

SCHOOL REPORT

JUNE 2011

Case Study #4

Table 1
English Language Arts 30-1
Percentage of Students Who Achieved Standards on Their Final Course Mark

Standard	Final Course Mark Representing Standard (%)	Percentage of Students Who Achieved Standard
Acceptable Standard	50	96.4
Standard of Excellence	80	15.8
Number of Students Included in Report	15870	24

Table 2
English Language Arts 30-1
Percentage Distribution of A, B, C, and F, Averages, and Standard Deviations of Scores

Scores	School-Awarded Mark		Diploma Examination Mark		Final Course Mark	
	Prov.	School	Prov.	School	Prov.	School
A (80 - 100%)	30.5	29.2	10.2	0.0	15.8	8.3
B (65 - 79%)	43.6	62.5	36.6	37.5	45.4	62.5
C (50 - 64%)	22.0	8.3	38.5	58.3	35.2	29.2
F (0 - 49%)	3.8	0.0	14.7	4.2	3.6	0.0
Average Percent Score	71.6	74.7	63.2	63.2	67.8	69.2
Standard Deviation	12.4	7.4	12.9	7.9	11.2	7.1

Please refer to "Guidelines for Interpreting the Diploma Examination Detailed Reports" for suggestions about how to use this report.

$$Z = \frac{74.7 - 71.6}{12.4}$$

$$Z = 0.00$$

$$Z = \frac{69.2 - 62.5}{7.1}$$

$$= +0.21$$

$$= +0.13$$

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION
SCHOOL REPORT
JUNE 2011

Case Study #4

Table 3
English Language Arts 30-1
Percentage of Students Who Achieved Standards on Their Final Course Mark, by Gender

Gender	Students		Students Who Achieved the Acceptable Standard		Students Who Achieved the Standard of Excellence	
	Number	Percent of Total	Number	Percent of Gender	Number	Percent of Gender
Province						
Male	7048	44.4	6753	95.8	890	12.6
Female	8822	55.6	8540	96.8	1618	18.3
School						
Male	9	37.5	9	100.0	1	11.1
Female	15	62.5	15	100.0	1	6.7

Table 4
English Language Arts 30-1
Percentage Distribution of A, B, C, and F, Averages, and Standard Deviations of Scores, by Gender

Scores	School-Awarded Mark		Diploma Examination Mark		Final Course Mark			
	Province Male	Province Female	School Male	School Female	Province Male	Province Female	School Male	School Female
A (80 - 100%)	23.7	36.0	11.1	40.0	9.4	10.8	0.0	0.0
B (65 - 79%)	44.6	42.8	77.8	53.3	36.7	36.4	33.3	40.0
C (50 - 64%)	26.8	18.3	11.1	6.7	39.8	37.5	55.6	60.0
F (0 - 49%)	5.0	2.9	0.0	0.0	14.1	15.2	11.1	0.0
Average Percent	69.4	73.4	72.9	75.7	63.1	63.3	63.7	62.9
Standard Deviation	12.4	12.1	6.7	7.8	12.5	13.2	7.6	8.4

$$Z = +0.26 \quad Z = +0.19$$

$$Z = +0.05 \quad Z = -0.03$$

$$Z = +0.18 \quad Z = +0.08$$

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION
SCHOOL REPORT
JUNE 2011

Case Study #4

Table 5
English Language Arts 30-1
Average Scores and Standard Deviations in Percent, by Examination Part

Examination Part	Weighting (%)	Average Percent Score	Standard Deviation
Part A: Written Response	50	60.3	12.3
Part B: Reading (Equated)	50	66.2	16.5

$z = -0.04$

Table 6
English Language Arts 30-1
Part A – Percentage Distribution of Scores, by Scoring Category

Personal Response to Texts Assignment				Critical / Analytical Response to Literary Texts Assignment										
Score	Ideas and Impressions		Presentation		Thought and Understanding		Supporting Evidence		Form and Structure		Matters of Choice		Matters of Correctness	
	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School
Excellent 5 4.5	1.1	0.0	1.9	0.0	1.3	0.0	1.3	0.0	0.9	0.0	1.9	0.0	2.8	0.0
	3.5	0.0	4.1	0.0	3.4	0.0	3.0	0.0	2.6	0.0	3.9	0.0	5.3	0.0
Proficient 4 3.5	10.8	12.5	12.7	4.2	10.2	8.3	8.2	0.0	8.0	0.0	12.9	8.3	16.0	8.3
	18.5	25.0	19.5	33.3	16.4	8.3	13.9	8.3	15.5	12.5	18.9	25.0	21.8	33.3
Satisfactory 3 2.5	30.7	45.8	37.0	50.0	26.8	41.7	25.1	50.0	33.8	41.7	37.4	45.8	32.2	37.5
	19.6	8.3	15.2	4.2	21.3	29.2	22.2	12.5	21.7	25.0	15.9	20.8	13.1	20.8
Limited 2 1.5	11.2	8.3	7.5	8.3	14.5	8.3	19.0	25.0	13.3	16.7	6.4	0.0	5.8	0.0
	3.0	0.0	1.3	0.0	4.2	4.2	5.0	4.2	2.9	4.2	1.8	0.0	1.6	0.0
Poor Insufficient/ No Response 1 0	1.1	0.0	0.4	0.0	1.4	0.0	1.8	0.0	0.7	0.0	0.4	0.0	0.7	0.0
	0.6	0.0	0.6	0.0	0.6	0.0	0.6	0.0	0.6	0.0	0.6	0.0	0.6	0.0

$z = +0.02$

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION
SCHOOL REPORT
JUNE 2011

Case Study #4

Table 7.1
English Language Arts 30-1
Part B – Raw Score Results, by Reporting Category

Reporting Category	Number of Items (70)	Average Prov. School	Standard Deviation Prov. School
1. Construct Meaning from Content and Context, and Engage Contextual Knowledge	36	23.6	4.8
2. Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect	27	17.7	3.5
3. Connect Self, Culture, and Milieu to Text and Text Creators	7	4.4	1.3
A. Form Literal Understandings	13	8.8	2.1
B. Infer, Apply, and Analyze	29	18.3	3.9
C. Assess and Form Generalizations	28	18.6	3.9

$$Z = \frac{22.9 - 23.6}{5.9} = -0.12$$

$$Z = +0.13$$

$$Z = +0.13$$

$$Z = -0.08$$

$$Z = +0.10$$

$$Z = -0.06$$

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION
SCHOOL REPORT
JUNE 2011

Case Study #4

Table 7.2 - 1
English Language Arts 30-1
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
1	73.5 91.7	1	C	Identify the quality of a subject primarily established by details in a specified line of a poem.
2	64.0 45.8	1	B	Consider a series of words from a poem to identify the diction that reinforces a specified concept.
3	56.5 37.5	1	A	Identify the sentiment developed by details in specified lines of a poem.
4	83.1 83.3	2	A	Consider context and a footnote to identify the implication of a specified allusion in a poem.
5	74.9 83.3	2	C	Identify the main sentiment reinforced by a simile in a specified line of a poem.
6	72.3 66.7	2	B	Identify the attribute of the speaker conveyed by the poet's use of apostrophe in specified lines in a poem.
7	55.9 75.0	2	B	Consider a series of lines in a poem to identify contrasting images of the subject and its impact.
8	81.7 75.0	1	C	Consider a series of lines in a poem to identify the lines that most clearly convey a specified sentiment.
9	84.0 87.5	2	B	Consider the absence of a specified type of punctuation at the end of a poem to identify the idea reinforced by the poet's omission.
10	39.9 41.7	2	C	Consider a photographic composition to identify the mood communicated by the subject in the photograph in an article.

Reporting Category

- | | | | |
|---|--|---|-----------------------------------|
| 1 | - Construct Meaning from Content and Context, and Engage Contextual Knowledge | A | - Form Literal Understandings |
| 2 | - Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect | B | - Infer, Apply, and Analyze |
| 3 | - Connect Self, Culture, and Milieu to Text and Text Creators | C | - Assess and Form Generalizations |

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION
SCHOOL REPORT
JUNE 2011

Case Study #4

Table 7.2 - 2
English Language Arts 30-1
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
11	78.5 79.2	2	B	Identify the literary technique responsible for the effectiveness of a specified statement in an article.
12	49.9 45.8	3	C	Consider a series of statements to determine which statement most clearly conveys the writer's endorsement of the actions of people described in an article.
13	60.4 62.5	1	A	Identify the idea emphasized by a writer's comment in an article.
14	72.4 75.0	3	C	Consider a series of quotations to identify the statement that best captures a people's response to historical events described by a writer in an article.
15	80.0 95.8	3	C	Identify the implied suggestion made by a specified statement in an article.
16	78.4 66.7	1	C	Identify the best expression of the central theme of an article.
17	58.8 41.7	2	A	Identify the tone introduced in a parenthetical comment in specified lines in a film review.
18	52.2 29.2	2	B	Consider the implication of a specified statement in the context of a film review to identify the writer's belief.
19	73.2 62.5	1	A	Identify the reference made by a specified statement in a film review.
20	57.0 66.7	3	A	Consider a specified description in a film review to identify the main reason for the production of the film.

Reporting Category

- 1 - Construct Meaning from Content and Context, and Engage Contextual Knowledge
- 2 - Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect
- 3 - Connect Self, Culture, and Milieu to Text and Text Creators

- A - Form Literal Understandings
- B - Infer, Apply, and Analyze
- C - Assess and Form Generalizations

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION
SCHOOL REPORT
JUNE 2011

Case Study #4

Table 7.2 - 3
English Language Arts 30-1
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
21	61.5 50.0	1	B	Identify the mood reinforced by the final section of a film review.
22	56.2 50.0	3	C	Identify the statement that, in context, best reveals the world view of a person described in an article and film review.
23	88.3 91.7	2	C	Identify the characterization of a person provided by descriptions in both an article and a film review.
24	64.5 70.8	2	B	Identify the personification in the first stanza of a poem.
25	61.9 50.0	1	B	Identify the attribute revealed by a description in specified lines of a poem.
26	83.4 95.8	1	C	Identify the quotation from a poem that most strongly suggests a specified attribute of a couple.
27	72.7 83.3	1	A	Identify the meaning of a specified description of the speaker of a poem.
28	73.2 62.5	1	A	Identify the meaning of a specified statement by the writer of a commentary on a poem.
29	71.1 70.8	2	B	Identify the literary technique used by a writer in specified lines in a commentary on a poem.
30	67.2 70.8	2	C	Consider the ending of a poem and a commentary to determine the attribute the texts have in common.

Reporting Category

- | | | | |
|---|--|---|-----------------------------------|
| 1 | - Construct Meaning from Content and Context, and Engage Contextual Knowledge | A | - Form Literal Understandings |
| 2 | - Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect | B | - Infer, Apply, and Analyze |
| 3 | - Connect Self, Culture, and Milieu to Text and Text Creators | C | - Assess and Form Generalizations |

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION
SCHOOL REPORT
JUNE 2011

Case Study #4

Table 7.2 - 4
English Language Arts 30-1
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
31	47.9 45.8	1	B	Consider the imagery in specified lines of an excerpt from a Shakespearean play to identify the attitude one character has toward a city.
32	74.0 70.8	1	A	Identify the prediction made by a character in specified lines in an excerpt from a Shakespearean play.
33	71.1 83.3	1	B	Identify the aspect of character demonstrated in specified lines in an excerpt from a Shakespearean play.
34	63.5 62.5	1	A	Identify the meaning of specified lines in an excerpt from a Shakespearean play.
35	65.7 79.2	1	C	Identify the main way in which a character adds humour to a tense situation in an excerpt from a Shakespearean play.
36	52.5 37.5	1	B	Identify the attribute a character implies can be attributed to her in an excerpt from a Shakespearean play.
37	29.6 25.0	1	C	Identify the quotation that most strongly expresses the specified attribute of a character in an excerpt from a Shakespearean play.
38	75.8 95.8	1	B	Identify the attributes revealed through the actions and words of a character in specified lines in an excerpt from a Shakespearean play.
39	56.8 79.2	2	B	Identify the attribute of character emphasized by the imagery in specified lines in an excerpt from a Shakespearean play.
40	73.2 95.8	1	A	Identify the meaning of specified lines in an excerpt from a Shakespearean play.

Reporting Category

- | | | | |
|---|--|---|-----------------------------------|
| 1 | - Construct Meaning from Content and Context, and Engage Contextual Knowledge | A | - Form Literal Understandings |
| 2 | - Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect | B | - Infer, Apply, and Analyze |
| 3 | - Connect Self, Culture, and Milieu to Text and Text Creators | C | - Assess and Form Generalizations |

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION
SCHOOL REPORT
JUNE 2011

Case Study #4

Table 7.2 - 5
English Language Arts 30-1
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
41	79.3 91.7	2	B	Identify the features in an excerpt from a Shakespearean play that heighten the irony of a character's words through contrast.
42	43.1 45.8	2	C	Identify the quotation that most strongly shows the admiration one character has for another in an excerpt from a Shakespearean play.
43	74.9 58.3	2	C	Identify the main purpose of specified closing lines of an excerpt from a Shakespearean play.
44	60.5 54.2	3	C	Identify the primary effect of a scene in an excerpt from a Shakespearean play.
45	74.2 62.5	2	C	Consider two visuals, one an adaptation of the other, and commentary to identify the effect of the use of cartoon characters in the adaptation.
46	76.8 70.8	2	C	Consider two visuals, one an adaptation of the other, and commentary to identify the main suggestion created by the poses of the characters in the adaptation.
47	57.3 41.7	1	C	Consider two visuals, one an adaptation of the other, commentary, and a specified statement to identify the idea reinforced by the statement.
48	73.0 79.2	2	B	Determine the tone the writer establishes in the first paragraph of a short story.
49	57.7 54.2	2	A	Consider a specified phrase in a short story to identify the characterization achieved by the phrase.
50	55.9 66.7	2	B	Determine the suggestion made by a specified detail in a short story to identify the writer's purpose.

Reporting Category

- | | | | |
|---|--|---|-----------------------------------|
| 1 | - Construct Meaning from Content and Context, and Engage Contextual Knowledge | A | - Form Literal Understandings |
| 2 | - Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect | B | - Infer, Apply, and Analyze |
| 3 | - Connect Self, Culture, and Milieu to Text and Text Creators | C | - Assess and Form Generalizations |

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION
SCHOOL REPORT
JUNE 2011

Case Study #4

Table 7.2 - 6
English Language Arts 30-1
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
51	71.7 79.2	2	A	Identify the sentiment conveyed by the tone and meaning of one character's exclamation in a short story.
52	57.2 58.3	2	B	Identify the phrase that the writer uses to achieve a subtle ironic effect in a short story.
53	82.5 87.5	1	C	Identify the statement that most strongly reveals a specified attribute of characters in a short story.
54	41.6 25.0	1	B	Consider a series of exclamations to identify the pair of statements that indicates a change in attitude by specified characters in a short story.
55	65.4 79.2	2	B	Identify the quotation from a short story in which there is an indication that the writer is satirizing a specified idea.
56	51.5 66.7	1	B	Identify the quotation from a short story that first indicates that a character's attitude is changing.
57	56.9 58.3	1	C	Consider the entire short story to identify the best description of a character's approach to a specified feature of the story.
58	80.2 87.5	1	C	Identify the quotation that most clearly conveys the theme of the short story.
59	43.9 41.7	1	B	Identify the attribute revealed by a character's action in the context of another character's involvement in the conflict described in an excerpt from a play.
60	64.2 75.0	3	B	Identify the manner in which a specified character's statements in an excerpt from a play would be spoken on stage.

Reporting Category

- | | | | |
|---|--|---|-----------------------------------|
| 1 | - Construct Meaning from Content and Context, and Engage Contextual Knowledge | A | - Form Literal Understandings |
| 2 | - Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect | B | - Infer, Apply, and Analyze |
| 3 | - Connect Self, Culture, and Milieu to Text and Text Creators | C | - Assess and Form Generalizations |

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION
SCHOOL REPORT
JUNE 2011

Case Study #4

Table 7.2 - 7
English Language Arts 30-1
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
61	67.6 83.3	1	B	Identify the implied suggestion conveyed by a specified statement made by one character regarding another character in an excerpt from a play.
62	66.4 41.7	1	B	Identify the attribute of a character revealed by comments made in specified lines in an excerpt from a play.
63	76.5 91.7	1	B	Identify the quotation that reinforces the nature of a character's dilemma in an excerpt from a play.
64	53.3 62.5	2	C	Identify the main purpose for the manner in which one character reads aloud specified lines in an excerpt from a play.
65	75.5 70.8	1	B	Identify the belief revealed by a character's suggestions in specified lines in an excerpt from a play.
66	62.7 54.2	1	C	Consider a series of lines in an excerpt from a play to identify the line in which the nature of a character's motivation is most directly revealed.
67	43.4 45.8	2	B	Identify the irony created by the repetition of a specified word in specified lines in an excerpt from a play.
68	60.5 50.0	1	C	Identify the line that most strongly implies a change in a specified character's attitude toward the conflict in an excerpt from a play.
69	78.2 62.5	1	C	Identify the idea reinforced by specified lines in an excerpt from a play.
70	59.8 50.0	1	C	Identify the quotation that most directly reflects the main idea in an excerpt from a play.

Reporting Category

- 1 - Construct Meaning from Content and Context, and Engage Contextual Knowledge
- 2 - Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect
- 3 - Connect Self, Culture, and Milieu to Text and Text Creators

- A - Form Literal Understandings
- B - Infer, Apply, and Analyze
- C - Assess and Form Generalizations

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION - JUNE 2011

INDIVIDUAL STUDENT SCORES

Case Study #4

Explanation of Headings and Scores:
 Exam Total: Total Examination Score
 Rdg Total: Total Reading Score
 W-R Total: Total Written-Response Score

Maximum Raw Scores:
 Rdg Total: 70
 W-R Total: 50
 1 -Reporting Category 1 27
 2 -Reporting Category 2 27
 3 -Reporting Category 3 7
 A -Reporting Category A 13
 B -Reporting Category B 29
 C -Reporting Category C 28

Written-Response Scoring Categories:
 III - Personal Response - Ideas and Impressions
 1PR - Personal Response - Presentation
 2TU - Critical/Analytical Response - Thought and Understanding
 2SE - Critical/Analytical Response - Supporting Evidence
 2FS - Critical/Analytical Response - Form and Structure
 2CH - Critical/Analytical Response - Matters of Choice
 2CO - Critical/Analytical Response - Matters of Correctness

Notes: 1) Reporting Categories are described in table 7.1.

W-R total scores are based on weighted sums of the scale scores, not simple totals.
 See the "2010-2011 English Language Arts 30-1 Information Bulletin" for weightings.
 2) The Rdg Total Equated Score may be an adjusted score. For details, see the Alberta Education website (http://www.education.gov.ab.ca/k_12/testing/diploma/consistentstandards.asp).

Written Response Scores are reported by scale.
 Scale divisions are as follows:

Excellent	5	Limited	2
Proficient	4.5	Poor	1.5
Satisfactory	4	Insufficient/	1
	3.5	No Response	0
	3		
	2.5		

Student Name	Exam Total (%)	Rdg Total Equated Score (70)	W-R Total Raw Score (50)	Reporting Categories					Written-Response Scoring Categories									
				1 (36)	2 (27)	3 (7)	A (13)	B (29)	C (28)	III (5)	1PR (5)	2TU (5)	2SE (5)	2FS (5)	2CH (5)	2CO (5)		
	63.0	46.0	30.0	20.0	19.0	6.0	8.0	19.0	18.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
	59.0	42.0	29.0	19.0	16.0	6.0	7.0	19.0	15.0	3.0	3.0	2.5	2.5	3.0	3.0	3.0		
	61.0	41.0	32.0	17.0	18.0	5.0	5.0	18.0	17.0	3.5	3.0	3.0	3.0	3.0	3.0	3.5		
	68.0	48.0	34.0	26.0	18.0	3.0	7.0	22.0	18.0	3.5	3.5	3.0	3.5	3.5	3.5	3.5		
	77.0	63.0	32.0	32.0	24.0	6.0	12.0	24.0	26.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0		
	71.0	50.0	35.0	24.0	21.0	4.0	8.0	21.0	20.0	3.5	4.0	3.0	3.5	3.0	3.5	3.5		
	55.0	38.0	28.0	20.0	13.0	5.0	8.0	14.0	16.0	3.5	3.5	2.5	2.0	2.5	2.5	2.5		
	62.0	47.0	28.0	23.0	18.0	5.0	9.0	19.0	18.0	3.0	3.0	2.5	2.5	2.0	3.0	3.0		
	62.0	41.0	33.0	18.0	17.0	5.0	9.0	17.0	14.0	3.0	3.0	4.0	3.0	3.0	3.5	3.5		
	48.0	31.0	26.0	18.0	10.0	3.0	9.0	10.0	12.0	2.0	2.5	3.0	3.0	3.0	2.5	2.5		
	70.0	53.0	32.0	26.0	21.0	5.0	11.0	21.0	20.0	2.5	3.5	3.0	3.0	3.0	3.5	4.0		
	63.0	47.0	29.0	24.0	17.0	5.0	8.0	18.0	20.0	4.0	3.5	2.5	2.0	2.0	3.0	2.5		
	50.0	35.0	25.0	19.0	13.0	3.0	12.0	12.0	11.0	2.5	2.0	3.0	2.0	2.0	3.0	2.5		
	64.0	53.0	26.0	29.0	19.0	4.0	11.0	21.0	20.0	3.0	3.0	2.0	2.0	2.0	2.5	3.0		
	62.0	53.0	24.0	24.0	22.0	6.0	10.0	22.0	20.0	3.0	3.5	1.5	1.5	1.5	2.5	2.5		
	64.0	42.0	34.0	23.0	15.0	3.0	7.0	16.0	18.0	4.0	3.0	3.5	3.0	3.5	3.5	3.5		
	62.0	48.0	28.0	24.0	17.0	6.0	7.0	22.0	18.0	3.0	3.0	3.0	2.0	2.0	3.0	3.5		
	52.0	34.0	28.0	14.0	17.0	3.0	7.0	14.0	13.0	3.0	3.0	2.5	2.5	2.5	3.0	3.0		

ENGLISH LANGUAGE ARTS 30-1 DIPLOMA EXAMINATION - JUNE 2011

INDIVIDUAL STUDENT SCORES

Case Study #4

Explanation of Headings and Scores:
 Exam Total: Total Examination Score
 Rdg Total: Total Reading Score
 W-R Total: Total Written-Response Score

Maximum Raw Scores:

1	-Reporting Category 1	70
2	-Reporting Category 2	50
3	-Reporting Category 3	36
A	-Reporting Category A	27
B	-Reporting Category B	7
C	-Reporting Category C	13
		29
		28

Written-Response Scoring Categories:

- 1II - Personal Response - Ideas and Impressions
- 1PR - Personal Response - Presentation
- 2TU - Critical/Analytical Response - Thought and Understanding
- 2SE - Critical/Analytical Response - Supporting Evidence
- 2FS - Critical/Analytical Response - Form and Structure
- 2CH - Critical/Analytical Response - Matters of Choice
- 2CO - Critical/Analytical Response - Matters of Correctness

Written Response Scores are reported by scale.
 Scale divisions are as follows:

Excellent	5	Limited	2
Proficient	4.5	Poor	1.5
Satisfactory	4	Insufficient/	1
	3.5	No Response	0
	3		
	2.5		

Notes: 1) Reporting Categories are described in table 7.1.

W-R total scores are based on weighted sums of the scale scores, not simple totals.

See the "2010-2011 English Language Arts 30-1 Information Bulletin" for weightings.

2) The Rdg Total Equated Score may be an adjusted score. For details, see the Alberta Education website (http://www.education.gov.ab.ca/k_12/testing/diploma/consistentstandards.asp).

Student Name	Exam Total (%)	Rdg Total Equated Score (70)	W-R Total Raw Score (50)	1 (36)	2 (27)	3 (7)	A (13)	B (29)	C (28)	1II (5)	1PR (5)	2TU (5)	2SE (5)	2FS (5)	2CH (5)	2CO (5)	2
	79.0	60.0	36.0	30.0	22.0	7.0	11.0	23.0	25.0	3.5	3.5	4.0	3.0	3.0	4.0	4.0	
	69.0	51.0	33.0	27.0	20.0	3.0	9.0	20.0	21.0	3.0	3.5	3.5	3.0	2.5	4.0	3.5	
	51.0	31.0	29.0	14.0	15.0	2.0	4.0	13.0	14.0	3.5	3.5	2.0	2.0	2.5	3.0	3.0	
	69.0	54.0	30.0	26.0	21.0	6.0	9.0	23.0	21.0	3.0	3.0	2.5	3.0	3.0	3.5	3.5	
	67.0	56.0	27.0	26.0	24.0	5.0	11.0	22.0	22.0	2.0	2.0	3.0	3.0	3.5	3.0	3.0	
	68.0	54.0	29.0	27.0	21.0	5.0	8.0	22.0	23.0	3.0	3.0	2.5	3.0	2.5	3.0	3.0	