



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Labrador Region

#002 - Henry Gordon Academy, Cartwright

Grades: K-11

Item Cognitive Level - Outcome (*item parameter*)

School [N=2]	Region [N=104]		Province [N=2,375]	
	School Below Region	Above	School Below Province	Above

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	91.3	p	93.0
	p	57.3	p	67.0
	p	83.5	p	88.8
	p	78.6	p	86.4
	s	74.8	s	78.3
	s	56.3	s	56.3
	s	56.3	s	67.5
	s	48.5	s	55.1
	p	32.0	p	35.3
	p	63.1	p	64.8
		72.0		81.5
		49.0		61.9
		57.0		73.0
		77.0		83.6
		87.0		89.0
		73.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Labrador Region

#007 - Amos Comenius Memorial School, Hopedale

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=3]	School Below Above Region	[N=104]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
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- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	91.3	P	93.0
	P	57.3	P	67.0
	S	83.5	S	88.8
	S	78.6	S	86.4
	S	74.8	S	78.3
	P	56.3	P	56.3
	S	56.3	S	67.5
	S	48.5	S	55.1
	P	32.0	P	35.3
	P	63.1	P	64.8
		72.0		81.5
		49.0		61.9
		57.0		73.0
		77.0		83.6
		87.0		89.0
		73.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
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Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Labrador Region

#010 - Menihek High School, Labrador City

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=43]	School Below Region	Above	School Below Province	Above
		[N=104]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
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- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
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92.9	p	91.3	s	93.0
59.5	p	57.3	s	67.0
95.2	p	83.5	p	88.8
83.3	p	78.6	s	86.4
81.0	p	74.8	p	78.3
57.1	p	56.3	p	56.3
57.1	p	56.3	s	67.5
57.1	p	48.5	p	55.1
23.8	s	32.0	s	35.3
69.1	p	63.1	p	64.8
66.7		72.0		81.5
66.7		49.0		61.9
66.7		57.0		73.0
89.7		77.0		83.6
87.2		87.0		89.0
79.5		73.0		81.9

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

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

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Labrador Region

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

Grades: K-7,9-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	Region [N=104]		Province [N=2,375]	
	School Below Region	Above	School Below Province	Above

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
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<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	p	91.3	p	93.0
	p	57.3	p	67.0
	p	83.5	p	88.8
	p	78.6	p	86.4
	p	74.8	p	78.3
	p	56.3	p	56.3
	p	56.3	p	67.5
	p	48.5	p	55.1
	p	32.0	p	35.3
	s	63.1	s	64.8
		72.0		81.5
		49.0		61.9
		57.0		73.0
		77.0		83.6
		87.0		89.0
		73.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
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Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Labrador Region

#014 - Jens Haven Memorial, Nain

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=10]	[N=104]	[N=2,375]
	School Below Above Region	School Below Above Province

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
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Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
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90.0	s	91.3	s	93.0
40.0	s	57.3	s	67.0
60.0	s	83.5	s	88.8
90.0	p	78.6	p	86.4
80.0	p	74.8	p	78.3
50.0	s	56.3	s	56.3
60.0	p	56.3	s	67.5
40.0	s	48.5	s	55.1
30.0	s	32.0	s	35.3
50.0	s	63.1	s	64.8
50.0		72.0		81.5
50.0		49.0		61.9
35.0		57.0		73.0
70.0		77.0		83.6
90.0		87.0		89.0
60.0		73.0		81.9

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

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

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9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Labrador Region

#015 - Lake Melville School, North West River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=5]	Region [N=104]		Province [N=2,375]	
	School Below Region	Above	School Below Province	Above

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
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School data with 5 or fewer students withheld for reasons of confidentiality.

	p	91.3	p	93.0
	s	57.3	s	67.0
	p	83.5	p	88.8
	s	78.6	s	86.4
	s	74.8	s	78.3
	s	56.3	s	56.3
	s	56.3	s	67.5
	s	48.5	s	55.1
	s	32.0	s	35.3
	s	63.1	s	64.8
		72.0		81.5
		49.0		61.9
		57.0		73.0
		77.0		83.6
		87.0		89.0
		73.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
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Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

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

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9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Labrador Region

#017 - Northern Lights Academy, Rigolet

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=1]	School Below Above Region	[N=104]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
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- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	91.3	p	93.0
	s	57.3	s	67.0
	s	83.5	s	88.8
	p	78.6	p	86.4
	p	74.8	p	78.3
	s	56.3	s	56.3
	p	56.3	p	67.5
	s	48.5	s	55.1
	s	32.0	s	35.3
	s	63.1	s	64.8
		72.0		81.5
		49.0		61.9
		57.0		73.0
		77.0		83.6
		87.0		89.0
		73.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Labrador Region

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

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=39]	[N=104]	[N=2,375]
	School Below Above Region	School Below Above Province

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

87.2	S	91.3	S	93.0
59.0	P	57.3	S	67.0
76.9	S	83.5	S	88.8
71.8	S	78.6	S	86.4
69.2	S	74.8	S	78.3
59.0	P	56.3	P	56.3
56.4	P	56.3	S	67.5
48.7	P	48.5	S	55.1
38.5	P	32.0	P	35.3
61.5	S	63.1	S	64.8
79.5		72.0		81.5
35.9		49.0		61.9
57.7		57.0		73.0
74.4		77.0		83.6
84.6		87.0		89.0
69.2		73.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#022 - William Gillett Academy, Charlottetown, LAB

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=1]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	93.4	P	93.0
	P	66.7	P	67.0
	S	90.0	S	88.8
	S	86.0	S	86.4
	P	76.2	P	78.3
	P	53.2	P	56.3
	P	69.4	P	67.5
	P	55.9	P	55.1
	S	32.4	S	35.3
	S	66.2	S	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#023 - Sacred Heart AG, Conche

Grades: K-2,4,6-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=1]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	93.4	P	93.0
	P	66.7	P	67.0
	P	90.0	P	88.8
	P	86.0	P	86.4
	P	76.2	P	78.3
	P	53.2	P	56.3
	P	69.4	P	67.5
	P	55.9	P	55.1
	P	32.4	P	35.3
	P	66.2	P	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#024 - James Cook Memorial, Cook's Harbour

Grades: 3-4,8-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=1]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	93.4	p	93.0
	p	66.7	p	67.0
	p	90.0	p	88.8
	p	86.0	p	86.4
	p	76.2	p	78.3
	s	53.2	s	56.3
	s	69.4	s	67.5
	p	55.9	p	55.1
	s	32.4	s	35.3
	s	66.2	s	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Western Region

#026 - H.G. Fillier Academy, Englee

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=1]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	93.4	p	93.0
	s	66.7	s	67.0
	p	90.0	p	88.8
	p	86.0	p	86.4
	p	76.2	p	78.3
	p	53.2	p	56.3
	p	69.4	p	67.5
	p	55.9	p	55.1
	p	32.4	p	35.3
	p	66.2	p	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Western Region

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=8]	School Below Region	Above	School Below Province	Above
		[N=415]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	93.4	p	93.0
50.0	s	66.7	s	67.0
100.0	p	90.0	p	88.8
87.5	p	86.0	p	86.4
75.0	s	76.2	s	78.3
62.5	p	53.2	p	56.3
62.5	s	69.4	s	67.5
50.0	s	55.9	s	55.1
25.0	s	32.4	s	35.3
87.5	p	66.2	p	64.8
87.5		85.0		81.5
87.5		60.4		61.9
75.0		77.6		73.0
87.5		84.5		83.6
75.0		90.4		89.0
100.0		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=4]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	93.4	p	93.0
	p	66.7	p	67.0
	p	90.0	p	88.8
	p	86.0	p	86.4
	s	76.2	s	78.3
	p	53.2	p	56.3
	p	69.4	p	67.5
	p	55.9	p	55.1
	p	32.4	p	35.3
	p	66.2	p	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Western Region

#046 - Bayside Academy, Port Hope Simpson

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=2]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	93.4	p	93.0
	s	66.7	s	67.0
	s	90.0	s	88.8
	p	86.0	p	86.4
	s	76.2	s	78.3
	s	53.2	s	56.3
	s	69.4	s	67.5
	p	55.9	p	55.1
	p	32.4	p	35.3
	p	66.2	p	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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

NLESD - Western Region

#054 - St. Lewis Academy, St. Lewis

Grades: K,2-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=2]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	93.4	p	93.0
	s	66.7	s	67.0
	s	90.0	s	88.8
	p	86.0	p	86.4
	p	76.2	p	78.3
	s	53.2	s	56.3
	s	69.4	s	67.5
	s	55.9	s	55.1
	s	32.4	s	35.3
	s	66.2	s	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Western Region

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=6]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	93.4	p	93.0
83.3	p	66.7	p	67.0
100.0	p	90.0	p	88.8
100.0	p	86.0	p	86.4
100.0	p	76.2	p	78.3
33.3	s	53.2	s	56.3
83.3	p	69.4	p	67.5
66.7	p	55.9	p	55.1
66.7	p	32.4	p	35.3
66.7	p	66.2	p	64.8
100.0		85.0		81.5
66.7		60.4		61.9
100.0		77.6		73.0
100.0		84.5		83.6
100.0		90.4		89.0
100.0		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Western Region

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

Grades: K-2,4-11

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=1]	School Below Region	Above Region	School Below Province	Above Province
	[N=415]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	p	93.4	p	93.0
	p	66.7	p	67.0
	s	90.0	s	88.8
	p	86.0	p	86.4
	s	76.2	s	78.3
	p	53.2	p	56.3
	p	69.4	p	67.5
	s	55.9	s	55.1
	s	32.4	s	35.3
	p	66.2	p	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#075 - Hampden Academy, Hampden

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=2]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
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- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	93.4	P	93.0
	P	66.7	P	67.0
	S	90.0	S	88.8
	P	86.0	P	86.4
	S	76.2	S	78.3
	S	53.2	S	56.3
	S	69.4	S	67.5
	S	55.9	S	55.1
	S	32.4	S	35.3
	S	66.2	S	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

O:\CRT15\LANG_9\GENDER\FEMALE\EL15_9CL.RPT

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#079 - St. James All Grade, Lark Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=2]	School Below Region	Above	School Below Province	Above
	[N=415]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	93.4	P	93.0
	S	66.7	S	67.0
	P	90.0	P	88.8
	P	86.0	P	86.4
	S	76.2	S	78.3
	S	53.2	S	56.3
	S	69.4	S	67.5
	S	55.9	S	55.1
	S	32.4	S	35.3
	S	66.2	S	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Western Region

#080 - Templeton Academy, Meadows

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=21]	Below	Above	Below	Above
	Region	Region	Province	Province
				[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

95.2	p	93.4	p	93.0
71.4	p	66.7	p	67.0
90.5	p	90.0	p	88.8
100.0	p	86.0	p	86.4
47.6	s	76.2	s	78.3
57.1	p	53.2	p	56.3
76.2	p	69.4	p	67.5
66.7	p	55.9	p	55.1
28.6	s	32.4	s	35.3
47.6	s	66.2	s	64.8
100.0		85.0		81.5
61.9		60.4		61.9
95.2		77.6		73.0
90.5		84.5		83.6
95.2		90.4		89.0
90.5		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Western Region

#083 - Pasadena Academy, Pasadena

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=20]	[N=415]	[N=2,375]
	School Below Above Region	School Below Above Province

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

90.0	s	93.4	s	93.0
40.0	s	66.7	s	67.0
90.0	p	90.0	p	88.8
95.0	p	86.0	p	86.4
65.0	s	76.2	s	78.3
70.0	p	53.2	p	56.3
60.0	s	69.4	s	67.5
65.0	p	55.9	p	55.1
35.0	p	32.4	s	35.3
70.0	p	66.2	p	64.8
90.0		85.0		81.5
50.0		60.4		61.9
77.5		77.6		73.0
85.0		84.5		83.6
100.0		90.4		89.0
85.0		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#086 - Gros Morne Academy, Rocky Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=10]	[N=415]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	Region	Province
[N=10]	[N=415]	[N=2,375]
90.0	S	93.4
50.0	S	66.7
80.0	S	90.0
90.0	P	86.0
70.0	S	76.2
60.0	P	53.2
80.0	P	69.4
50.0	S	55.9
40.0	P	32.4
60.0	S	66.2
100.0		85.0
60.0		60.4
85.0		77.6
70.0		84.5
100.0		90.4
100.0		87.0

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#088 - Main River Academy, Pollard's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=2]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	93.4	p	93.0
	p	66.7	p	67.0
	p	90.0	p	88.8
	p	86.0	p	86.4
	p	76.2	p	78.3
	p	53.2	p	56.3
	s	69.4	s	67.5
	p	55.9	p	55.1
	p	32.4	p	35.3
	p	66.2	p	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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

NLESD - Western Region

#089 - Jakeman All Grade, Trout River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=4]	School Below Region	Above	School Below Province	Above
	[N=415]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

S	93.4	S	93.0
P	66.7	S	67.0
P	90.0	P	88.8
P	86.0	P	86.4
P	76.2	P	78.3
S	53.2	S	56.3
S	69.4	S	67.5
S	55.9	S	55.1
P	32.4	S	35.3
S	66.2	S	64.8
	85.0		81.5
	60.4		61.9
	77.6		73.0
	84.5		83.6
	90.4		89.0
	87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Western Region

#091 - Burgeo Academy, Burgeo

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=11]	Below	Above	Below	Above
	Region		Province	
	[N=415]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	93.4	p	93.0
90.0	p	66.7	p	67.0
100.0	p	90.0	p	88.8
80.0	s	86.0	s	86.4
80.0	p	76.2	p	78.3
60.0	p	53.2	p	56.3
80.0	p	69.4	p	67.5
50.0	s	55.9	s	55.1
30.0	s	32.4	s	35.3
50.0	s	66.2	s	64.8
100.0		85.0		81.5
80.0		60.4		61.9
100.0		77.6		73.0
100.0		84.5		83.6
100.0		90.4		89.0
100.0		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#092 - Grandy's River Collegiate, Burnt Islands

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=6]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

100.0	P	93.4	P	93.0
80.0	P	66.7	P	67.0
100.0	P	90.0	P	88.8
100.0	P	86.0	P	86.4
80.0	P	76.2	P	78.3
100.0	P	53.2	P	56.3
80.0	P	69.4	P	67.5
40.0	S	55.9	S	55.1
80.0	P	32.4	P	35.3
40.0	S	66.2	S	64.8
100.0		85.0		81.5
80.0		60.4		61.9
100.0		77.6		73.0
100.0		84.5		83.6
100.0		90.4		89.0
100.0		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Western Region

#099 - St. James' Regional High School, Channel-Port Aux Basques

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=24]	Below	Above	Below	Above
	Region	Region	Province	Province
		[N=415]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

86.4	s	93.4	s	93.0
68.2	p	66.7	p	67.0
77.3	s	90.0	s	88.8
72.7	s	86.0	s	86.4
72.7	s	76.2	s	78.3
45.5	s	53.2	s	56.3
45.5	s	69.4	s	67.5
54.6	s	55.9	s	55.1
27.3	s	32.4	s	35.3
77.3	p	66.2	p	64.8
85.0		85.0		81.5
50.0		60.4		61.9
85.0		77.6		73.0
80.0		84.5		83.6
90.0		90.4		89.0
90.0		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#103 - LeGallais Memorial, Isle aux Morts

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=3]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
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- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	93.4	p	93.0
	p	66.7	s	67.0
	p	90.0	p	88.8
	p	86.0	p	86.4
	p	76.2	p	78.3
	p	53.2	p	56.3
	p	69.4	p	67.5
	p	55.9	p	55.1
	s	32.4	s	35.3
	p	66.2	p	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Western Region

#110 - Piccadilly Central High, Piccadilly

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=12]	School Below Region	Above	School Below Province	Above
		[N=415]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

91.7	s	93.4	s	93.0
66.7	p	66.7	s	67.0
91.7	p	90.0	p	88.8
100.0	p	86.0	p	86.4
75.0	s	76.2	s	78.3
50.0	s	53.2	s	56.3
83.3	p	69.4	p	67.5
50.0	s	55.9	s	55.1
33.3	p	32.4	s	35.3
91.7	p	66.2	p	64.8
75.0		85.0		81.5
50.0		60.4		61.9
70.8		77.6		73.0
75.0		84.5		83.6
83.3		90.4		89.0
83.3		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Western Region

#113 - St. Boniface All Grade, Ramea

Grades: 1-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=3]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4. / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	p	93.4	p	93.0
	s	66.7	s	67.0
	p	90.0	p	88.8
	p	86.0	p	86.4
	s	76.2	s	78.3
	s	53.2	s	56.3
	s	69.4	s	67.5
	p	55.9	p	55.1
	s	32.4	s	35.3
	p	66.2	p	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

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

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=17]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

94.1	p	93.4	p	93.0
52.9	s	66.7	s	67.0
82.4	s	90.0	s	88.8
76.5	s	86.0	s	86.4
100.0	p	76.2	p	78.3
35.3	s	53.2	s	56.3
64.7	s	69.4	s	67.5
52.9	s	55.9	s	55.1
35.3	p	32.4	s	35.3
76.5	p	66.2	p	64.8
70.6		85.0		81.5
70.6		60.4		61.9
79.4		77.6		73.0
76.5		84.5		83.6
76.5		90.4		89.0
82.4		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Western Region

#119 - Stephenville High, Stephenville

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=41]	Below	Above	Below	Above
	Region	Region	Province	Province
				[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

97.6	p	93.4	p	93.0
58.5	s	66.7	s	67.0
87.8	s	90.0	s	88.8
82.9	s	86.0	s	86.4
70.7	s	76.2	s	78.3
53.7	p	53.2	s	56.3
70.7	p	69.4	p	67.5
56.1	p	55.9	p	55.1
36.6	p	32.4	p	35.3
51.2	s	66.2	s	64.8
80.5		85.0		81.5
56.1		60.4		61.9
78.0		77.6		73.0
80.5		84.5		83.6
90.2		90.4		89.0
80.5		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Western Region

#388 - Long Range Academy, Cow Head

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=4]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	P	93.4	P	93.0
	P	66.7	P	67.0
	P	90.0	P	88.8
	S	86.0	S	86.4
	P	76.2	P	78.3
	S	53.2	S	56.3
	P	69.4	P	67.5
	S	55.9	S	55.1
	S	32.4	S	35.3
	S	66.2	S	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed

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

NLESD - Western Region

#391 - Xavier Junior High, Deer Lake

Grades: 6-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=29]	School Below Region	Above	School Below Province	Above
	[N=415]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

86.2	s	93.4	s	93.0
69.0	p	66.7	p	67.0
93.1	p	90.0	p	88.8
75.9	s	86.0	s	86.4
72.4	s	76.2	s	78.3
51.7	s	53.2	s	56.3
62.1	s	69.4	s	67.5
51.7	s	55.9	s	55.1
37.9	p	32.4	p	35.3
69.0	p	66.2	p	64.8
75.9		85.0		81.5
65.5		60.4		61.9
63.8		77.6		73.0
86.2		84.5		83.6
89.7		90.4		89.0
75.9		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Western Region

#393 - Bonne Bay Academy, Woody Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=3]	Below	Above	Below	Above
	[N=415]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	93.4	P	93.0
	S	66.7	S	67.0
	S	90.0	S	88.8
	S	86.0	S	86.4
	S	76.2	S	78.3
	S	53.2	S	56.3
	S	69.4	S	67.5
	S	55.9	S	55.1
	P	32.4	S	35.3
	S	66.2	S	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=3]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

s	93.4	s	93.0	
s	66.7	s	67.0	
s	90.0	s	88.8	
p	86.0	p	86.4	
p	76.2	p	78.3	
s	53.2	s	56.3	
p	69.4	p	67.5	
p	55.9	p	55.1	
s	32.4	s	35.3	
p	66.2	p	64.8	
	85.0		81.5	
	60.4		61.9	
	77.6		73.0	
	84.5		83.6	
	90.4		89.0	
	87.0		81.9	

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#397 - Belanger Memorial School, Upper Ferry

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=5]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	93.4	P	93.0
	S	66.7	S	67.0
	S	90.0	S	88.8
	S	86.0	S	86.4
	P	76.2	P	78.3
	S	53.2	S	56.3
	P	69.4	P	67.5
	S	55.9	S	55.1
	S	32.4	S	35.3
	P	66.2	P	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Western Region

#474 - Cloud River Academy, Roddickton

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=4]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	93.4	P	93.0
	P	66.7	P	67.0
	P	90.0	P	88.8
	S	86.0	S	86.4
	S	76.2	S	78.3
	P	53.2	P	56.3
	P	69.4	P	67.5
	S	55.9	S	55.1
	S	32.4	S	35.3
	S	66.2	S	64.8
		85.0		81.5
		60.4		61.9
		77.6		73.0
		84.5		83.6
		90.4		89.0
		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#475 - Viking Trail Academy, Plum Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=7]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

85.7	S	93.4	S	93.0
85.7	P	66.7	P	67.0
100.0	P	90.0	P	88.8
85.7	S	86.0	S	86.4
100.0	P	76.2	P	78.3
42.9	S	53.2	S	56.3
85.7	P	69.4	P	67.5
28.6	S	55.9	S	55.1
28.6	S	32.4	S	35.3
28.6	S	66.2	S	64.8
100.0		85.0		81.5
57.1		60.4		61.9
92.9		77.6		73.0
85.7		84.5		83.6
100.0		90.4		89.0
100.0		87.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

9:27:17AM 40



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=9]	School Below Region	Above	School Below Province	Above
		[N=415]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

88.9	S	93.4	S	93.0
55.6	S	66.7	S	67.0
100.0	P	90.0	P	88.8
88.9	P	86.0	P	86.4
88.9	P	76.2	P	78.3
77.8	P	53.2	P	56.3
88.9	P	69.4	P	67.5
66.7	P	55.9	P	55.1
44.4	P	32.4	P	35.3
66.7	P	66.2	P	64.8
88.9		85.0		81.5
66.7		60.4		61.9
77.8		77.6		73.0
88.9		84.5		83.6
66.7		90.4		89.0
88.9		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#488 - French Shore Academy, Port Saunders

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=12]	Below	Above	Below	Above
	Region		Province	
	[N=415]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	93.4	p	93.0
66.7	p	66.7	s	67.0
91.7	p	90.0	p	88.8
83.3	s	86.0	s	86.4
83.3	p	76.2	p	78.3
58.3	p	53.2	p	56.3
66.7	s	69.4	s	67.5
58.3	p	55.9	p	55.1
8.3	s	32.4	s	35.3
75.0	p	66.2	p	64.8
100.0		85.0		81.5
66.7		60.4		61.9
70.8		77.6		73.0
100.0		84.5		83.6
100.0		90.4		89.0
91.7		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Western Region

#953 - White Hills Academy, St. Anthony

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=21]	School Below Above Region	[N=415]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

90.0	s	93.4	s	93.0
85.0	p	66.7	p	67.0
90.0	p	90.0	p	88.8
90.0	p	86.0	p	86.4
80.0	p	76.2	p	78.3
40.0	s	53.2	s	56.3
65.0	s	69.4	s	67.5
50.0	s	55.9	s	55.1
30.0	s	32.4	s	35.3
60.0	s	66.2	s	64.8
85.0		85.0		81.5
80.0		60.4		61.9
70.0		77.6		73.0
90.0		84.5		83.6
90.0		90.4		89.0
95.0		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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

NLESD - Western Region

#955 - Corner Brook Intermediate, Corner Brook

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=113]	Below	Above	Below	Above
	Region	Region	Province	Province
				[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

93.8	p	93.4	p	93.0
70.8	p	66.7	p	67.0
92.9	p	90.0	p	88.8
86.7	p	86.0	p	86.4
79.7	p	76.2	p	78.3
53.1	s	53.2	s	56.3
73.5	p	69.4	p	67.5
56.6	p	55.9	p	55.1
31.0	s	32.4	s	35.3
70.8	p	66.2	p	64.8
85.0		85.0		81.5
59.3		60.4		61.9
79.2		77.6		73.0
84.1		84.5		83.6
91.2		90.4		89.0
87.6		87.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#125 - Copper Ridge Academy, Baie Verte

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=12]	School Below Region	Above	School Below Province	Above
		[N=457]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

91.7	s	95.2	s	93.0
58.3	s	67.4	s	67.0
83.3	s	87.3	s	88.8
75.0	s	86.7	s	86.4
75.0	s	76.8	s	78.3
58.3	p	56.7	p	56.3
66.7	s	69.4	s	67.5
75.0	p	56.0	p	55.1
33.3	p	31.1	s	35.3
50.0	s	65.2	s	64.8
100.0		81.7		81.5
66.7		66.1		61.9
70.8		77.8		73.0
91.7		84.8		83.6
100.0		85.0		89.0
83.3		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#132 - Botwood Collegiate, Botwood

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=25]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

100.0	p	95.2	p	93.0
88.0	p	67.4	p	67.0
88.0	p	87.3	s	88.8
96.0	p	86.7	p	86.4
84.0	p	76.8	p	78.3
44.0	s	56.7	s	56.3
68.0	s	69.4	p	67.5
60.0	p	56.0	p	55.1
28.0	s	31.1	s	35.3
64.0	s	65.2	s	64.8
84.0		81.7		81.5
48.0		66.1		61.9
74.0		77.8		73.0
92.0		84.8		83.6
92.0		85.0		89.0
80.0		82.6		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#149 - King Academy, Harbour Breton

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=7]	[N=457]	[N=2,375]
	School Below Above Region	School Below Above Province

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	95.2	p	93.0
42.9	s	67.4	s	67.0
85.7	s	87.3	s	88.8
57.1	s	86.7	s	86.4
57.1	s	76.8	s	78.3
57.1	p	56.7	p	56.3
71.4	p	69.4	p	67.5
57.1	p	56.0	p	55.1
28.6	s	31.1	s	35.3
57.1	s	65.2	s	64.8
57.1		81.7		81.5
85.7		66.1		61.9
85.7		77.8		73.0
85.7		84.8		83.6
100.0		85.0		89.0
71.4		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#151 - John Watkins Academy, Hermitage

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=4]	Region [N=457]		Province [N=2,375]	
	School Below Region	Above	School Below Province	Above

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	95.2	P	93.0
	P	67.4	P	67.0
	P	87.3	P	88.8
	S	86.7	S	86.4
	S	76.8	S	78.3
	S	56.7	S	56.3
	S	69.4	S	67.5
	S	56.0	S	55.1
	S	31.1	S	35.3
	S	65.2	S	64.8
		81.7		81.5
		66.1		61.9
		77.8		73.0
		84.8		83.6
		85.0		89.0
		82.6		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#152 - Valmont Academy, King's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=7]	[N=457]	[N=2,375]
	School Below Above Region	School Below Above Province

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

85.7	S	95.2	S	93.0
71.4	P	67.4	P	67.0
85.7	S	87.3	S	88.8
85.7	S	86.7	S	86.4
85.7	P	76.8	P	78.3
100.0	P	56.7	P	56.3
85.7	P	69.4	P	67.5
71.4	P	56.0	P	55.1
42.9	P	31.1	P	35.3
42.9	S	65.2	S	64.8
85.7		81.7		81.5
85.7		66.1		61.9
85.7		77.8		73.0
100.0		84.8		83.6
42.9		85.0		89.0
57.1		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#153 - Cape John Collegiate, La Scie

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=8]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	95.2	p	93.0
87.5	p	67.4	p	67.0
87.5	p	87.3	s	88.8
87.5	p	86.7	p	86.4
100.0	p	76.8	p	78.3
75.0	p	56.7	p	56.3
100.0	p	69.4	p	67.5
50.0	s	56.0	s	55.1
25.0	s	31.1	s	35.3
62.5	s	65.2	s	64.8
75.0		81.7		81.5
50.0		66.1		61.9
87.5		77.8		73.0
87.5		84.8		83.6
50.0		85.0		89.0
87.5		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Central Region

#157 - St. Peter's AG, McCallum

Grades: 2,5,8-9,11-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=1]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	95.2	p	93.0
	p	67.4	p	67.0
	p	87.3	p	88.8
	p	86.7	p	86.4
	p	76.8	p	78.3
	p	56.7	p	56.3
	s	69.4	s	67.5
	p	56.0	p	55.1
	p	31.1	p	35.3
	p	65.2	p	64.8
		81.7		81.5
		66.1		61.9
		77.8		73.0
		84.8		83.6
		85.0		89.0
		82.6		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#158 - MSB Regional Academy, Middle Arm

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=8]	[N=457]	[N=2,375]
	School Below Above Region	School Below Above Province

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

87.5	s	95.2	s	93.0
62.5	s	67.4	s	67.0
100.0	p	87.3	p	88.8
87.5	p	86.7	p	86.4
75.0	s	76.8	s	78.3
62.5	p	56.7	p	56.3
87.5	p	69.4	p	67.5
50.0	s	56.0	s	55.1
25.0	s	31.1	s	35.3
50.0	s	65.2	s	64.8
75.0		81.7		81.5
50.0		66.1		61.9
31.3		77.8		73.0
75.0		84.8		83.6
100.0		85.0		89.0
87.5		82.6		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Central Region

#162 - Dorset Collegiate, Pilley's Island

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=15]	Below	Above	Below	Above
	Region	Region	Province	Province

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	95.2	p	93.0
60.0	s	67.4	s	67.0
100.0	p	87.3	p	88.8
100.0	p	86.7	p	86.4
66.7	s	76.8	s	78.3
60.0	p	56.7	p	56.3
53.3	s	69.4	s	67.5
80.0	p	56.0	p	55.1
26.7	s	31.1	s	35.3
73.3	p	65.2	p	64.8
73.3		81.7		81.5
66.7		66.1		61.9
80.0		77.8		73.0
86.7		84.8		83.6
86.7		85.0		89.0
73.3		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#163 - Point Leamington Academy, Point Leamington

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=8]	School Below Region	Above	School Below Province	Above
		[N=457]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

87.5	s	95.2	s	93.0
37.5	s	67.4	s	67.0
100.0	p	87.3	p	88.8
87.5	p	86.7	p	86.4
87.5	p	76.8	p	78.3
25.0	s	56.7	s	56.3
50.0	s	69.4	s	67.5
87.5	p	56.0	p	55.1
25.0	s	31.1	s	35.3
75.0	p	65.2	p	64.8
100.0		81.7		81.5
50.0		66.1		61.9
56.3		77.8		73.0
100.0		84.8		83.6
87.5		85.0		89.0
75.0		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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

NLESD - Central Region

#171 - Indian River High School, Springdale

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=25]	[N=457]	[N=2,375]
	School Below Above Region	School Below Above Province

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	95.2	p	93.0
76.0	p	67.4	p	67.0
76.0	s	87.3	s	88.8
88.0	p	86.7	p	86.4
76.0	s	76.8	s	78.3
56.0	s	56.7	s	56.3
60.0	s	69.4	s	67.5
60.0	p	56.0	p	55.1
28.0	s	31.1	s	35.3
56.0	s	65.2	s	64.8
84.0		81.7		81.5
52.0		66.1		61.9
74.0		77.8		73.0
84.0		84.8		83.6
64.0		85.0		89.0
84.0		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#174 - St. Peter's Academy, Westport

Grades: K-4,7-10,12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=3]	School Below Region	Above	School Below Province	Above
	[N=457]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

s	95.2	s	93.0	
s	67.4	s	67.0	
s	87.3	s	88.8	
p	86.7	p	86.4	
p	76.8	p	78.3	
s	56.7	s	56.3	
s	69.4	s	67.5	
p	56.0	p	55.1	
s	31.1	s	35.3	
s	65.2	s	64.8	
	81.7		81.5	
	66.1		61.9	
	77.8		73.0	
	84.8		83.6	
	85.0		89.0	
	82.6		81.9	

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#177 - Greenwood Academy, Campbellton

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=4]	School Below Region	Above Region	School Below Province	Above Province
	[N=457]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	s	95.2	s	93.0
	p	67.4	p	67.0
	p	87.3	p	88.8
	s	86.7	s	86.4
	s	76.8	s	78.3
	p	56.7	p	56.3
	s	69.4	s	67.5
	s	56.0	s	55.1
	s	31.1	s	35.3
	p	65.2	p	64.8
		81.7		81.5
		66.1		61.9
		77.8		73.0
		84.8		83.6
		85.0		89.0
		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#178 - Phoenix Academy, Carmanville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=19]	[N=457]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	School Below Above Region	Region	School Below Above Province	Province
[N=19]		[N=457]		[N=2,375]
94.7	s	95.2	p	93.0
68.4	p	67.4	p	67.0
84.2	s	87.3	s	88.8
84.2	s	86.7	s	86.4
73.7	s	76.8	s	78.3
36.8	s	56.7	s	56.3
57.9	s	69.4	s	67.5
63.2	p	56.0	p	55.1
26.3	s	31.1	s	35.3
68.4	p	65.2	p	64.8
88.2		81.7		81.5
41.2		66.1		61.9
41.2		77.8		73.0
47.1		84.8		83.6
82.4		85.0		89.0
76.5		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Central Region

#179 - Centreville Academy, Centreville-Wareham

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=4]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	p	95.2	p	93.0
	p	67.4	p	67.0
	p	87.3	p	88.8
	p	86.7	p	86.4
	p	76.8	p	78.3
	p	56.7	p	56.3
	p	69.4	p	67.5
	p	56.0	p	55.1
	p	31.1	p	35.3
	p	65.2	p	64.8
		81.7		81.5
		66.1		61.9
		77.8		73.0
		84.8		83.6
		85.0		89.0
		82.6		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Central Region

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

Grades: K-1,3-7,9-11

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=2]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

1. Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
2. Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
3. Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
4. Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
5. Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
6. Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
8. Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
9. Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
10. Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

1. Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
2. Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
3. Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
4. Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
5. Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
6. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

p	95.2	p	93.0
s	67.4	s	67.0
p	87.3	p	88.8
p	86.7	p	86.4
s	76.8	s	78.3
s	56.7	s	56.3
p	69.4	p	67.5
s	56.0	s	55.1
p	31.1	p	35.3
p	65.2	p	64.8
	81.7		81.5
	66.1		61.9
	77.8		73.0
	84.8		83.6
	85.0		89.0
	82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Central Region

#183 - William Mercer Academy, Dover

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=10]	[N=457]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	School Below Above Region	Region	School Below Above Province	Province
[N=10]		[N=457]		[N=2,375]
100.0	p	95.2	p	93.0
60.0	s	67.4	s	67.0
80.0	s	87.3	s	88.8
100.0	p	86.7	p	86.4
80.0	p	76.8	p	78.3
60.0	p	56.7	p	56.3
100.0	p	69.4	p	67.5
30.0	s	56.0	s	55.1
50.0	p	31.1	p	35.3
50.0	s	65.2	s	64.8
90.0		81.7		81.5
100.0		66.1		61.9
90.0		77.8		73.0
100.0		84.8		83.6
100.0		85.0		89.0
80.0		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#192 - Lumsden Academy, Lumsden

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=6]	School Below Region	Above	School Below Province	Above
		[N=457]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

83.3	s	95.2	s	93.0
100.0	p	67.4	p	67.0
83.3	s	87.3	s	88.8
100.0	p	86.7	p	86.4
66.7	s	76.8	s	78.3
100.0	p	56.7	p	56.3
83.3	p	69.4	p	67.5
66.7	p	56.0	p	55.1
33.3	p	31.1	s	35.3
83.3	p	65.2	p	64.8
83.3		81.7		81.5
50.0		66.1		61.9
75.0		77.8		73.0
83.3		84.8		83.6
100.0		85.0		89.0
100.0		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

9:27:17AM 62



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#194 - Gill Memorial Academy, Musgrave Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=9]	School Below Region	Above	School Below Province	Above
		[N=457]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

88.9	s	95.2	s	93.0
77.8	p	67.4	p	67.0
100.0	p	87.3	p	88.8
77.8	s	86.7	s	86.4
66.7	s	76.8	s	78.3
55.6	s	56.7	s	56.3
88.9	p	69.4	p	67.5
66.7	p	56.0	p	55.1
22.2	s	31.1	s	35.3
88.9	p	65.2	p	64.8
100.0		81.7		81.5
77.8		66.1		61.9
83.3		77.8		73.0
100.0		84.8		83.6
100.0		85.0		89.0
88.9		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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NLESD - Central Region

#201 - J.M. Olds Collegiate, Twillingate

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=5]

Region

[N=457]

Province

[N=2,375]

	School Below Above Region		School Below Above Province	
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	p	95.2	p	93.0
	p	67.4	p	67.0
	p	87.3	p	88.8
	s	86.7	s	86.4
	p	76.8	p	78.3
	p	56.7	p	56.3
	p	69.4	p	67.5
	p	56.0	p	55.1
	s	31.1	s	35.3
	p	65.2	p	64.8
		81.7		81.5
		66.1		61.9
		77.8		73.0
		84.8		83.6
		85.0		89.0
		82.6		81.9

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#204 - Pearson Academy, Wesleyville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=10]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

90.0	s	95.2	s	93.0
70.0	p	67.4	p	67.0
100.0	p	87.3	p	88.8
90.0	p	86.7	p	86.4
70.0	s	76.8	s	78.3
50.0	s	56.7	s	56.3
80.0	p	69.4	p	67.5
60.0	p	56.0	p	55.1
20.0	s	31.1	s	35.3
70.0	p	65.2	p	64.8
55.6		81.7		81.5
55.6		66.1		61.9
100.0		77.8		73.0
100.0		84.8		83.6
100.0		85.0		89.0
100.0		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Central Region

#206 - Riverwood Academy, Wing's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=19]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

89.5	S	95.2	S	93.0
57.9	S	67.4	S	67.0
79.0	S	87.3	S	88.8
73.7	S	86.7	S	86.4
57.9	S	76.8	S	78.3
15.8	S	56.7	S	56.3
63.2	S	69.4	S	67.5
42.1	S	56.0	S	55.1
31.6	P	31.1	S	35.3
52.6	S	65.2	S	64.8
31.6		81.7		81.5
42.1		66.1		61.9
44.7		77.8		73.0
68.4		84.8		83.6
68.4		85.0		89.0
57.9		82.6		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#398 - Avoca Collegiate, Badger

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=6]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	P	95.2	P	93.0
66.7	S	67.4	S	67.0
66.7	S	87.3	S	88.8
66.7	S	86.7	S	86.4
83.3	P	76.8	P	78.3
33.3	S	56.7	S	56.3
0.0	S	69.4	S	67.5
33.3	S	56.0	S	55.1
33.3	P	31.1	S	35.3
50.0	S	65.2	S	64.8
66.7		81.7		81.5
66.7		66.1		61.9
91.7		77.8		73.0
100.0		84.8		83.6
83.3		85.0		89.0
100.0		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#402 - Leo Burke Academy, Bishop's Falls

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=13]	Below	Above	Below	Above
	Region	Region	Province	Province
		[N=457]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

84.6	s	95.2	s	93.0
61.5	s	67.4	s	67.0
92.3	p	87.3	p	88.8
92.3	p	86.7	p	86.4
61.5	s	76.8	s	78.3
69.2	p	56.7	p	56.3
69.2	s	69.4	p	67.5
53.9	s	56.0	s	55.1
38.5	p	31.1	p	35.3
84.6	p	65.2	p	64.8
92.3		81.7		81.5
76.9		66.1		61.9
88.5		77.8		73.0
100.0		84.8		83.6
100.0		85.0		89.0
100.0		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#403 - Lakeside Academy, Buchans

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=5]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	95.2	p	93.0
	p	67.4	p	67.0
	s	87.3	s	88.8
	p	86.7	p	86.4
	p	76.8	p	78.3
	s	56.7	s	56.3
	p	69.4	p	67.5
	s	56.0	s	55.1
	p	31.1	p	35.3
	p	65.2	p	64.8
		81.7		81.5
		66.1		61.9
		77.8		73.0
		84.8		83.6
		85.0		89.0
		82.6		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#405 - Cottrell's Cove Academy, Cottrell's Cove

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

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=2]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	95.2	p	93.0
	s	67.4	s	67.0
	p	87.3	p	88.8
	s	86.7	s	86.4
	p	76.8	p	78.3
	s	56.7	s	56.3
	p	69.4	p	67.5
	p	56.0	p	55.1
	s	31.1	s	35.3
	s	65.2	s	64.8
		81.7		81.5
		66.1		61.9
		77.8		73.0
		84.8		83.6
		85.0		89.0
		82.6		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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NLESD - Central Region

#406 - Fitzgerald Academy, English Harbour West

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=5]	School Below Region	Above	School Below Province	Above
	[N=457]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

S	95.2	S	93.0
P	67.4	P	67.0
S	87.3	S	88.8
S	86.7	S	86.4
S	76.8	S	78.3
S	56.7	S	56.3
P	69.4	P	67.5
S	56.0	S	55.1
S	31.1	S	35.3
S	65.2	S	64.8
	81.7		81.5
	66.1		61.9
	77.8		73.0
	84.8		83.6
	85.0		89.0
	82.6		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#407 - Bay d'Espoir Academy, Milltown

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=15]	[N=457]	[N=2,375]
	School Below Above Region	School Below Above Province

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

93.3	s	95.2	p	93.0
53.3	s	67.4	s	67.0
93.3	p	87.3	p	88.8
86.7	p	86.7	p	86.4
73.3	s	76.8	s	78.3
66.7	p	56.7	p	56.3
60.0	s	69.4	s	67.5
46.7	s	56.0	s	55.1
20.0	s	31.1	s	35.3
66.7	p	65.2	p	64.8
93.3		81.7		81.5
73.3		66.1		61.9
83.3		77.8		73.0
93.3		84.8		83.6
86.7		85.0		89.0
93.3		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Central Region

#413 - Holy Cross School Complex, Eastport

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=3]	Region [N=457]		Province [N=2,375]	
	School Below Region	Above	School Below Province	Above

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	95.2	P	93.0
	S	67.4	S	67.0
	P	87.3	P	88.8
	S	86.7	S	86.4
	S	76.8	S	78.3
	S	56.7	S	56.3
	P	69.4	P	67.5
	S	56.0	S	55.1
	S	31.1	S	35.3
	S	65.2	S	64.8
		81.7		81.5
		66.1		61.9
		77.8		73.0
		84.8		83.6
		85.0		89.0
		82.6		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#414 - Fogo Island Central Academy, Fogo Island

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=7]	School Below Region	Above	School Below Province	Above
		[N=457]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

85.7	s	95.2	s	93.0
71.4	p	67.4	p	67.0
71.4	s	87.3	s	88.8
71.4	s	86.7	s	86.4
71.4	s	76.8	s	78.3
85.7	p	56.7	p	56.3
28.6	s	69.4	s	67.5
71.4	p	56.0	p	55.1
28.6	s	31.1	s	35.3
71.4	p	65.2	p	64.8
57.1		81.7		81.5
57.1		66.1		61.9
92.9		77.8		73.0
100.0		84.8		83.6
100.0		85.0		89.0
85.7		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#416 - Smallwood Academy, Gambo

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=7]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

85.7	S	95.2	S	93.0
57.1	S	67.4	S	67.0
71.4	S	87.3	S	88.8
85.7	S	86.7	S	86.4
85.7	P	76.8	P	78.3
28.6	S	56.7	S	56.3
42.9	S	69.4	S	67.5
42.9	S	56.0	S	55.1
28.6	S	31.1	S	35.3
57.1	S	65.2	S	64.8
85.7		81.7		81.5
71.4		66.1		61.9
78.6		77.8		73.0
71.4		84.8		83.6
71.4		85.0		89.0
85.7		82.6		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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

NLESD - Central Region

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=59]	School Below Region	Above	School Below Province	Above
		[N=457]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

98.3	p	95.2	p	93.0
71.2	p	67.4	p	67.0
89.8	p	87.3	p	88.8
94.9	p	86.7	p	86.4
76.3	s	76.8	s	78.3
66.1	p	56.7	p	56.3
66.1	s	69.4	s	67.5
59.3	p	56.0	p	55.1
35.6	p	31.1	p	35.3
66.1	p	65.2	p	64.8
86.2		81.7		81.5
79.3		66.1		61.9
88.8		77.8		73.0
84.5		84.8		83.6
89.7		85.0		89.0
84.5		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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

NLESD - Central Region

#421 - Lakewood Academy, Glenwood

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=9]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

1. Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
2. Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
3. Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
4. Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
5. Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
6. Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
7. Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
8. Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
9. Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
10. Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

1. Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
2. Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
3. Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
4. Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
5. Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
6. Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	95.2	p	93.0
88.9	p	67.4	p	67.0
100.0	p	87.3	p	88.8
100.0	p	86.7	p	86.4
100.0	p	76.8	p	78.3
77.8	p	56.7	p	56.3
100.0	p	69.4	p	67.5
66.7	p	56.0	p	55.1
100.0	p	31.1	p	35.3
100.0	p	65.2	p	64.8
100.0		81.7		81.5
77.8		66.1		61.9
94.4		77.8		73.0
100.0		84.8		83.6
77.8		85.0		89.0
88.9		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#422 - Glovertown Academy, Glovertown

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=12]	School Below Above Region	[N=457]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	95.2	p	93.0
66.7	s	67.4	s	67.0
83.3	s	87.3	s	88.8
75.0	s	86.7	s	86.4
75.0	s	76.8	s	78.3
50.0	s	56.7	s	56.3
66.7	s	69.4	s	67.5
58.3	p	56.0	p	55.1
33.3	p	31.1	s	35.3
91.7	p	65.2	p	64.8
66.7		81.7		81.5
50.0		66.1		61.9
79.2		77.8		73.0
50.0		84.8		83.6
66.7		85.0		89.0
91.7		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#426 - Hillview Academy, Norris Arm

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=3]	School Below Region	Above	School Below Province	Above
	[N=457]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

s	95.2	s	93.0	
s	67.4	s	67.0	
p	87.3	p	88.8	
p	86.7	p	86.4	
s	76.8	s	78.3	
p	56.7	p	56.3	
s	69.4	s	67.5	
p	56.0	p	55.1	
p	31.1	p	35.3	
s	65.2	s	64.8	
	81.7		81.5	
	66.1		61.9	
	77.8		73.0	
	84.8		83.6	
	85.0		89.0	
	82.6		81.9	

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#478 - New World Island Academy, Summerford

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=11]	School Below Region	Above	School Below Province	Above
		[N=457]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	95.2	p	93.0
72.7	p	67.4	p	67.0
90.9	p	87.3	p	88.8
90.9	p	86.7	p	86.4
72.7	s	76.8	s	78.3
36.4	s	56.7	s	56.3
63.6	s	69.4	s	67.5
36.4	s	56.0	s	55.1
9.1	s	31.1	s	35.3
63.6	s	65.2	s	64.8
81.8		81.7		81.5
72.7		66.1		61.9
77.3		77.8		73.0
90.9		84.8		83.6
72.7		85.0		89.0
100.0		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#481 - Exploits Valley Intermediate, Grand Falls-Windsor

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=63]	[N=457]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	Region	Province
[N=63]	[N=457]	[N=2,375]
100.0	p	93.0
61.9	s	67.0
90.5	p	88.8
88.9	p	86.4
82.5	p	78.3
61.9	p	56.3
73.0	p	67.5
58.7	p	55.1
28.6	s	35.3
63.5	s	64.8
87.1		81.5
66.1		61.9
76.6		73.0
83.9		83.6
87.1		89.0
80.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#486 - Lewisporte Intermediate, Lewisporte

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=26]	Below	Above	Below	Above
	Region	Region	Province	Province
		[N=457]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

92.3	s	95.2	s	93.0
53.9	s	67.4	s	67.0
76.9	s	87.3	s	88.8
73.1	s	86.7	s	86.4
84.6	p	76.8	p	78.3
69.2	p	56.7	p	56.3
80.8	p	69.4	p	67.5
38.5	s	56.0	s	55.1
26.9	s	31.1	s	35.3
73.1	p	65.2	p	64.8
95.7		81.7		81.5
82.6		66.1		61.9
87.0		77.8		73.0
91.3		84.8		83.6
95.7		85.0		89.0
82.6		82.6		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Eastern Region

#209 - Pearce Junior High School, Salt Pond

Grades: 8-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=44]	Below	Above	Below	Above
	Region	Region	Province	Province
		[N=1,373]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

93.2	p	92.1	p	93.0
70.5	p	67.3	p	67.0
90.9	p	89.1	p	88.8
72.7	s	87.0	s	86.4
72.7	s	79.7	s	78.3
61.4	p	57.1	p	56.3
65.9	s	67.0	s	67.5
54.6	s	54.8	s	55.1
47.7	p	37.6	p	35.3
61.4	s	64.2	s	64.8
88.6		81.1		81.5
59.1		61.5		61.9
80.7		71.1		73.0
81.8		83.5		83.6
86.4		90.0		89.0
81.8		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#214 - John Burke High School, Grand Bank

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=14]	[N=1,373]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	School Below Above Region	Region	School Below Above Province	Province
[N=14]		[N=1,373]		[N=2,375]
92.9	P	92.1	S	93.0
78.6	P	67.3	P	67.0
85.7	S	89.1	S	88.8
78.6	S	87.0	S	86.4
78.6	S	79.7	P	78.3
35.7	S	57.1	S	56.3
71.4	P	67.0	P	67.5
21.4	S	54.8	S	55.1
21.4	S	37.6	S	35.3
50.0	S	64.2	S	64.8
71.4		81.1		81.5
50.0		61.5		61.9
71.4		71.1		73.0
85.7		83.5		83.6
92.9		90.0		89.0
92.9		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#218 - St. Joseph's Academy, Lamaline

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School

[N=4]

Region

[N=1,373]

Province

[N=2,375]

	School Below Above Region		School Below Above Province	
<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	p	92.1	p	93.0
	s	67.3	s	67.0
	p	89.1	p	88.8
	p	87.0	p	86.4
	p	79.7	p	78.3
	s	57.1	s	56.3
	p	67.0	p	67.5
	s	54.8	s	55.1
	s	37.6	s	35.3
	s	64.2	s	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#223 - Christ the King School, Rushoon

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=3]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	92.1	p	93.0
	p	67.3	p	67.0
	p	89.1	p	88.8
	p	87.0	p	86.4
	p	79.7	p	78.3
	s	57.1	s	56.3
	s	67.0	s	67.5
	s	54.8	s	55.1
	s	37.6	s	35.3
	p	64.2	p	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#226 - Fortune Bay Academy, St. Bernard's - Jacques Fontaine

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=6]	School Below Region	Above	School Below Province	Above
	[N=1,373]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

83.3	s	92.1	s	93.0
33.3	s	67.3	s	67.0
83.3	s	89.1	s	88.8
66.7	s	87.0	s	86.4
50.0	s	79.7	s	78.3
50.0	s	57.1	s	56.3
100.0	p	67.0	p	67.5
50.0	s	54.8	s	55.1
0.0	s	37.6	s	35.3
83.3	p	64.2	p	64.8
66.7		81.1		81.5
50.0		61.5		61.9
58.3		71.1		73.0
100.0		83.5		83.6
83.3		90.0		89.0
83.3		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#228 - St. Lawrence Academy, St. Lawrence

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=4]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

s	92.1	s	93.0
s	67.3	s	67.0
p	89.1	p	88.8
p	87.0	p	86.4
s	79.7	s	78.3
s	57.1	s	56.3
s	67.0	s	67.5
s	54.8	s	55.1
p	37.6	p	35.3
p	64.2	p	64.8
	81.1		81.5
	61.5		61.9
	71.1		73.0
	83.5		83.6
	90.0		89.0
	80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=6]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	92.1	p	93.0
33.3	s	67.3	s	67.0
100.0	p	89.1	p	88.8
66.7	s	87.0	s	86.4
66.7	s	79.7	s	78.3
50.0	s	57.1	s	56.3
83.3	p	67.0	p	67.5
83.3	p	54.8	p	55.1
16.7	s	37.6	s	35.3
33.3	s	64.2	s	64.8
66.7		81.1		81.5
33.3		61.5		61.9
50.0		71.1		73.0
83.3		83.5		83.6
100.0		90.0		89.0
83.3		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#231 - Discovery Collegiate, Bonavista

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=28]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

85.7	S	92.1	S	93.0
75.0	P	67.3	P	67.0
89.3	P	89.1	P	88.8
92.9	P	87.0	P	86.4
89.3	P	79.7	P	78.3
42.9	S	57.1	S	56.3
82.1	P	67.0	P	67.5
53.6	S	54.8	S	55.1
53.6	P	37.6	P	35.3
71.4	P	64.2	P	64.8
67.9		81.1		81.5
39.3		61.5		61.9
60.7		71.1		73.0
78.6		83.5		83.6
75.0		90.0		89.0
75.0		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#240 - Bishop White School, Port Rexton

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=7]	[N=1,373]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	School Below Above Region	Region	School Below Above Province	Province
[N=7]		[N=1,373]		[N=2,375]
100.0	p	92.1	p	93.0
100.0	p	67.3	p	67.0
85.7	s	89.1	s	88.8
85.7	s	87.0	s	86.4
100.0	p	79.7	p	78.3
85.7	p	57.1	p	56.3
71.4	p	67.0	p	67.5
85.7	p	54.8	p	55.1
42.9	p	37.6	p	35.3
85.7	p	64.2	p	64.8
85.7		81.1		81.5
85.7		61.5		61.9
64.3		71.1		73.0
100.0		83.5		83.6
85.7		90.0		89.0
85.7		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#242 - Random Island Academy, Hickman's Harbour

Grades: 1-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=2]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	92.1	p	93.0
	p	67.3	p	67.0
	p	89.1	p	88.8
	s	87.0	s	86.4
	p	79.7	p	78.3
	p	57.1	p	56.3
	p	67.0	p	67.5
	p	54.8	p	55.1
	p	37.6	p	35.3
	p	64.2	p	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Eastern Region

#246 - Swift Current Academy, Swift Current

Grades: 1,3-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=2]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	p	92.1	p	93.0
	p	67.3	p	67.0
	p	89.1	p	88.8
	p	87.0	p	86.4
	p	79.7	p	78.3
	s	57.1	s	56.3
	p	67.0	p	67.5
	p	54.8	p	55.1
	s	37.6	s	35.3
	p	64.2	p	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#247 - Roncalli Central High, Avondale

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=24]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

91.7	s	92.1	s	93.0
66.7	s	67.3	s	67.0
91.7	p	89.1	p	88.8
95.8	p	87.0	p	86.4
87.5	p	79.7	p	78.3
75.0	p	57.1	p	56.3
62.5	s	67.0	s	67.5
58.3	p	54.8	p	55.1
37.5	s	37.6	p	35.3
75.0	p	64.2	p	64.8
87.5		81.1		81.5
75.0		61.5		61.9
79.2		71.1		73.0
91.7		83.5		83.6
91.7		90.0		89.0
100.0		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#248 - Amalgamated Academy, Bay Roberts

Grades: 4-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=68]	[N=1,373]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	School Below Above Region	Region	School Below Above Province	Province
[N=68]		[N=1,373]		[N=2,375]
92.4	p	92.1	s	93.0
68.2	p	67.3	p	67.0
87.9	s	89.1	s	88.8
78.8	s	87.0	s	86.4
75.8	s	79.7	s	78.3
54.6	s	57.1	s	56.3
66.7	s	67.0	s	67.5
47.0	s	54.8	s	55.1
33.3	s	37.6	s	35.3
71.2	p	64.2	p	64.8
84.8		81.1		81.5
51.5		61.5		61.9
68.9		71.1		73.0
86.4		83.5		83.6
89.4		90.0		89.0
83.3		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#253 - Carbonear Collegiate, Carbonear

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=54]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

94.4	p	92.1	p	93.0
64.8	s	67.3	s	67.0
81.5	s	89.1	s	88.8
79.6	s	87.0	s	86.4
68.5	s	79.7	s	78.3
40.7	s	57.1	s	56.3
70.4	p	67.0	p	67.5
46.3	s	54.8	s	55.1
22.2	s	37.6	s	35.3
70.4	p	64.2	p	64.8
80.0		81.1		81.5
46.0		61.5		61.9
66.0		71.1		73.0
68.0		83.5		83.6
74.0		90.0		89.0
74.0		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=3]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	p	92.1	p	93.0
	s	67.3	s	67.0
	p	89.1	p	88.8
	s	87.0	s	86.4
	p	79.7	p	78.3
	s	57.1	s	56.3
	s	67.0	s	67.5
	p	54.8	p	55.1
	s	37.6	s	35.3
	p	64.2	p	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

9:27:17AM 97



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#280 - Laval High School, Placentia

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=23]	School Below Region	Above	School Below Province	Above
		[N=1,373]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

87.0	s	92.1	s	93.0
56.5	s	67.3	s	67.0
87.0	s	89.1	s	88.8
87.0	p	87.0	p	86.4
82.6	p	79.7	p	78.3
69.6	p	57.1	p	56.3
56.5	s	67.0	s	67.5
47.8	s	54.8	s	55.1
26.1	s	37.6	s	35.3
69.6	p	64.2	p	64.8
100.0		81.1		81.5
80.0		61.5		61.9
77.5		71.1		73.0
90.0		83.5		83.6
95.0		90.0		89.0
100.0		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#285 - Holy Redeemer Elementary, Spaniard's Bay

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=15]	[N=1,373]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	Region	Province
[N=15]	[N=1,373]	[N=2,375]
93.3	p	93.0
66.7	s	67.0
100.0	p	88.8
86.7	s	86.4
80.0	p	78.3
66.7	p	56.3
100.0	p	67.5
33.3	s	55.1
100.0	p	35.3
66.7	p	64.8
80.0		81.5
66.7		61.9
63.3		73.0
80.0		83.6
80.0		89.0
100.0		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#286 - Fatima Academy, St. Bride's

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=3]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	92.1	p	93.0
	s	67.3	s	67.0
	p	89.1	p	88.8
	p	87.0	p	86.4
	s	79.7	s	78.3
	p	57.1	p	56.3
	p	67.0	p	67.5
	p	54.8	p	55.1
	s	37.6	s	35.3
	p	64.2	p	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=5]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	92.1	P	93.0
	P	67.3	P	67.0
	S	89.1	S	88.8
	S	87.0	S	86.4
	P	79.7	P	78.3
	S	57.1	S	56.3
	P	67.0	P	67.5
	S	54.8	S	55.1
	P	37.6	P	35.3
	P	64.2	P	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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NLESD - Eastern Region

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=7]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	92.1	p	93.0
57.1	s	67.3	s	67.0
100.0	p	89.1	p	88.8
85.7	s	87.0	s	86.4
100.0	p	79.7	p	78.3
28.6	s	57.1	s	56.3
85.7	p	67.0	p	67.5
57.1	p	54.8	p	55.1
14.3	s	37.6	s	35.3
57.1	s	64.2	s	64.8
100.0		81.1		81.5
42.9		61.5		61.9
92.9		71.1		73.0
100.0		83.5		83.6
100.0		90.0		89.0
85.7		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Eastern Region

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

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=12]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	92.1	p	93.0
75.0	p	67.3	p	67.0
100.0	p	89.1	p	88.8
75.0	s	87.0	s	86.4
75.0	s	79.7	s	78.3
16.7	s	57.1	s	56.3
75.0	p	67.0	p	67.5
25.0	s	54.8	s	55.1
25.0	s	37.6	s	35.3
66.7	p	64.2	p	64.8
58.3		81.1		81.5
50.0		61.5		61.9
58.3		71.1		73.0
41.7		83.5		83.6
83.3		90.0		89.0
58.3		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#300 - Frank Roberts Junior High, Conception Bay South (Foxtrap)

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=96]	[N=1,373]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	School Below Above Region	Region	School Below Above Province	Province
[N=96]		[N=1,373]		[N=2,375]
92.4	p	92.1	s	93.0
67.4	p	67.3	p	67.0
92.4	p	89.1	p	88.8
93.5	p	87.0	p	86.4
85.9	p	79.7	p	78.3
57.6	p	57.1	p	56.3
69.6	p	67.0	p	67.5
50.0	s	54.8	s	55.1
33.7	s	37.6	s	35.3
67.4	p	64.2	p	64.8
85.7		81.1		81.5
63.7		61.5		61.9
74.7		71.1		73.0
86.8		83.5		83.6
95.6		90.0		89.0
87.9		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

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

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=89]	[N=1,373]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	School Below Above Region	Region	School Below Above Province	Province
[N=89]		[N=1,373]		[N=2,375]
93.3	p	92.1	p	93.0
62.9	s	67.3	s	67.0
92.1	p	89.1	p	88.8
88.8	p	87.0	p	86.4
83.2	p	79.7	p	78.3
64.0	p	57.1	p	56.3
73.0	p	67.0	p	67.5
59.6	p	54.8	p	55.1
33.7	s	37.6	s	35.3
60.7	s	64.2	s	64.8
85.4		81.1		81.5
66.3		61.5		61.9
69.7		71.1		73.0
86.5		83.5		83.6
93.3		90.0		89.0
79.8		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Eastern Region

#307 - Mobile Central High, Mobile

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=19]	[N=1,373]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	School Below Above Region	Region	School Below Above Province	Province
[N=19]		[N=1,373]		[N=2,375]
100.0	p	92.1	p	93.0
73.7	p	67.3	p	67.0
84.2	s	89.1	s	88.8
84.2	s	87.0	s	86.4
89.5	p	79.7	p	78.3
52.6	s	57.1	s	56.3
52.6	s	67.0	s	67.5
79.0	p	54.8	p	55.1
31.6	s	37.6	s	35.3
47.4	s	64.2	s	64.8
94.7		81.1		81.5
84.2		61.5		61.9
71.1		71.1		73.0
89.5		83.5		83.6
100.0		90.0		89.0
89.5		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#311 - Mount Pearl Senior High, Mount Pearl

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=101]	Below	Above	Below	Above
	Region	Province	Province	Province

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

93.1	p	92.1	p	93.0
74.3	p	67.3	p	67.0
88.1	s	89.1	s	88.8
90.1	p	87.0	p	86.4
79.2	s	79.7	p	78.3
59.4	p	57.1	p	56.3
67.3	p	67.0	s	67.5
60.4	p	54.8	p	55.1
37.6	p	37.6	p	35.3
64.4	p	64.2	s	64.8
91.1		81.1		81.5
65.3		61.5		61.9
73.8		71.1		73.0
90.1		83.5		83.6
95.0		90.0		89.0
79.2		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=99]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

90.9	s	92.1	s	93.0
67.7	p	67.3	p	67.0
87.9	s	89.1	s	88.8
90.9	p	87.0	p	86.4
75.8	s	79.7	s	78.3
60.6	p	57.1	p	56.3
57.6	s	67.0	s	67.5
58.6	p	54.8	p	55.1
40.4	p	37.6	p	35.3
68.7	p	64.2	p	64.8
72.6		81.1		81.5
64.2		61.5		61.9
70.0		71.1		73.0
77.9		83.5		83.6
87.4		90.0		89.0
78.9		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=100]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

93.0	p	92.1	p	93.0
69.0	p	67.3	p	67.0
87.0	s	89.1	s	88.8
87.0	p	87.0	p	86.4
80.0	p	79.7	p	78.3
72.0	p	57.1	p	56.3
64.0	s	67.0	s	67.5
54.0	s	54.8	s	55.1
43.0	p	37.6	p	35.3
61.0	s	64.2	s	64.8
79.0		81.1		81.5
64.0		61.5		61.9
70.5		71.1		73.0
88.0		83.5		83.6
88.0		90.0		89.0
77.0		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=43]	Below	Above	Below	Above
	Region	Province	Province	Province
		[N=1,373]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

86.1	S	92.1	S	93.0
62.8	S	67.3	S	67.0
79.1	S	89.1	S	88.8
79.1	S	87.0	S	86.4
76.7	S	79.7	S	78.3
51.2	S	57.1	S	56.3
62.8	S	67.0	S	67.5
51.2	S	54.8	S	55.1
41.9	D	37.6	D	35.3
58.1	S	64.2	S	64.8
74.4		81.1		81.5
60.5		61.5		61.9
67.4		71.1		73.0
81.4		83.5		83.6
88.4		90.0		89.0
76.7		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

9/29/2015

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=66]	School Below Region	Above Region	School Below Province	Above Province
	[N=1,373]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

82.3	s	92.1	s	93.0
62.9	s	67.3	s	67.0
96.8	p	89.1	p	88.8
83.9	s	87.0	s	86.4
91.9	p	79.7	p	78.3
46.8	s	57.1	s	56.3
64.5	s	67.0	s	67.5
58.1	p	54.8	p	55.1
33.9	s	37.6	s	35.3
51.6	s	64.2	s	64.8
76.2		81.1		81.5
68.3		61.5		61.9
66.7		71.1		73.0
79.4		83.5		83.6
95.2		90.0		89.0
81.0		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Eastern Region

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=101]	Below	Above	Below	Above
	Region	Region	Province	Province
		[N=1,373]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

93.1	p	92.1	p	93.0
71.3	p	67.3	p	67.0
91.1	p	89.1	p	88.8
92.1	p	87.0	p	86.4
75.3	s	79.7	s	78.3
57.4	p	57.1	p	56.3
67.3	p	67.0	s	67.5
65.4	p	54.8	p	55.1
51.5	p	37.6	p	35.3
63.4	s	64.2	s	64.8
76.2		81.1		81.5
65.3		61.5		61.9
70.3		71.1		73.0
79.2		83.5		83.6
88.1		90.0		89.0
78.2		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=3]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	92.1	p	93.0
	s	67.3	s	67.0
	p	89.1	p	88.8
	p	87.0	p	86.4
	p	79.7	p	78.3
	p	57.1	p	56.3
	p	67.0	p	67.5
	s	54.8	s	55.1
	s	37.6	s	35.3
	p	64.2	p	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Eastern Region

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

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=35]	Below	Above	Below	Above
	Region	Region	Province	Province
		[N=1,373]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

97.1	p	92.1	p	93.0
68.6	p	67.3	p	67.0
82.9	s	89.1	s	88.8
94.3	p	87.0	p	86.4
71.4	s	79.7	s	78.3
51.4	s	57.1	s	56.3
68.6	p	67.0	p	67.5
34.3	s	54.8	s	55.1
22.9	s	37.6	s	35.3
71.4	p	64.2	p	64.8
77.1		81.1		81.5
51.4		61.5		61.9
71.4		71.1		73.0
82.9		83.5		83.6
88.6		90.0		89.0
74.3		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Eastern Region

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=50]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

96.0	p	92.1	p	93.0
64.0	s	67.3	s	67.0
86.0	s	89.1	s	88.8
82.0	s	87.0	s	86.4
84.0	p	79.7	p	78.3
68.0	p	57.1	p	56.3
70.0	p	67.0	p	67.5
70.0	p	54.8	p	55.1
42.0	p	37.6	p	35.3
56.0	s	64.2	s	64.8
78.0		81.1		81.5
62.0		61.5		61.9
79.0		71.1		73.0
80.0		83.5		83.6
92.0		90.0		89.0
80.0		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Eastern Region

#368 - Holy Trinity High, Torbay

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=54]	[N=1,373]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	School Below Above Region	Region	School Below Above Province	Province
[N=54]		[N=1,373]		[N=2,375]
90.7	s	92.1	s	93.0
74.1	p	67.3	p	67.0
92.6	p	89.1	p	88.8
81.5	s	87.0	s	86.4
74.1	s	79.7	s	78.3
61.1	p	57.1	p	56.3
75.9	p	67.0	p	67.5
53.7	s	54.8	s	55.1
35.2	s	37.6	s	35.3
66.7	p	64.2	p	64.8
81.1		81.1		81.5
64.2		61.5		61.9
81.1		71.1		73.0
86.8		83.5		83.6
96.2		90.0		89.0
84.9		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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

NLESD - Eastern Region

#370 - Stella Maris Academy, Trepassay

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=1]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>				
	p	92.1	p	93.0
	s	67.3	s	67.0
	p	89.1	p	88.8
	p	87.0	p	86.4
	p	79.7	p	78.3
	p	57.1	p	56.3
	p	67.0	p	67.5
	p	54.8	p	55.1
	p	37.6	p	35.3
	p	64.2	p	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#427 - Holy Name of Mary Academy, Lawn

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=2]	Region [N=1,373]		Province [N=2,375]	
	School Below Region	Above	School Below Province	Above

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	92.1	p	93.0
	s	67.3	s	67.0
	p	89.1	p	88.8
	p	87.0	p	86.4
	p	79.7	p	78.3
	s	57.1	s	56.3
	p	67.0	p	67.5
	s	54.8	s	55.1
	s	37.6	s	35.3
	p	64.2	p	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Eastern Region

#428 - Clarenville Middle School, Clarenville

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=53]	[N=1,373]	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

School	School Below Above Region	Region	School Below Above Province	Province
[N=53]		[N=1,373]		[N=2,375]
93.8	p	92.1	p	93.0
60.4	s	67.3	s	67.0
89.6	p	89.1	p	88.8
91.7	p	87.0	p	86.4
87.5	p	79.7	p	78.3
43.8	s	57.1	s	56.3
43.8	s	67.0	s	67.5
56.3	p	54.8	p	55.1
33.3	s	37.6	s	35.3
60.4	s	64.2	s	64.8
87.5		81.1		81.5
56.3		61.5		61.9
80.2		71.1		73.0
87.5		83.5		83.6
85.4		90.0		89.0
79.2		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=5]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	P	92.1	P	93.0
	P	67.3	P	67.0
	S	89.1	S	88.8
	P	87.0	P	86.4
	P	79.7	P	78.3
	P	57.1	P	56.3
	P	67.0	P	67.5
	S	54.8	S	55.1
	P	37.6	P	35.3
	P	64.2	P	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Eastern Region

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=1]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	92.1	p	93.0
	p	67.3	p	67.0
	p	89.1	p	88.8
	p	87.0	p	86.4
	p	79.7	p	78.3
	s	57.1	s	56.3
	p	67.0	p	67.5
	p	54.8	p	55.1
	p	37.6	p	35.3
	s	64.2	s	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#447 - Baltimore School Complex, Ferryland

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=8]	Region [N=1,373]		Province [N=2,375]	
	School Below Region	Above	School Below Province	Above

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

87.5	s	92.1	s	93.0
75.0	p	67.3	p	67.0
87.5	s	89.1	s	88.8
100.0	p	87.0	p	86.4
100.0	p	79.7	p	78.3
75.0	p	57.1	p	56.3
62.5	s	67.0	s	67.5
50.0	s	54.8	s	55.1
25.0	s	37.6	s	35.3
62.5	s	64.2	s	64.8
50.0		81.1		81.5
75.0		61.5		61.9
68.8		71.1		73.0
100.0		83.5		83.6
100.0		90.0		89.0
87.5		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#452 - District School, St. John's

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=1]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	92.1	p	93.0
	p	67.3	p	67.0
	p	89.1	p	88.8
	p	87.0	p	86.4
	p	79.7	p	78.3
	p	57.1	p	56.3
	p	67.0	p	67.5
	p	54.8	p	55.1
	s	37.6	s	35.3
	p	64.2	p	64.8
		81.1		81.5
		61.5		61.9
		71.1		73.0
		83.5		83.6
		90.0		89.0
		80.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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

NLESD - Eastern Region

#464 - Crescent Collegiate, Blaketown

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=50]	Below	Above	Below	Above
	Region	Region	Province	Province
		[N=1,373]		[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

90.0	s	92.1	s	93.0
72.0	p	67.3	p	67.0
92.0	p	89.1	p	88.8
94.0	p	87.0	p	86.4
76.0	s	79.7	s	78.3
58.0	p	57.1	p	56.3
66.0	s	67.0	s	67.5
56.0	p	54.8	p	55.1
34.0	s	37.6	s	35.3
72.0	p	64.2	p	64.8
82.0		81.1		81.5
50.0		61.5		61.9
78.0		71.1		73.0
90.0		83.5		83.6
94.0		90.0		89.0
70.0		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Eastern Region

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=21]	Below Region	Above Region	Below Province	Above Province
	[N=1,373]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

90.0	s	92.1	s	93.0
60.0	s	67.3	s	67.0
85.0	s	89.1	s	88.8
80.0	s	87.0	s	86.4
70.0	s	79.7	s	78.3
65.0	p	57.1	p	56.3
55.0	s	67.0	s	67.5
60.0	p	54.8	p	55.1
60.0	p	37.6	p	35.3
45.0	s	64.2	s	64.8
75.0		81.1		81.5
75.0		61.5		61.9
42.5		71.1		73.0
75.0		83.5		83.6
90.0		90.0		89.0
85.0		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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

NLESD - Eastern Region

#471 - Heritage Collegiate, Lethbridge

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region	Province
[N=12]	[N=1,373]	[N=2,375]
	School Below Above Region	School Below Above Province

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

83.3	s	92.1	s	93.0
58.3	s	67.3	s	67.0
100.0	p	89.1	p	88.8
100.0	p	87.0	p	86.4
83.3	p	79.7	p	78.3
41.7	s	57.1	s	56.3
58.3	s	67.0	s	67.5
41.7	s	54.8	s	55.1
0.0	s	37.6	s	35.3
50.0	s	64.2	s	64.8
66.7		81.1		81.5
58.3		61.5		61.9
70.8		71.1		73.0
75.0		83.5		83.6
91.7		90.0		89.0
66.7		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#476 - Baccalieu Collegiate, Old Perlican

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=18]	School Below Above Region	[N=1,373]	School Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	P	92.1	P	93.0
50.0	S	67.3	S	67.0
72.2	S	89.1	S	88.8
72.2	S	87.0	S	86.4
72.2	S	79.7	S	78.3
38.9	S	57.1	S	56.3
61.1	S	67.0	S	67.5
38.9	S	54.8	S	55.1
22.2	S	37.6	S	35.3
50.0	S	64.2	S	64.8
86.7		81.1		81.5
53.3		61.5		61.9
46.7		71.1		73.0
73.3		83.5		83.6
80.0		90.0		89.0
100.0		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

#924 - Tricentia Academy, Arnold's Cove

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	Region	School	Province
[N=11]	Below Above Region	[N=1,373]	Below Above Province	[N=2,375]

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

81.8	s	92.1	s	93.0
63.6	s	67.3	s	67.0
72.7	s	89.1	s	88.8
90.9	p	87.0	p	86.4
72.7	s	79.7	s	78.3
36.4	s	57.1	s	56.3
63.6	s	67.0	s	67.5
45.5	s	54.8	s	55.1
36.4	s	37.6	p	35.3
72.7	p	64.2	p	64.8
72.7		81.1		81.5
36.4		61.5		61.9
40.9		71.1		73.0
63.6		83.5		83.6
81.8		90.0		89.0
63.6		80.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

District 803 - Private

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	Region	School	Province
[N=6]	Below Above	[N=21]	Below Above	[N=2,375]
	Region		Province	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

100.0	p	100.0	p	93.0
100.0	p	100.0	p	67.0
100.0	p	100.0	p	88.8
80.0	s	95.0	s	86.4
80.0	s	90.0	p	78.3
80.0	p	70.0	p	56.3
80.0	p	80.0	p	67.5
80.0	p	80.0	p	55.1
80.0	p	60.0	p	35.3
80.0	p	80.0	p	64.8
83.3		85.7		81.5
66.7		85.7		61.9
91.7		85.7		73.0
100.0		95.2		83.6
100.0		90.5		89.0
83.3		85.7		81.9

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

District 803 - Private

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=6]	Region [N=21]		Province [N=2,375]	
	School Below Region	Above	School Below Province	Above

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

100.0	p	100.0	p	93.0
100.0	p	100.0	p	67.0
100.0	p	100.0	p	88.8
100.0	p	95.0	p	86.4
83.3	s	90.0	p	78.3
83.3	p	70.0	p	56.3
100.0	p	80.0	p	67.5
83.3	p	80.0	p	55.1
83.3	p	60.0	p	35.3
100.0	p	80.0	p	64.8
66.7		85.7		81.5
83.3		85.7		61.9
75.0		85.7		73.0
100.0		95.2		83.6
100.0		90.5		89.0
83.3		85.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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

District 803 - Private

#469 - Immaculate Heart of Mary School, Corner Brook

Grades: K-7,9-10

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=2]	Below	Above	Below	Above
	[N=21]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	p	100.0	p	93.0
	p	100.0	p	67.0
	p	100.0	p	88.8
	p	95.0	p	86.4
	p	90.0	p	78.3
	s	70.0	s	56.3
	p	80.0	p	67.5
	p	80.0	p	55.1
	s	60.0	s	35.3
	p	80.0	p	64.8
		85.7		81.5
		85.7		61.9
		85.7		73.0
		95.2		83.6
		90.5		89.0
		85.7		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

District 804 - Native Federal

#018 - Sheshatshiu Innu School, Sheshatshiu

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=5]	School Below Region	Above	School Below Province	Above
	[N=5]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	S	100.0	S	93.0
	S	60.0	S	67.0
	S	100.0	S	88.8
	S	60.0	S	86.4
	P	20.0	S	78.3
	P	20.0	S	56.3
	P	40.0	S	67.5
	P	20.0	P	55.1
	P	20.0	S	35.3
	P	40.0	S	64.8
		80.0		81.5
		100.0		61.9
		40.0		73.0
		40.0		83.6
		80.0		89.0
		80.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

District 804 - Native Federal

#019 - Mushuau Innu Natuashish School, Natuashish

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=3]	Region [N=5]		Province [N=2,375]	
	School Below	Above	School Below	Above

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

S	100.0	S	93.0
S	60.0	S	67.0
P	100.0	P	88.8
S	60.0	S	86.4
S	20.0	S	78.3
P	20.0	S	56.3
P	40.0	S	67.5
S	20.0	S	55.1
S	20.0	S	35.3
S	40.0	S	64.8
	80.0		81.5
	100.0		61.9
	40.0		73.0
	40.0		83.6
	80.0		89.0
	80.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
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Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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**Intermediate English
Provincial Assessment, June 2015
Female School Report - Multiple Choice/Constructed**

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

District 804 - Native Federal

#376 - Se't Anneway Kegnamogwom, Conne River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	Region		Province	
[N=5]	School Below Region	Above	School Below Province	Above
	[N=5]		[N=2,375]	

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

- Inferential (9) / 7.4 / Evaluate how text form, content, and structure can contribute to meaning / (What word best describes all three texts?)
- Inferential (8) (9) / 4.3 / Use Strategies to construct meaning / (What is the meaning of the word as used in this text?)
- Inferential (8) (9) / 4.2/7.2 / Use text features to create meaning and achieve different purposes/Evaluate a text's language and form / (What phrase best describes the meaning of this text?)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (Use personal experience to make a critical response to text.)
- Inferential (8,9) / 4.3 / Use strategies to construct meaning / (What is the main purpose of the text?)
- Inferential (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text / (The text relationship is similar to what other relationship in the local text.)
- Response to text (7) (8) (9) / 7.5 / Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text/ (Use personal experience to make a critical response to text.)
- Inferential (8) (9) / 4.2/4.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes/ (Analyze the graph/visual.)
- Inferential (8) (9) / 4.2/7.3 / Use text features to create meaning and achieve different purposes/Analyze the tools authors use to achieve different purposes / (Determine the meaning/purpose visual)

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

	p	100.0	p	93.0
	p	60.0	s	67.0
	p	100.0	p	88.8
	p	60.0	s	86.4
	p	20.0	s	78.3
	p	20.0	s	56.3
	p	40.0	s	67.5
	p	20.0	s	55.1
	p	20.0	s	35.3
	p	40.0	s	64.8
		80.0		81.5
		100.0		61.9
		40.0		73.0
		40.0		83.6
		80.0		89.0
		80.0		81.9

Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase?)
- Inferential (8) (9) / 4.2/7.4 / Explain how authors use text features to create meaning and achieve different purposes/Evaluate how text form, content and structure can contribute to meaning. / (Explain the irony of the photograph.)
- Inferential (8) / 5.2 / Evaluate the reliability of information from various sources. / (Examine credibility of sources used in the text.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (9) / 6.1/6.2 / Use examples and supporting ideas to reflect on personal responses to texts/ Examine personal points of view about issues in text using relevant evidence from the text. / (Explain your point of view.)
- Response to text (7) (8) (9) / 6.1/7.5. / Use examples and supporting ideas to reflect on personal responses to texts/ Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts / (Describe your point of view.)

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

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

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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