

NLESD - Labrador Region

#002 - Henry Gordon Academy, Cartwright

Grades: K-11

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=5]  | School<br>Below Above<br>Region | [N=121] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 90.6 | p | 91.3 |
|  | s | 49.6 | s | 56.9 |
|  | p | 88.0 | p | 91.8 |
|  | p | 86.3 | p | 86.9 |
|  | s | 74.4 | s | 74.5 |
|  | p | 50.4 | p | 53.4 |
|  | s | 63.3 | s | 65.5 |
|  | s | 51.3 | s | 57.8 |
|  | s | 45.3 | s | 45.6 |
|  | p | 50.4 | p | 51.5 |
|  |   | 77.1 |   | 77.7 |
|  |   | 45.0 |   | 58.6 |
|  |   | 48.2 |   | 63.4 |
|  |   | 76.1 |   | 77.0 |
|  |   | 82.6 |   | 83.2 |
|  |   | 60.6 |   | 70.7 |

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 - Labrador Region

#007 - Amos Comenius Memorial School, Hopedale

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=3] | Region<br>[N=121]         |       | Province<br>[N=2,588]       |       |
|-----------------|---------------------------|-------|-----------------------------|-------|
|                 | School<br>Below<br>Region | Above | School<br>Below<br>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?)
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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)

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

|  |   |      |   |      |
|--|---|------|---|------|
|  | S | 90.6 | S | 91.3 |
|  | P | 49.6 | P | 56.9 |
|  | S | 88.0 | S | 91.8 |
|  | S | 86.3 | S | 86.9 |
|  | S | 74.4 | S | 74.5 |
|  | P | 50.4 | P | 53.4 |
|  | P | 63.3 | P | 65.5 |
|  | S | 51.3 | S | 57.8 |
|  | S | 45.3 | S | 45.6 |
|  | S | 50.4 | S | 51.5 |
|  |   | 77.1 |   | 77.7 |
|  |   | 45.0 |   | 58.6 |
|  |   | 48.2 |   | 63.4 |
|  |   | 76.1 |   | 77.0 |
|  |   | 82.6 |   | 83.2 |
|  |   | 60.6 |   | 70.7 |

**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.)
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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

NLESD - Labrador Region

#010 - Menihek High School, Labrador City

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region  | Province  |
|--------|---------|-----------|
| [N=50] | [N=121] | [N=2,588] |

**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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- 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.)
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| School | Region  | Province  |
|--------|---------|-----------|
| [N=50] | [N=121] | [N=2,588] |
| 85.7   | s       | 90.6      |
| 46.9   | s       | 49.6      |
| 85.7   | s       | 88.0      |
| 87.8   | p       | 86.3      |
| 79.6   | p       | 74.4      |
| 59.2   | p       | 50.4      |
| 57.1   | s       | 63.3      |
| 42.9   | s       | 51.3      |
| 44.9   | s       | 45.3      |
| 55.1   | p       | 50.4      |
| 73.2   |         | 77.1      |
| 51.2   |         | 45.0      |
| 50.0   |         | 48.2      |
| 73.2   |         | 76.1      |
| 90.2   |         | 82.6      |
| 80.5   |         | 60.6      |

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 - Labrador Region

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

Grades: K-7,9-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=4]  | School<br>Below Above<br>Region | [N=121] | School<br>Below Above<br>Province | [N=2,588] |

**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?)
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Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase? )
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|  |   |      |   |      |
|--|---|------|---|------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | p | 90.6 | p | 91.3 |
|  | p | 49.6 | s | 56.9 |
|  | p | 88.0 | p | 91.8 |
|  | s | 86.3 | s | 86.9 |
|  | p | 74.4 | p | 74.5 |
|  | s | 50.4 | s | 53.4 |
|  | p | 63.3 | p | 65.5 |
|  | p | 51.3 | p | 57.8 |
|  | s | 45.3 | s | 45.6 |
|  | s | 50.4 | s | 51.5 |
|  |   | 77.1 |   | 77.7 |
|  |   | 45.0 |   | 58.6 |
|  |   | 48.2 |   | 63.4 |
|  |   | 76.1 |   | 77.0 |
|  |   | 82.6 |   | 83.2 |
|  |   | 60.6 |   | 70.7 |

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

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

NLESD - Labrador Region

#014 - Jens Haven Memorial, Nain

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |         | Province                    |           |
|--------|---------------------------|---------|-----------------------------|-----------|
| [N=11] | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=121] |                             | [N=2,588] |

**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?)
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Constructed Response

- Inferential (9) / 7.2 / Evaluate a text's language, form, and genre. / (What is the significant of phrase? )
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|      |   |      |   |      |
|------|---|------|---|------|
| 88.9 | s | 90.6 | s | 91.3 |
| 33.3 | s | 49.6 | s | 56.9 |
| 88.9 | p | 88.0 | s | 91.8 |
| 77.8 | s | 86.3 | s | 86.9 |
| 66.7 | s | 74.4 | s | 74.5 |
| 55.6 | p | 50.4 | p | 53.4 |
| 66.7 | p | 63.3 | p | 65.5 |
| 55.6 | p | 51.3 | s | 57.8 |
| 66.7 | p | 45.3 | p | 45.6 |
| 66.7 | p | 50.4 | p | 51.5 |
| 55.6 |   | 77.1 |   | 77.7 |
| 33.3 |   | 45.0 |   | 58.6 |
| 44.4 |   | 48.2 |   | 63.4 |
| 66.7 |   | 76.1 |   | 77.0 |
| 66.7 |   | 82.6 |   | 83.2 |
| 33.3 |   | 60.6 |   | 70.7 |

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

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

NLESD - Labrador Region

#015 - Lake Melville School, North West River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

**School**

[N=2]

**Region**

[N=121]

**Province**

[N=2,588]

|  | School<br>Below Above<br>Region | Region<br>[N=121] | School<br>Below Above<br>Province | Province<br>[N=2,588] |
|--|---------------------------------|-------------------|-----------------------------------|-----------------------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> |                                 |                   |                                   |                       |
|  | p                               | 90.6              | p                                 | 91.3                  |
|  | p                               | 49.6              | p                                 | 56.9                  |
|  | p                               | 88.0              | p                                 | 91.8                  |
|  | s                               | 86.3              | s                                 | 86.9                  |
|  | p                               | 74.4              | p                                 | 74.5                  |
|  | s                               | 50.4              | s                                 | 53.4                  |
|  | s                               | 63.3              | s                                 | 65.5                  |
|  | p                               | 51.3              | p                                 | 57.8                  |
|  | s                               | 45.3              | s                                 | 45.6                  |
|  | s                               | 50.4              | s                                 | 51.5                  |
|  |                                 | 77.1              |                                   | 77.7                  |
|  |                                 | 45.0              |                                   | 58.6                  |
|  |                                 | 48.2              |                                   | 63.4                  |
|  |                                 | 76.1              |                                   | 77.0                  |
|  |                                 | 82.6              |                                   | 83.2                  |
|  |                                 | 60.6              |                                   | 70.7                  |

**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?)
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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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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 - Labrador Region

#017 - Northern Lights Academy, Rigolet

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=2] | Region<br>[N=121]         |       | Province<br>[N=2,588]       |       |
|-----------------|---------------------------|-------|-----------------------------|-------|
|                 | School<br>Below<br>Region | Above | School<br>Below<br>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.)

|  |   |      |   |      |
|--|---|------|---|------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | p | 90.6 | p | 91.3 |
|  | p | 49.6 | p | 56.9 |
|  | p | 88.0 | p | 91.8 |
|  | p | 86.3 | p | 86.9 |
|  | s | 74.4 | s | 74.5 |
|  | p | 50.4 | p | 53.4 |
|  | s | 63.3 | s | 65.5 |
|  | p | 51.3 | p | 57.8 |
|  | p | 45.3 | p | 45.6 |
|  | p | 50.4 | p | 51.5 |
|  |   | 77.1 |   | 77.7 |
|  |   | 45.0 |   | 58.6 |
|  |   | 48.2 |   | 63.4 |
|  |   | 76.1 |   | 77.0 |
|  |   | 82.6 |   | 83.2 |
|  |   | 60.6 |   | 70.7 |

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 - Labrador Region

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

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region |         | Province |           |
|--------|--------|---------|----------|-----------|
| [N=44] | Below  | Above   | Below    | Above     |
|        | Region | Region  | Province | Province  |
|        |        | [N=121] |          | [N=2,588] |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 95.5 | p | 90.6 | p | 91.3 |
| 52.3 | p | 49.6 | s | 56.9 |
| 88.6 | p | 88.0 | s | 91.8 |
| 90.9 | p | 86.3 | p | 86.9 |
| 75.0 | p | 74.4 | p | 74.5 |
| 40.9 | s | 50.4 | s | 53.4 |
| 65.9 | p | 63.3 | p | 65.5 |
| 59.1 | p | 51.3 | p | 57.8 |
| 45.5 | p | 45.3 | s | 45.6 |
| 45.5 | s | 50.4 | s | 51.5 |
| 81.8 |   | 77.1 |   | 77.7 |
| 47.7 |   | 45.0 |   | 58.6 |
| 50.0 |   | 48.2 |   | 63.4 |
| 81.8 |   | 76.1 |   | 77.0 |
| 81.8 |   | 82.6 |   | 83.2 |
| 54.5 |   | 60.6 |   | 70.7 |

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

#022 - William Gillett Academy, Charlottetown, LAB

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=3]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | p | 91.3 |
|  | p | 53.4 | p | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | p | 86.9 | p | 86.9 |
|  | p | 74.2 | p | 74.5 |
|  | s | 54.4 | s | 53.4 |
|  | p | 63.7 | p | 65.5 |
|  | p | 56.2 | p | 57.8 |
|  | s | 42.5 | s | 45.6 |
|  | p | 50.5 | p | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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

#024 - James Cook Memorial, Cook's Harbour

Grades: 3-4,8-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |       | Province                    |       |
|--------|---------------------------|-------|-----------------------------|-------|
| [N=3]  | School<br>Below<br>Region | Above | School<br>Below<br>Province | Above |
|        | [N=404]                   |       | [N=2,588]                   |       |

**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 | 89.7 | p | 91.3 |
|  | p | 53.4 | p | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | p | 86.9 | p | 86.9 |
|  | s | 74.2 | s | 74.5 |
|  | p | 54.4 | p | 53.4 |
|  | s | 63.7 | s | 65.5 |
|  | p | 56.2 | p | 57.8 |
|  | p | 42.5 | p | 45.6 |
|  | s | 50.5 | s | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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

#026 - H.G. Fillier Academy, Englee

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=4]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | p | 91.3 |
|  | p | 53.4 | p | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | p | 86.9 | p | 86.9 |
|  | p | 74.2 | p | 74.5 |
|  | p | 54.4 | p | 53.4 |
|  | p | 63.7 | p | 65.5 |
|  | s | 56.2 | s | 57.8 |
|  | s | 42.5 | s | 45.6 |
|  | p | 50.5 | p | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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=12] | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=404] |                             | [N=2,588] |

**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 | 89.7 | S | 91.3 |
| 58.3  | P | 53.4 | P | 56.9 |
| 100.0 | P | 93.0 | P | 91.8 |
| 91.7  | P | 86.9 | P | 86.9 |
| 83.3  | P | 74.2 | P | 74.5 |
| 41.7  | S | 54.4 | S | 53.4 |
| 75.0  | P | 63.7 | P | 65.5 |
| 41.7  | S | 56.2 | S | 57.8 |
| 33.3  | S | 42.5 | S | 45.6 |
| 50.0  | S | 50.5 | S | 51.5 |
| 91.7  |   | 78.0 |   | 77.7 |
| 66.7  |   | 58.3 |   | 58.6 |
| 75.0  |   | 65.8 |   | 63.4 |
| 83.3  |   | 79.0 |   | 77.0 |
| 100.0 |   | 84.7 |   | 83.2 |
| 75.0  |   | 71.0 |   | 70.7 |

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

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=3] | Region<br>[N=404]         |       | Province<br>[N=2,588]       |       |
|-----------------|---------------------------|-------|-----------------------------|-------|
|                 | School<br>Below<br>Region | Above | School<br>Below<br>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.)

|  |   |      |   |      |
|--|---|------|---|------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | s | 89.7 | s | 91.3 |
|  | s | 53.4 | s | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | s | 86.9 | s | 86.9 |
|  | s | 74.2 | s | 74.5 |
|  | s | 54.4 | s | 53.4 |
|  | p | 63.7 | p | 65.5 |
|  | p | 56.2 | p | 57.8 |
|  | s | 42.5 | s | 45.6 |
|  | s | 50.5 | s | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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

#046 - Bayside Academy, Port Hope Simpson

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=4]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | p | 91.3 |
|  | p | 53.4 | p | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | p | 86.9 | p | 86.9 |
|  | s | 74.2 | s | 74.5 |
|  | p | 54.4 | p | 53.4 |
|  | s | 63.7 | s | 65.5 |
|  | p | 56.2 | p | 57.8 |
|  | p | 42.5 | p | 45.6 |
|  | p | 50.5 | p | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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

#054 - St. Lewis Academy, St. Lewis

Grades: K,2-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=1]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

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

|  |   |      |   |      |
|--|---|------|---|------|
|  |   |      |   |      |
|  | p | 89.7 | p | 91.3 |
|  | s | 53.4 | s | 56.9 |
|  | s | 93.0 | s | 91.8 |
|  | p | 86.9 | p | 86.9 |
|  | p | 74.2 | p | 74.5 |
|  | p | 54.4 | p | 53.4 |
|  | p | 63.7 | p | 65.5 |
|  | p | 56.2 | p | 57.8 |
|  | s | 42.5 | s | 45.6 |
|  | p | 50.5 | p | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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=7]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | p | 91.3 |
| 28.6  | s | 53.4 | s | 56.9 |
| 100.0 | p | 93.0 | p | 91.8 |
| 71.4  | s | 86.9 | s | 86.9 |
| 85.7  | p | 74.2 | p | 74.5 |
| 57.1  | p | 54.4 | p | 53.4 |
| 71.4  | p | 63.7 | p | 65.5 |
| 57.1  | p | 56.2 | s | 57.8 |
| 57.1  | p | 42.5 | p | 45.6 |
| 57.1  | p | 50.5 | p | 51.5 |
| 100.0 |   | 78.0 |   | 77.7 |
| 57.1  |   | 58.3 |   | 58.6 |
| 78.6  |   | 65.8 |   | 63.4 |
| 57.1  |   | 79.0 |   | 77.0 |
| 85.7  |   | 84.7 |   | 83.2 |
| 100.0 |   | 71.0 |   | 70.7 |

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=2]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | P | 91.3 |
|  | S | 53.4 | S | 56.9 |
|  | P | 93.0 | P | 91.8 |
|  | S | 86.9 | S | 86.9 |
|  | S | 74.2 | S | 74.5 |
|  | P | 54.4 | P | 53.4 |
|  | P | 63.7 | P | 65.5 |
|  | S | 56.2 | S | 57.8 |
|  | P | 42.5 | P | 45.6 |
|  | S | 50.5 | S | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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

#075 - Hampden Academy, Hampden

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=2]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

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

|  |   |      |   |      |
|--|---|------|---|------|
|  |   |      |   |      |
|  | p | 89.7 | p | 91.3 |
|  | s | 53.4 | s | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | s | 86.9 | s | 86.9 |
|  | p | 74.2 | p | 74.5 |
|  | s | 54.4 | s | 53.4 |
|  | p | 63.7 | p | 65.5 |
|  | p | 56.2 | p | 57.8 |
|  | p | 42.5 | p | 45.6 |
|  | s | 50.5 | s | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Western Region

#079 - St. James All Grade, Lark Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |         | Province                    |           |
|--------|---------------------------|---------|-----------------------------|-----------|
| [N=9]  | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=404] |                             | [N=2,588] |

**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.)

|       |   |      |   |      |
|-------|---|------|---|------|
| 77.8  | s | 89.7 | s | 91.3 |
| 22.2  | s | 53.4 | s | 56.9 |
| 88.9  | s | 93.0 | s | 91.8 |
| 100.0 | p | 86.9 | p | 86.9 |
| 66.7  | s | 74.2 | s | 74.5 |
| 44.4  | s | 54.4 | s | 53.4 |
| 66.7  | p | 63.7 | p | 65.5 |
| 77.8  | p | 56.2 | p | 57.8 |
| 44.4  | p | 42.5 | s | 45.6 |
| 55.6  | p | 50.5 | p | 51.5 |
| 44.4  |   | 78.0 |   | 77.7 |
| 66.7  |   | 58.3 |   | 58.6 |
| 83.3  |   | 65.8 |   | 63.4 |
| 66.7  |   | 79.0 |   | 77.0 |
| 66.7  |   | 84.7 |   | 83.2 |
| 77.8  |   | 71.0 |   | 70.7 |

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

#080 - Templeton Academy, Meadows

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region |         | Province |           |
|--------|--------|---------|----------|-----------|
| [N=17] | Below  | Above   | Below    | Above     |
|        | Region | Region  | Province | Province  |
|        |        | [N=404] |          | [N=2,588] |

**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 | 89.7 | p | 91.3 |
| 68.8  | p | 53.4 | p | 56.9 |
| 100.0 | p | 93.0 | p | 91.8 |
| 87.5  | p | 86.9 | p | 86.9 |
| 62.5  | s | 74.2 | s | 74.5 |
| 56.3  | p | 54.4 | p | 53.4 |
| 75.0  | p | 63.7 | p | 65.5 |
| 43.8  | s | 56.2 | s | 57.8 |
| 43.8  | p | 42.5 | s | 45.6 |
| 56.3  | p | 50.5 | p | 51.5 |
| 93.8  |   | 78.0 |   | 77.7 |
| 50.0  |   | 58.3 |   | 58.6 |
| 90.6  |   | 65.8 |   | 63.4 |
| 100.0 |   | 79.0 |   | 77.0 |
| 93.8  |   | 84.7 |   | 83.2 |
| 75.0  |   | 71.0 |   | 70.7 |

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=19] | Below  | Above   | Below    | Above     |
|        | Region | Region  | Province | Province  |
|        |        | [N=404] |          | [N=2,588] |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 89.5 | s | 89.7 | s | 91.3 |
| 42.1 | s | 53.4 | s | 56.9 |
| 89.5 | s | 93.0 | s | 91.8 |
| 89.5 | p | 86.9 | p | 86.9 |
| 68.4 | s | 74.2 | s | 74.5 |
| 63.2 | p | 54.4 | p | 53.4 |
| 63.2 | s | 63.7 | s | 65.5 |
| 52.6 | s | 56.2 | s | 57.8 |
| 36.8 | s | 42.5 | s | 45.6 |
| 47.4 | s | 50.5 | s | 51.5 |
| 78.9 |   | 78.0 |   | 77.7 |
| 68.4 |   | 58.3 |   | 58.6 |
| 60.5 |   | 65.8 |   | 63.4 |
| 68.4 |   | 79.0 |   | 77.0 |
| 73.7 |   | 84.7 |   | 83.2 |
| 78.9 |   | 71.0 |   | 70.7 |

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

#086 - Gros Morne Academy, Rocky Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |         | Province                    |           |
|--------|---------------------------|---------|-----------------------------|-----------|
| [N=6]  | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=404] |                             | [N=2,588] |

**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 | 89.7 | p | 91.3 |
| 83.3  | p | 53.4 | p | 56.9 |
| 100.0 | p | 93.0 | p | 91.8 |
| 83.3  | s | 86.9 | s | 86.9 |
| 100.0 | p | 74.2 | p | 74.5 |
| 33.3  | s | 54.4 | s | 53.4 |
| 83.3  | p | 63.7 | p | 65.5 |
| 66.7  | p | 56.2 | p | 57.8 |
| 50.0  | p | 42.5 | p | 45.6 |
| 100.0 | p | 50.5 | p | 51.5 |
| 100.0 |   | 78.0 |   | 77.7 |
| 66.7  |   | 58.3 |   | 58.6 |
| 100.0 |   | 65.8 |   | 63.4 |
| 100.0 |   | 79.0 |   | 77.0 |
| 100.0 |   | 84.7 |   | 83.2 |
| 83.3  |   | 71.0 |   | 70.7 |

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

#088 - Main River Academy, Pollard's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=3]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | p | 91.3 |
|  | p | 53.4 | p | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | p | 86.9 | p | 86.9 |
|  | p | 74.2 | p | 74.5 |
|  | p | 54.4 | p | 53.4 |
|  | p | 63.7 | p | 65.5 |
|  | s | 56.2 | s | 57.8 |
|  | s | 42.5 | s | 45.6 |
|  | p | 50.5 | p | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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

#089 - Jakeman All Grade, Trout River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region              |       | Province              |       |
|--------|---------------------|-------|-----------------------|-------|
| [N=5]  | School Below Region | Above | School Below Province | Above |
|        | [N=404]             |       | [N=2,588]             |       |

**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 | 89.7 | S | 91.3 |
| P | 53.4 | P | 56.9 |
| P | 93.0 | P | 91.8 |
| P | 86.9 | P | 86.9 |
| P | 74.2 | P | 74.5 |
| P | 54.4 | P | 53.4 |
| P | 63.7 | P | 65.5 |
| S | 56.2 | S | 57.8 |
| P | 42.5 | P | 45.6 |
| P | 50.5 | P | 51.5 |
|   | 78.0 |   | 77.7 |
|   | 58.3 |   | 58.6 |
|   | 65.8 |   | 63.4 |
|   | 79.0 |   | 77.0 |
|   | 84.7 |   | 83.2 |
|   | 71.0 |   | 70.7 |

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

#091 - Burgeo Academy, Burgeo

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=3]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | p | 91.3 |
|  | p | 53.4 | p | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | p | 86.9 | p | 86.9 |
|  | p | 74.2 | p | 74.5 |
|  | p | 54.4 | p | 53.4 |
|  | s | 63.7 | s | 65.5 |
|  | s | 56.2 | s | 57.8 |
|  | s | 42.5 | s | 45.6 |
|  | p | 50.5 | p | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

(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=7]  | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=404] |                             | [N=2,588] |

**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 | 89.7 | s | 91.3 |
| 71.4  | p | 53.4 | p | 56.9 |
| 100.0 | p | 93.0 | p | 91.8 |
| 85.7  | s | 86.9 | s | 86.9 |
| 85.7  | p | 74.2 | p | 74.5 |
| 71.4  | p | 54.4 | p | 53.4 |
| 57.1  | s | 63.7 | s | 65.5 |
| 85.7  | p | 56.2 | p | 57.8 |
| 14.3  | s | 42.5 | s | 45.6 |
| 28.6  | s | 50.5 | s | 51.5 |
| 85.7  |   | 78.0 |   | 77.7 |
| 71.4  |   | 58.3 |   | 58.6 |
| 85.7  |   | 65.8 |   | 63.4 |
| 100.0 |   | 79.0 |   | 77.0 |
| 100.0 |   | 84.7 |   | 83.2 |
| 57.1  |   | 71.0 |   | 70.7 |

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

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

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region  | Province  |
|--------|---------|-----------|
| [N=17] | [N=404] | [N=2,588] |

**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=17] | [N=404] | [N=2,588] |
| 64.7   | s       | 89.7      |
| 52.9   | s       | 53.4      |
| 88.2   | s       | 93.0      |
| 82.4   | s       | 86.9      |
| 64.7   | s       | 74.2      |
| 64.7   | p       | 54.4      |
| 41.2   | s       | 63.7      |
| 41.2   | s       | 56.2      |
| 17.7   | s       | 42.5      |
| 35.3   | s       | 50.5      |
| 60.0   |         | 78.0      |
| 53.3   |         | 58.3      |
| 70.0   |         | 65.8      |
| 73.3   |         | 79.0      |
| 80.0   |         | 84.7      |
| 80.0   |         | 71.0      |

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

NLESD - Western Region

#103 - LeGallais Memorial, Isle aux Morts

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=4]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | p | 91.3 |
|  | p | 53.4 | p | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | p | 86.9 | p | 86.9 |
|  | s | 74.2 | s | 74.5 |
|  | p | 54.4 | p | 53.4 |
|  | s | 63.7 | s | 65.5 |
|  | p | 56.2 | p | 57.8 |
|  | s | 42.5 | s | 45.6 |
|  | p | 50.5 | p | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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

#110 - Piccadilly Central High, Piccadilly

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region  | Province  |
|--------|---------|-----------|
| [N=10] | [N=404] | [N=2,588] |

**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=404] | [N=2,588] |
| 100.0  | 89.7    | 91.3      |
| 70.0   | 53.4    | 56.9      |
| 90.0   | 93.0    | 91.8      |
| 100.0  | 86.9    | 86.9      |
| 70.0   | 74.2    | 74.5      |
| 40.0   | 54.4    | 53.4      |
| 70.0   | 63.7    | 65.5      |
| 50.0   | 56.2    | 57.8      |
| 70.0   | 42.5    | 45.6      |
| 50.0   | 50.5    | 51.5      |
| 90.0   | 78.0    | 77.7      |
| 20.0   | 58.3    | 58.6      |
| 25.0   | 65.8    | 63.4      |
| 60.0   | 79.0    | 77.0      |
| 90.0   | 84.7    | 83.2      |
| 60.0   | 71.0    | 70.7      |

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=2]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

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

|  |   |      |   |      |
|--|---|------|---|------|
|  | p | 89.7 | p | 91.3 |
|  | s | 53.4 | s | 56.9 |
|  | s | 93.0 | s | 91.8 |
|  | s | 86.9 | s | 86.9 |
|  | p | 74.2 | p | 74.5 |
|  | s | 54.4 | s | 53.4 |
|  | s | 63.7 | s | 65.5 |
|  | p | 56.2 | p | 57.8 |
|  | s | 42.5 | s | 45.6 |
|  | s | 50.5 | s | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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

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

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=14] | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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.)

|       |   |      |   |      |
|-------|---|------|---|------|
| 92.9  | p | 89.7 | p | 91.3 |
| 92.9  | p | 53.4 | p | 56.9 |
| 100.0 | p | 93.0 | p | 91.8 |
| 92.9  | p | 86.9 | p | 86.9 |
| 92.9  | p | 74.2 | p | 74.5 |
| 64.3  | p | 54.4 | p | 53.4 |
| 85.7  | p | 63.7 | p | 65.5 |
| 78.6  | p | 56.2 | p | 57.8 |
| 78.6  | p | 42.5 | p | 45.6 |
| 42.9  | s | 50.5 | s | 51.5 |
| 85.7  |   | 78.0 |   | 77.7 |
| 71.4  |   | 58.3 |   | 58.6 |
| 78.6  |   | 65.8 |   | 63.4 |
| 85.7  |   | 79.0 |   | 77.0 |
| 85.7  |   | 84.7 |   | 83.2 |
| 78.6  |   | 71.0 |   | 70.7 |

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

#119 - Stephenville High, Stephenville

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region  | Province  |
|--------|---------|-----------|
| [N=55] | [N=404] | [N=2,588] |

**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=55] | [N=404] | [N=2,588]   |
| 89.8   | p       | 89.7 s 91.3 |
| 44.9   | s       | 53.4 s 56.9 |
| 93.9   | p       | 93.0 p 91.8 |
| 93.9   | p       | 86.9 p 86.9 |
| 77.6   | p       | 74.2 p 74.5 |
| 65.3   | p       | 54.4 p 53.4 |
| 67.4   | p       | 63.7 p 65.5 |
| 57.1   | p       | 56.2 s 57.8 |
| 61.2   | p       | 42.5 p 45.6 |
| 42.9   | s       | 50.5 s 51.5 |
| 63.3   |         | 78.0 77.7   |
| 46.9   |         | 58.3 58.6   |
| 54.1   |         | 65.8 63.4   |
| 71.4   |         | 79.0 77.0   |
| 87.8   |         | 84.7 83.2   |
| 75.5   |         | 71.0 70.7   |

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=7]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | s | 91.3 |
| 50.0  | s | 53.4 | s | 56.9 |
| 66.7  | s | 93.0 | s | 91.8 |
| 83.3  | s | 86.9 | s | 86.9 |
| 83.3  | p | 74.2 | p | 74.5 |
| 50.0  | s | 54.4 | s | 53.4 |
| 66.7  | p | 63.7 | p | 65.5 |
| 66.7  | p | 56.2 | p | 57.8 |
| 0.0   | s | 42.5 | s | 45.6 |
| 66.7  | p | 50.5 | p | 51.5 |
| 83.3  |   | 78.0 |   | 77.7 |
| 16.7  |   | 58.3 |   | 58.6 |
| 100.0 |   | 65.8 |   | 63.4 |
| 83.3  |   | 79.0 |   | 77.0 |
| 100.0 |   | 84.7 |   | 83.2 |
| 66.7  |   | 71.0 |   | 70.7 |

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

#391 - Xavier Junior High, Deer Lake

Grades: 6-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region |         | Province |           |
|--------|--------|---------|----------|-----------|
| [N=31] | Below  | Above   | Below    | Above     |
|        | Region | Region  | Province | Province  |
|        |        | [N=404] |          | [N=2,588] |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 78.6 | S | 89.7 | S | 91.3 |
| 35.7 | S | 53.4 | S | 56.9 |
| 82.1 | S | 93.0 | S | 91.8 |
| 67.9 | S | 86.9 | S | 86.9 |
| 64.3 | S | 74.2 | S | 74.5 |
| 53.6 | S | 54.4 | P | 53.4 |
| 67.9 | P | 63.7 | P | 65.5 |
| 50.0 | S | 56.2 | S | 57.8 |
| 50.0 | P | 42.5 | P | 45.6 |
| 50.0 | S | 50.5 | S | 51.5 |
| 63.0 |   | 78.0 |   | 77.7 |
| 59.3 |   | 58.3 |   | 58.6 |
| 53.7 |   | 65.8 |   | 63.4 |
| 81.5 |   | 79.0 |   | 77.0 |
| 77.8 |   | 84.7 |   | 83.2 |
| 55.6 |   | 71.0 |   | 70.7 |

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

#393 - Bonne Bay Academy, Woody Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=5]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | p | 91.3 |
|  | p | 53.4 | p | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | p | 86.9 | p | 86.9 |
|  | p | 74.2 | p | 74.5 |
|  | p | 54.4 | p | 53.4 |
|  | s | 63.7 | s | 65.5 |
|  | p | 56.2 | p | 57.8 |
|  | p | 42.5 | p | 45.6 |
|  | p | 50.5 | p | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=2]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | p | 91.3 |
|  | s | 53.4 | s | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | s | 86.9 | s | 86.9 |
|  | s | 74.2 | s | 74.5 |
|  | s | 54.4 | s | 53.4 |
|  | s | 63.7 | s | 65.5 |
|  | s | 56.2 | s | 57.8 |
|  | s | 42.5 | s | 45.6 |
|  | s | 50.5 | s | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

**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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Western Region

#397 - Belanger Memorial School, Upper Ferry

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region |         | Province |           |
|--------|--------|---------|----------|-----------|
| [N=15] | Below  | Above   | Below    | Above     |
|        | Region | Region  | Province | Province  |
|        |        | [N=404] |          | [N=2,588] |

**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.)

|       |   |      |   |      |
|-------|---|------|---|------|
| 92.9  | p | 89.7 | p | 91.3 |
| 42.9  | s | 53.4 | s | 56.9 |
| 100.0 | p | 93.0 | p | 91.8 |
| 92.9  | p | 86.9 | p | 86.9 |
| 78.6  | p | 74.2 | p | 74.5 |
| 42.9  | s | 54.4 | s | 53.4 |
| 71.4  | p | 63.7 | p | 65.5 |
| 64.3  | p | 56.2 | p | 57.8 |
| 21.4  | s | 42.5 | s | 45.6 |
| 57.1  | p | 50.5 | p | 51.5 |
| 100.0 |   | 78.0 |   | 77.7 |
| 64.3  |   | 58.3 |   | 58.6 |
| 67.9  |   | 65.8 |   | 63.4 |
| 85.7  |   | 79.0 |   | 77.0 |
| 100.0 |   | 84.7 |   | 83.2 |
| 85.7  |   | 71.0 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Western Region

#474 - Cloud River Academy, Roddickton

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    | Province                    |
|--------|---------------------------|-----------------------------|
| [N=5]  | [N=404]                   | [N=2,588]                   |
|        | 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.)

|  |   |      |   |      |
|--|---|------|---|------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | s | 89.7 | s | 91.3 |
|  | s | 53.4 | s | 56.9 |
|  | p | 93.0 | p | 91.8 |
|  | p | 86.9 | p | 86.9 |
|  | s | 74.2 | s | 74.5 |
|  | s | 54.4 | s | 53.4 |
|  | p | 63.7 | p | 65.5 |
|  | p | 56.2 | p | 57.8 |
|  | s | 42.5 | s | 45.6 |
|  | s | 50.5 | s | 51.5 |
|  |   | 78.0 |   | 77.7 |
|  |   | 58.3 |   | 58.6 |
|  |   | 65.8 |   | 63.4 |
|  |   | 79.0 |   | 77.0 |
|  |   | 84.7 |   | 83.2 |
|  |   | 71.0 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Western Region

#475 - Viking Trail Academy, Plum Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=7]  | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.7 | p | 91.3 |
| 71.4  | p | 53.4 | p | 56.9 |
| 100.0 | p | 93.0 | p | 91.8 |
| 71.4  | s | 86.9 | s | 86.9 |
| 57.1  | s | 74.2 | s | 74.5 |
| 57.1  | p | 54.4 | p | 53.4 |
| 42.9  | s | 63.7 | s | 65.5 |
| 42.9  | s | 56.2 | s | 57.8 |
| 28.6  | s | 42.5 | s | 45.6 |
| 14.3  | s | 50.5 | s | 51.5 |
| 71.4  |   | 78.0 |   | 77.7 |
| 71.4  |   | 58.3 |   | 58.6 |
| 85.7  |   | 65.8 |   | 63.4 |
| 71.4  |   | 79.0 |   | 77.0 |
| 85.7  |   | 84.7 |   | 83.2 |
| 85.7  |   | 71.0 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

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]  | 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 | 89.7 |  | p | 91.3 |
| 11.1  |  | s | 53.4 |  | s | 56.9 |
| 100.0 |  | p | 93.0 |  | p | 91.8 |
| 77.8  |  | s | 86.9 |  | s | 86.9 |
| 88.9  |  | p | 74.2 |  | p | 74.5 |
| 44.4  |  | s | 54.4 |  | s | 53.4 |
| 44.4  |  | s | 63.7 |  | s | 65.5 |
| 44.4  |  | s | 56.2 |  | s | 57.8 |
| 22.2  |  | s | 42.5 |  | s | 45.6 |
| 44.4  |  | s | 50.5 |  | s | 51.5 |
| 77.8  |  |   | 78.0 |  |   | 77.7 |
| 77.8  |  |   | 58.3 |  |   | 58.6 |
| 66.7  |  |   | 65.8 |  |   | 63.4 |
| 66.7  |  |   | 79.0 |  |   | 77.0 |
| 44.4  |  |   | 84.7 |  |   | 83.2 |
| 55.6  |  |   | 71.0 |  |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Western Region

#488 - French Shore Academy, Port Saunders

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | School      | Region  | School      | Province  |
|--------|-------------|---------|-------------|-----------|
| [N=9]  | Below Above | [N=404] | Below Above | [N=2,588] |
|        | 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 | 89.7 | p | 91.3 |
| 33.3  | s | 53.4 | s | 56.9 |
| 88.9  | s | 93.0 | s | 91.8 |
| 100.0 | p | 86.9 | p | 86.9 |
| 77.8  | p | 74.2 | p | 74.5 |
| 44.4  | s | 54.4 | s | 53.4 |
| 55.6  | s | 63.7 | s | 65.5 |
| 77.8  | p | 56.2 | p | 57.8 |
| 0.0   | s | 42.5 | s | 45.6 |
| 66.7  | p | 50.5 | p | 51.5 |
| 100.0 |   | 78.0 |   | 77.7 |
| 44.4  |   | 58.3 |   | 58.6 |
| 61.1  |   | 65.8 |   | 63.4 |
| 88.9  |   | 79.0 |   | 77.0 |
| 100.0 |   | 84.7 |   | 83.2 |
| 100.0 |   | 71.0 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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



**Intermediate English  
Provincial Assessment, June 2015  
Male 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=14] | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=404] |                             | [N=2,588] |

**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 | 89.7 | s | 91.3 |
| 71.4  | p | 53.4 | p | 56.9 |
| 92.9  | s | 93.0 | p | 91.8 |
| 85.7  | s | 86.9 | s | 86.9 |
| 78.6  | p | 74.2 | p | 74.5 |
| 50.0  | s | 54.4 | s | 53.4 |
| 50.0  | s | 63.7 | s | 65.5 |
| 57.1  | p | 56.2 | s | 57.8 |
| 57.1  | p | 42.5 | p | 45.6 |
| 57.1  | p | 50.5 | p | 51.5 |
| 85.7  |   | 78.0 |   | 77.7 |
| 57.1  |   | 58.3 |   | 58.6 |
| 71.4  |   | 65.8 |   | 63.4 |
| 85.7  |   | 79.0 |   | 77.0 |
| 100.0 |   | 84.7 |   | 83.2 |
| 71.4  |   | 71.0 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

9/29/2015

9:25:23AM 42

(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=87] | School<br>Below Above<br>Region | [N=404] | School<br>Below Above<br>Province | [N=2,588] |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 92.0 | p | 89.7 | p | 91.3 |
| 58.6 | p | 53.4 | p | 56.9 |
| 92.0 | s | 93.0 | p | 91.8 |
| 85.1 | s | 86.9 | s | 86.9 |
| 72.4 | s | 74.2 | s | 74.5 |
| 44.8 | s | 54.4 | s | 53.4 |
| 60.9 | s | 63.7 | s | 65.5 |
| 51.7 | s | 56.2 | s | 57.8 |
| 46.0 | p | 42.5 | p | 45.6 |
| 54.0 | p | 50.5 | p | 51.5 |
| 77.0 |   | 78.0 |   | 77.7 |
| 60.9 |   | 58.3 |   | 58.6 |
| 63.2 |   | 65.8 |   | 63.4 |
| 82.8 |   | 79.0 |   | 77.0 |
| 81.6 |   | 84.7 |   | 83.2 |
| 63.2 |   | 71.0 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Central Region

#125 - Copper Ridge Academy, Baie Verte

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          | Province                          |
|--------|---------------------------------|-----------------------------------|
| [N=11] | [N=479]                         | [N=2,588]                         |
|        | School<br>Below Above<br>Region | School<br>Below Above<br>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 | 89.6 | p | 91.3 |
| 54.6  | s | 58.4 | s | 56.9 |
| 100.0 | p | 92.0 | p | 91.8 |
| 81.8  | s | 88.4 | s | 86.9 |
| 72.7  | s | 74.6 | s | 74.5 |
| 54.6  | p | 49.1 | p | 53.4 |
| 36.4  | s | 67.4 | s | 65.5 |
| 81.8  | p | 62.4 | p | 57.8 |
| 18.2  | s | 43.3 | s | 45.6 |
| 81.8  | p | 52.4 | p | 51.5 |
| 90.9  |   | 76.9 |   | 77.7 |
| 63.6  |   | 62.6 |   | 58.6 |
| 77.3  |   | 70.0 |   | 63.4 |
| 90.9  |   | 78.2 |   | 77.0 |
| 72.7  |   | 79.1 |   | 83.2 |
| 45.5  |   | 70.5 |   | 70.7 |

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

#132 - Botwood Collegiate, Botwood

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          | Province                          |
|--------|---------------------------------|-----------------------------------|
| [N=25] | [N=479]                         | [N=2,588]                         |
|        | School<br>Below Above<br>Region | School<br>Below Above<br>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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 84.0 | s | 89.6 | s | 91.3 |
| 56.0 | s | 58.4 | s | 56.9 |
| 96.0 | p | 92.0 | p | 91.8 |
| 88.0 | s | 88.4 | p | 86.9 |
| 68.0 | s | 74.6 | s | 74.5 |
| 20.0 | s | 49.1 | s | 53.4 |
| 56.0 | s | 67.4 | s | 65.5 |
| 48.0 | s | 62.4 | s | 57.8 |
| 44.0 | p | 43.3 | s | 45.6 |
| 48.0 | s | 52.4 | s | 51.5 |
| 90.0 |   | 76.9 |   | 77.7 |
| 55.0 |   | 62.6 |   | 58.6 |
| 50.0 |   | 70.0 |   | 63.4 |
| 80.0 |   | 78.2 |   | 77.0 |
| 55.0 |   | 79.1 |   | 83.2 |
| 55.0 |   | 70.5 |   | 70.7 |

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

#149 - King Academy, Harbour Breton

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |         | Province                    |           |
|--------|---------------------------|---------|-----------------------------|-----------|
| [N=10] | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=479] |                             | [N=2,588] |

**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.)

|       |   |      |   |      |
|-------|---|------|---|------|
| 80.0  | S | 89.6 | S | 91.3 |
| 40.0  | S | 58.4 | S | 56.9 |
| 100.0 | P | 92.0 | P | 91.8 |
| 90.0  | P | 88.4 | P | 86.9 |
| 90.0  | P | 74.6 | P | 74.5 |
| 60.0  | P | 49.1 | P | 53.4 |
| 80.0  | P | 67.4 | P | 65.5 |
| 90.0  | P | 62.4 | P | 57.8 |
| 60.0  | P | 43.3 | P | 45.6 |
| 70.0  | P | 52.4 | P | 51.5 |
| 90.0  |   | 76.9 |   | 77.7 |
| 80.0  |   | 62.6 |   | 58.6 |
| 90.0  |   | 70.0 |   | 63.4 |
| 90.0  |   | 78.2 |   | 77.0 |
| 100.0 |   | 79.1 |   | 83.2 |
| 90.0  |   | 70.5 |   | 70.7 |

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

#151 - John Watkins Academy, Hermitage

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          | Province                          |
|--------|---------------------------------|-----------------------------------|
| [N=6]  | School<br>Below Above<br>Region | School<br>Below Above<br>Province |
|        | [N=479]                         | [N=2,588]                         |

**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 | 89.6 | p | 91.3 |
| 50.0  | s | 58.4 | s | 56.9 |
| 100.0 | p | 92.0 | p | 91.8 |
| 100.0 | p | 88.4 | p | 86.9 |
| 100.0 | p | 74.6 | p | 74.5 |
| 50.0  | p | 49.1 | s | 53.4 |
| 83.3  | p | 67.4 | p | 65.5 |
| 66.7  | p | 62.4 | p | 57.8 |
| 66.7  | p | 43.3 | p | 45.6 |
| 33.3  | s | 52.4 | s | 51.5 |
| 66.7  |   | 76.9 |   | 77.7 |
| 83.3  |   | 62.6 |   | 58.6 |
| 91.7  |   | 70.0 |   | 63.4 |
| 83.3  |   | 78.2 |   | 77.0 |
| 83.3  |   | 79.1 |   | 83.2 |
| 100.0 |   | 70.5 |   | 70.7 |

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

#152 - Valmont Academy, King's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School                          | Region                            | Province  |
|---------------------------------|-----------------------------------|-----------|
| [N=2]                           | [N=479]                           | [N=2,588] |
| School<br>Below Above<br>Region | School<br>Below Above<br>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.)

|  |   |      |   |      |
|--|---|------|---|------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | P | 89.6 | P | 91.3 |
|  | S | 58.4 | S | 56.9 |
|  | P | 92.0 | P | 91.8 |
|  | P | 88.4 | P | 86.9 |
|  | S | 74.6 | S | 74.5 |
|  | S | 49.1 | S | 53.4 |
|  | P | 67.4 | P | 65.5 |
|  | S | 62.4 | S | 57.8 |
|  | P | 43.3 | P | 45.6 |
|  | S | 52.4 | S | 51.5 |
|  |   | 76.9 |   | 77.7 |
|  |   | 62.6 |   | 58.6 |
|  |   | 70.0 |   | 63.4 |
|  |   | 78.2 |   | 77.0 |
|  |   | 79.1 |   | 83.2 |
|  |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Central Region

#153 - Cape John Collegiate, La Scie

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region  | Province  |
|--------|---------|-----------|
| [N=10] | [N=479] | [N=2,588] |

**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=479] | [N=2,588] |
| 90.0   | p       | 89.6      |
| 60.0   | p       | 58.4      |
| 90.0   | s       | 92.0      |
| 90.0   | p       | 88.4      |
| 80.0   | p       | 74.6      |
| 50.0   | p       | 49.1      |
| 60.0   | s       | 67.4      |
| 60.0   | s       | 62.4      |
| 30.0   | s       | 43.3      |
| 50.0   | s       | 52.4      |
| 20.0   |         | 76.9      |
| 30.0   |         | 62.6      |
| 45.0   |         | 70.0      |
| 70.0   |         | 78.2      |
| 40.0   |         | 79.1      |
| 60.0   |         | 70.5      |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Central Region

#156 - H.L. Strong Academy, Little Bay Islands

Grades: 9,12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=1]  | School<br>Below Above<br>Region | [N=479] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.6 | p | 91.3 |
|  | s | 58.4 | s | 56.9 |
|  | p | 92.0 | p | 91.8 |
|  | p | 88.4 | p | 86.9 |
|  | p | 74.6 | p | 74.5 |
|  | p | 49.1 | p | 53.4 |
|  | p | 67.4 | p | 65.5 |
|  | p | 62.4 | p | 57.8 |
|  | s | 43.3 | s | 45.6 |
|  | s | 52.4 | s | 51.5 |
|  |   | 76.9 |   | 77.7 |
|  |   | 62.6 |   | 58.6 |
|  |   | 70.0 |   | 63.4 |
|  |   | 78.2 |   | 77.0 |
|  |   | 79.1 |   | 83.2 |
|  |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Central Region

#158 - MSB Regional Academy, Middle Arm

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    | Province                    |
|--------|---------------------------|-----------------------------|
| [N=8]  | [N=479]                   | [N=2,588]                   |
|        | 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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 75.0 | s | 89.6 | s | 91.3 |
| 62.5 | p | 58.4 | p | 56.9 |
| 62.5 | s | 92.0 | s | 91.8 |
| 87.5 | s | 88.4 | p | 86.9 |
| 37.5 | s | 74.6 | s | 74.5 |
| 62.5 | p | 49.1 | p | 53.4 |
| 75.0 | p | 67.4 | p | 65.5 |
| 50.0 | s | 62.4 | s | 57.8 |
| 37.5 | s | 43.3 | s | 45.6 |
| 62.5 | p | 52.4 | p | 51.5 |
| 57.1 |   | 76.9 |   | 77.7 |
| 71.4 |   | 62.6 |   | 58.6 |
| 57.1 |   | 70.0 |   | 63.4 |
| 71.4 |   | 78.2 |   | 77.0 |
| 85.7 |   | 79.1 |   | 83.2 |
| 71.4 |   | 70.5 |   | 70.7 |

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  
Male School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#162 - Dorset Collegiate, Pilley's Island

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |         | Province                    |           |
|--------|---------------------------|---------|-----------------------------|-----------|
| [N=17] | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=479] |                             | [N=2,588] |

**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.)

|       |   |      |   |      |
|-------|---|------|---|------|
| 88.2  | s | 89.6 | s | 91.3 |
| 47.1  | s | 58.4 | s | 56.9 |
| 94.1  | p | 92.0 | p | 91.8 |
| 100.0 | p | 88.4 | p | 86.9 |
| 82.4  | p | 74.6 | p | 74.5 |
| 41.2  | s | 49.1 | s | 53.4 |
| 58.8  | s | 67.4 | s | 65.5 |
| 64.7  | p | 62.4 | p | 57.8 |
| 47.1  | p | 43.3 | p | 45.6 |
| 52.9  | p | 52.4 | p | 51.5 |
| 70.6  |   | 76.9 |   | 77.7 |
| 88.2  |   | 62.6 |   | 58.6 |
| 67.6  |   | 70.0 |   | 63.4 |
| 82.4  |   | 78.2 |   | 77.0 |
| 70.6  |   | 79.1 |   | 83.2 |
| 82.4  |   | 70.5 |   | 70.7 |

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

9:25:23AM 52

NLESD - Central Region

#163 - Point Leamington Academy, Point Leamington

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=1] | Region<br>[N=479]         |       | Province<br>[N=2,588]       |       |
|-----------------|---------------------------|-------|-----------------------------|-------|
|                 | School<br>Below<br>Region | Above | School<br>Below<br>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.)

|  |   |      |   |      |
|--|---|------|---|------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | p | 89.6 | p | 91.3 |
|  | p | 58.4 | p | 56.9 |
|  | p | 92.0 | p | 91.8 |
|  | p | 88.4 | p | 86.9 |
|  | s | 74.6 | s | 74.5 |
|  | p | 49.1 | p | 53.4 |
|  | p | 67.4 | p | 65.5 |
|  | s | 62.4 | s | 57.8 |
|  | s | 43.3 | s | 45.6 |
|  | p | 52.4 | p | 51.5 |
|  |   | 76.9 |   | 77.7 |
|  |   | 62.6 |   | 58.6 |
|  |   | 70.0 |   | 63.4 |
|  |   | 78.2 |   | 77.0 |
|  |   | 79.1 |   | 83.2 |
|  |   | 70.5 |   | 70.7 |

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

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

Grades: 1-5,7,9-12

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=1] | Region<br>[N=479]         |       | Province<br>[N=2,588]       |       |
|-----------------|---------------------------|-------|-----------------------------|-------|
|                 | School<br>Below<br>Region | Above | School<br>Below<br>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.)

|  |   |      |   |      |
|--|---|------|---|------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | S | 89.6 | S | 91.3 |
|  | P | 58.4 | P | 56.9 |
|  | P | 92.0 | P | 91.8 |
|  | S | 88.4 | S | 86.9 |
|  | S | 74.6 | S | 74.5 |
|  | S | 49.1 | S | 53.4 |
|  | P | 67.4 | P | 65.5 |
|  | S | 62.4 | S | 57.8 |
|  | S | 43.3 | S | 45.6 |
|  | S | 52.4 | S | 51.5 |
|  |   | 76.9 |   | 77.7 |
|  |   | 62.6 |   | 58.6 |
|  |   | 70.0 |   | 63.4 |
|  |   | 78.2 |   | 77.0 |
|  |   | 79.1 |   | 83.2 |
|  |   | 70.5 |   | 70.7 |

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**

#171 - Indian River High School, Springdale

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region  |       | Province  |       |
|--------|---------|-------|-----------|-------|
| [N=18] | Below   | Above | Below     | Above |
|        | Region  |       | Province  |       |
|        | [N=479] |       | [N=2,588] |       |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 77.8 | s | 89.6 | s | 91.3 |
| 61.1 | p | 58.4 | p | 56.9 |
| 94.4 | p | 92.0 | p | 91.8 |
| 88.9 | p | 88.4 | p | 86.9 |
| 66.7 | s | 74.6 | s | 74.5 |
| 55.6 | p | 49.1 | p | 53.4 |
| 61.1 | s | 67.4 | s | 65.5 |
| 38.9 | s | 62.4 | s | 57.8 |
| 33.3 | s | 43.3 | s | 45.6 |
| 38.9 | s | 52.4 | s | 51.5 |
| 72.2 |   | 76.9 |   | 77.7 |
| 61.1 |   | 62.6 |   | 58.6 |
| 55.6 |   | 70.0 |   | 63.4 |
| 66.7 |   | 78.2 |   | 77.0 |
| 38.9 |   | 79.1 |   | 83.2 |
| 38.9 |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

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=1]  | School<br>Below Above<br>Region | [N=479] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.6 | p | 91.3 |
|  | p | 58.4 | p | 56.9 |
|  | p | 92.0 | p | 91.8 |
|  | p | 88.4 | p | 86.9 |
|  | p | 74.6 | p | 74.5 |
|  | p | 49.1 | p | 53.4 |
|  | p | 67.4 | p | 65.5 |
|  | p | 62.4 | p | 57.8 |
|  | s | 43.3 | s | 45.6 |
|  | p | 52.4 | p | 51.5 |
|  |   | 76.9 |   | 77.7 |
|  |   | 62.6 |   | 58.6 |
|  |   | 70.0 |   | 63.4 |
|  |   | 78.2 |   | 77.0 |
|  |   | 79.1 |   | 83.2 |
|  |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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



**Intermediate English  
Provincial Assessment, June 2015  
Male 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=12] | Below  | Above   | Below    | Above     |
|        | Region | Region  | Province | Province  |
|        |        | [N=479] |          | [N=2,588] |

**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  | P | 89.6 | P | 91.3 |
| 66.7  | P | 58.4 | P | 56.9 |
| 91.7  | S | 92.0 | S | 91.8 |
| 75.0  | S | 88.4 | S | 86.9 |
| 66.7  | S | 74.6 | S | 74.5 |
| 16.7  | S | 49.1 | S | 53.4 |
| 100.0 | P | 67.4 | P | 65.5 |
| 50.0  | S | 62.4 | S | 57.8 |
| 25.0  | S | 43.3 | S | 45.6 |
| 50.0  | S | 52.4 | S | 51.5 |
| 83.3  |   | 76.9 |   | 77.7 |
| 58.3  |   | 62.6 |   | 58.6 |
| 75.0  |   | 70.0 |   | 63.4 |
| 58.3  |   | 78.2 |   | 77.0 |
| 75.0  |   | 79.1 |   | 83.2 |
| 83.3  |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

9/29/2015

9:25:23AM 57

NLESD - Central Region

#178 - Phoenix Academy, Carmanville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | School      | Region  | School      | Province  |
|--------|-------------|---------|-------------|-----------|
| [N=11] | Below Above | [N=479] | Below Above | [N=2,588] |
|        | 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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 90.0 | p | 89.6 | s | 91.3 |
| 40.0 | s | 58.4 | s | 56.9 |
| 90.0 | s | 92.0 | s | 91.8 |
| 80.0 | s | 88.4 | s | 86.9 |
| 60.0 | s | 74.6 | s | 74.5 |
| 10.0 | s | 49.1 | s | 53.4 |
| 70.0 | p | 67.4 | p | 65.5 |
| 40.0 | s | 62.4 | s | 57.8 |
| 20.0 | s | 43.3 | s | 45.6 |
| 60.0 | p | 52.4 | p | 51.5 |
| 88.9 |   | 76.9 |   | 77.7 |
| 66.7 |   | 62.6 |   | 58.6 |
| 38.9 |   | 70.0 |   | 63.4 |
| 66.7 |   | 78.2 |   | 77.0 |
| 66.7 |   | 79.1 |   | 83.2 |
| 44.4 |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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



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

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

NLESD - Central Region

#179 - Centreville Academy, Centreville-Wareham

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=4]  | School<br>Below Above<br>Region | [N=479] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.6 | P | 91.3 |
|  | P | 58.4 | P | 56.9 |
|  | P | 92.0 | P | 91.8 |
|  | S | 88.4 | S | 86.9 |
|  | P | 74.6 | P | 74.5 |
|  | S | 49.1 | S | 53.4 |
|  | P | 67.4 | P | 65.5 |
|  | P | 62.4 | P | 57.8 |
|  | P | 43.3 | P | 45.6 |
|  | P | 52.4 | P | 51.5 |
|  |   |      |   |      |
|  |   | 76.9 |   | 77.7 |
|  |   | 62.6 |   | 58.6 |
|  |   | 70.0 |   | 63.4 |
|  |   | 78.2 |   | 77.0 |
|  |   | 79.1 |   | 83.2 |
|  |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

9/29/2015

9:25:23AM 59

NLESD - Central Region

#183 - William Mercer Academy, Dover

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

**School**

[N=3]

**Region**

[N=479]

**Province**

[N=2,588]

|  | School<br>Below Above<br>Region |      | School<br>Below Above<br>Province |      |
|--|---------------------------------|------|-----------------------------------|------|
|  |                                 |      |                                   |      |
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | p                               | 89.6 | p                                 | 91.3 |
|  | s                               | 58.4 | s                                 | 56.9 |
|  | p                               | 92.0 | p                                 | 91.8 |
|  | p                               | 88.4 | p                                 | 86.9 |
|  | p                               | 74.6 | p                                 | 74.5 |
|  | p                               | 49.1 | p                                 | 53.4 |
|  | s                               | 67.4 | p                                 | 65.5 |
|  | p                               | 62.4 | p                                 | 57.8 |
|  | p                               | 43.3 | p                                 | 45.6 |
|  | p                               | 52.4 | p                                 | 51.5 |
|  |                                 | 76.9 |                                   | 77.7 |
|  |                                 | 62.6 |                                   | 58.6 |
|  |                                 | 70.0 |                                   | 63.4 |
|  |                                 | 78.2 |                                   | 77.0 |
|  |                                 | 79.1 |                                   | 83.2 |
|  |                                 | 70.5 |                                   | 70.7 |

**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.

O:\CRT15\LANG\_9\GENDER\MALE\LEVEL15\_9CL.RPT

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

NLESD - Central Region

#192 - Lumsden Academy, Lumsden

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |                 | Province                    |                   |
|--------|---------------------------|-----------------|-----------------------------|-------------------|
| [N=4]  | School<br>Below<br>Region | Above<br>Region | School<br>Below<br>Province | Above<br>Province |
|        | [N=479]                   |                 | [N=2,588]                   |                   |

**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 | 89.6 | s | 91.3 |
|  | p | 58.4 | p | 56.9 |
|  | s | 92.0 | s | 91.8 |
|  | s | 88.4 | s | 86.9 |
|  | p | 74.6 | p | 74.5 |
|  | p | 49.1 | p | 53.4 |
|  | s | 67.4 | s | 65.5 |
|  | p | 62.4 | p | 57.8 |
|  | s | 43.3 | s | 45.6 |
|  | p | 52.4 | p | 51.5 |
|  |   | 76.9 |   | 77.7 |
|  |   | 62.6 |   | 58.6 |
|  |   | 70.0 |   | 63.4 |
|  |   | 78.2 |   | 77.0 |
|  |   | 79.1 |   | 83.2 |
|  |   | 70.5 |   | 70.7 |

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\MALE\EL15\_9CL.RPT

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



**Intermediate English  
Provincial Assessment, June 2015  
Male 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=7]  | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=479] |                             | [N=2,588] |

**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 | 89.6 | s | 91.3 |
| 57.1  | s | 58.4 | p | 56.9 |
| 100.0 | p | 92.0 | p | 91.8 |
| 57.1  | s | 88.4 | s | 86.9 |
| 85.7  | p | 74.6 | p | 74.5 |
| 42.9  | s | 49.1 | s | 53.4 |
| 57.1  | s | 67.4 | s | 65.5 |
| 57.1  | s | 62.4 | s | 57.8 |
| 14.3  | s | 43.3 | s | 45.6 |
| 14.3  | s | 52.4 | s | 51.5 |
| 57.1  |   | 76.9 |   | 77.7 |
| 57.1  |   | 62.6 |   | 58.6 |
| 50.0  |   | 70.0 |   | 63.4 |
| 57.1  |   | 78.2 |   | 77.0 |
| 57.1  |   | 79.1 |   | 83.2 |
| 57.1  |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

9/29/2015

9:25:23AM 62

NLESD - Central Region

#196 - St. Gabriel's AG, St. Brendan's

Grades: K-1,3-4,7-10,

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=1] | School<br>Below Above<br>Region | Region<br>[N=479] | School<br>Below Above<br>Province | Province<br>[N=2,588] |
|-----------------|---------------------------------|-------------------|-----------------------------------|-----------------------|
|-----------------|---------------------------------|-------------------|-----------------------------------|-----------------------|

**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.)

|  |   |      |   |      |
|--|---|------|---|------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | p | 89.6 | p | 91.3 |
|  | p | 58.4 | p | 56.9 |
|  | p | 92.0 | p | 91.8 |
|  | p | 88.4 | p | 86.9 |
|  | s | 74.6 | s | 74.5 |
|  | p | 49.1 | p | 53.4 |
|  | p | 67.4 | p | 65.5 |
|  | p | 62.4 | p | 57.8 |
|  | s | 43.3 | s | 45.6 |
|  | s | 52.4 | s | 51.5 |
|  |   | 76.9 |   | 77.7 |
|  |   | 62.6 |   | 58.6 |
|  |   | 70.0 |   | 63.4 |
|  |   | 78.2 |   | 77.0 |
|  |   | 79.1 |   | 83.2 |
|  |   | 70.5 |   | 70.7 |

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  
Male School Report - Multiple Choice/Constructed**

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

NLESD - Central Region

#201 - J.M. Olds Collegiate, Twillingate

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |         | Province                    |           |
|--------|---------------------------|---------|-----------------------------|-----------|
| [N=14] | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=479] |                             | [N=2,588] |

**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 | 89.6 | s | 91.3 |
| 57.1  | s | 58.4 | p | 56.9 |
| 85.7  | s | 92.0 | s | 91.8 |
| 92.9  | p | 88.4 | p | 86.9 |
| 64.3  | s | 74.6 | s | 74.5 |
| 50.0  | p | 49.1 | s | 53.4 |
| 64.3  | s | 67.4 | s | 65.5 |
| 64.3  | p | 62.4 | p | 57.8 |
| 50.0  | p | 43.3 | p | 45.6 |
| 50.0  | s | 52.4 | s | 51.5 |
| 90.9  |   | 76.9 |   | 77.7 |
| 54.5  |   | 62.6 |   | 58.6 |
| 72.7  |   | 70.0 |   | 63.4 |
| 90.9  |   | 78.2 |   | 77.0 |
| 100.0 |   | 79.1 |   | 83.2 |
| 90.9  |   | 70.5 |   | 70.7 |

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

9:25:23AM 64

NLESD - Central Region

#204 - Pearson Academy, Wesleyville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |         | Province                    |           |
|--------|---------------------------|---------|-----------------------------|-----------|
| [N=9]  | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=479] |                             | [N=2,588] |

**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 | 89.6 | s | 91.3 |
| 66.7  | p | 58.4 | p | 56.9 |
| 77.8  | s | 92.0 | s | 91.8 |
| 100.0 | p | 88.4 | p | 86.9 |
| 66.7  | s | 74.6 | s | 74.5 |
| 55.6  | p | 49.1 | p | 53.4 |
| 77.8  | p | 67.4 | p | 65.5 |
| 66.7  | p | 62.4 | p | 57.8 |
| 22.2  | s | 43.3 | s | 45.6 |
| 44.4  | s | 52.4 | s | 51.5 |
| 50.0  |   | 76.9 |   | 77.7 |
| 83.3  |   | 62.6 |   | 58.6 |
| 75.0  |   | 70.0 |   | 63.4 |
| 100.0 |   | 78.2 |   | 77.0 |
| 83.3  |   | 79.1 |   | 83.2 |
| 50.0  |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Central Region

#206 - Riverwood Academy, Wing's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=9]  | School<br>Below Above<br>Region | [N=479] | School<br>Below Above<br>Province | [N=2,588] |

**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.)

|       |   |      |   |      |
|-------|---|------|---|------|
| 66.7  | s | 89.6 | s | 91.3 |
| 66.7  | p | 58.4 | p | 56.9 |
| 100.0 | p | 92.0 | p | 91.8 |
| 88.9  | p | 88.4 | p | 86.9 |
| 77.8  | p | 74.6 | p | 74.5 |
| 44.4  | s | 49.1 | s | 53.4 |
| 55.6  | s | 67.4 | s | 65.5 |
| 55.6  | s | 62.4 | s | 57.8 |
| 33.3  | s | 43.3 | s | 45.6 |
| 77.8  | p | 52.4 | p | 51.5 |
| 22.2  |   | 76.9 |   | 77.7 |
| 33.3  |   | 62.6 |   | 58.6 |
| 72.2  |   | 70.0 |   | 63.4 |
| 55.6  |   | 78.2 |   | 77.0 |
| 55.6  |   | 79.1 |   | 83.2 |
| 66.7  |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Central Region

#398 - Avoca Collegiate, Badger

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=6] | School<br>Below Above<br>Region | Region<br>[N=479] | School<br>Below Above<br>Province | Province<br>[N=2,588] |
|-----------------|---------------------------------|-------------------|-----------------------------------|-----------------------|
|-----------------|---------------------------------|-------------------|-----------------------------------|-----------------------|

**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 | 89.6 | p | 91.3 |
| 60.0  | p | 58.4 | p | 56.9 |
| 100.0 | p | 92.0 | p | 91.8 |
| 80.0  | s | 88.4 | s | 86.9 |
| 40.0  | s | 74.6 | s | 74.5 |
| 40.0  | s | 49.1 | s | 53.4 |
| 40.0  | s | 67.4 | s | 65.5 |
| 60.0  | s | 62.4 | p | 57.8 |
| 20.0  | s | 43.3 | s | 45.6 |
| 40.0  | s | 52.4 | s | 51.5 |
| 80.0  |   | 76.9 |   | 77.7 |
| 60.0  |   | 62.6 |   | 58.6 |
| 30.0  |   | 70.0 |   | 63.4 |
| 100.0 |   | 78.2 |   | 77.0 |
| 100.0 |   | 79.1 |   | 83.2 |
| 40.0  |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Central Region

#402 - Leo Burke Academy, Bishop's Falls

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region |         | Province |           |
|--------|--------|---------|----------|-----------|
| [N=14] | Below  | Above   | Below    | Above     |
|        | Region | Region  | Province | Province  |
|        |        | [N=479] |          | [N=2,588] |

**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 | 89.6 | p | 91.3 |
| 64.3  | p | 58.4 | p | 56.9 |
| 92.9  | p | 92.0 | p | 91.8 |
| 92.9  | p | 88.4 | p | 86.9 |
| 92.9  | p | 74.6 | p | 74.5 |
| 64.3  | p | 49.1 | p | 53.4 |
| 85.7  | p | 67.4 | p | 65.5 |
| 57.1  | s | 62.4 | s | 57.8 |
| 64.3  | p | 43.3 | p | 45.6 |
| 78.6  | p | 52.4 | p | 51.5 |
| 78.6  |   | 76.9 |   | 77.7 |
| 92.9  |   | 62.6 |   | 58.6 |
| 85.7  |   | 70.0 |   | 63.4 |
| 100.0 |   | 78.2 |   | 77.0 |
| 100.0 |   | 79.1 |   | 83.2 |
| 78.6  |   | 70.5 |   | 70.7 |

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

#406 - Fitzgerald Academy, English Harbour West

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=6]  | School<br>Below Above<br>Region | [N=479] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.6 | S | 91.3 |
| 16.7 | S | 58.4 | S | 56.9 |
| 83.3 | S | 92.0 | S | 91.8 |
| 66.7 | S | 88.4 | S | 86.9 |
| 66.7 | S | 74.6 | S | 74.5 |
| 33.3 | S | 49.1 | S | 53.4 |
| 66.7 | S | 67.4 | P | 65.5 |
| 66.7 | P | 62.4 | P | 57.8 |
| 66.7 | P | 43.3 | P | 45.6 |
| 33.3 | S | 52.4 | S | 51.5 |
| 66.7 |   | 76.9 |   | 77.7 |
| 50.0 |   | 62.6 |   | 58.6 |
| 75.0 |   | 70.0 |   | 63.4 |
| 50.0 |   | 78.2 |   | 77.0 |
| 83.3 |   | 79.1 |   | 83.2 |
| 83.3 |   | 70.5 |   | 70.7 |

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  
Male 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=13] | [N=479]                         | [N=2,588]                         |
|        | School<br>Below Above<br>Region | School<br>Below Above<br>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.)

|       |   |      |   |      |
|-------|---|------|---|------|
| 90.9  | p | 89.6 | s | 91.3 |
| 54.6  | s | 58.4 | s | 56.9 |
| 100.0 | p | 92.0 | p | 91.8 |
| 100.0 | p | 88.4 | p | 86.9 |
| 81.8  | p | 74.6 | p | 74.5 |
| 45.5  | s | 49.1 | s | 53.4 |
| 81.8  | p | 67.4 | p | 65.5 |
| 45.5  | s | 62.4 | s | 57.8 |
| 27.3  | s | 43.3 | s | 45.6 |
| 54.6  | p | 52.4 | p | 51.5 |
| 100.0 |   | 76.9 |   | 77.7 |
| 72.7  |   | 62.6 |   | 58.6 |
| 72.7  |   | 70.0 |   | 63.4 |
| 72.7  |   | 78.2 |   | 77.0 |
| 100.0 |   | 79.1 |   | 83.2 |
| 63.6  |   | 70.5 |   | 70.7 |

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

9:25:23AM 71

NLESD - Central Region

#413 - Holy Cross School Complex, Eastport

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=3] | Region<br>[N=479]         |       | Province<br>[N=2,588]       |       |
|-----------------|---------------------------|-------|-----------------------------|-------|
|                 | School<br>Below<br>Region | Above | School<br>Below<br>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.)

|  |   |      |   |      |
|--|---|------|---|------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | p | 89.6 | p | 91.3 |
|  | p | 58.4 | p | 56.9 |
|  | p | 92.0 | p | 91.8 |
|  | p | 88.4 | p | 86.9 |
|  | s | 74.6 | s | 74.5 |
|  | p | 49.1 | p | 53.4 |
|  | s | 67.4 | p | 65.5 |
|  | p | 62.4 | p | 57.8 |
|  | s | 43.3 | s | 45.6 |
|  | p | 52.4 | p | 51.5 |
|  |   | 76.9 |   | 77.7 |
|  |   | 62.6 |   | 58.6 |
|  |   | 70.0 |   | 63.4 |
|  |   | 78.2 |   | 77.0 |
|  |   | 79.1 |   | 83.2 |
|  |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Central Region

#414 - Fogo Island Central Academy, Fogo Island

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region  |       | Province  |       |
|--------|---------|-------|-----------|-------|
| [N=11] | Below   | Above | Below     | Above |
|        | Region  |       | Province  |       |
|        | [N=479] |       | [N=2,588] |       |

**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  |   | P | 89.6 | S | 91.3 |
| 54.6  | S |   | 58.4 | S | 56.9 |
| 100.0 |   | P | 92.0 | P | 91.8 |
| 72.7  | S |   | 88.4 | S | 86.9 |
| 72.7  | S |   | 74.6 | S | 74.5 |
| 36.4  | S |   | 49.1 | S | 53.4 |
| 63.6  | S |   | 67.4 | S | 65.5 |
| 45.5  | S |   | 62.4 | S | 57.8 |
| 27.3  | S |   | 43.3 | S | 45.6 |
| 36.4  | S |   | 52.4 | S | 51.5 |
| 90.9  |   |   | 76.9 |   | 77.7 |
| 45.5  |   |   | 62.6 |   | 58.6 |
| 86.4  |   |   | 70.0 |   | 63.4 |
| 100.0 |   |   | 78.2 |   | 77.0 |
| 100.0 |   |   | 79.1 |   | 83.2 |
| 90.9  |   |   | 70.5 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Central Region

#416 - Smallwood Academy, Gambo

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |         | Province                    |           |
|--------|---------------------------|---------|-----------------------------|-----------|
| [N=7]  | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=479] |                             | [N=2,588] |

**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 | 89.6 | s | 91.3 |
| 14.3 | s | 58.4 | s | 56.9 |
| 85.7 | s | 92.0 | s | 91.8 |
| 85.7 | s | 88.4 | s | 86.9 |
| 71.4 | s | 74.6 | s | 74.5 |
| 42.9 | s | 49.1 | s | 53.4 |
| 71.4 | p | 67.4 | p | 65.5 |
| 28.6 | s | 62.4 | s | 57.8 |
| 42.9 | s | 43.3 | s | 45.6 |
| 57.1 | p | 52.4 | p | 51.5 |
| 85.7 |   | 76.9 |   | 77.7 |
| 71.4 |   | 62.6 |   | 58.6 |
| 78.6 |   | 70.0 |   | 63.4 |
| 85.7 |   | 78.2 |   | 77.0 |
| 71.4 |   | 79.1 |   | 83.2 |
| 71.4 |   | 70.5 |   | 70.7 |

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

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |         | Province                    |           |
|--------|---------------------------|---------|-----------------------------|-----------|
| [N=70] | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=479] |                             | [N=2,588] |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 91.4 | p | 89.6 | p | 91.3 |
| 65.7 | p | 58.4 | p | 56.9 |
| 92.9 | p | 92.0 | p | 91.8 |
| 91.4 | p | 88.4 | p | 86.9 |
| 84.3 | p | 74.6 | p | 74.5 |
| 61.4 | p | 49.1 | p | 53.4 |
| 67.1 | s | 67.4 | p | 65.5 |
| 80.0 | p | 62.4 | p | 57.8 |
| 54.3 | p | 43.3 | p | 45.6 |
| 52.9 | p | 52.4 | p | 51.5 |
| 85.7 |   | 76.9 |   | 77.7 |
| 90.5 |   | 62.6 |   | 58.6 |
| 86.5 |   | 70.0 |   | 63.4 |
| 76.2 |   | 78.2 |   | 77.0 |
| 90.5 |   | 79.1 |   | 83.2 |
| 90.5 |   | 70.5 |   | 70.7 |

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

#421 - Lakewood Academy, Glenwood

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |         | Province                    |           |
|--------|---------------------------|---------|-----------------------------|-----------|
| [N=12] | School<br>Below<br>Region | Above   | School<br>Below<br>Province | Above     |
|        |                           | [N=479] |                             | [N=2,588] |

**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  | p | 89.6 | s | 91.3 |
| 80.0  | p | 58.4 | p | 56.9 |
| 100.0 | p | 92.0 | p | 91.8 |
| 100.0 | p | 88.4 | p | 86.9 |
| 90.0  | p | 74.6 | p | 74.5 |
| 40.0  | s | 49.1 | s | 53.4 |
| 80.0  | p | 67.4 | p | 65.5 |
| 90.0  | p | 62.4 | p | 57.8 |
| 90.0  | p | 43.3 | p | 45.6 |
| 70.0  | p | 52.4 | p | 51.5 |
| 100.0 |   | 76.9 |   | 77.7 |
| 55.6  |   | 62.6 |   | 58.6 |
| 100.0 |   | 70.0 |   | 63.4 |
| 100.0 |   | 78.2 |   | 77.0 |
| 88.9  |   | 79.1 |   | 83.2 |
| 77.8  |   | 70.5 |   | 70.7 |

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

#422 - Glovertown Academy, Glovertown

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region |         | Province |           |
|--------|--------|---------|----------|-----------|
| [N=24] | Below  | Above   | Below    | Above     |
|        | Region | Region  | Province | Province  |
|        |        | [N=479] |          | [N=2,588] |

**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 | p | 89.6 | p | 91.3 |
| 66.7 | p | 58.4 | p | 56.9 |
| 79.2 | s | 92.0 | s | 91.8 |
| 91.7 | p | 88.4 | p | 86.9 |
| 79.2 | p | 74.6 | p | 74.5 |
| 50.0 | p | 49.1 | s | 53.4 |
| 75.0 | p | 67.4 | p | 65.5 |
| 54.2 | s | 62.4 | s | 57.8 |
| 29.2 | s | 43.3 | s | 45.6 |
| 37.5 | s | 52.4 | s | 51.5 |
| 54.5 |   | 76.9 |   | 77.7 |
| 27.3 |   | 62.6 |   | 58.6 |
| 63.6 |   | 70.0 |   | 63.4 |
| 63.6 |   | 78.2 |   | 77.0 |
| 86.4 |   | 79.1 |   | 83.2 |
| 50.0 |   | 70.5 |   | 70.7 |

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

#426 - Hillview Academy, Norris Arm

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |         | Province                          |           |
|--------|---------------------------------|---------|-----------------------------------|-----------|
| [N=5]  | School<br>Below Above<br>Region | [N=479] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 89.6 | p | 91.3 |
|  | s | 58.4 | s | 56.9 |
|  | p | 92.0 | p | 91.8 |
|  | p | 88.4 | p | 86.9 |
|  | p | 74.6 | p | 74.5 |
|  | s | 49.1 | s | 53.4 |
|  | s | 67.4 | s | 65.5 |
|  | p | 62.4 | p | 57.8 |
|  | s | 43.3 | s | 45.6 |
|  | p | 52.4 | p | 51.5 |
|  |   | 76.9 |   | 77.7 |
|  |   | 62.6 |   | 58.6 |
|  |   | 70.0 |   | 63.4 |
|  |   | 78.2 |   | 77.0 |
|  |   | 79.1 |   | 83.2 |
|  |   | 70.5 |   | 70.7 |

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

#478 - New World Island Academy, Summerford

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          | Province                          |
|--------|---------------------------------|-----------------------------------|
| [N=14] | [N=479]                         | [N=2,588]                         |
|        | School<br>Below Above<br>Region | School<br>Below Above<br>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.)

|       |   |      |   |      |
|-------|---|------|---|------|
| 92.9  | p | 89.6 | p | 91.3 |
| 57.1  | s | 58.4 | p | 56.9 |
| 100.0 | p | 92.0 | p | 91.8 |
| 92.9  | p | 88.4 | p | 86.9 |
| 78.6  | p | 74.6 | p | 74.5 |
| 35.7  | s | 49.1 | s | 53.4 |
| 71.4  | p | 67.4 | p | 65.5 |
| 57.1  | s | 62.4 | s | 57.8 |
| 57.1  | p | 43.3 | p | 45.6 |
| 57.1  | p | 52.4 | p | 51.5 |
| 85.7  |   | 76.9 |   | 77.7 |
| 57.1  |   | 62.6 |   | 58.6 |
| 64.3  |   | 70.0 |   | 63.4 |
| 57.1  |   | 78.2 |   | 77.0 |
| 78.6  |   | 79.1 |   | 83.2 |
| 78.6  |   | 70.5 |   | 70.7 |

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

#481 - Exploits Valley Intermediate, Grand Falls-Windsor

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region  | Province  |
|--------|---------|-----------|
| [N=78] | [N=479] | [N=2,588] |

**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=78] | [N=479] | [N=2,588] |
| 92.3   | P       | 91.3      |
| 56.4   | S       | 56.9      |
| 89.7   | S       | 91.8      |
| 87.2   | S       | 86.9      |
| 70.5   | S       | 74.5      |
| 48.7   | S       | 53.4      |
| 59.0   | S       | 65.5      |
| 57.7   | S       | 57.8      |
| 44.9   | P       | 45.6      |
| 47.4   | S       | 51.5      |
| 70.8   |         | 77.7      |
| 44.4   |         | 58.6      |
| 63.2   |         | 63.4      |
| 75.0   |         | 77.0      |
| 69.4   |         | 83.2      |
| 65.3   |         | 70.7      |

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

#486 - Lewisporte Intermediate, Lewisporte

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region  | Province  |
|--------|---------|-----------|
| [N=28] | [N=479] | [N=2,588] |

**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=28] |                           | [N=479] |                             | [N=2,588] |
| 92.9   | p                         | 89.6    | p                           | 91.3      |
| 64.3   | p                         | 58.4    | p                           | 56.9      |
| 89.3   | s                         | 92.0    | s                           | 91.8      |
| 89.3   | p                         | 88.4    | p                           | 86.9      |
| 67.9   | s                         | 74.6    | s                           | 74.5      |
| 67.9   | p                         | 49.1    | p                           | 53.4      |
| 89.3   | p                         | 67.4    | p                           | 65.5      |
| 71.4   | p                         | 62.4    | p                           | 57.8      |
| 53.6   | p                         | 43.3    | p                           | 45.6      |
| 53.6   | p                         | 52.4    | p                           | 51.5      |
| 96.0   |                           | 76.9    |                             | 77.7      |
| 84.0   |                           | 62.6    |                             | 58.6      |
| 76.0   |                           | 70.0    |                             | 63.4      |
| 96.0   |                           | 78.2    |                             | 77.0      |
| 96.0   |                           | 79.1    |                             | 83.2      |
| 80.0   |                           | 70.5    |                             | 70.7      |

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

#209 - Pearce Junior High School, Salt Pond

Grades: 8-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region |           | Province |           |
|--------|--------|-----------|----------|-----------|
| [N=56] | Below  | Above     | Below    | Above     |
|        | Region | Region    | Province | Province  |
|        |        | [N=1,557] |          | [N=2,588] |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 91.1 | s | 92.2 | s | 91.3 |
| 69.6 | p | 57.9 | p | 56.9 |
| 91.1 | s | 91.9 | s | 91.8 |
| 78.6 | s | 86.5 | s | 86.9 |
| 69.6 | s | 74.6 | s | 74.5 |
| 55.4 | p | 54.9 | p | 53.4 |
| 71.4 | p | 65.6 | p | 65.5 |
| 39.3 | s | 57.1 | s | 57.8 |
| 42.9 | s | 47.0 | s | 45.6 |
| 46.4 | s | 51.7 | s | 51.5 |
| 72.7 |   | 77.9 |   | 77.7 |
| 54.5 |   | 58.4 |   | 58.6 |
| 60.0 |   | 62.0 |   | 63.4 |
| 69.1 |   | 76.3 |   | 77.0 |
| 65.5 |   | 84.1 |   | 83.2 |
| 63.6 |   | 71.6 |   | 70.7 |

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

#214 - John Burke High School, Grand Bank

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=28] | Region<br>[N=1,557] |       | Province<br>[N=2,588] |       |
|------------------|---------------------|-------|-----------------------|-------|
|                  | Below               | Above | 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)

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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 96.4 | P | 92.2 | P | 91.3 |
| 71.4 | P | 57.9 | P | 56.9 |
| 92.9 | P | 91.9 | P | 91.8 |
| 75.0 | S | 86.5 | S | 86.9 |
| 71.4 | S | 74.6 | S | 74.5 |
| 35.7 | S | 54.9 | S | 53.4 |
| 67.9 | P | 65.6 | P | 65.5 |
| 42.9 | S | 57.1 | S | 57.8 |
| 21.4 | S | 47.0 | S | 45.6 |
| 50.0 | S | 51.7 | S | 51.5 |
| 64.3 |   | 77.9 |   | 77.7 |
| 42.9 |   | 58.4 |   | 58.6 |
| 67.9 |   | 62.0 |   | 63.4 |
| 82.1 |   | 76.3 |   | 77.0 |
| 82.1 |   | 84.1 |   | 83.2 |
| 85.7 |   | 71.6 |   | 70.7 |

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  
Male 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 | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=1]  | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | p | 91.3 |
|  | s | 57.9 | s | 56.9 |
|  | p | 91.9 | p | 91.8 |
|  | p | 86.5 | p | 86.9 |
|  | p | 74.6 | p | 74.5 |
|  | p | 54.9 | p | 53.4 |
|  | p | 65.6 | p | 65.5 |
|  | p | 57.1 | p | 57.8 |
|  | p | 47.0 | p | 45.6 |
|  | s | 51.7 | s | 51.5 |
|  |   | 77.9 |   | 77.7 |
|  |   | 58.4 |   | 58.6 |
|  |   | 62.0 |   | 63.4 |
|  |   | 76.3 |   | 77.0 |
|  |   | 84.1 |   | 83.2 |
|  |   | 71.6 |   | 70.7 |

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

9:25:23AM 84

NLESD - Eastern Region

#223 - Christ the King School, Rushoon

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=3]  | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | p | 91.3 |
|  | s | 57.9 | s | 56.9 |
|  | p | 91.9 | p | 91.8 |
|  | p | 86.5 | p | 86.9 |
|  | s | 74.6 | s | 74.5 |
|  | s | 54.9 | s | 53.4 |
|  | s | 65.6 | s | 65.5 |
|  | s | 57.1 | s | 57.8 |
|  | s | 47.0 | s | 45.6 |
|  | p | 51.7 | p | 51.5 |
|  |   | 77.9 |   | 77.7 |
|  |   | 58.4 |   | 58.6 |
|  |   | 62.0 |   | 63.4 |
|  |   | 76.3 |   | 77.0 |
|  |   | 84.1 |   | 83.2 |
|  |   | 71.6 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

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=9]  | [N=1,557]                       | [N=2,588]                         |
|        | School<br>Below Above<br>Region | School<br>Below Above<br>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 | 92.2 | p | 91.3 |
| 44.4  | s | 57.9 | s | 56.9 |
| 77.8  | s | 91.9 | s | 91.8 |
| 88.9  | p | 86.5 | p | 86.9 |
| 77.8  | p | 74.6 | p | 74.5 |
| 33.3  | s | 54.9 | s | 53.4 |
| 77.8  | p | 65.6 | p | 65.5 |
| 44.4  | s | 57.1 | s | 57.8 |
| 44.4  | s | 47.0 | s | 45.6 |
| 22.2  | s | 51.7 | s | 51.5 |
| 100.0 |   | 77.9 |   | 77.7 |
| 55.6  |   | 58.4 |   | 58.6 |
| 66.7  |   | 62.0 |   | 63.4 |
| 88.9  |   | 76.3 |   | 77.0 |
| 77.8  |   | 84.1 |   | 83.2 |
| 77.8  |   | 71.6 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Eastern Region

#228 - St. Lawrence Academy, St. Lawrence

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=6]  | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | p | 91.3 |
| 16.7  | s | 57.9 | s | 56.9 |
| 100.0 | p | 91.9 | p | 91.8 |
| 83.3  | s | 86.5 | s | 86.9 |
| 83.3  | p | 74.6 | p | 74.5 |
| 33.3  | s | 54.9 | s | 53.4 |
| 83.3  | p | 65.6 | p | 65.5 |
| 50.0  | s | 57.1 | s | 57.8 |
| 33.3  | s | 47.0 | s | 45.6 |
| 50.0  | s | 51.7 | s | 51.5 |
| 66.7  |   | 77.9 |   | 77.7 |
| 50.0  |   | 58.4 |   | 58.6 |
| 75.0  |   | 62.0 |   | 63.4 |
| 100.0 |   | 76.3 |   | 77.0 |
| 83.3  |   | 84.1 |   | 83.2 |
| 66.7  |   | 71.6 |   | 70.7 |

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

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=4]  | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | p | 91.3 |
|  | s | 57.9 | s | 56.9 |
|  | p | 91.9 | p | 91.8 |
|  | p | 86.5 | p | 86.9 |
|  | p | 74.6 | p | 74.5 |
|  | s | 54.9 | s | 53.4 |
|  | p | 65.6 | p | 65.5 |
|  | p | 57.1 | p | 57.8 |
|  | p | 47.0 | p | 45.6 |
|  | s | 51.7 | s | 51.5 |
|  |   | 77.9 |   | 77.7 |
|  |   | 58.4 |   | 58.6 |
|  |   | 62.0 |   | 63.4 |
|  |   | 76.3 |   | 77.0 |
|  |   | 84.1 |   | 83.2 |
|  |   | 71.6 |   | 70.7 |

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

#231 - Discovery Collegiate, Bonavista

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=21] | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | p | 91.3 |
| 66.7  | p | 57.9 | p | 56.9 |
| 95.2  | p | 91.9 | p | 91.8 |
| 95.2  | p | 86.5 | p | 86.9 |
| 81.0  | p | 74.6 | p | 74.5 |
| 38.1  | s | 54.9 | s | 53.4 |
| 61.9  | s | 65.6 | s | 65.5 |
| 57.1  | p | 57.1 | s | 57.8 |
| 66.7  | p | 47.0 | p | 45.6 |
| 47.6  | s | 51.7 | s | 51.5 |
| 90.5  |   | 77.9 |   | 77.7 |
| 57.1  |   | 58.4 |   | 58.6 |
| 66.7  |   | 62.0 |   | 63.4 |
| 81.0  |   | 76.3 |   | 77.0 |
| 66.7  |   | 84.1 |   | 83.2 |
| 81.0  |   | 71.6 |   | 70.7 |

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

#240 - Bishop White School, Port Rexton

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=4]  | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | p | 91.3 |
|  | s | 57.9 | s | 56.9 |
|  | p | 91.9 | p | 91.8 |
|  | p | 86.5 | p | 86.9 |
|  | p | 74.6 | p | 74.5 |
|  | p | 54.9 | p | 53.4 |
|  | p | 65.6 | p | 65.5 |
|  | p | 57.1 | p | 57.8 |
|  | s | 47.0 | s | 45.6 |
|  | s | 51.7 | s | 51.5 |
|  |   | 77.9 |   | 77.7 |
|  |   | 58.4 |   | 58.6 |
|  |   | 62.0 |   | 63.4 |
|  |   | 76.3 |   | 77.0 |
|  |   | 84.1 |   | 83.2 |
|  |   | 71.6 |   | 70.7 |

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 - Eastern Region

#242 - Random Island Academy, Hickman's Harbour

Grades: 1-12

Item Cognitive Level - Outcome (*item parameter*)

**School**

School  
Below Above  
Region

**Region**

School  
Below Above  
Province

**Province**

[N=3]

[N=1,557]

[N=2,588]

**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.*

| School | Region | Province |
|--------|--------|----------|
| S      | 92.2   | S        |
| S      | 57.9   | S        |
| S      | 91.9   | S        |
| S      | 86.5   | S        |
| S      | 74.6   | S        |
| S      | 54.9   | S        |
| S      | 65.6   | S        |
| S      | 57.1   | S        |
| P      | 47.0   | P        |
| S      | 51.7   | S        |
|        | 77.9   |          |
|        | 58.4   |          |
|        | 62.0   |          |
|        | 76.3   |          |
|        | 84.1   |          |
|        | 71.6   |          |

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

#247 - Roncalli Central High, Avondale

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=20] | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | p | 91.3 |
| 55.0  | s | 57.9 | s | 56.9 |
| 100.0 | p | 91.9 | p | 91.8 |
| 95.0  | p | 86.5 | p | 86.9 |
| 85.0  | p | 74.6 | p | 74.5 |
| 75.0  | p | 54.9 | p | 53.4 |
| 35.0  | s | 65.6 | s | 65.5 |
| 70.0  | p | 57.1 | p | 57.8 |
| 35.0  | s | 47.0 | s | 45.6 |
| 35.0  | s | 51.7 | s | 51.5 |
| 85.0  |   | 77.9 |   | 77.7 |
| 65.0  |   | 58.4 |   | 58.6 |
| 57.5  |   | 62.0 |   | 63.4 |
| 55.0  |   | 76.3 |   | 77.0 |
| 70.0  |   | 84.1 |   | 83.2 |
| 70.0  |   | 71.6 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Eastern Region

#248 - Amalgamated Academy, Bay Roberts

Grades: 4-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=71] | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 98.5 | p | 92.2 | p | 91.3 |
| 61.5 | p | 57.9 | p | 56.9 |
| 93.9 | p | 91.9 | p | 91.8 |
| 90.8 | p | 86.5 | p | 86.9 |
| 78.5 | p | 74.6 | p | 74.5 |
| 56.9 | p | 54.9 | p | 53.4 |
| 63.1 | s | 65.6 | s | 65.5 |
| 50.8 | s | 57.1 | s | 57.8 |
| 58.5 | p | 47.0 | p | 45.6 |
| 64.6 | p | 51.7 | p | 51.5 |
| 84.6 |   | 77.9 |   | 77.7 |
| 58.5 |   | 58.4 |   | 58.6 |
| 66.9 |   | 62.0 |   | 63.4 |
| 69.2 |   | 76.3 |   | 77.0 |
| 89.2 |   | 84.1 |   | 83.2 |
| 66.2 |   | 71.6 |   | 70.7 |

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**

#253 - Carbonear Collegiate, Carbonear

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=65] | Region<br>[N=1,557] |       | Province<br>[N=2,588] |       |
|------------------|---------------------|-------|-----------------------|-------|
|                  | Below               | Above | 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)

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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 84.4 | S | 92.2 | S | 91.3 |
| 53.1 | S | 57.9 | S | 56.9 |
| 79.7 | S | 91.9 | S | 91.8 |
| 70.3 | S | 86.5 | S | 86.9 |
| 56.3 | S | 74.6 | S | 74.5 |
| 45.3 | S | 54.9 | S | 53.4 |
| 50.0 | S | 65.6 | S | 65.5 |
| 53.1 | S | 57.1 | S | 57.8 |
| 29.7 | S | 47.0 | S | 45.6 |
| 50.0 | S | 51.7 | S | 51.5 |
| 82.8 |   | 77.9 |   | 77.7 |
| 43.1 |   | 58.4 |   | 58.6 |
| 45.7 |   | 62.0 |   | 63.4 |
| 75.9 |   | 76.3 |   | 77.0 |
| 63.8 |   | 84.1 |   | 83.2 |
| 65.5 |   | 71.6 |   | 70.7 |

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

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=9]  | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | p | 91.3 |
| 37.5  | s | 57.9 | s | 56.9 |
| 100.0 | p | 91.9 | p | 91.8 |
| 87.5  | p | 86.5 | p | 86.9 |
| 87.5  | p | 74.6 | p | 74.5 |
| 50.0  | s | 54.9 | s | 53.4 |
| 50.0  | s | 65.6 | s | 65.5 |
| 87.5  | p | 57.1 | p | 57.8 |
| 12.5  | s | 47.0 | s | 45.6 |
| 87.5  | p | 51.7 | p | 51.5 |
| 88.9  |   | 77.9 |   | 77.7 |
| 44.4  |   | 58.4 |   | 58.6 |
| 27.8  |   | 62.0 |   | 63.4 |
| 55.6  |   | 76.3 |   | 77.0 |
| 66.7  |   | 84.1 |   | 83.2 |
| 55.6  |   | 71.6 |   | 70.7 |

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

#280 - Laval High School, Placentia

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region    | Province  |
|--------|-----------|-----------|
| [N=24] | [N=1,557] | [N=2,588] |

**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<br>Below Above<br>Region | Region    | School<br>Below Above<br>Province | Province  |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=24] |                                 | [N=1,557] |                                   | [N=2,588] |
| 95.8   | P                               | 92.2      | P                                 | 91.3      |
| 45.8   | S                               | 57.9      | S                                 | 56.9      |
| 91.7   | S                               | 91.9      | S                                 | 91.8      |
| 83.3   | S                               | 86.5      | S                                 | 86.9      |
| 79.2   | P                               | 74.6      | P                                 | 74.5      |
| 54.2   | S                               | 54.9      | P                                 | 53.4      |
| 75.0   | P                               | 65.6      | P                                 | 65.5      |
| 45.8   | S                               | 57.1      | S                                 | 57.8      |
| 62.5   | P                               | 47.0      | P                                 | 45.6      |
| 45.8   | S                               | 51.7      | S                                 | 51.5      |
| 88.2   |                                 | 77.9      |                                   | 77.7      |
| 76.5   |                                 | 58.4      |                                   | 58.6      |
| 55.9   |                                 | 62.0      |                                   | 63.4      |
| 64.7   |                                 | 76.3      |                                   | 77.0      |
| 82.4   |                                 | 84.1      |                                   | 83.2      |
| 76.5   |                                 | 71.6      |                                   | 70.7      |

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  
Male 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=19] | [N=1,557] | [N=2,588] |

**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<br>Below Above<br>Region | Region    | School<br>Below Above<br>Province | Province  |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=19] |                                 | [N=1,557] |                                   | [N=2,588] |
| 94.7   | p                               | 92.2      | p                                 | 91.3      |
| 89.5   | p                               | 57.9      | p                                 | 56.9      |
| 79.0   | s                               | 91.9      | s                                 | 91.8      |
| 73.7   | s                               | 86.5      | s                                 | 86.9      |
| 52.6   | s                               | 74.6      | s                                 | 74.5      |
| 68.4   | p                               | 54.9      | p                                 | 53.4      |
| 57.9   | s                               | 65.6      | s                                 | 65.5      |
| 57.9   | p                               | 57.1      | p                                 | 57.8      |
| 84.2   | p                               | 47.0      | p                                 | 45.6      |
| 68.4   | p                               | 51.7      | p                                 | 51.5      |
| 42.1   |                                 | 77.9      |                                   | 77.7      |
| 52.6   |                                 | 58.4      |                                   | 58.6      |
| 31.6   |                                 | 62.0      |                                   | 63.4      |
| 73.7   |                                 | 76.3      |                                   | 77.0      |
| 73.7   |                                 | 84.1      |                                   | 83.2      |
| 84.2   |                                 | 71.6      |                                   | 70.7      |

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

9:25:23AM 98

(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=4]  | School Below Region | Above Region | School Below Province | Above Province |
|        | [N=1,557]           |              | [N=2,588]             |                |

**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 | 92.2 | S | 91.3 |
|  | S | 57.9 | S | 56.9 |
|  | P | 91.9 | P | 91.8 |
|  | P | 86.5 | P | 86.9 |
|  | P | 74.6 | P | 74.5 |
|  | P | 54.9 | P | 53.4 |
|  | P | 65.6 | P | 65.5 |
|  | P | 57.1 | P | 57.8 |
|  | P | 47.0 | P | 45.6 |
|  | P | 51.7 | P | 51.5 |
|  |   | 77.9 |   | 77.7 |
|  |   | 58.4 |   | 58.6 |
|  |   | 62.0 |   | 63.4 |
|  |   | 76.3 |   | 77.0 |
|  |   | 84.1 |   | 83.2 |
|  |   | 71.6 |   | 70.7 |

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  
Male 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<br>[N=1] | Region<br>[N=1,557]       |       | Province<br>[N=2,588]       |       |
|-----------------|---------------------------|-------|-----------------------------|-------|
|                 | School<br>Below<br>Region | Above | School<br>Below<br>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 | 92.2 | p | 91.3 |
|  | p | 57.9 | p | 56.9 |
|  | p | 91.9 | p | 91.8 |
|  | s | 86.5 | s | 86.9 |
|  | p | 74.6 | p | 74.5 |
|  | s | 54.9 | s | 53.4 |
|  | p | 65.6 | p | 65.5 |
|  | s | 57.1 | s | 57.8 |
|  | s | 47.0 | s | 45.6 |
|  | p | 51.7 | p | 51.5 |
|  |   | 77.9 |   | 77.7 |
|  |   | 58.4 |   | 58.6 |
|  |   | 62.0 |   | 63.4 |
|  |   | 76.3 |   | 77.0 |
|  |   | 84.1 |   | 83.2 |
|  |   | 71.6 |   | 70.7 |

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

9:25:23AM 100

NLESD - Eastern Region

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=12] | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | p | 91.3 |
| 58.3  | p | 57.9 | p | 56.9 |
| 91.7  | s | 91.9 | s | 91.8 |
| 100.0 | p | 86.5 | p | 86.9 |
| 91.7  | p | 74.6 | p | 74.5 |
| 66.7  | p | 54.9 | p | 53.4 |
| 75.0  | p | 65.6 | p | 65.5 |
| 50.0  | s | 57.1 | s | 57.8 |
| 58.3  | p | 47.0 | p | 45.6 |
| 58.3  | p | 51.7 | p | 51.5 |
| 100.0 |   | 77.9 |   | 77.7 |
| 33.3  |   | 58.4 |   | 58.6 |
| 100.0 |   | 62.0 |   | 63.4 |
| 100.0 |   | 76.3 |   | 77.0 |
| 100.0 |   | 84.1 |   | 83.2 |
| 83.3  |   | 71.6 |   | 70.7 |

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  
Male School Report - Multiple Choice/Constructed**

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

NLESD - Eastern Region

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

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region          |                 | Province          |                   |
|--------|-----------------|-----------------|-------------------|-------------------|
| [N=11] | Below<br>Region | Above<br>Region | Below<br>Province | Above<br>Province |
|        | [N=1,557]       |                 | [N=2,588]         |                   |

**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 | 92.2 | s | 91.3 |
| 45.5 | s | 57.9 | s | 56.9 |
| 90.9 | s | 91.9 | s | 91.8 |
| 81.8 | s | 86.5 | s | 86.9 |
| 81.8 | p | 74.6 | p | 74.5 |
| 27.3 | s | 54.9 | s | 53.4 |
| 36.4 | s | 65.6 | s | 65.5 |
| 54.6 | s | 57.1 | s | 57.8 |
| 27.3 | s | 47.0 | s | 45.6 |
| 54.6 | p | 51.7 | p | 51.5 |
| 70.0 |   | 77.9 |   | 77.7 |
| 20.0 |   | 58.4 |   | 58.6 |
| 45.0 |   | 62.0 |   | 63.4 |
| 70.0 |   | 76.3 |   | 77.0 |
| 80.0 |   | 84.1 |   | 83.2 |
| 60.0 |   | 71.6 |   | 70.7 |

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

9:25:23AM 102

**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=124] | [N=1,557]                       | [N=2,588]                         |
|         | School<br>Below Above<br>Region | School<br>Below Above<br>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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 95.4 | p | 92.2 | p | 91.3 |
| 54.6 | s | 57.9 | s | 56.9 |
| 92.6 | p | 91.9 | p | 91.8 |
| 91.7 | p | 86.5 | p | 86.9 |
| 79.6 | p | 74.6 | p | 74.5 |
| 52.8 | s | 54.9 | s | 53.4 |
| 74.1 | p | 65.6 | p | 65.5 |
| 53.7 | s | 57.1 | s | 57.8 |
| 39.8 | s | 47.0 | s | 45.6 |
| 46.3 | s | 51.7 | s | 51.5 |
| 77.8 |   | 77.9 |   | 77.7 |
| 59.3 |   | 58.4 |   | 58.6 |
| 57.4 |   | 62.0 |   | 63.4 |
| 72.2 |   | 76.3 |   | 77.0 |
| 85.2 |   | 84.1 |   | 83.2 |
| 75.9 |   | 71.6 |   | 70.7 |

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

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

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=93] | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 93.5 | p | 92.2 | p | 91.3 |
| 62.0 | p | 57.9 | p | 56.9 |
| 94.6 | p | 91.9 | p | 91.8 |
| 91.3 | p | 86.5 | p | 86.9 |
| 78.3 | p | 74.6 | p | 74.5 |
| 56.5 | p | 54.9 | p | 53.4 |
| 65.2 | s | 65.6 | s | 65.5 |
| 65.2 | p | 57.1 | p | 57.8 |
| 48.9 | p | 47.0 | p | 45.6 |
| 55.4 | p | 51.7 | p | 51.5 |
| 80.6 |   | 77.9 |   | 77.7 |
| 68.8 |   | 58.4 |   | 58.6 |
| 57.0 |   | 62.0 |   | 63.4 |
| 86.0 |   | 76.3 |   | 77.0 |
| 96.8 |   | 84.1 |   | 83.2 |
| 74.2 |   | 71.6 |   | 70.7 |

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

#307 - Mobile Central High, Mobile

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=18] | Region<br>[N=1,557] |       | Province<br>[N=2,588] |       |
|------------------|---------------------|-------|-----------------------|-------|
|                  | Below               | Above | 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)

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<br>[N=18] | School<br>Below Above<br>Region | Region<br>[N=1,557] | School<br>Below Above<br>Province | Province<br>[N=2,588] |
|------------------|---------------------------------|---------------------|-----------------------------------|-----------------------|
| 100.0            | p                               | 92.2                | p                                 | 91.3                  |
| 44.4             | s                               | 57.9                | s                                 | 56.9                  |
| 94.4             | p                               | 91.9                | p                                 | 91.8                  |
| 83.3             | s                               | 86.5                | s                                 | 86.9                  |
| 77.8             | p                               | 74.6                | p                                 | 74.5                  |
| 38.9             | s                               | 54.9                | s                                 | 53.4                  |
| 55.6             | s                               | 65.6                | s                                 | 65.5                  |
| 38.9             | s                               | 57.1                | s                                 | 57.8                  |
| 27.8             | s                               | 47.0                | s                                 | 45.6                  |
| 16.7             | s                               | 51.7                | s                                 | 51.5                  |
| 82.4             |                                 | 77.9                |                                   | 77.7                  |
| 64.7             |                                 | 58.4                |                                   | 58.6                  |
| 38.2             |                                 | 62.0                |                                   | 63.4                  |
| 52.9             |                                 | 76.3                |                                   | 77.0                  |
| 82.4             |                                 | 84.1                |                                   | 83.2                  |
| 64.7             |                                 | 71.6                |                                   | 70.7                  |

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

#311 - Mount Pearl Senior High, Mount Pearl

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

| School  | Region |       | Province |       |
|---------|--------|-------|----------|-------|
| [N=122] | Below  | Above | Below    | Above |
|         | 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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 91.6 | S | 92.2 | P | 91.3 |
| 56.3 | S | 57.9 | S | 56.9 |
| 95.8 | P | 91.9 | P | 91.8 |
| 89.1 | P | 86.5 | P | 86.9 |
| 78.2 | P | 74.6 | P | 74.5 |
| 59.7 | P | 54.9 | P | 53.4 |
| 69.8 | P | 65.6 | P | 65.5 |
| 61.3 | P | 57.1 | P | 57.8 |
| 51.3 | P | 47.0 | P | 45.6 |
| 60.5 | P | 51.7 | P | 51.5 |
| 82.4 |   | 77.9 |   | 77.7 |
| 58.8 |   | 58.4 |   | 58.6 |
| 70.6 |   | 62.0 |   | 63.4 |
| 83.2 |   | 76.3 |   | 77.0 |
| 89.1 |   | 84.1 |   | 83.2 |
| 74.8 |   | 71.6 |   | 70.7 |

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

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

| School  | Region |           | Province |           |
|---------|--------|-----------|----------|-----------|
| [N=104] | Below  | Above     | Below    | Above     |
|         | Region | Region    | Province | Province  |
|         |        | [N=1,557] |          | [N=2,588] |

**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 | p | 92.2 | p | 91.3 |
| 56.7 | s | 57.9 | s | 56.9 |
| 91.4 | s | 91.9 | s | 91.8 |
| 83.7 | s | 86.5 | s | 86.9 |
| 74.0 | s | 74.6 | s | 74.5 |
| 53.9 | s | 54.9 | p | 53.4 |
| 61.5 | s | 65.6 | s | 65.5 |
| 61.5 | p | 57.1 | p | 57.8 |
| 47.1 | p | 47.0 | p | 45.6 |
| 56.7 | p | 51.7 | p | 51.5 |
| 82.7 |   | 77.9 |   | 77.7 |
| 67.3 |   | 58.4 |   | 58.6 |
| 71.9 |   | 62.0 |   | 63.4 |
| 79.6 |   | 76.3 |   | 77.0 |
| 87.8 |   | 84.1 |   | 83.2 |
| 86.7 |   | 71.6 |   | 70.7 |

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  
Male 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=96] | Below  | Above     | Below    | Above     |
|        | Region | Region    | Province | Province  |
|        |        | [N=1,557] |          | [N=2,588] |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 86.5 | s | 92.2 | s | 91.3 |
| 59.4 | p | 57.9 | p | 56.9 |
| 91.7 | s | 91.9 | s | 91.8 |
| 86.5 | s | 86.5 | s | 86.9 |
| 68.8 | s | 74.6 | s | 74.5 |
| 58.3 | p | 54.9 | p | 53.4 |
| 62.5 | s | 65.6 | s | 65.5 |
| 54.2 | s | 57.1 | s | 57.8 |
| 50.0 | p | 47.0 | p | 45.6 |
| 49.0 | s | 51.7 | s | 51.5 |
| 75.5 |   | 77.9 |   | 77.7 |
| 58.5 |   | 58.4 |   | 58.6 |
| 61.2 |   | 62.0 |   | 63.4 |
| 79.8 |   | 76.3 |   | 77.0 |
| 86.2 |   | 84.1 |   | 83.2 |
| 67.0 |   | 71.6 |   | 70.7 |

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

9:25:23AM 108

NLESD - Eastern Region

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region          |       | Province          |       |
|--------|-----------------|-------|-------------------|-------|
| [N=53] | Below<br>Region | Above | Below<br>Province | Above |
|        | [N=1,557]       |       | [N=2,588]         |       |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 94.3 | p | 92.2 | p | 91.3 |
| 62.3 | p | 57.9 | p | 56.9 |
| 92.5 | p | 91.9 | p | 91.8 |
| 79.3 | s | 86.5 | s | 86.9 |
| 64.2 | s | 74.6 | s | 74.5 |
| 45.3 | s | 54.9 | s | 53.4 |
| 66.0 | p | 65.6 | p | 65.5 |
| 62.3 | p | 57.1 | p | 57.8 |
| 60.4 | p | 47.0 | p | 45.6 |
| 39.6 | s | 51.7 | s | 51.5 |
| 69.8 |   | 77.9 |   | 77.7 |
| 54.7 |   | 58.4 |   | 58.6 |
| 57.5 |   | 62.0 |   | 63.4 |
| 73.6 |   | 76.3 |   | 77.0 |
| 86.8 |   | 84.1 |   | 83.2 |
| 64.2 |   | 71.6 |   | 70.7 |

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

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region    | Province  |
|--------|-----------|-----------|
| [N=78] | [N=1,557] | [N=2,588] |

**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=78] | [N=1,557] | [N=2,588] |
| 91.3   | s         | 92.2 p    |
| 53.6   | s         | 57.9 s    |
| 100.0  | p         | 91.9 p    |
| 92.8   | p         | 86.5 p    |
| 79.7   | p         | 74.6 p    |
| 53.6   | s         | 54.9 p    |
| 71.0   | p         | 65.6 p    |
| 62.3   | p         | 57.1 p    |
| 49.3   | p         | 47.0 p    |
| 47.8   | s         | 51.7 s    |
| 77.1   |           | 77.9      |
| 62.9   |           | 58.4      |
| 68.6   |           | 62.0      |
| 75.7   |           | 76.3      |
| 90.0   |           | 84.1      |
| 70.0   |           | 71.6      |

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

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

| School  | Region                          |           | Province                          |           |
|---------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=126] | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 92.8 | p | 92.2 | p | 91.3 |
| 58.4 | p | 57.9 | p | 56.9 |
| 91.2 | s | 91.9 | s | 91.8 |
| 87.2 | p | 86.5 | p | 86.9 |
| 75.2 | p | 74.6 | p | 74.5 |
| 64.0 | p | 54.9 | p | 53.4 |
| 64.8 | s | 65.6 | s | 65.5 |
| 60.0 | p | 57.1 | p | 57.8 |
| 54.4 | p | 47.0 | p | 45.6 |
| 53.6 | p | 51.7 | p | 51.5 |
| 69.8 |   | 77.9 |   | 77.7 |
| 59.5 |   | 58.4 |   | 58.6 |
| 61.5 |   | 62.0 |   | 63.4 |
| 77.0 |   | 76.3 |   | 77.0 |
| 83.3 |   | 84.1 |   | 83.2 |
| 66.7 |   | 71.6 |   | 70.7 |

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

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |           | Province                    |           |
|--------|---------------------------|-----------|-----------------------------|-----------|
| [N=11] | School<br>Below<br>Region | Above     | School<br>Below<br>Province | Above     |
|        |                           | [N=1,557] |                             | [N=2,588] |

**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 | 92.2 | S | 91.3 |
| 72.7  | P | 57.9 | P | 56.9 |
| 72.7  | S | 91.9 | S | 91.8 |
| 100.0 | P | 86.5 | P | 86.9 |
| 81.8  | P | 74.6 | P | 74.5 |
| 63.6  | P | 54.9 | P | 53.4 |
| 81.8  | P | 65.6 | P | 65.5 |
| 63.6  | P | 57.1 | P | 57.8 |
| 63.6  | P | 47.0 | P | 45.6 |
| 54.6  | P | 51.7 | P | 51.5 |
| 100.0 |   | 77.9 |   | 77.7 |
| 72.7  |   | 58.4 |   | 58.6 |
| 54.5  |   | 62.0 |   | 63.4 |
| 90.9  |   | 76.3 |   | 77.0 |
| 90.9  |   | 84.1 |   | 83.2 |
| 90.9  |   | 71.6 |   | 70.7 |

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

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

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region    | Province  |
|--------|-----------|-----------|
| [N=51] | [N=1,557] | [N=2,588] |

**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=51] | [N=1,557] | [N=2,588] |
| 98.0   | P         | 92.2      |
| 47.1   | S         | 57.9      |
| 86.3   | S         | 91.9      |
| 84.3   | S         | 86.5      |
| 76.5   | P         | 74.6      |
| 51.0   | S         | 54.9      |
| 60.8   | S         | 65.6      |
| 47.1   | S         | 57.1      |
| 37.3   | S         | 47.0      |
| 45.1   | S         | 51.7      |
| 66.7   |           | 77.9      |
| 47.1   |           | 58.4      |
| 59.8   |           | 62.0      |
| 62.7   |           | 76.3      |
| 78.4   |           | 84.1      |
| 72.5   |           | 71.6      |

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=65] | [N=1,557] | [N=2,588] |

**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=65] | [N=1,557] | [N=2,588] |
| 92.3   | p         | 91.3      |
| 63.1   | p         | 56.9      |
| 90.8   | s         | 91.8      |
| 87.7   | p         | 86.9      |
| 78.5   | p         | 74.5      |
| 56.9   | p         | 53.4      |
| 66.2   | p         | 65.5      |
| 67.7   | p         | 57.8      |
| 55.4   | p         | 45.6      |
| 50.8   | s         | 51.5      |
| 75.4   |           | 77.7      |
| 66.2   |           | 58.6      |
| 66.9   |           | 63.4      |
| 66.2   |           | 77.0      |
| 84.6   |           | 83.2      |
| 75.4   |           | 70.7      |

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=64] | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | S | 91.3 |
| 60.3 | P | 57.9 | P | 56.9 |
| 93.7 | P | 91.9 | P | 91.8 |
| 88.9 | P | 86.5 | P | 86.9 |
| 81.0 | P | 74.6 | P | 74.5 |
| 57.1 | P | 54.9 | P | 53.4 |
| 69.8 | P | 65.6 | P | 65.5 |
| 55.6 | S | 57.1 | S | 57.8 |
| 47.6 | P | 47.0 | P | 45.6 |
| 60.3 | P | 51.7 | P | 51.5 |
| 76.2 |   | 77.9 |   | 77.7 |
| 60.3 |   | 58.4 |   | 58.6 |
| 72.2 |   | 62.0 |   | 63.4 |
| 77.8 |   | 76.3 |   | 77.0 |
| 84.1 |   | 84.1 |   | 83.2 |
| 69.8 |   | 71.6 |   | 70.7 |

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

#370 - Stella Maris Academy, Trepassay

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |                    | Province                    |                    |
|--------|---------------------------|--------------------|-----------------------------|--------------------|
| [N=3]  | School<br>Below<br>Region | Above<br>[N=1,557] | School<br>Below<br>Province | Above<br>[N=2,588] |

**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 | 92.2 | S | 91.3 |
| P | 57.9 | P | 56.9 |
| P | 91.9 | P | 91.8 |
| S | 86.5 | S | 86.9 |
| P | 74.6 | P | 74.5 |
| P | 54.9 | P | 53.4 |
| P | 65.6 | P | 65.5 |
| S | 57.1 | S | 57.8 |
| S | 47.0 | S | 45.6 |
| S | 51.7 | S | 51.5 |
|   | 77.9 |   | 77.7 |
|   | 58.4 |   | 58.6 |
|   | 62.0 |   | 63.4 |
|   | 76.3 |   | 77.0 |
|   | 84.1 |   | 83.2 |
|   | 71.6 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Eastern Region

#427 - Holy Name of Mary Academy, Lawn

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=3]  | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | p | 91.3 |
|  | s | 57.9 | s | 56.9 |
|  | p | 91.9 | p | 91.8 |
|  | p | 86.5 | p | 86.9 |
|  | p | 74.6 | p | 74.5 |
|  | s | 54.9 | s | 53.4 |
|  | p | 65.6 | p | 65.5 |
|  | p | 57.1 | p | 57.8 |
|  | s | 47.0 | s | 45.6 |
|  | p | 51.7 | p | 51.5 |
|  |   | 77.9 |   | 77.7 |
|  |   | 58.4 |   | 58.6 |
|  |   | 62.0 |   | 63.4 |
|  |   | 76.3 |   | 77.0 |
|  |   | 84.1 |   | 83.2 |
|  |   | 71.6 |   | 70.7 |

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 - Eastern Region

#428 - Clarenville Middle School, Clarenville

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=38] | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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.)

|      |   |      |   |      |
|------|---|------|---|------|
| 88.2 | s | 92.2 | s | 91.3 |
| 58.8 | p | 57.9 | p | 56.9 |
| 94.1 | p | 91.9 | p | 91.8 |
| 88.2 | p | 86.5 | p | 86.9 |
| 64.7 | s | 74.6 | s | 74.5 |
| 52.9 | s | 54.9 | s | 53.4 |
| 70.6 | p | 65.6 | p | 65.5 |
| 61.8 | p | 57.1 | p | 57.8 |
| 44.1 | s | 47.0 | s | 45.6 |
| 67.7 | p | 51.7 | p | 51.5 |
| 91.2 |   | 77.9 |   | 77.7 |
| 55.9 |   | 58.4 |   | 58.6 |
| 51.5 |   | 62.0 |   | 63.4 |
| 79.4 |   | 76.3 |   | 77.0 |
| 85.3 |   | 84.1 |   | 83.2 |
| 55.9 |   | 71.6 |   | 70.7 |

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

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=6]  | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | p | 91.3 |
| 83.3  | p | 57.9 | p | 56.9 |
| 100.0 | p | 91.9 | p | 91.8 |
| 100.0 | p | 86.5 | p | 86.9 |
| 100.0 | p | 74.6 | p | 74.5 |
| 66.7  | p | 54.9 | p | 53.4 |
| 100.0 | p | 65.6 | p | 65.5 |
| 50.0  | s | 57.1 | s | 57.8 |
| 66.7  | p | 47.0 | p | 45.6 |
| 83.3  | p | 51.7 | p | 51.5 |
| 83.3  |   | 77.9 |   | 77.7 |
| 66.7  |   | 58.4 |   | 58.6 |
| 75.0  |   | 62.0 |   | 63.4 |
| 83.3  |   | 76.3 |   | 77.0 |
| 100.0 |   | 84.1 |   | 83.2 |
| 100.0 |   | 71.6 |   | 70.7 |

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

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=4] | Region<br>[N=1,557]       |       | Province<br>[N=2,588]       |       |
|-----------------|---------------------------|-------|-----------------------------|-------|
|                 | School<br>Below<br>Region | Above | School<br>Below<br>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.)

|  |   |      |   |      |
|--|---|------|---|------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | p | 92.2 | p | 91.3 |
|  | p | 57.9 | p | 56.9 |
|  | p | 91.9 | p | 91.8 |
|  | p | 86.5 | p | 86.9 |
|  | p | 74.6 | p | 74.5 |
|  | p | 54.9 | p | 53.4 |
|  | p | 65.6 | p | 65.5 |
|  | p | 57.1 | p | 57.8 |
|  | p | 47.0 | p | 45.6 |
|  | s | 51.7 | s | 51.5 |
|  |   | 77.9 |   | 77.7 |
|  |   | 58.4 |   | 58.6 |
|  |   | 62.0 |   | 63.4 |
|  |   | 76.3 |   | 77.0 |
|  |   | 84.1 |   | 83.2 |
|  |   | 71.6 |   | 70.7 |

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

#447 - Baltimore School Complex, Ferryland

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=11] | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | s | 91.3 |
| 63.6  | p | 57.9 | p | 56.9 |
| 100.0 | p | 91.9 | p | 91.8 |
| 90.9  | p | 86.5 | p | 86.9 |
| 63.6  | s | 74.6 | s | 74.5 |
| 45.5  | s | 54.9 | s | 53.4 |
| 72.7  | p | 65.6 | p | 65.5 |
| 54.6  | s | 57.1 | s | 57.8 |
| 45.5  | s | 47.0 | s | 45.6 |
| 54.6  | p | 51.7 | p | 51.5 |
| 72.7  |   | 77.9 |   | 77.7 |
| 45.5  |   | 58.4 |   | 58.6 |
| 59.1  |   | 62.0 |   | 63.4 |
| 100.0 |   | 76.3 |   | 77.0 |
| 100.0 |   | 84.1 |   | 83.2 |
| 81.8  |   | 71.6 |   | 70.7 |

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

#452 - District School, St. John's

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          |           | Province                          |           |
|--------|---------------------------------|-----------|-----------------------------------|-----------|
| [N=1]  | School<br>Below Above<br>Region | [N=1,557] | School<br>Below Above<br>Province | [N=2,588] |

**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 | 92.2 | P | 91.3 |
|  | P | 57.9 | P | 56.9 |
|  | S | 91.9 | S | 91.8 |
|  | P | 86.5 | P | 86.9 |
|  | P | 74.6 | P | 74.5 |
|  | P | 54.9 | P | 53.4 |
|  | P | 65.6 | P | 65.5 |
|  | S | 57.1 | S | 57.8 |
|  | P | 47.0 | P | 45.6 |
|  | P | 51.7 | P | 51.5 |
|  |   | 77.9 |   | 77.7 |
|  |   | 58.4 |   | 58.6 |
|  |   | 62.0 |   | 63.4 |
|  |   | 76.3 |   | 77.0 |
|  |   | 84.1 |   | 83.2 |
|  |   | 71.6 |   | 70.7 |

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 - Eastern Region

#464 - Crescent Collegiate, Blaketown

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region |           | Province |           |
|--------|--------|-----------|----------|-----------|
| [N=47] | Below  | Above     | Below    | Above     |
|        | Region | Region    | Province | Province  |
|        |        | [N=1,557] |          | [N=2,588] |

**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)

|      |   |      |   |      |
|------|---|------|---|------|
| 88.6 | s | 92.2 | s | 91.3 |
| 47.7 | s | 57.9 | s | 56.9 |
| 90.9 | s | 91.9 | s | 91.8 |
| 86.4 | s | 86.5 | s | 86.9 |
| 72.7 | s | 74.6 | s | 74.5 |
| 65.9 | p | 54.9 | p | 53.4 |
| 61.4 | s | 65.6 | s | 65.5 |
| 52.3 | s | 57.1 | s | 57.8 |
| 34.1 | s | 47.0 | s | 45.6 |
| 45.5 | s | 51.7 | s | 51.5 |
| 75.0 |   | 77.9 |   | 77.7 |
| 47.7 |   | 58.4 |   | 58.6 |
| 62.5 |   | 62.0 |   | 63.4 |
| 79.5 |   | 76.3 |   | 77.0 |
| 88.6 |   | 84.1 |   | 83.2 |
| 54.5 |   | 71.6 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

NLESD - Eastern Region

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

| School<br>[N=14] | Region<br>[N=1,557] |       | Province<br>[N=2,588] |       |
|------------------|---------------------|-------|-----------------------|-------|
|                  | Below               | Above | 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)

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 | 92.2 | S | 91.3 |
| 38.5 | S | 57.9 | S | 56.9 |
| 84.6 | S | 91.9 | S | 91.8 |
| 61.5 | S | 86.5 | S | 86.9 |
| 61.5 | S | 74.6 | S | 74.5 |
| 38.5 | S | 54.9 | S | 53.4 |
| 61.5 | S | 65.6 | S | 65.5 |
| 30.8 | S | 57.1 | S | 57.8 |
| 30.8 | S | 47.0 | S | 45.6 |
| 38.5 | S | 51.7 | S | 51.5 |
| 69.2 |   | 77.9 |   | 77.7 |
| 38.5 |   | 58.4 |   | 58.6 |
| 38.5 |   | 62.0 |   | 63.4 |
| 53.8 |   | 76.3 |   | 77.0 |
| 69.2 |   | 84.1 |   | 83.2 |
| 30.8 |   | 71.6 |   | 70.7 |

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

#471 - Heritage Collegiate, Lethbridge

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region    | Province  |
|--------|-----------|-----------|
| [N=17] | [N=1,557] | [N=2,588] |

**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=17] | [N=1,557] | [N=2,588] |
| 82.4   | s         | 92.2      |
| 58.8   | p         | 57.9      |
| 88.2   | s         | 91.9      |
| 94.1   | p         | 86.5      |
| 76.5   | p         | 74.6      |
| 29.4   | s         | 54.9      |
| 88.2   | p         | 65.6      |
| 52.9   | s         | 57.1      |
| 29.4   | s         | 47.0      |
| 29.4   | s         | 51.7      |
| 76.5   |           | 77.9      |
| 52.9   |           | 58.4      |
| 67.6   |           | 62.0      |
| 82.4   |           | 76.3      |
| 82.4   |           | 84.1      |
| 64.7   |           | 71.6      |

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

#476 - Baccalieu Collegiate, Old Perlican

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region |           | Province |           |
|--------|--------|-----------|----------|-----------|
| [N=23] | Below  | Above     | Below    | Above     |
|        | Region | Region    | Province | Province  |
|        |        | [N=1,557] |          | [N=2,588] |

**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.)

|       |   |      |   |      |
|-------|---|------|---|------|
| 91.3  | s | 92.2 | p | 91.3 |
| 52.2  | s | 57.9 | s | 56.9 |
| 87.0  | s | 91.9 | s | 91.8 |
| 78.3  | s | 86.5 | s | 86.9 |
| 73.9  | s | 74.6 | s | 74.5 |
| 52.2  | s | 54.9 | s | 53.4 |
| 69.6  | p | 65.6 | p | 65.5 |
| 69.6  | p | 57.1 | p | 57.8 |
| 30.4  | s | 47.0 | s | 45.6 |
| 47.8  | s | 51.7 | s | 51.5 |
| 75.0  |   | 77.9 |   | 77.7 |
| 68.8  |   | 58.4 |   | 58.6 |
| 53.1  |   | 62.0 |   | 63.4 |
| 81.3  |   | 76.3 |   | 77.0 |
| 75.0  |   | 84.1 |   | 83.2 |
| 100.0 |   | 71.6 |   | 70.7 |

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

#924 - Tricentia Academy, Arnold's Cove

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                          | Province                          |
|--------|---------------------------------|-----------------------------------|
| [N=11] | [N=1,557]                       | [N=2,588]                         |
|        | School<br>Below Above<br>Region | School<br>Below Above<br>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 | 92.2 | p | 91.3 |
| 81.8  | p | 57.9 | p | 56.9 |
| 90.9  | s | 91.9 | s | 91.8 |
| 90.9  | p | 86.5 | p | 86.9 |
| 54.6  | s | 74.6 | s | 74.5 |
| 63.6  | p | 54.9 | p | 53.4 |
| 45.5  | s | 65.6 | s | 65.5 |
| 81.8  | p | 57.1 | p | 57.8 |
| 72.7  | p | 47.0 | p | 45.6 |
| 36.4  | s | 51.7 | s | 51.5 |
| 81.8  |   | 77.9 |   | 77.7 |
| 45.5  |   | 58.4 |   | 58.6 |
| 68.2  |   | 62.0 |   | 63.4 |
| 81.8  |   | 76.3 |   | 77.0 |
| 81.8  |   | 84.1 |   | 83.2 |
| 81.8  |   | 71.6 |   | 70.7 |

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 803 - Private

#373 - First Baptist Academy, Mount Pearl

Grades: 1-11

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |        | Province                    |           |
|--------|---------------------------|--------|-----------------------------|-----------|
| [N=1]  | School<br>Below<br>Region | Above  | School<br>Below<br>Province | Above     |
|        |                           | [N=22] |                             | [N=2,588] |

**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 | 95.5 | p | 91.3 |
|  | s | 59.1 | s | 56.9 |
|  | p | 86.4 | p | 91.8 |
|  | p | 90.9 | p | 86.9 |
|  | s | 81.8 | s | 74.5 |
|  | s | 40.9 | s | 53.4 |
|  | p | 59.1 | p | 65.5 |
|  | p | 77.3 | p | 57.8 |
|  | s | 54.6 | s | 45.6 |
|  | p | 45.5 | p | 51.5 |
|  |   | 86.4 |   | 77.7 |
|  |   | 59.1 |   | 58.6 |
|  |   | 70.5 |   | 63.4 |
|  |   | 77.3 |   | 77.0 |
|  |   | 81.8 |   | 83.2 |
|  |   | 68.2 |   | 70.7 |

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 803 - Private

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |        | Province                    |           |
|--------|---------------------------|--------|-----------------------------|-----------|
| [N=2]  | School<br>Below<br>Region | Above  | School<br>Below<br>Province | Above     |
|        |                           | [N=22] |                             | [N=2,588] |

**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 | 95.5 | p | 91.3 |
|  | s | 59.1 | s | 56.9 |
|  | p | 86.4 | p | 91.8 |
|  | p | 90.9 | p | 86.9 |
|  | p | 81.8 | p | 74.5 |
|  | p | 40.9 | s | 53.4 |
|  | s | 59.1 | s | 65.5 |
|  | p | 77.3 | p | 57.8 |
|  | p | 54.6 | p | 45.6 |
|  | s | 45.5 | s | 51.5 |
|  |   | 86.4 |   | 77.7 |
|  |   | 59.1 |   | 58.6 |
|  |   | 70.5 |   | 63.4 |
|  |   | 77.3 |   | 77.0 |
|  |   | 81.8 |   | 83.2 |
|  |   | 68.2 |   | 70.7 |

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\MALE\LEVEL15\_9CL.RPT

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

District 803 - Private

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | School      | Region | School      | Province  |
|--------|-------------|--------|-------------|-----------|
| [N=14] | Below Above | [N=22] | Below Above | [N=2,588] |
|        | 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 | 95.5 | p | 91.3 |
| 64.3  | p | 59.1 | p | 56.9 |
| 92.9  | p | 86.4 | p | 91.8 |
| 85.7  | s | 90.9 | s | 86.9 |
| 85.7  | p | 81.8 | p | 74.5 |
| 35.7  | s | 40.9 | s | 53.4 |
| 50.0  | s | 59.1 | s | 65.5 |
| 71.4  | s | 77.3 | p | 57.8 |
| 57.1  | p | 54.6 | p | 45.6 |
| 57.1  | p | 45.5 | p | 51.5 |
| 78.6  |   | 86.4 |   | 77.7 |
| 64.3  |   | 59.1 |   | 58.6 |
| 75.0  |   | 70.5 |   | 63.4 |
| 64.3  |   | 77.3 |   | 77.0 |
| 92.9  |   | 81.8 |   | 83.2 |
| 64.3  |   | 68.2 |   | 70.7 |

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)

District 803 - Private

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

| School | Region                    |       | Province                    |       |
|--------|---------------------------|-------|-----------------------------|-------|
| [N=4]  | School<br>Below<br>Region | Above | School<br>Below<br>Province | Above |
|        | [N=22]                    |       | [N=2,588]                   |       |

**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 | 95.5 | S | 91.3 |
| P | 59.1 | P | 56.9 |
| S | 86.4 | S | 91.8 |
| P | 90.9 | P | 86.9 |
| S | 81.8 | P | 74.5 |
| P | 40.9 | P | 53.4 |
| P | 59.1 | P | 65.5 |
| S | 77.3 | P | 57.8 |
| S | 54.6 | P | 45.6 |
| S | 45.5 | S | 51.5 |
|   | 86.4 |   | 77.7 |
|   | 59.1 |   | 58.6 |
|   | 70.5 |   | 63.4 |
|   | 77.3 |   | 77.0 |
|   | 81.8 |   | 83.2 |
|   | 68.2 |   | 70.7 |

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 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=1]  | School<br>Below<br>Region | Above | School<br>Below<br>Province | Above |
|        | [N=22]                    |       | [N=2,588]                   |       |

**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 | 95.5 | p | 91.3 |
|  | p | 59.1 | p | 56.9 |
|  | s | 86.4 | s | 91.8 |
|  | p | 90.9 | p | 86.9 |
|  | p | 81.8 | p | 74.5 |
|  | s | 40.9 | s | 53.4 |
|  | p | 59.1 | p | 65.5 |
|  | p | 77.3 | p | 57.8 |
|  | s | 54.6 | s | 45.6 |
|  | s | 45.5 | s | 51.5 |
|  |   | 86.4 |   | 77.7 |
|  |   | 59.1 |   | 58.6 |
|  |   | 70.5 |   | 63.4 |
|  |   | 77.3 |   | 77.0 |
|  |   | 81.8 |   | 83.2 |
|  |   | 68.2 |   | 70.7 |

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=2]  | School<br>Below<br>Region | Above<br>[N=5] | School<br>Below<br>Province | Above<br>[N=2,588] |

**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 | 60.0  | p | 91.3 |
|  | p | 40.0  | p | 56.9 |
|  | s | 80.0  | s | 91.8 |
|  | p | 60.0  | p | 86.9 |
|  | p | 40.0  | s | 74.5 |
|  | s | 80.0  | s | 53.4 |
|  | s | 60.0  | s | 65.5 |
|  | p | 40.0  | s | 57.8 |
|  | p | 40.0  | p | 45.6 |
|  | p | 40.0  | s | 51.5 |
|  |   | 40.0  |   | 77.7 |
|  |   | 80.0  |   | 58.6 |
|  |   | 30.0  |   | 63.4 |
|  |   | 40.0  |   | 77.0 |
|  |   | 100.0 |   | 83.2 |
|  |   | 40.0  |   | 70.7 |

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  
Male 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 | Region                    |       | Province                    |           |
|--------|---------------------------|-------|-----------------------------|-----------|
| [N=4]  | School<br>Below<br>Region | Above | School<br>Below<br>Province | Above     |
|        |                           | [N=5] |                             | [N=2,588] |

**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 | 60.0  | S | 91.3 |
|  | S | 40.0  | S | 56.9 |
|  | S | 80.0  | S | 91.8 |
|  | S | 60.0  | S | 86.9 |
|  | P | 40.0  | S | 74.5 |
|  | S | 80.0  | S | 53.4 |
|  | S | 60.0  | S | 65.5 |
|  | S | 40.0  | S | 57.8 |
|  | S | 40.0  | S | 45.6 |
|  | S | 40.0  | S | 51.5 |
|  |   | 40.0  |   | 77.7 |
|  |   | 80.0  |   | 58.6 |
|  |   | 30.0  |   | 63.4 |
|  |   | 40.0  |   | 77.0 |
|  |   | 100.0 |   | 83.2 |
|  |   | 40.0  |   | 70.7 |

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

9:25:23AM 134

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<br>Below Above<br>Region | [N=5] | School<br>Below Above<br>Province | [N=2,588] |

**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 / Usu 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.)

|  |   |       |   |      |
|--|---|-------|---|------|
| <i>School data with 5 or fewer students withheld for reasons of confidentiality.</i> | p | 60.0  | s | 91.3 |
|  | p | 40.0  | s | 56.9 |
|  | p | 80.0  | s | 91.8 |
|  | p | 60.0  | s | 86.9 |
|  | p | 40.0  | s | 74.5 |
|  | p | 80.0  | p | 53.4 |
|  | p | 60.0  | s | 65.5 |
|  | p | 40.0  | s | 57.8 |
|  | p | 40.0  | s | 45.6 |
|  | p | 40.0  | s | 51.5 |
|  |   | 40.0  |   | 77.7 |
|  |   | 80.0  |   | 58.6 |
|  |   | 30.0  |   | 63.4 |
|  |   | 40.0  |   | 77.0 |
|  |   | 100.0 |   | 83.2 |
|  |   | 40.0  |   | 70.7 |

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