.9	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	87.5		85.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	55.0		48.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	82.5		80.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	85.0		68.4		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	30.0		32.1		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	72.5		73.7		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#209 - Pearce Junior High School, Salt Pond

Grades: 8-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=55]	Below District	[N=1,456]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=55]	Below District	[N=1,456]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	74.6	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	43.6	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	61.8	▽	63.4	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.9	▽	57.0	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	67.3	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	49.1	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	47.3	▽	62.2	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	56.4	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	52.7	▽	57.8	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	30.9	▲	30.5	▲	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	78.2		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	30.9		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	77.3		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	59.1		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	34.5		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	73.6		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#214 - John Burke High School, Grand Bank

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=15]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	73.3	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	53.3	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	66.7	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	53.3	▽	57.0	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	66.7	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	26.7	▽	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	60.0	▽	62.2	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	46.7	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	53.3	▽	57.8	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	26.7	▽	30.5	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	76.7		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	40.0		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	93.3		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	73.3		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	20.0		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	76.7		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#223 - Christ the King School, Rushoon

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=3]	School Below District	Above [N=1,456]	School Below Province	Above [N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	78.2	▽	76.2
	▲	43.0	▲	42.4
	▲	63.4	▲	64.3
	▲	57.0	▲	53.6
	▽	66.5	▽	66.4
	▽	44.3	▽	44.7
	▲	62.2	▲	63.4
	▽	60.8	▽	60.5
	▲	57.8	▲	56.9
	▽	30.5	▽	28.7
		84.3		83.7
		46.8		45.6
		86.0		83.1
		60.6		63.4
		35.2		33.7
		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#225 - St. Anne's School, South East Bight

Grades: K,3-6,8-10

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	Above [N=1,456]	School Below Province	Above [N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	78.2	▲	76.2
	▼	43.0	▼	42.4
	▲	63.4	▲	64.3
	▼	57.0	▼	53.6
	▲	66.5	▲	66.4
	▼	44.3	▼	44.7
	▲	62.2	▲	63.4
	▲	60.8	▲	60.5
	▼	57.8	▼	56.9
	▼	30.5	▼	28.7
		84.3		83.7
		46.8		45.6
		86.0		83.1
		60.6		63.4
		35.2		33.7
		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=4]	School Below District	Above [N=1,456]	School Below Province	Above [N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	78.2	▲	76.2
	▼	43.0	▼	42.4
	▲	63.4	▲	64.3
	▼	57.0	▼	53.6
	▼	66.5	▼	66.4
	▲	44.3	▲	44.7
	▼	62.2	▼	63.4
	▼	60.8	▼	60.5
	▼	57.8	▼	56.9
	▼	30.5	▼	28.7
		84.3		83.7
		46.8		45.6
		86.0		83.1
		60.6		63.4
		35.2		33.7
		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#228 - St. Lawrence Academy, St. Lawrence

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=9]	Below Above	[N=1,456]	Below Above	[N=2,503]
	District		Province	

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	55.6	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	44.4	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	55.6	▽	63.4	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	33.3	▽	57.0	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	44.4	▽	66.5	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	44.4	▲	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	33.3	▽	62.2	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	44.4	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	44.4	▽	57.8	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	22.2	▽	30.5	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	83.3		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	11.1		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	77.8		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	44.4		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	66.7		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#229 - St. Joseph's All Grade, Terrenceville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=6]	Below Above	[N=1,456]	Below Above	[N=2,503]
	District		Province	

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	66.7	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	16.7	▽	43.0	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	83.3	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	0.0	▽	57.0	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▽	66.5	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	33.3	▽	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	66.7	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	16.7	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	0.0	▽	57.8	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	33.3	▲	30.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	91.7		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	33.3		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	83.3		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	58.3		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	75.0		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#231 - Discovery Collegiate, Bonavista

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=29]	Below District	[N=1,456]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=29]	Below District	[N=1,456]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	75.9	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	55.2	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	75.9	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	55.2	▽	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	82.8	▲	66.5	▲	66.4
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	58.6	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	65.5	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	55.2	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	51.7	▽	57.8	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	31.0	▲	30.5	▲	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	89.7		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	51.7		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	98.3		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	62.1		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	37.9		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	70.7		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#240 - Bishop White School, Port Rexton

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=3]	District [N=1,456]		Province [N=2,503]	
	School Below District	Above	School Below Province	Above

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	78.2	▽	76.2
	▽	43.0	▽	42.4
	▲	63.4	▲	64.3
	▲	57.0	▲	53.6
	▲	66.5	▲	66.4
	▲	44.3	▲	44.7
	▽	62.2	▽	63.4
	▽	60.8	▽	60.5
	▲	57.8	▲	56.9
	▲	30.5	▲	28.7
		84.3		83.7
		46.8		45.6
		86.0		83.1
		60.6		63.4
		35.2		33.7
		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#242 - Random Island Academy, Hickman's Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=3]	School Below District	Above [N=1,456]	School Below Province	Above [N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	78.2	▽	76.2
	▲	43.0	▲	42.4
	▲	63.4	▲	64.3
	▽	57.0	▽	53.6
	▲	66.5	▲	66.4
	▽	44.3	▽	44.7
	▲	62.2	▲	63.4
	▲	60.8	▲	60.5
	▽	57.8	▽	56.9
	▽	30.5	▽	28.7
		84.3		83.7
		46.8		45.6
		86.0		83.1
		60.6		63.4
		35.2		33.7
		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#246 - Swift Current Academy, Swift Current

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=3]	School Below District	Above [N=1,456]	School Below Province	Above [N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	78.2	▲	76.2
	▲	43.0	▲	42.4
	▲	63.4	▲	64.3
	▼	57.0	▼	53.6
	▼	66.5	▼	66.4
	▼	44.3	▼	44.7
	▼	62.2	▼	63.4
	▲	60.8	▲	60.5
	▼	57.8	▼	56.9
	▲	30.5	▲	28.7
		84.3		83.7
		46.8		45.6
		86.0		83.1
		60.6		63.4
		35.2		33.7
		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#247 - Roncalli Central High, Avondale

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=24]	Below District	[N=1,456]	Below Province	[N=2,503]

<i>Non - Fiction</i> SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	School	School	District	School	Province
	[N=24]	Below District	[N=1,456]	Below Province	[N=2,503]
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	71.4	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	57.1	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	52.4	▽	63.4	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	57.1	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	71.4	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	42.9	▽	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	71.4	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	57.1	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	85.7	▲	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	38.1	▲	30.5	▲	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	69.0		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	52.4		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	90.5		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	57.1		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	47.6		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	61.9		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#248 - Amalgamated Academy, Bay Roberts

Grades: 4-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=70]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	72.5	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	42.0	▽	43.0	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	66.7	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	43.5	▽	57.0	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	62.3	▽	66.5	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	39.1	▽	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	49.3	▽	62.2	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	53.6	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	49.3	▽	57.8	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	31.9	▲	30.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	83.3		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	52.2		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	79.7		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	60.9		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	34.8		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	75.4		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=4]	School Below District	Above [N=1,456]	School Below Province	Above [N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	78.2	▲	76.2
	▼	43.0	▼	42.4
	▲	63.4	▲	64.3
	▼	57.0	▼	53.6
	▼	66.5	▼	66.4
	▼	44.3	▼	44.7
	▼	62.2	▼	63.4
	▲	60.8	▲	60.5
	▲	57.8	▲	56.9
	▲	30.5	▲	28.7
		84.3		83.7
		46.8		45.6
		86.0		83.1
		60.6		63.4
		35.2		33.7
		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#280 - Laval High School, Placentia

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=17]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	81.3	▲	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	25.0	▼	43.0	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	81.3	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	75.0	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	87.5	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	50.0	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	62.5	▲	62.2	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	68.8	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	31.3	▼	57.8	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	31.3	▲	30.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	68.8		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	96.9		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	25.0		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	87.5		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#285 - Holy Redeemer Elementary, Spaniard's Bay

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=19]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	73.7	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	42.1	▽	43.0	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	57.9	▽	63.4	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	36.8	▽	57.0	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	68.4	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	31.6	▽	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	57.9	▽	62.2	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	57.9	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	42.1	▽	57.8	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	26.3	▽	30.5	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	81.6		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	42.1		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	73.7		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	65.8		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	42.1		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	60.5		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#286 - Fatima Academy, St. Bride's

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=3]

**School
Below Above
District District**

District

[N=1,456]

**School
Below Above
Province Province**

Province

[N=2,503]

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

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

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

School	District	Province
78.2	76.2	
43.0	42.4	
63.4	64.3	
57.0	53.6	
66.5	66.4	
44.3	44.7	
62.2	63.4	
60.8	60.5	
57.8	56.9	
30.5	28.7	
84.3	83.7	
46.8	45.6	
86.0	83.1	
60.6	63.4	
35.2	33.7	
74.2	73.2	

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=5]	School Below District	Above [N=1,456]	School Below Province	Above [N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	▲	78.2	▲	76.2
	▼	43.0	▼	42.4
	▲	63.4	▲	64.3
	▲	57.0	▲	53.6
	▲	66.5	▲	66.4
	▲	44.3	▲	44.7
	▲	62.2	▲	63.4
	▼	60.8	▼	60.5
	▲	57.8	▲	56.9
	▲	30.5	▲	28.7
		84.3		83.7
		46.8		45.6
		86.0		83.1
		60.6		63.4
		35.2		33.7
		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=9]	Below District	[N=1,456]	Below Province	[N=2,503]

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

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

88.9	▲	78.2	▲	76.2
44.4	▲	43.0	▲	42.4
55.6	▼	63.4	▼	64.3
44.4	▼	57.0	▼	53.6
55.6	▼	66.5	▼	66.4
55.6	▲	44.3	▲	44.7
66.7	▲	62.2	▲	63.4
55.6	▼	60.8	▼	60.5
77.8	▲	57.8	▲	56.9
11.1	▼	30.5	▼	28.7
88.9		84.3		83.7
55.6		46.8		45.6
100.0		86.0		83.1
66.7		60.6		63.4
11.1		35.2		33.7
77.8		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below District	[N=1,456]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=10]	Below District	[N=1,456]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	80.0	▲	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.0	▼	43.0	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	60.0	▼	63.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	50.0	▼	57.0	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▼	66.5	▼	66.4
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	30.0	▼	44.3	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	60.0	▼	62.2	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	30.0	▼	60.8	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▼	57.8	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	40.0	▲	30.5	▲	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	75.0		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	40.0		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	90.0		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	70.0		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	40.0		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	80.0		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=81]	Below District	[N=1,456]	Below Province	[N=2,503]

<i>Non - Fiction</i> SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	School	School	District	School	Province
	[N=81]	Below District	[N=1,456]	Below Province	[N=2,503]
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	71.0	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.6	▽	43.0	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	71.0	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	71.0	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	66.7	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	59.4	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	68.1	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	65.2	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	58.0	▲	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	27.5	▽	30.5	▽	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	92.3		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	46.5		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	90.1		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	69.0		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	31.0		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	74.6		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=105]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	86.0	▲	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	46.0	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	70.0	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	55.0	▼	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	65.0	▼	66.5	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	49.0	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	58.0	▼	62.2	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	56.0	▼	60.8	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	57.0	▼	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	38.0	▲	30.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	88.0		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	48.0		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	84.5		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	55.5		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	43.0		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	76.0		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#307 - Mobile Central High, Mobile

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=15]	Below Above	[N=1,456]	Below Above	[N=2,503]
	District		Province	

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

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

73.3	▽	78.2	▽	76.2
60.0	▲	43.0	▲	42.4
40.0	▽	63.4	▽	64.3
26.7	▽	57.0	▽	53.6
53.3	▽	66.5	▽	66.4
66.7	▲	44.3	▲	44.7
53.3	▽	62.2	▽	63.4
26.7	▽	60.8	▽	60.5
46.7	▽	57.8	▽	56.9
26.7	▽	30.5	▽	28.7
86.7		84.3		83.7
33.3		46.8		45.6
83.3		86.0		83.1
80.0		60.6		63.4
53.3		35.2		33.7
63.3		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#310 - Mount Pearl Intermediate, Mount Pearl

Grades: 5-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=84]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	84.3	▲	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	37.4	▼	43.0	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	54.2	▼	63.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	67.5	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	61.5	▼	66.5	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	45.8	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	59.0	▼	62.2	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	62.7	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	59.0	▲	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	33.7	▲	30.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	83.7		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	45.8		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	77.7		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	54.8		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	41.0		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	71.1		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=81]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	82.1	▲	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	48.7	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	60.3	▼	63.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	61.5	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	69.2	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	35.9	▼	44.3	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	60.3	▼	62.2	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	65.4	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	59.0	▲	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	25.6	▼	30.5	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	86.5		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	47.4		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	92.3		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	53.2		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	29.5		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	75.0		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=84]	Below District	[N=1,456]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=84]	Below District	[N=1,456]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	65.0	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	36.3	▽	43.0	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	56.3	▽	63.4	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	65.0	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	57.5	▽	66.5	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	45.0	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	63.8	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	65.0	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	56.3	▽	57.8	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	25.0	▽	30.5	▽	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	85.0		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	42.5		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	85.0		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	64.4		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	38.8		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	78.1		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=60]	Below District	[N=1,456]	Below Province	[N=2,503]

<i>Non - Fiction</i> SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	School	School	District	School	Province
	[N=60]	Below District	[N=1,456]	Below Province	[N=2,503]
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	76.7	▽	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	21.7	▽	43.0	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	68.3	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	55.0	▽	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	80.0	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	43.3	▽	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	66.7	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	65.0	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	68.3	▲	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	20.0	▽	30.5	▽	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	76.7		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	48.3		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	89.2		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	65.8		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	28.3		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	69.2		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#335 - Leary's Brook Junior High, St. John's

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School Below Above District	District	School Below Above Province	Province
[N=68]		[N=1,456]		[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	82.8	▲	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	48.4	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	54.7	▼	63.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	48.4	▼	57.0	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	60.9	▼	66.5	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	53.1	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	62.5	▲	62.2	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	60.9	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	57.8	▼	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	31.3	▲	30.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	81.3		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	32.8		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	75.0		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	59.4		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	39.1		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	72.7		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#343 - MacDonald Drive Junior High, St. John's

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=113]	Below District Above	[N=1,456]	Below Province Above	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	86.7	▲	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	50.4	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	55.8	▼	63.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	61.1	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	66.4	▼	66.5	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	49.6	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	68.1	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	77.0	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	68.1	▲	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	31.9	▲	30.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	82.3		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	46.9		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	86.7		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	53.5		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	34.5		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	73.5		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	66.7	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▽	43.0	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	66.7	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	55.6	▽	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	77.8	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	33.3	▽	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	33.3	▽	62.2	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	33.3	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	55.6	▽	57.8	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	22.2	▽	30.5	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	88.9		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	66.7		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	77.8		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	77.8		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	22.2		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	72.2		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=50]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	89.5	▲	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	29.0	▼	43.0	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	79.0	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	71.1	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	63.2	▼	66.5	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	26.3	▼	44.3	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	55.3	▼	62.2	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	84.2	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	71.1	▲	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	34.2	▲	30.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	88.2		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	60.5		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	89.5		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	65.8		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	39.5		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	80.3		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#359 - St. Paul's Junior High, St. John's

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School [N=64]	School		District [N=1,456]	School		Province [N=2,503]
	Below District	Above		Below Province	Above	

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	85.9	▲	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	67.2	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	59.4	▼	63.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	70.3	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	75.0	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	45.3	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	81.3	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	79.7	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	78.1	▲	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	42.2	▲	30.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	89.1		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	60.9		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	89.8		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	55.5		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	43.8		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	81.3		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#368 - Holy Trinity High, Torbay

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=61]	Below District	[N=1,456]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=61]	Below District	[N=1,456]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	91.2	▲	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	40.4	▼	43.0	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	66.7	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	59.7	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	68.4	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	45.6	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	75.4	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	57.9	▼	60.8	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	54.4	▼	57.8	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	26.3	▼	30.5	▼	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	79.8		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	43.9		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	97.4		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	69.3		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	33.3		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	76.3		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#370 - Stella Maris Academy, Trepassy

Grades: K-7,9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School Below District	District	School Below Province	Province
[N=6]	Above	[N=1,456]	Above	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	66.7	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	50.0	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	100.0	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	83.3	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▽	66.5	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	33.3	▽	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	66.7	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	83.3	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	66.7	▲	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	50.0	▲	30.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	66.7		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	91.7		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	66.7		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	50.0		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	75.0		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#427 - Holy Name of Mary Academy, Lawn

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	57.1	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	42.9	▽	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	71.4	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	85.7	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	100.0	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	71.4	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	85.7	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	57.1	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	57.1	▽	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	57.1	▲	30.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	92.9		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	42.9		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	71.4		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	42.9		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	64.3		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#428 - Clarenville Middle School, Clarenville

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=61]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	77.1	▽	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	49.2	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	67.2	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	54.1	▽	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	70.5	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	41.0	▽	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	57.4	▽	62.2	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	54.1	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	54.1	▽	57.8	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	21.3	▽	30.5	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	90.2		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	52.5		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	79.5		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	64.8		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	23.0		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	73.0		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=5]	District [N=1,456]		Province [N=2,503]	
	School Below District	Above	School Below Province	Above

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▲	78.2	▲	76.2
	▲	43.0	▲	42.4
	▼	63.4	▼	64.3
	▲	57.0	▲	53.6
	▼	66.5	▼	66.4
	▲	44.3	▲	44.7
	▲	62.2	▲	63.4
	▲	60.8	▲	60.5
	▼	57.8	▼	56.9
	▼	30.5	▼	28.7
		84.3		83.7
		46.8		45.6
		86.0		83.1
		60.6		63.4
		35.2		33.7
		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=4]	District [N=1,456]		Province [N=2,503]	
	School Below District	Above	School Below Province	Above

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	78.2	▽	76.2
	▽	43.0	▽	42.4
	▽ ▲	63.4	▲	64.3
	▽	57.0	▽	53.6
	▽	66.5	▽	66.4
	▲	44.3	▲	44.7
	▽	62.2	▽	63.4
	▽	60.8	▽	60.5
	▽	57.8	▽	56.9
	▽	30.5	▽	28.7
		84.3		83.7
		46.8		45.6
		86.0		83.1
		60.6		63.4
		35.2		33.7
		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#442 - Persalvic Elementary, Victoria

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=26]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	57.7	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	30.8	▽	43.0	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	73.1	▲	63.4	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	53.9	▽	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	61.5	▽	66.5	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	38.5	▽	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	61.5	▽	62.2	▽	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	38.5	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	50.0	▽	57.8	▽	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	26.9	▽	30.5	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	82.7		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	42.3		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	76.9		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	71.2		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	42.3		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	69.2		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#447 - Baltimore School Complex, Ferryland

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=13]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	76.9	▽	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	15.4	▽	43.0	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	53.9	▽	63.4	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	84.6	▲	57.0	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	76.9	▲	66.5	▲	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	30.8	▽	44.3	▽	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	76.9	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	61.5	▲	60.8	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	69.2	▲	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	23.1	▽	30.5	▽	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	88.5		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	46.2		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	92.3		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	46.2		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	23.1		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	61.5		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#464 - Crescent Collegiate, Blaketown

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=43]	School Below Above District	District [N=1,456]	School Below Above Province	Province [N=2,503]
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Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

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

79.1	▲	78.2	▲	76.2
41.9	▼	43.0	▼	42.4
58.1	▼	63.4	▼	64.3
55.8	▼	57.0	▲	53.6
60.5	▼	66.5	▼	66.4
32.6	▼	44.3	▼	44.7
72.1	▲	62.2	▲	63.4
65.1	▲	60.8	▲	60.5
58.1	▲	57.8	▲	56.9
39.5	▲	30.5	▲	28.7
90.7		84.3		83.7
44.2		46.8		45.6
89.5		86.0		83.1
67.4		60.6		63.4
39.5		35.2		33.7
68.6		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=27]	Below District	[N=1,456]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=27]	Below District	[N=1,456]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	63.2	▽	78.2	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	47.4	▲	43.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	63.2	▽	63.4	▽	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	47.4	▽	57.0	▽	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	68.4	▲	66.5	▲	66.4
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	52.6	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	73.7	▲	62.2	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	52.6	▽	60.8	▽	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	63.2	▲	57.8	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	26.3	▽	30.5	▽	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	64.7		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	52.9		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	76.5		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	5.9		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	67.6		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#476 - Baccalieu Collegiate, Old Perlican

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=20]	Below District	[N=1,456]	Below Province	[N=2,503]

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

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

76.5	▽	78.2	▲	76.2
52.9	▲	43.0	▲	42.4
58.8	▽	63.4	▽	64.3
47.1	▽	57.0	▽	53.6
76.5	▲	66.5	▲	66.4
23.5	▽	44.3	▽	44.7
52.9	▽	62.2	▽	63.4
41.2	▽	60.8	▽	60.5
41.2	▽	57.8	▽	56.9
29.4	▽	30.5	▲	28.7
76.5		84.3		83.7
23.5		46.8		45.6
91.2		86.0		83.1
64.7		60.6		63.4
29.4		35.2		33.7
85.3		74.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#924 - Tricentia Academy, Arnold's Cove

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=15]	Below District	[N=1,456]	Below Province	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	83.3	▲	78.2	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	16.7	▼	43.0	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	50.0	▼	63.4	▼	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	33.3	▼	57.0	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	58.3	▼	66.5	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	58.3	▲	44.3	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	58.3	▼	62.2	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	58.3	▼	60.8	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	41.7	▼	57.8	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	16.7	▼	30.5	▼	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	83.3		84.3		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	58.3		46.8		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		86.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	83.3		60.6		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	50.0		35.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	95.8		74.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 803 - Private

#373 - First Baptist Academy, Mount Pearl

Grades: K-9,12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=2]	School Below District	[N=34]	School Below Province	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	79.4	▽	76.2
	▲	17.7	▲	42.4
	▽	76.5	▽	64.3
	▲	76.5	▲	53.6
	▲	73.5	▲	66.4
	▽	67.7	▲	44.7
	▽	94.1	▽	63.4
	▽	79.4	▽	60.5
	▽	85.3	▽	56.9
	▲	23.5	▲	28.7
		97.1		83.7
		52.9		45.6
		97.1		83.1
		73.5		63.4
		38.2		33.7
		88.2		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 803 - Private

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

Item Cognitive Level - Outcome (*item parameter*)

School	School Below District	District	School Below Province	Province
[N=8]	Above	[N=34]	Above	[N=2,503]

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

1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	75.0	▽	79.4	▽	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	12.5	▽	17.7	▽	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	75.0	▽	76.5	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	87.5	▲	76.5	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▽	73.5	▽	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	75.0	▲	67.7	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	100.0	▲	94.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	100.0	▲	79.4	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	87.5	▲	85.3	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	50.0	▲	23.5	▲	28.7

Constructed Response

1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		97.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		52.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	93.8		97.1		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	87.5		73.5		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	12.5		38.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	87.5		88.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 803 - Private

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=18]	Below District	[N=34]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=18]	Below District	[N=34]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	83.3	▲	79.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	5.6	▼	17.7	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	77.8	▲	76.5	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	72.2	▼	76.5	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	72.2	▼	73.5	▲	66.4
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	77.8	▲	67.7	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	100.0	▲	94.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	83.3	▲	79.4	▲	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	94.4	▲	85.3	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	11.1	▼	23.5	▼	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	97.2		97.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		52.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	97.2		97.1		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	69.4		73.5		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	38.9		38.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	91.7		88.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 803 - Private

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=6]	Below District	[N=34]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=6]	Below District	[N=34]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.Comprehension (8) (9) / 4.3 / Usu Strategies to construct meaning / (Read for meaning.)	83.3	▲	79.4	▲	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	33.3	▲	17.7	▼	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the signifigance of the symbol portrayed in the visual.)	83.3	▲	76.5	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	66.7	▼	76.5	▲	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	100.0	▲	73.5	▲	66.4
6 .Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	33.3	▼	67.7	▼	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similiar to what other existing relationship?)	83.3	▼	94.1	▲	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	50.0	▼	79.4	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	66.7	▼	85.3	▲	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	16.7	▼	23.5	▼	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	100.0		97.1		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		52.9		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	100.0		97.1		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	66.7		73.5		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	66.7		38.2		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	91.7		88.2		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 804 - Native Federal

#018 - Sheshatshiu Innu School, Sheshatshiu

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province			
[N=4]	School Below District	Above	[N=10]	School Below Province	Above	[N=2,503]

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

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

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

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 804 - Native Federal

#019 - Mushuau Innu Natuashish School, Natuashish

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=2]	Below District	[N=10]	Below Province	[N=2,503]

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

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

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	▽	60.0	▽	76.2
	▲	50.0	▲	42.4
	▽	80.0	▽	64.3
	▲	30.0	▽	53.6
	▲	50.0	▲	66.4
	▲	60.0	▲	44.7
	▽	30.0	▽	63.4
	▽	40.0	▽	60.5
	▲	40.0	▽	56.9
	▽	50.0	▽	28.7
		60.0		83.7
		50.0		45.6
		70.0		83.1
		50.0		63.4
		20.0		33.7
		50.0		73.2

Constructed Response

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

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education

District 804 - Native Federal

#376 - Se't Anneway Kegnamogwom, Conne River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below District	[N=10]	Below Province	[N=2,503]

Item	School	School	District	School	Province
	[N=10]	Below District	[N=10]	Below Province	[N=2,503]
Non - Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Comprehension (8) (9) / 4.3 / Use Strategies to construct meaning / (Read for meaning.)	60.0	▲	60.0	▼	76.2
2. Inferential (9) / 7.4. / Evaluate how form, content, and structure contribute to meaning / (What phrase best represents the meaning of this text?)	50.0	▲	50.0	▲	42.4
3. Comprehension(8) (9) / 4.2. / Use text features to create meaning and achieve different purposes / (Understand the significance of the symbol portrayed in the visual.)	80.0	▲	80.0	▲	64.3
4. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated without the intervention of classmates?)	30.0	▲	30.0	▼	53.6
5. Inferential (9) / 6.2. / Examine personal points of view about issues / (How might a new student be treated after the support of classmates?)	50.0	▲	50.0	▼	66.4
6. Inferential (9) / 7.3 / Analyze the tools authors use to achieve different purposes / (Literary Device: Metaphor)	60.0	▲	60.0	▲	44.7
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The relationship of characters is similar to what other existing relationship?)	30.0	▲	30.0	▼	63.4
8. Comprehension (8) (9) / 4.3. / Use strategies to construct meaning / (What is society's perception of youth?)	40.0	▲	40.0	▼	60.5
9. Inferential (9) / 7.3/7.4. / Analyze the tools authors use to achieve different purposes/Evaluate how form,content, and structure contribute to meaning / (Literary Device: satire)	40.0	▲	40.0	▼	56.9
10. Inferential (8) (9) / 4.3. / Use strategies to construct meaning / (what is the main purpose of the text?)	50.0	▲	50.0	▲	28.7
Constructed Response					
1. Inferential (9) / 7.4. / Evaluate how form, content, and structure can contribute to meaning. / (Why was a phrase in the text effective? Use reference from text.)	60.0		60.0		83.7
2. Inferential (9) / 7.2. / Evaluate a text's language, form, and genre. / (What is the significant phrase in the title?)	50.0		50.0		45.6
3. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Write a journal entry from the point of view of the victim in the text.)	70.0		70.0		83.1
4. Inferential (8) (9) 4.2 / Explain how authors use text features to create meaning and achieve different purposes. / (Identify a feature of text and explain its purpose in this text.)	50.0		50.0		63.4
5. Inferential (9) 7.6. / Evaluate the portrayal of culture and reality in texts. / (What is the significance of referencing a celebrity in the text?)	20.0		20.0		33.7
6. Response to text (9)/ 6.1 / Use examples and supporting ideas to reflect on personal responses to texts. / (What would you do if you were in the situation presented the text?)	50.0		50.0		73.2

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

Note: percentages may not add to 100% due to missing values. O:\CRT13\LANG_9\GENDER\MALE\MC\EL13_9CL.RPT

Source: Division of Evaluation and Research, Department of Education