

Sample Assessment Booklet: New Layout Booklet 1

ANSWERS

Ontario Secondary School Literacy Test (OSSLT)

2015

INSTRUCTIONS

Attempt all questions. If you leave a question blank, the question will be scored zero.

Use only pencil or blue or black pen.

Answering Multiple-Choice Questions

Choose the best or most correct answer for each question.

To indicate your answer, fill in the circle completely, as shown below.

Like this: ● Not like this: ⊗ ✓ ◐ ⊙

If you fill in more than one circle for a question, the question will be scored incorrect.

To change a multiple-choice answer, erase or cross out your answer and fill in the circle for your new answer. Ensure that your final answer is clear.

Answering Open-Response Questions

For the writing sections, pay attention to clarity, organization, spelling, grammar and punctuation.

The lined space in this booklet indicates the approximate length of the response expected.

**Provide ALL
your answers to
multiple-choice and
open-response questions
in this booklet.**

**Space is available for
rough notes.**

Education Quality and
Accountability Office



You are now ready to start the test.

Read the questions in *Question Booklet 1* before providing your answers here.

An Animator from Scarborough



Multiple-Choice

- 1 A B C D
- 2 C E H J
- 3 A B C D
- 4 F G H J
- 5 A B C D

Open-Response Answer

- 6 Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

EQAO OSSLT April 2013
Scoring Guide for Reading Open-Response
Section I News Report Question 6

Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	<ul style="list-style-type: none"> • response is illegible <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read). A <u>comment on the task</u> (e.g., I don't know).</p>
Off topic/ Incorrect*	<ul style="list-style-type: none"> • response is off-topic, irrelevant or incorrect <p>A typical <u>off-topic</u> response has no connection to the selection or the question.</p> <p>A typical <u>irrelevant</u> response comments on the topic (e.g., an internship is a good way to learn) or only restates the question (e.g., Lizarda is a good choice for the internship) with no support.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.</p>
Code 10	<ul style="list-style-type: none"> • response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection <p>The response provides</p> <ul style="list-style-type: none"> • minimal and/or irrelevant information from the selection about Lizarda <p>OR</p> <ul style="list-style-type: none"> • a reason from the student's own ideas with no supporting details from the selection.
Code 20	<ul style="list-style-type: none"> • response indicates some reading comprehension • response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection <p>The response provides</p> <ul style="list-style-type: none"> • a reason from the selection supported by limited or vague details <p>OR</p> <ul style="list-style-type: none"> • details from the selection that are intended to support a reason for the choice of Lizarda for the internship as an animator. However, the <u>reader is required to make the connection</u> between the reason and the internship or the work of an animator.
Code 30	<ul style="list-style-type: none"> • response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection <p>The response provides supporting details from the selection and a <u>clear explanation of how these details are connected</u> to the selection of Lizarda for the internship as an animator.</p>

*Responses considered to be illegible or off topic/incorrect must be shown to the Scoring Supervisor.

EQAO OSSLT April 2013
Scoring Guide for Reading Open-Response
Section I News Report Question 6

Code 10

Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda is a good choice for this internship because he started drawing cartoons when he was a child and got more into it when he was in grade 10.

Annotation:

The response provides minimal information from the selection (*started drawing cartoons when he was a child and got more into it when he was in grade 10*) and does not offer an explanation of how these details are connected to the choice of Lizarda for the internship as an animator.

EQAO OSSLT April 2013
Scoring Guide for Reading Open Response
Section I News Report Question 6

Code 20

Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda has grown up with an interest in art and was more fascinated by it through highschool. In grade 10 Lizarda took a servey and found that he would fit into ~~an~~ the animation industry as a career. His dream~~s~~ is to work with an animation company, which shows that he wants to be succesful in this.

Annotation:

The response provides some details about Lizarda from the selection (*took a servey and found that he would fit into the animation industry as a career. His dream is to work with an animation company*). However, the reader is required to make the connection among the details, the reason and the internship or the work of an animator.

EQAO OSSLT April 2013
Scoring Guide for Reading Open Response
Section I News Report Question 6

Code 30

Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda is a beneficial choice for this internship. Almost all his life he has had a passion for art. Already as a child, he began to draw. He has an amazing ability to use the basic principles of animation while making the picture entertaining at the same time. It is the job of an animator to be able to apply the principles of animation but catch the viewers' attention. Lizarda and his talents are an excellent choice for ^{the} internship.

Annotation:

The response provides specific supporting details about Lizarda (*He has an amazing ability to use the basic principles of animation while making the picture entertaining at the same time*) and clearly explains how they are connected to his internship as an animator (*It is the job of an animator to be able to apply the principles of animation but catch the viewers' attention*).

Read the questions in *Question Booklet 1* before providing your answers here.

Multiple-Choice

1 A B C D

2 B C H J

3 A B C D

4 F G H J

5 A B C D

ROUGH NOTES

Use the space below for rough notes. Nothing you write in this space will be scored.

Read the questions in *Question Booklet 1* before providing your answers here.



Multiple-Choice

- 1** A B C D
- 2** F G H J
- 3** A B C D
- 4** F G H J
- 5** A B C D

Open-Response Answer

6 Is the interview with Alex beneficial to Nat's career exploration? Use specific details from the selection to support your answer.

EQAO OSSLT May 2013
Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Q6: Is the interview with Alex beneficial to Nat's career exploration? Use specific details from the selection to support your answer.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	<ul style="list-style-type: none"> • response is illegible <p>An <u>illegible</u> response cannot be read.</p> <p>A <u>comment on the task</u> (e.g., I don't know.).</p>
Off topic/ Incorrect*	<ul style="list-style-type: none"> • response is off-topic, irrelevant or incorrect <p>A typical <u>off-topic</u> response has no connection to the selection or the question.</p> <p>A typical <u>irrelevant</u> response comments on the selection or topic (e.g., I have had a job interview) or provides an opinion with <u>no</u> support, or only restates the question (e.g., The interview is/is not beneficial to Nat).</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the reading selection.</p>
Code 10	<ul style="list-style-type: none"> • response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection <p>The response provides an opinion about whether the interview has been beneficial to Nat's career exploration supported by</p> <ul style="list-style-type: none"> • <u>minimal ideas</u> from the selection <p>OR</p> <ul style="list-style-type: none"> • <u>irrelevant details</u> from the reading selection (e.g., a <u>retelling</u> of events in the selection).
Code 20	<ul style="list-style-type: none"> • response indicates some reading comprehension • response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection <p>The response provides an opinion about whether the interview has been beneficial to Nat's career exploration supported by</p> <ul style="list-style-type: none"> • <u>vague</u> details from the reading selection <p>OR</p> <ul style="list-style-type: none"> • a vague explanation. <p>The response often requires the reader to make the connection between the reason given and the supporting detail(s).</p>
Code 30	<ul style="list-style-type: none"> • response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection <p>The response provides an opinion supported by a <u>specific and relevant</u> detail from the reading selection to explain <u>clearly</u> whether the interview has been beneficial to Nat's career exploration.</p>

*Responses considered to be illegible or off topic/incorrect must be shown to the Scoring Supervisor.

EQAO OSSLT May 2013
Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Code 10

- 6 Is the interview with Alex beneficial to Nat's career exploration? Use specific details from the selection to support your answer.

Yes, the interview with Alex did benefit Nat's career exploration. Nat asked questions and ~~he~~ showed interest in what Alex had to say about starting his business.

Annotation:

The response provides an opinion (*Yes the interview with Alex did benefit Nat's career exploration*), but provides irrelevant support from the reading selection. The response does not explain how Nat's asking questions and showing interest in what Alex had to say are beneficial to his career exploration.

EQAO OSSLT May 2013
Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Code 20

- 6 Is the interview with Alex beneficial to Nat's career exploration? Use specific details from the selection to support your answer.

Yes, the interview with Alex was beneficial to Nat's career, because the interview helped Nat with his own life, as becoming a young businessman. Alex gives Nat advice for young entrepreneurs and tells him what he had to go through to become what he is now.

Annotation:

The response provides an opinion (*Yes, the interview with Alex was beneficial to Nat's career*) and supports the opinion with vague details from the reading selection (*Alex gives Nat advice for young entrepreneurs and tells him what he had to go through to become what he is now*).

EQAO OSSLT May 2013
Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Code 30

- 6 Is the interview with Alex beneficial to Nat's career exploration? Use specific details from the selection to support your answer.

The interview with Alex is beneficial to Nat's career exploration because Nat gets to talk and retrieve advice from a successful businessman. Alex gives Nat advice in paragraph 10, "to do ~~his~~ your research, develop a realistic business plan, and focus on your goals." This can ~~help~~ be a guideline to follow for an aspiring business man like Nat. The advice given to Nat by Alex in the interview is beneficial to his career

Annotation:

The response provides an opinion (*The interview with Alex is beneficial to Nat's career exploration*) with a clear explanation (*because Nat gets to talk and retrieve advice from a successful businessman*), supported by specific and relevant details from the reading selection (*Alex gives Nat advice in paragraph 10, "to do your research, develop a realistic business plan, and focus on your goals"*).

Open-Response Answer

7 How does this selection show the benefits of volunteering for community service? Use specific details from the selection to support your answer.

ROUGH NOTES

Use the space below for rough notes. Nothing you write in this space will be scored.

EQAO OSSLT May 2013
Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Q7: How does this selection show the benefits of volunteering for community service? Use specific details from the selection to support your answer.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	<ul style="list-style-type: none"> • response is illegible <p>An <u>illegible</u> response cannot be read. A <u>comment on the task</u> (e.g., I don't know.).</p>
Off topic/ Incorrect*	<ul style="list-style-type: none"> • response is off-topic, irrelevant or incorrect <p>A typical <u>off-topic</u> response has no connection to the selection or the question.</p> <p>A typical <u>irrelevant</u> response comments on the selection or topic (e.g., I have completed my community service) or only restates the question (e.g., <i>This selection shows the benefits of volunteering for community service; there are/are not benefits to volunteering for community service</i>).</p> <p>OR</p> <p>The response states a benefit of volunteering for community service with <u>no</u> details from the selection (only own ideas).</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question and/or the ideas in the selection.</p>
Code 10	<ul style="list-style-type: none"> • response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection <p>The response states that the selection shows the benefits of volunteering for community service or identifies a benefit of volunteering for community service</p> <ul style="list-style-type: none"> • with minimal support <p>OR</p> <ul style="list-style-type: none"> • with <u>irrelevant</u> details from the selection (e.g., retelling of events in the selection).
Code 20	<ul style="list-style-type: none"> • response indicates some reading comprehension • response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection <p>The response states that the selection shows the benefits of volunteering for community service or identifies a benefit of volunteering for community service and provides</p> <ul style="list-style-type: none"> • <u>vague details</u> from the selection <p>AND/OR</p> <ul style="list-style-type: none"> • a <u>vague explanation</u> to show the benefits of volunteering for community service. <p>The response often requires the reader to make the connection between the benefit of volunteering for community service and the details from the selection.</p>
Code 30	<ul style="list-style-type: none"> • response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection <p>The response uses <u>specific and relevant</u> support from the reading selection to explain <u>clearly</u> how this selection shows the benefits of volunteering for community service.</p>

*Responses considered to be illegible or off topic/incorrect must be shown to the Scoring Supervisor

EQAO OSSLT May 2013
Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Code 10

- How does this selection show the benefits of volunteering for community service? Use specific details from the selection to support your answer.

It shows that if you volunteer at
certain places, you may realize what
career you'd like to pursue.

Annotation:

The response identifies a benefit of volunteering for community service which includes minimal support from the selection (*you may realize what career you'd like to pursue*).

EQAO OSSLT May 2013
Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Code 20

- 7 How does this selection show the benefits of volunteering for community service? Use specific details from the selection to support your answer.

Volunteering for community service can be beneficial because it can show you what you enjoy to do and what your skills are. Alex realized that he ~~was~~ was capable of providing a new service and thus started his career.

Annotation:

The response identifies a benefit of volunteering for community service (...it can show you what you enjoy to do and what your skills are) and provides vague support from the selection (Alex realized that he was capable of providing a new service and thus started his career).

EQAO OSSLT May 2013
Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Code 30

- 7 How does this selection show the benefits of volunteering for community service? Use specific details from the selection to support your answer.

This selection shows the benefits of volunteering for community service because it was through volunteering at his grandfather's senior residence that Alex got the idea of owning a mobile salon. It shows that volunteering can help develop one's future career plans.

Annotation:

The response identifies a benefit of volunteering for community service (...volunteering can help develop one's future career plans) and uses specific and relevant support from the selection to clearly explain how the selection shows this benefit (...it was through volunteering at his grandfather's senior residence that Alex got the idea of owning a mobile salon).

Short Writing Task

- 1** Identify an important environmental issue. Use specific details to explain why it is important.

ROUGH NOTES

Use the space below for rough notes. Nothing you write in this space will be scored.

EQAO OSSLT April 2013
Scoring Guide for Short Writing Topic Development
Section III Environmental Issue

Writing Prompt: Identify an important environmental issue. Use specific details to explain why it is important.

Code	Description
Blank	<ul style="list-style-type: none"> • nothing written or drawn in the lined space provided
Illegible*	<ul style="list-style-type: none"> • response is illegible <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>The response <u>comments on the task</u> (e.g., I don't know.).</p>
Off topic*	<ul style="list-style-type: none"> • response is off-topic or irrelevant to the prompt <p>A typical <u>off-topic</u> response is not related to the topic of an environmental issue.</p> <p>A typical <u>irrelevant</u> response comments on the topic or simply restates the question.</p>
Code 10	<ul style="list-style-type: none"> • response is not developed or is developed with irrelevant ideas and information <p>The response</p> <ul style="list-style-type: none"> • identifies or describes an environmental issue but does <u>not provide an explanation</u> of why it is important <p>OR</p> <ul style="list-style-type: none"> • identifies or describes an environmental issue but provides an <u>irrelevant explanation</u> of why it is important (e.g., how issue can be solved) <p>OR</p> <ul style="list-style-type: none"> • provides a general comment about the environment.
Code 20	<ul style="list-style-type: none"> • response is developed with vague ideas and information; it may contain some irrelevant ideas and information <p>The response identifies or describes an environmental issue and provides a <u>vague explanation</u> of why it is important or uses <u>vague details</u> in the explanation.</p> <p>The response often requires the reader to make the connection between the support provided and what it is intended to prove.</p>
Code 30	<ul style="list-style-type: none"> • response is developed with clear, specific and relevant ideas and information <p>The response identifies or describes an environmental issue and provides <u>specific and relevant details</u> to <u>clearly</u> explain why it is important.</p>

*Responses considered to be illegible or off topic must be shown to the Scoring Supervisor.

EQAO OSSLT April 2013
Scoring Guide for Short Writing Topic Development
Section III Environmental Issue

Code 10

2 Identify an important environmental issue. Use specific details to explain why it is important.

One environmental issue I feel strongly passionate about is the amount of energy wasted. Throughout the day, there are constantly unneeded lights on, and computers left on, too. We have become more environmentally friendly over the last couple of years. However, people in and around our communities can still be a lot more efficient.

Annotation:

The response identifies and describes an environmental issue (*amount of energy wasted*) but does not provide an explanation of why it is important.

EQAO OSSLT April 2013
Scoring Guide for Short Writing Topic Development
Section III Environmental Issue

Code 20

- 2 Identify an important environmental issue. Use specific details to explain why it is important.

A important environmental issue is global warming, this is important because our earth is getting destroyed slowly after years and years, and if we don't stop global warming, our earth will be destroyed in time.

Annotation:

The response identifies an environmental issue (*global warming*) and provides a vague explanation of why it is important (*our earth is getting destroyed slowly after years and years*).

EQAO OSSLT April 2013
Scoring Guide for Short Writing Topic Development
Section III Environmental Issue

Code 30

- 2 Identify an important environmental issue. Use specific details to explain why it is important.

An important environmental issue is the contamination of water. Water is a natural resource that humans can't live without; without water you can die in 3-4 days. Only 1% of the earth's water is fresh water. We need to make sure we aren't contaminating the water because we have a limited supply. The water must stay clean because we can't get anymore.

Annotation:

The response identifies an environmental issue (*the contamination of water*) and provides a clear explanation of why it is important (*We need to make sure we aren't contaminating the water because we have a limited supply*) using relevant and specific details (*you can die in 3-4 days. Only 1% of the earth's water is fresh water*).

EQAO OSSLT April 2013
Scoring Guide for Short Writing Conventions
Section III Environmental Issue

Writing Prompt: Identify an important environmental issue. Use specific details to explain why it is important.

Code	Use of Conventions
Code 10	<ul style="list-style-type: none">• errors in conventions distract from communication
Code 20	<ul style="list-style-type: none">• errors in conventions do not distract from communication

EQAO OSSLT April 2013
Scoring Guide for Short Writing Conventions
Section III Environmental Issue

Code 10

- 2 Identify an important environmental issue. Use specific details to explain why it is important.

~~write~~ I think an important
environment issue in society today is
green house gases. This is an issue
because people are not using fuel efficient
cars and people are not conserving
energy

Annotation:

Errors in spelling (*enviroment, sosity, useing, effisnt*), erratic capitalization (*iMportant, Because*) and lack of end punctuation distract from communication.

EQAO OSSLT April 2013
Scoring Guide for Short Writing Conventions
Section III Environmental Issue

Code 20

- 2 Identify an important environmental issue. Use specific details to explain why it is important.

An important environmental issue is that a lot
of people don't take recycling ^{seriously} ~~seriously~~ enough.
Nowadays it is important to help our environment
and recycling is a good start, but then just if
it is done properly.

Annotation:

Errors in spelling (*enviromental*, *enviroment*, *recycleing*) do not distract from communication.

EQAO OSSLT April 2013
Scoring Guide for Long Writing Topic Development
Section IV News Report

Code	Descriptor
Blank	The page is blank with nothing written or drawn in the space provided.
Illegible	The response is illegible or irrelevant to the prompt.
Off topic	The response is off topic.
Code 10	The response is related to headline and/or photo but is not a news report. OR The response is a news report related to the headline and/or photo. It identifies an event, but provides no supporting details, or provides details that are unrelated to the event. There is no evidence of organization.
Code 20	The response is related to headline and/or photo but only partly in the form of a news report. OR The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.
Code 30	The response is a news report related to the headline and photo with a clear focus on an event. There are insufficient and/or vague supporting details or the connection of the details to the event is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient supporting details, however, only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details to develop the news report. The organization is logical.
Code 60	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details, which are thoughtfully chosen to develop the news report. The organization is coherent demonstrating a thoughtful progression of ideas.

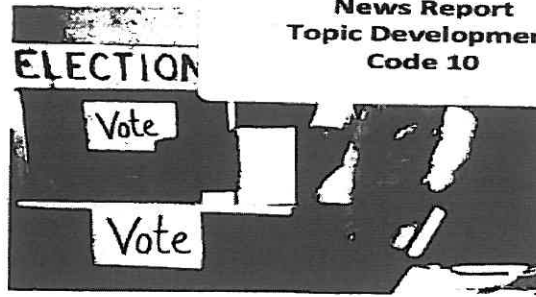
EQAO OSSLT April 2013
Scoring Guide for Long Writing Topic Development
Section IV News Report

Code 10

Students Participate in Important Election

Students at school name
secondary school have election
day Thursday June 12 2013

News Report
Topic Development
Code 10



Annotation:

The response is a news report related to the headline. It identifies an event (*Students at [redacted] secondary school have election day*), but provides no supporting details.

EQAO OSSLT April 2013
Scoring Guide for Long Writing Topic Development
Section IV News Report

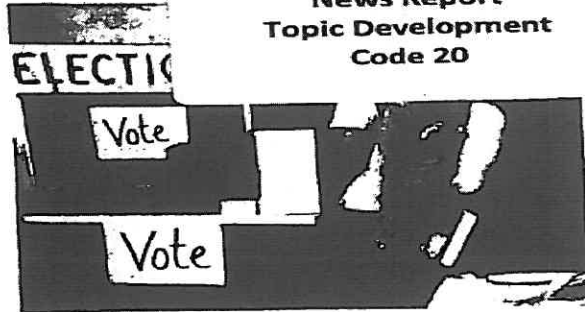
Code 20

Students Participate in Important Election

A group of concerned youth setup a voting booth to see whether students at school name

vote Mitt Romney or the (to become) re-elected president

Barack Obama. This event occurred during the exact time the real election was happening.



News Report
Topic Development
Code 20

Annotation:

The response is a news report related to the headline and/or photo. It describes an event (*set up a voting booth*) but includes insufficient supporting details. There is limited evidence of organization.

EQAO OSSLT April 2013
Scoring Guide for Long Writing Topic Development
Section IV News Report

Code 30

Students Participate in Important Election

On September 21st students

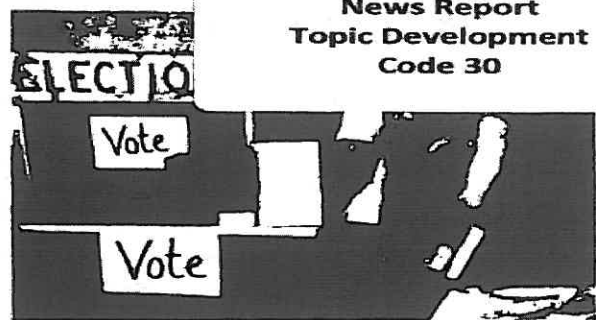
at school name

School held elections for student council. The student council will become in charge of all school functions starting the month of October, the reason

decided to do this was because rather than having the principals decide everything and have the students be unhappy, they decided to give the kids a say for a more successful school year.

Students running will find out results next Tuesday morning and we wish all students running the very best of luck.

School name



News Report
Topic Development
Code 30

school name

Annotation:

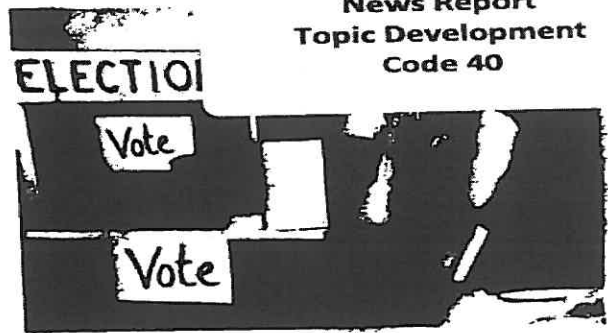
The response has a clear focus on an event (*students at [redacted] held elections for student council*). The supporting details are insufficient and vague (*in charge of all school functions; students be unhappy; give the kids a say*). There is evidence of organization (an introduction and conclusion) but the awkward insertion of the purpose for the election (*the reason the school decided to do this*) is a lapse that distracts from the overall communication.

EQAO OSSLT April 2013
Scoring Guide for Long Writing Topic Development
Section IV News Report

Code 40

Students Participate in Important Election

On Thursday April 3rd 2013
students of school name
Joseph were sent to the forum
to cast their votes on deciding
who will become their new school
president. What was called an
exciting rivalry between two
grade 12 students (student name, student name)



News Report
Topic Development
Code 40

student name, student name) would be the understatement of the
year. The two students held no mercy for one another in this
election to make their name known in their last school year.
Many students believe that Daryll will do great things for the
school and give the students a beneficial dance here and there,
while others say Sofia will be the one to come on top and take
the school year by storm. It's a wonder who will win as you
see in the picture students waiting in line to place their votes
and have their say on who will become their new school president.

Annotation:

There is a clear and consistent focus on an event (*cast their votes on deciding who will become their new school president*). There are sufficient supporting details. Some are specific (*Thursday, April 3, 2013; two grade 12 students (student's first and last name and student's first and last name); beneficial dance*). Other details are vague (*last school year; do great things; held no mercy for one another; take the school year by storm*). The organization is mechanical. The concluding reference to the picture (*as you see in the picture students waiting in line...*) is a lapse in organization, but it does not distract from the overall communication.

EQAO OSSLT April 2013
Scoring Guide for Long Writing Topic Development
Section IV News Report

Code 50

Students Participate in Important Election

The students of school name
School are voting for a new student
council president today, June 8th 2012.

A new student council is elected
yearly, and has become a well-loved
tradition for all students.

Two weeks before election day,
all students were gathered for an
assembly at which the candidates for
each position were announced.

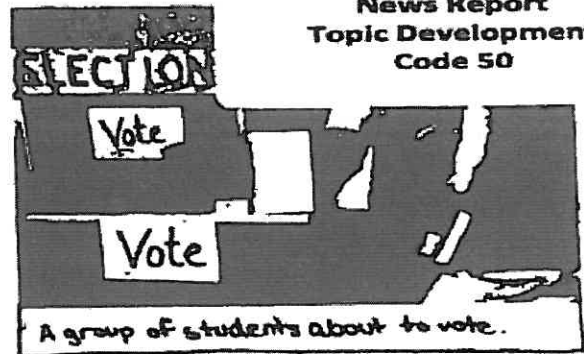
The next two weeks were filled with speeches, announcements, and even
demonstrations from each candidate of what they could bring to student
council to improve the school.

One grade 12 student, student name, who is running for vice president, said
that, "every candidate is extremely motivated and I myself am grateful for
the student body's support."

This is an important election for the entire school, as it will affect every
student-planned activity in the coming school year.

School name principal, name, said, "I am completely confident in
the students' decision and I know that any choice they make will benefit
the school."

The results of the election will be made public tomorrow to an eager
group of students.



News Report
Topic Development
Code 50

Annotation:

There is a clear and consistent focus on an event (voting for new student council president). There are sufficient specific details (June 8th; well-loved tradition; two weeks before; assembly at which the candidates for each position were announced; results will be made public by tomorrow). The quotations from the student and principal are effectively integrated; they contribute to the reader's understanding of the significance of the event. The organization is chronological and logical.

EQAO OSSLT April 2013
Scoring Guide for Long Writing Topic Development
Section IV News Report

Code 60

Students Participate In Important Election

Apr 3, 2013, TORONTO STAR

The students of

school name _____ in _____

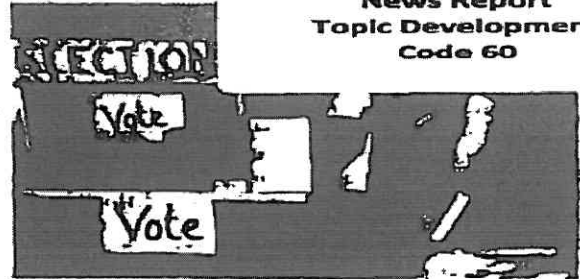
location _____ took part in a very important Provincial vote

yesterday. Despite the votes not actually changing or giving power in Ontario, it plays a huge

role for the Political Parties going forward. NDP leader Andrea Horwath said, "These young men and women are the voters of tomorrow. Through this "mock" election, we can see who they believe will make changes in Ontario for the better."

The elections which took place in schools province-wide concluded with the NDP Party with 50% of all votes, the Liberals with 25%, Conservatives with 20%, and the Green Party with 5%. Lucy Hall, (above, second from the right) was asked who she voted for. "I voted for the NDP party because they are a younger party, and their values appeal to me more as a young adult. As university begins for me next year, I feel the NDP will change education in Ontario for the better."

With the Liberals and Conservatives typically leading the polls in the real elections, it cannot be denied that these results will boost the NDP's confidence and campaigning going forward.



News Report
Topic Development
Code 60

Annotation:

There is a clear and consistent focus on an event (*students...took part in a very important Provincial vote*). Sufficient specific supporting details (*NDP leader Andrea Horwath; mock election; 50%...25%...5%*) are thoughtfully chosen to develop a clear and consistent focus. Relevant quotations are deliberately placed to develop the reasons for the mock election (*see who they believe will make changes in Ontario for the better; because they are a younger party and their values appeal to me*). Organization is coherent. The response demonstrates a thoughtful progression of ideas from facts about the election, to purpose, to results and to future implications. The effective use of transition words or phrases (*Despite the...; As...; With the...*) provide coherence.

EQAO OSSLT April 2013
Scoring Guide for Long Writing Conventions
Section IV News Report

Code	Descriptor
Code 10	There is insufficient evidence to assess the use of conventions. OR Errors in conventions interfere with communication.
Code 20	Errors in conventions distract from communication.
Code 30	Errors in conventions do not distract from communication.
Code 40	Control of conventions is evident in written work.

EQAO OSSLT April 2013
Scoring Guide for Long Writing Conventions
Section IV News Report

Code 10

Ontario Secondary School Literacy Test, 2013

Long Writing
Conventions
Code 10

Students Participate in Imports

students will vote
somebody become
some good major
some students is talking
about election



Annotation:

There is insufficient evidence to assess the use of conventions.

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Scoring Guide for Long Writing Conventions
Section IV News Report

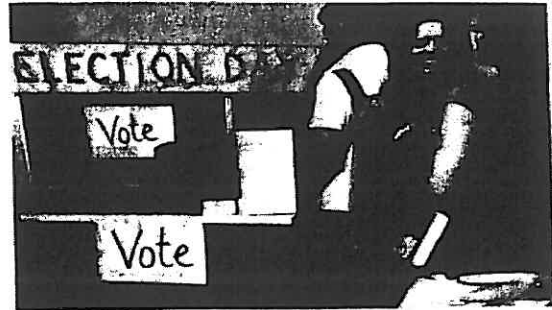
Code 20

Ontario Secondary School Literacy Test, 2013

Long Writing
Conventions
Code 20

Students Participate in Important

There are three students from
school name _____ they have been
Chosed for vote in important election day by
their high school. The election
day is April 20th. People need to
vote for their person, it must include
students



Student name, student name and student
name _____ those

three students are very good in their high school. They always
prove good reasons for vote, so school decides to choose those three
students to vote. The government say it is fair way to vote. Students
has a positive mind in their brain so they can choose a correct people and
other adults will follow one person.

at

Annotation:

Errors in sentence structure (“vote for their person, it must include...”), verb form (have been chosed), and usage (they always prove good reasons for vote; students has a positive mind in their brain...) distract from communication.

EQAO OSSLT April 2013
Scoring Guide for Long Writing Conventions
Section IV News Report

Code 30

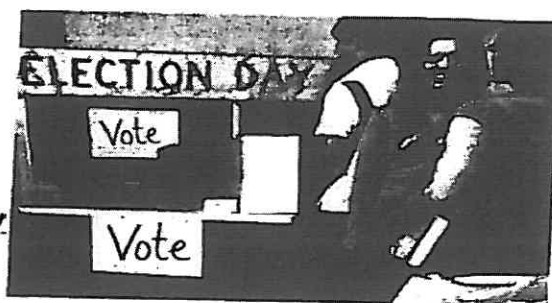
Ontario Secondary School Literacy Test, 2013

Long Writing
Conventions
Code 30

Students Participate in Importa

On Friday, April 18 2013, at
school name

High School, in Ontario,
a student election took
place. All of the students
from grade 9 - 12 participated.



The student election that
occurred at the school, was so that students
could decide what principle they wanted. The
students were given the option to pick one out
of five men and women.

Student name, a grade 10 student at school name

High School said "I'm glad that we were
given the opportunity to choose a principle. By us
choosing a principle it allows us to pick who we
think is better for our school, someone who can make a
difference. Another student, student name
said "I think
that this election was a good thing for us to take part
in. I think all schools should let students have a say!"

Hopefully in the future other schools will be able to take
part in an election like this. They should na their results next
Monday.

Annotation:

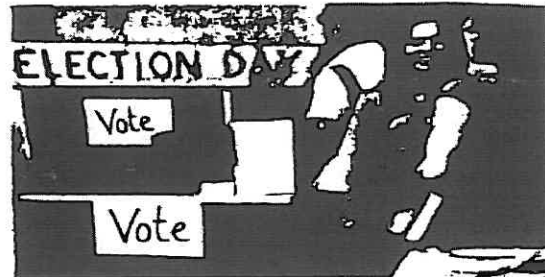
Errors in spelling (*principle*, "no" for "know"), in punctuation (e.g., missing quotation mark after sentence ...*someone who can make a big difference*; missing comma before the quotation "I think..."), and an incorrect comma (*at the school, was so the students...*) do not distract from communication.

Code 40

Long Writing
Conventions
Code 40

Students Participate in Importar

On April 23, 2013, grade 10
students of school name
are having an
election to determine class
president as a part of their
civics class to really learn
about government.



Two students from the class, student names
are the candidates for the election. Brooke promises that
she will listen to everyone's ideas and make sure that everyone
gets the help they need. Lucas promises more field trips,
pizza lunches and days off. "I know what the students
want because I am a student and once I am class president,
I will be able to give it to them," says Scott.

"This is a chance for the students to really get into government
and politics. We try to keep it as realistic as the actual elections.
The students have made posters, created their campaign along
with their platforms and also speeches," explains Ms. Smith,
school teacher.

The elections will take place on April 23, 2013 in Ms. Smith's
classroom. The students are extremely anxious.

Annotation:

Control of conventions is evident in sentence structure and punctuation. Errors that are typical of a first draft (e.g., missing "the" in *to determine class president*, spelling errors *feild*, *candiates*) do not undermine the overall control of conventions.

Read the questions in *Question Booklet 1* before providing your answers here.



Multiple-Choice

1 A B C D

2 F G H J

3 A B C D

4 E G H J

5 A B C D

6 F G H J

Open-Response Answer

7 State a main idea of this selection and provide one specific detail from the selection that supports it.

EQAO OSSLT April 2013
Scoring Guide for Reading Open Response
Section V Information Paragraph Question 7

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	<ul style="list-style-type: none"> • response is illegible <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>The response <u>comments on the task</u> (e.g., I don't know how to answer this.).</p>
Off topic/ Incorrect*	<ul style="list-style-type: none"> • response is off-topic, irrelevant or incorrect <p>A typical <u>off-topic</u> response has no connection to the selection or the question.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.</p>
Code 10	<ul style="list-style-type: none"> • response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection <p>The response provides</p> <ul style="list-style-type: none"> • only a <u>main idea</u> from the selection <p>OR</p> <ul style="list-style-type: none"> • only one or more <u>details</u> from the selection without a main idea <p>OR</p> <ul style="list-style-type: none"> • a <u>main idea</u> with one or more <u>irrelevant details</u> from the selection.
Code 20	<ul style="list-style-type: none"> • response indicates some reading comprehension • response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection <p>The response provides</p> <ul style="list-style-type: none"> • a correct main idea and one or more <u>vague details</u> from the selection to support it <p>OR</p> <ul style="list-style-type: none"> • a <u>vague main idea</u> and one or more specific or vague details from the selection to support it. <p>The response often requires the reader to make the connection between the main idea and supporting detail(s).</p>
Code 30	<ul style="list-style-type: none"> • response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection <p>The response provides a <u>correct main idea</u> and one or more <u>specific and relevant details</u> from the selection to support it clearly.</p>

- Responses considered to be illegible or off topic/incorrect must be shown to the Scoring Supervisor.

EQAO OSSLT April 2013
Scoring Guide for Reading Open Response
Section V Information Paragraph Question 7

Code 10

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

The main idea of this selection is to provide information on past and current occurrences in ~~the~~ the Arctic. My example would be as follows, "Polar bear survival in the wild may be in danger because of climate change."

Annotation:

This response provides only a main idea ("Polar bear survival in the wild may be in danger because of climate change").

EQAO OSSLT April 2013
Scoring Guide for Reading Open Response
Section V Information Paragraph Question 7

Code 20

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

The main idea of this selection is that due to global warming polar bears survival may be at risk. I think this because it talks about what the polar bears will eat after the ice melts and the polar bears will not be able to get access to seals.

Annotation:

This response provides a correct main idea (*due to global warming polar bears survival may be at risk*) and a detail from the selection (*polar bears will not be able to get access to seals*) to support it. The reader is required to make the connection between the main idea and the supporting detail.

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Scoring Guide for Reading Open Response
Section V Information Paragraph Question 7

Code 30

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

Climate change is endangering polar bear survival in the wild. Since climate change is lengthening the ice free periods in Southwestern Hudson Bay, the polar bears are stranded on land and away from their normal diet of seal meat during the summer, resulting in less fat build-up for the winter.

Annotation:

This response provides a correct main idea (*climate change is endangering polar bear survival in the wild*) supported by specific and relevant details from the selection (*climate change is lengthening the ice free period...polar bears are stranded on land and away from their normal diet of seal meat...resulting in less fat build-up for the winter*). The connection between climate change and the threat to polar bear survival is clear.

ROUGH NOTES

Use the space below for rough notes. Nothing you write in this space will be scored.



You have finished *Booklet 1*.

Permissions and Credits

Section A: Reading

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Section C: Reading

Written for EQAO.

Section F: Reading

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