

SCHOOL REPORT

JUNE 2011

Case Study #5

Table 1
English Language Arts 30-2
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	94.6
Standard of Excellence	80	5.8
Number of Students Included in Report	7125	35

Table 2
English Language Arts 30-2
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%)	9.5	8.6	8.6	8.6	5.8	5.7
B (65 - 79%)	39.9	22.9	41.0	51.4	44.3	37.1
C (50 - 64%)	41.6	51.4	37.6	34.3	44.5	48.6
F (0 - 49%)	9.0	17.1	12.7	5.7	5.4	8.6
Average Percent Score	63.7	58.2	63.8	65.7	64.1	62.2
Standard Deviation	12.2	15.3	12.1	12.8	10.0	11.4

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

$$Z = \frac{58.2 - 63.7}{12.2}$$

$$= -0.45$$

$$Z = \frac{65.7 - 63.7}{12.1}$$

$$= +0.16$$

$$Z = \frac{62.2 - 64.1}{10.0}$$

$$= -0.19$$

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Table 3
English Language Arts 30-2
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	4258	59.8	4002	94.0	201	4.7
Female	2867	40.2	2737	95.5	210	7.3
School						
Male	22	62.9	19	86.4	1	4.5
Female	13	37.1	13	100.0	1	7.7

Table 4
English Language Arts 30-2
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%)	7.6	12.5	4.5	15.4	8.8	8.4	9.1	7.7
B (65 - 79%)	37.2	43.9	9.1	46.2	42.1	39.4	50.0	53.8
C (50 - 64%)	45.2	36.2	63.6	30.8	36.8	38.8	36.4	30.8
F (0 - 49%)	10.0	7.4	22.7	7.7	12.3	13.4	4.5	7.7
Average Percent	62.4	65.5	53.3	66.5	64.0	63.4	65.0	66.7
Standard Deviation	12.1	12.1	14.6	13.3	12.1	12.2	13.2	12.5

$Z = -0.75$

$Z = +0.06$

$Z = +0.06$

$Z = +0.27$

$Z = -0.41$

$Z = +0.20$

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Table 5
English Language Arts 30-2
Average Scores and Standard Deviations in Percent, by Examination Part

Examination Part	Weighting (%)	Average Percent Score	Standard Deviation
Part A: Written Response	50	63.7	11.2
Part B: Reading (Equated)	50	63.8	16.1

$Z = +0.25$

Table 6
English Language Arts 30-2
Part A – Percentage Distribution of Scores, by Scoring Category

Assignment I: Visual Reflection					Assignment II: Literary Exploration								
Score	Ideas and Impressions		Presentation		Thought and Support		Form and Structure		Matters of Choice		Matters of Correctness		
	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	
Excellent	5	2.5	5.7	2.6	5.7	1.9	0.0	1.8	0.0	2.0	5.7	1.9	2.9
	4.5	5.4	17.1	5.5	8.6	4.8	8.6	4.1	8.6	4.0	5.7	4.3	5.7
Proficient	4	15.6	2.9	13.6	11.4	13.9	8.6	15.3	11.4	12.9	2.9	11.8	8.6
	3.5	22.1	25.7	20.5	11.4	21.2	17.1	22.0	22.9	20.7	25.7	20.4	28.6
Satisfactory	3	34.3	37.1	41.3	48.6	32.9	34.3	33.0	25.7	41.7	40.0	36.6	31.4
	2.5	11.8	8.6	10.2	11.4	13.3	14.3	13.7	17.1	11.1	8.6	13.7	11.4
Limited	2	5.8	2.9	4.6	2.9	7.6	8.6	6.6	11.4	5.2	8.6	7.8	8.6
	1.5	1.2	0.0	0.8	0.0	2.6	8.6	1.9	2.9	1.4	2.9	2.1	2.9
Poor	1	0.6	0.0	0.3	0.0	1.2	0.0	1.0	0.0	0.4	0.0	0.8	0.0
	Insufficient/NR	0	0.7	0.7	0.0	0.6	0.0	0.6	0.0	0.6	0.0	0.6	0.0

(continued)

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Table 6 (continued)
English Language Arts 30-2
Part A – Percentage Distribution of Scores, by Scoring Category

Score	Assignment III: Persuasive Writing in Context			
	Thought and Support		Writing Skills	
	Prov.	School	Prov.	School
Excellent	5	1.6	5.7	1.7
	4.5	3.5	0.0	2.9
Proficient	4	13.0	5.7	13.2
	3.5	21.1	22.9	14.3
Satisfactory	3	40.3	40.0	38.9
	2.5	12.3	14.3	12.9
Limited	2	6.0	8.6	7.4
	1.5	1.1	0.0	1.4
Poor	1	0.4	2.9	0.5
Insufficient/NR	0	0.7	0.0	0.7

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Table 7.1
English Language Arts 30-2
Part B – Raw Score Results, by Reporting Category

Reporting Category	Number of Items (70)	Average Prov.	Average School	Standard Deviation Prov.	Standard Deviation School
1. Construct Meaning from Content and Context, and Engage Contextual Knowledge	37	24.9	26.4	6.1	6.2
2. Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect	22	13.8	14.3	3.9	3.9
3. Connect Self, Culture, and Milieu to Text and Text Creators	11	7.2	7.7	2.3	2.3
A. Form Literal Understandings	19	12.9	13.5	3.4	3.4
B. Infer, Apply, and Analyze	34	22.2	23.4	5.6	5.6
C. Assess and Form Generalizations	17	10.9	11.6	3.2	3.4

$$Z = \frac{26.4 - 24.9}{6.1}$$

$$Z = +0.21$$

$$Z = +0.13$$

$$Z = +0.22$$

$$Z = +0.18$$

$$Z = +0.22$$

$$Z = +0.21$$

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

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
1	77.0 88.6	1	A	Identify how the narrator acquired a specific quality in an excerpt from a novel.
2	77.9 85.7	1	A	Identify what specified lines suggest about a character in an excerpt from a novel.
3	78.6 85.7	1	B	Given context, interpret what a specified phrase means in an excerpt from a novel.
4	64.8 54.3	2	A	Identify the figurative device exemplified by a specified phrase in an excerpt from a novel.
5	65.9 74.3	2	A	Identify the metaphor that conveys a specific quality of a character in an excerpt from a novel.
6	52.7 57.1	1	B	Interpret what a specified detail reveals about an action of a character in an excerpt from a novel.
7	86.2 94.3	1	A	Identify what specified statements emphasize about the narrator in an excerpt from a novel.
8	80.4 91.4	1	B	Interpret the source of a specific quality of the narrator in an excerpt from a novel.
9	68.1 68.6	1	C	Identify the quotation that explains the reason for the narrator's situation in an excerpt from a novel.
10	53.1 57.1	2	B	Interpret what is purposefully emphasized by three specified quotations in an excerpt from a television 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 |

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

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
11	75.7 80.0	3	B	Interpret what causes a character in an excerpt from a television play to perceive the irony in his situation.
12	54.2 62.9	3	B	Interpret in specified lines in an excerpt from a television play what a character believes about the intent of others.
13	68.9 77.1	3	A	Identify the completion of an analogy made by a character in an excerpt from a television play.
14	55.4 48.6	1	C	Determine in which of four quotations a character in an excerpt from a television play expresses his most genuine sympathy.
15	82.4 85.7	2	A	Identify what a specified direction indicates in an excerpt from a television play.
16	63.2 62.9	1	B	Interpret the tone of a character's statements in specified lines of an excerpt from a television play.
17	52.6 54.3	2	C	Determine which of four quotations in an excerpt from a television play most strongly foreshadows a specific event.
18	75.2 71.4	1	B	Interpret what a specified quotation emphasizes about a specific situation in an excerpt from a television play.
19	50.2 57.1	1	B	Interpret what the first four lines of song lyrics establish about the speaker.
20	78.3 80.0	1	B	Identify which of four quotations from song lyrics reveals the influence of the speaker's childhood on his beliefs.

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 |

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Table 7.2 - 3
English Language Arts 30-2
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
21	66.6 74.3	1	B	Given a specified quotation from song lyrics, interpret the motivation of the speaker.
22	68.1 80.0	1	B	Interpret the belief of the speaker that is revealed by a specified quotation from song lyrics.
23	66.1 74.3	3	B	Given a four line context from song lyrics, interpret what the speaker believes about a specific group of people.
24	75.3 91.4	3	C	Determine the speaker's tone in specified lines from song lyrics.
25	55.8 65.7	1	B	Infer the shared motivation of a character in an excerpt from a television play and the speaker in song lyrics.
26	70.7 68.6	3	C	Identify which of four statements expresses a main idea suggested in an excerpt from a television play and related song lyrics.
27	69.8 77.1	3	B	Interpret what a described action in an illustration represents.
28	73.3 77.1	1	C	Identify the central message of an illustration.
29	74.9 77.1	2	A	Determine what specific details establish about the atmosphere created in an excerpt from a narrative.
30	48.2 51.4	2	B	Identify the feeling that is created by specific sentence structure and punctuation in an excerpt from a narrative.

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 |

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Table 7.2 - 4
English Language Arts 30-2
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
31	60.2 71.4	1	B	Identify which quotation from an excerpt from a narrative most strongly emphasizes a feeling of being overwhelmed.
32	74.1 62.9	2	B	Determine the effect of specific phrases in an excerpt from a narrative.
33	84.1 91.4	1	B	Identify the feeling that is reinforced by a specific statement in an excerpt from a narrative.
34	62.7 68.6	1	B	Identify what a specific anecdote in an excerpt from a narrative illustrates about a character.
35	58.8 68.6	1	C	Determine the most significant realization shared by two characters in an excerpt from a narrative.
36	67.3 65.7	1	A	Identify the reason that a particular event in an excerpt from a narrative evokes a specific emotion.
37	66.0 77.1	1	C	Identify the effect that a specific experience has on the narrator in an excerpt from a narrative.
38	74.0 77.1	2	C	Infer the thematic impact of a specific experience on a character in an excerpt from a narrative.
39	79.2 82.9	1	B	Determine the motivation of a character at a specific moment in an excerpt from a play.
40	65.9 60.0	2	B	Interpret the characteristics of a group of characters within the context of specified lines in an excerpt from a 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 |

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Table 7.2 - 5
English Language Arts 30-2
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
41	56.4 68.6	1	B	Identify which of four quotations illustrates the most significant reason behind a character's attitude in an excerpt from a play.
42	67.6 77.1	1	A	Identify the attitudes of two characters as revealed by the context of specific lines in an excerpt from a play.
43	79.3 80.0	1	B	Infer the meaning of a specific word through context in an excerpt from a play.
44	79.9 85.7	1	C	Identify a characteristic of one character that is reinforced by an assertion made by another character in an excerpt from a play.
45	75.2 77.1	1	A	In the context of specific lines in an excerpt from a play, identify the specific circumstances under which a character will change his perspective.
46	74.7 85.7	1	B	Determine the perspective of one character that is in disagreement with that of another character in an excerpt from a play.
47	51.0 40.0	1	A	Determine which of four quotations offers the most direct illustration of a character's belief in an excerpt from a play.
48	63.1 65.7	1	B	Determine which of four quotations contains details that most directly reflect the title of an excerpt from a play.
49	65.7 68.6	2	A	Identify the atmosphere that is reinforced by a character's behaviour in a poem.
50	40.3 45.7	2	C	Infer the idea that is reinforced by a specific allusion in a poem.

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 |

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Table 7.2 - 6
English Language Arts 30-2
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
51	77.0 77.1	2	B	Identify what specific diction and sentence structure in a poem emphasizes about a character's response.
52	51.1 45.7	1	B	Determine why a character's belief is ironic in the context of specific lines from a poem.
53	57.4 51.4	1	C	Determine which of four statements from an excerpt most strongly expresses the significance of a particular experience on the speaker.
54	60.5 65.7	3	C	Identify what the juxtaposition of specific details in a poem reinforces for the reader.
55	61.7 51.4	3	C	Infer which of four statements expresses the theme of a poem.
56	65.0 77.1	1	C	Identify the most important qualities of the individual who is the subject of a biography.
57	63.7 71.4	2	A	Consider context to determine the technique exemplified in a specified phrase in an excerpt from a biography.
58	61.9 65.7	1	C	Determine which of four quotations offers the best example of a specified quality of the individual who is the subject of a biography.
59	62.1 57.1	1	A	Consider context to identify the meaning of a word in an excerpt from a biography.
60	60.2 57.1	3	B	Determine which of four quotations is supported by the idea expressed in a specified behaviour of the individual who is the subject of a biography.

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

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Table 7.2 - 7
English Language Arts 30-2
Results, Blueprint Classifications, and Item Descriptions, by Item

Item #	% Correct Prov. Sch.	Reporting Category	Reporting Category	Item Description
61	58.8 51.4	2	B	Consider context to determine how a specified phrase functions in an excerpt from a biography.
62	55.4 48.6	1	A	Consider context to identify the meaning of a word in an excerpt from a biography.
63	65.9 68.6	2	B	Determine what attribute is best illustrated by the placement of two photographs in an excerpt from a biography.
64	76.3 68.6	2	B	Identify the connection that a student writer makes by the addition of a phrase to a draft text of a PowerPoint presentation.
65	65.3 82.9	2	C	Assess which of four statements is most strongly reinforced by the addition of two specified phrases in a draft text.
66	45.5 54.3	2	A	Identify the purpose for deleting a specified phrase in a draft text.
67	61.5 65.7	3	A	Determine the purpose of using a phrase to replace a specified word in a draft text.
68	40.1 37.1	2	B	Identify what is strengthened by a student writer's addition of a specified sentence in a draft text.
69	54.6 68.6	2	B	Determine the idea that is suggested by the addition of a specific detail in a draft text.
70	74.6 85.7	2	A	Identify the reason for the student writer's insertion of specific punctuation in a line of a draft text.

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