

# **OSSLT**

## **Preparation Materials**

### **Teacher Package**

#### **Period 4**

#### **Contents:**

Tips for Reading

Tips for Writing

Booklet 2 Questions – Coversheet

Section J – Reading (Narrative – multiple choice, open response questions)

Section K – Short Writing Task (Identify one action you undertake in your life to be healthy)

Section L – Graphic Text (Multiple Choice Questions)

Booklet 2 Answers – Coversheet

Booklet 2 Answers – pages 8-11

Section J Rubrics and Exemplars (March 2014 Scoring Guides for Reading Open Response Questions 6 and 7))

Section K – Rubrics and Exemplars (March 2014 Scoring Guide for Short Writing topic Development, Writing Conventions)

Sections J, L – Student Answer Key



## Tips for Reading

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### General Strategies

- Manage your time so that you complete all sections of the test.
- Read the questions first. This will help you predict what the reading selections is going to be about.
- Skim the selection and then read it closely.
- Underline or highlight important information and ideas as you read.
- As you read, think about what you are reading and ask yourself questions about it.
- Try to "see" what you are reading; some readers say this is like running a video or movie in their heads.
- Look for links between what you are reading and experiences you have had.
- If you read a word you don't understand, look for a root word that you know inside the larger word; look for prefixes and suffixes.
- If you still don't understand the word, read to the end of the sentence and look for clues to its meaning. Try reading the sentences before and after the sentence to see if you can find the meaning from the context.
- If a long sentence has you confused, reread it and try to put it into your own words.
- If you are having trouble understanding an idea, either read on until the meaning becomes clearer or stop and reread.

### Strategies for Multiple-Choice Reading Questions

- Read and reread the question carefully.
- Read the four answers and rule out any answers that are obviously incorrect.
- If necessary, reread the relevant parts of the selection to choose the best or most correct answer.
- Record the answer on the Student Answer Sheet as described in the test instructions.

### Strategies for Open-Response Reading Questions

- Read and reread the question carefully.
- Make connections between the ideas and information in the reading selection and your experience.
- Answer the question using specific and relevant details and information from the reading selection.
- Answer in full and correctly written sentences, keeping your answer within the six lines provided.
- Reread your response and correct any errors you notice.



## Tips for Writing

It is important that you follow the instructions and write in the required form. Read the assigned topic for each task carefully before you begin to write. Make sure your work is on-topic and is in the required form.

### A. LONG WRITING TASKS

- One of the tasks is writing a news report based on a picture and headline provided. You will make up facts and information to answer the questions Who? What? Where? When? Why? and How? and write a one-page report on the event. Your audience is the readers of a newspaper.

#### Strategies for the News Report

- Look closely at the headline and picture. Think of an event that relates to them.
  - Make up the information and facts as you answer some or all of the following questions: Who? What? Where? When? Why? How?
  - Pretend you are writing for a newspaper, not for a radio or television station.
  - Do not write an advertisement, for example, as that is not the form of writing required.
  - Write your report using the third person.
- The other long writing task is a series of paragraphs expressing an opinion on a given topic. You will develop your main idea with supporting details (proof, facts, examples, etc.) and write a minimum of three paragraphs on the two pages provided for your response. Your audience is an adult who is interested in your opinion.

#### Strategies for the Series of Paragraphs

- Read the topic question and decide what position you will take in your response.
- Clearly state your opinion at the beginning or end of your response.
- Write at least three paragraphs. Include an introduction, a development and a conclusion.

- Support your opinion with reasons and relevant examples or facts.
- Make sure the divisions between paragraphs are clear.

### B. SHORT WRITING TASKS

These tasks give you the opportunity to use your knowledge and personal experience while demonstrating your writing skills.

#### Strategies for the Short Writing Tasks

- Read and reread the question carefully.
- Think of links between the topic and your knowledge and personal experiences.
- Answer the question using specific details and relevant information.
- Answer in full and correctly written sentences, keeping your answer within the six lines provided.
- Reread your response and correct any errors you notice.

### C. MULTIPLE-CHOICE QUESTIONS

These multiple-choice questions give you the opportunity to demonstrate the three writing skills.

#### Strategies for Multiple-Choice Writing Questions

- Read and reread the question carefully.
- Read the four answers and rule out any that are obviously incorrect.
- If necessary, reread the question to choose the best or most correct answer.
- Record the answer on the Student Answer Sheet as described in the test instructions.

# Sample Assessment Booklet: New Layout Booklet 2

# QUESTIONS

Ontario Secondary School Literacy Test (OSSLT)

2015

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Follow along as your teacher reads the instructions.

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- ✓ Check the identification numbers of the *Question* and *Answer* booklets to see that the final 12 digits all match. If they do not, report the problem to the teacher in charge.
- ✓ Check the pages of your *Question* and *Answer* booklets to see that they are in order. If they are not, report the problem to the teacher in charge.

**Note:**

You are not permitted to use cellphones, audio- or video-recording devices, digital music players or e-mail or text-messaging devices during the assessment.

No work in this booklet  
will be scored.

Education Quality and  
Accountability Office



Continue to follow along as your teacher  
reads the directions on the cover of  
*Answer Booklet 2*.

Read the selection below and answer the questions in *Answer Booklet 2*.



“Is tomorrow the big day?” asked Hanna. Her father was lost in thought. “Dad?” 1

“Sorry.” Gerry snapped out of his reverie. “I can’t focus. Nerves, I guess.” 2

“Don’t be nervous,” said Hanna. “You’re a fantastic chef!” 3

“Thanks. It’s not the cooking that I’m worried about—it’s the pace. ‘Go! Hurry!’ People yelling ... getting annoyed.” 4

Hanna could see his anxiety. “But we have given you lots of practice dealing with impatient, noisy people,” she said. “You have an advantage over the 20-year-old apprentices! *They* haven’t been cooking for five kids for 18 years.” 5

“True,” acknowledged Gerry. “It’s just scary trying a new career at 44, even with the help from the Second Career program.” 6

“Remember the night before I started that lifeguarding job? I was a wreck, and you and Mom gave me great advice.” 7

“What?” 8

“Take a deep breath,” she replied. “Go for a walk.” 9

Gerry exhaled loudly. “That helps. Any other tips?” 10

“You distracted me with a funny story—remember your lab partner who used salt instead of sugar?” 11

“Poor Steve,” recalled Gerry, chuckling. “Let’s hope I don’t make mistakes like that!” 12

“You won’t,” said Hanna reassuringly. “And Mom suggested that I visualize the end of my first day. Picture yourself cleaning your station after your shift and imagine the feeling of accomplishment.” 13

Gerry closed his eyes and swished his hands out in front of him, wiping an imaginary counter. 14

They burst out laughing. “Feeling of relief, or maybe exhaustion,” added Gerry. “Forget visualization, how about that walk?” 15

Provide your answers in *Answer Booklet 2*.

### Multiple-Choice Questions

- 1** What would be the most appropriate title for this selection?
- A A New Start  
B A Chef's Special  
C Father Knows Best  
D Practice Makes Perfect
- 2** What is indicated by the single quotation marks in paragraph 4 around "Go! Hurry!"?
- F Gerry is talking to himself.  
G Two people are talking at the same time.  
H Gerry is speaking someone else's words.  
J The words are thoughts, not conversation.
- 3** What does Hanna mean when she says "I was a wreck" (paragraph 7)?
- A She was exhausted from lifeguarding.  
B She feared starting a new lifeguarding job.  
C She was injured while she was on the job.  
D She needed help from the Second Career program.
- 4** How does Gerry feel when he exhales loudly in paragraph 10?
- F He is beginning to relax.  
G He is exhausted with worry.  
H He is impatient with his children.  
J He is irritated to receive so much advice.
- 5** In which paragraph is a general idea supported with specific information?
- A paragraph 3  
B paragraph 9  
C paragraph 11  
D paragraph 14
- Not in answer guide (a field test question)*

### Open-Response Questions

- 6** Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.
- 7** What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

Provide your answer in *Answer Booklet 2*.

### Short Writing Task

- 1** Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

Do not write in this area.

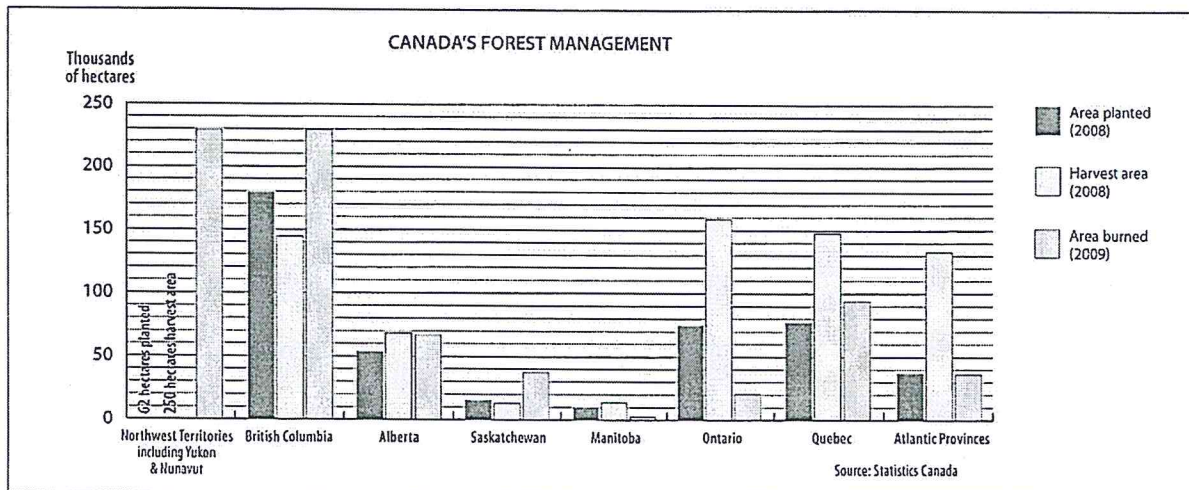
**Continue on next page...**



Read the selection below and answer the questions in *Answer Booklet 2*.

# Canada's Forests

Canada is the world's leading exporter of softwood lumber, panels, pulp and newsprint, and the third largest exporter of printing and writing paper. Canada's forest management includes sustainable harvesting of forests, replanting of harvested areas and tracking threats to forests, including damage due to fires.

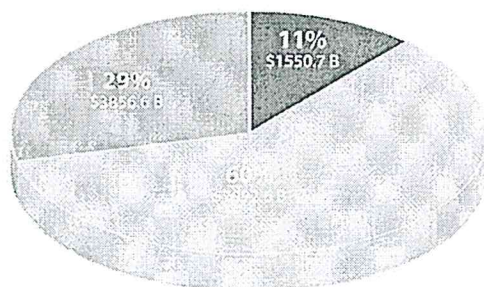


## Ontario's Forest Industry

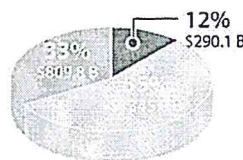
Ontario's forest industry contributes substantially to the provincial economy. The three major sectors of the forest industry in Ontario are represented in the pie graphs below.



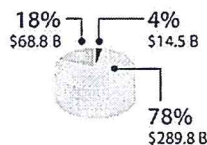
**REVENUE FROM ONTARIO'S FOREST-INDUSTRY-MANUFACTURED GOODS**  
\$13.4 trillion (2008)



**WAGES AND SALARIES IN ONTARIO'S FOREST INDUSTRY**  
\$2.446 trillion (2008)



**NEW INVESTMENTS IN ONTARIO'S FOREST INDUSTRY**  
\$373 billion (2009)



Main sectors of the forest industry:

- Forestry and logging
- Pulp and paper product manufacturing
- Wood product manufacturing

Provide your answers in *Answer Booklet 2*.

### Multiple-Choice Questions

- 1** What word is closest in meaning to “exporter” as used in the paragraph below the title?
- A investor
  - B purchaser
  - C distributor
  - D manufacturer
- 2** Why is a bar graph appropriate for the forest management data?
- F It shows decreasing size.
  - G It shows changes over time.
  - H It shows increasing importance.
  - J It shows a comparison of categories.
- 3** How is the “Canada’s Forest Management” graph organized?
- A by degree of success
  - B by size of production
  - C by changes over time
  - D by geographic location
- 4** What was true about British Columbia’s forest management in 2008–2009?
- F Less area was burned than planted.
  - G More area was burned than planted.
  - H Less area was planted than harvested.
  - J More area was harvested than burned.
- 5** What is an accurate conclusion that can be drawn from the information in the pie charts?
- A Wood product manufacturing generated the largest percentage of revenue but the smallest percentage of wages in 2008.
  - B The percentages of revenue and those of wages and salaries from the major sectors of Ontario’s forest industry were similar in 2008.
  - C The largest percentage of wages came from pulp and paper product manufacturing in 2008, even though that sector generated the smallest amount of revenue in 2008.
  - D The smallest amount of money was invested in forestry and logging in 2009, even though that sector generated the largest amount of revenue in 2008.
- 6** What conclusion can be supported by information in this selection?
- F The forest management of each region or province is unique.
  - G It is likely that Alberta’s forest industry is similar to that of Ontario.
  - H The pie charts suggest that forestry and logging in Ontario is the most profitable sector.
  - J Manitoba’s forest industry determines Canada’s international position as an exporter of forest products.

# Sample Assessment Booklet: New Layout Booklet 2

# 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 2* before providing your answers here.



**Multiple-Choice**

- 1**
- 2**
- 3**
- 4**
- 5**

**Open-Response Answers**

- 6** Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

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**7** What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

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**ROUGH NOTES**

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

### Short Writing Task

- 1 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

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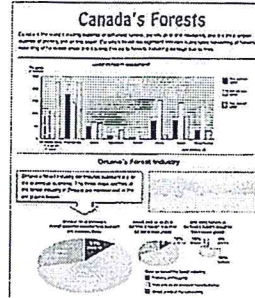
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### ROUGH NOTES

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

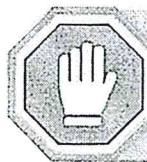
Read the questions in *Question Booklet 2* before providing your answers here.

# Canada's Forests



## Multiple-Choice

- 1
- 2
- 3
- 4
- 5
- 6



You have finished *Booklet 2*

**EQAO OSSLT March 2014**  
**Scoring Guide for Reading Open Response**  
**Section IV Dialogue Question 6**

6. Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

<b>Code</b>	<b>Descriptor</b>
Blank	<b>nothing written or drawn in the lined space provided</b>
Illegible*	<b>response is illegible</b>  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.).
Off topic/ Incorrect*	<b>response is off-topic, irrelevant or incorrect</b>  A typical <u>off-topic</u> response provides no information from the reading selection to indicate reading comprehension.  A typical <u>irrelevant</u> response comments on the reading selection (e.g., I don't understand the story) or simply restates the question.  A typical <u>incorrect</u> response provides an answer <ul style="list-style-type: none"> <li>• based on a misunderstanding of the question <b>AND/OR</b> the ideas in the reading selection</li> </ul>
Code 10	<b>response indicates minimal reading comprehension</b> <b>response provides minimal or irrelevant ideas and information from the reading selection</b>  The response indicates whether Gerry believes that Hanna's suggestions will help him and provides:  minimal information from the selection. <b>OR</b> one or more of Hanna's suggestions with <b>NO</b> evidence from the selection as to whether Gerry believes they will help <b>OR</b> <u>irrelevant</u> support from the reading selection (i.e., a retell of events in the selection and/or a mix-up in characters).
Code 20	<b>response indicates some reading comprehension</b> <b>response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</b>  The response indicates whether Gerry believes that Hanna's suggestions will help him and provides <u>vague</u> support from the selection to explain why.  The response often requires the reader to make the connection between the information and ideas provided from the selection and what these details are intended to prove (that Gerry believes Hanna's suggestions will help him).
Code 30	<b>response indicates considerable reading comprehension</b> <b>response provides accurate, specific and relevant ideas and information from the reading selection</b>  The response uses <u>specific and relevant</u> support from the reading selection to <u>clearly</u> explain whether Gerry believes Hanna's suggestions will help him.

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



EQAO OSSLT March 2014  
Scoring Guide for Reading Open Response  
Section IV Dialogue Question 6

## Code 10

- 6 Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

Yes, Gerry believes that Hanna's suggestions will help him. Firstly, Hanna explained to Gerry that taking a walk will calm the nerves. Secondly, Hanna explained to Gerry that visualizing the end of the day will picture yourself as a feeling of accomplishment. Lastly, Hanna told a funny story to Gerry.

**Annotation:**

The response provides examples of suggestions that Hanna gave (*taking a walk will calm the nerves...visualizing the end of the day will picture yourself as a feeling of accomplishment*) but provides no evidence from the selection as to whether Gerry believes these suggestions will help him.

EQAO OSSLT March 2014  
Scoring Guide for Reading Open Response  
Section IV Dialogue Question 6

## Code 20

- 6 Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

Gerry believe's in Hanna's suggestions because he is the one who had said it to her before when she was in the same place as him, and another reason is because he starts in visioning that he's doing it, then he takes up one of her other suggestions.

**Annotation:**

The response provides vague ideas from the selection for why Gerry believes Hanna's suggestions will help him (*then he takes up one of her other suggestions...he starts in visioning that he's doing it...he is the one who said it to her before...*).

EQAO OSSLT March 2014  
Scoring Guide for Reading Open Response  
Section IV Dialogue Question 6

## Code 30

- 6** Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

Gerry believes that Hanna's suggestions will help him. This is shown when Gerry breaths a sigh of relief and asks for more tips. Also, Gerry is cooperative with Hanna's suggestions, such as visualizing himself at his job. At the end of the story, Gerry also wants to go for a walk, just like Hanna suggested.

**Annotation:**

The response states that Gerry believes Hanna's suggestions will help him and clearly explains how this is evident using specific and relevant details from the selection (*Gerry breaths a sigh of relief and asks for more tips...Gerry is cooperative with Hanna's suggestions, such as visualizing himself at his job*).

**EQAO OSSLT March 2014  
Scoring Guide for Reading Open Response  
Section IV Dialogue Question 7**

Q7. What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

Code	Descriptor
Blank	<b>nothing written or drawn in the lined space provided</b>
Illegible*	<p><b>response is illegible</b> An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>A <u>comment on the task</u> (e.g., I don't know.).</p>
Off topic/ Incorrect*	<p><b>response is off-topic, irrelevant or incorrect</b></p> <p>A typical <u>off-topic</u> response provides no information from the reading selection to indicate reading comprehension.</p> <p>A typical <u>irrelevant</u> response comments on the reading selection or simply restates the question</p> <p>A typical <u>incorrect</u> response provides an answer <ul style="list-style-type: none"> <li>• based on a misunderstanding of the question <b>AND/OR</b> the ideas in the reading selection</li> </ul> </p>
Code 10	<p><b>response indicates minimal reading comprehension</b> <b>response provides minimal or irrelevant ideas and information from the reading selection</b></p> <p>The response identifies what the selection shows about Gerry and Hanna's relationship and provides <ul style="list-style-type: none"> <li>• minimal support from the selection to explain the response</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• a <u>retelling</u> of events in the reading selection.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• <u>irrelevant</u> support from the reading selection</li> </ul> <b>OR</b> <p>The response comments on Gerry and Hanna's relationship based on the student's <u>own ideas with no information from the selection</u>.</p> </p>
Code 20	<p><b>response indicates some reading comprehension</b> <b>response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</b></p> <p>The response identifies what the selection shows about Gerry and Hanna's relationship and provides <ul style="list-style-type: none"> <li>• vague support from the selection to explain the response</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• provides a vague connection between the details and what they are intended to support</li> </ul> <p>The response often requires the reader to make the connection between what is identified about Gerry and Hanna's relationship and the supporting detail(s) from the selection.</p> </p>
Code 30	<p><b>response indicates considerable reading comprehension</b> <b>response provides accurate, specific and relevant ideas and information from the reading selection</b></p> <p>The response uses <u>specific and relevant</u> support from the reading selection to <u>clearly</u> identify and explain what the passage shows about Gerry and Hanna's relationship.</p>

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

EQAO OSSLT March 2014  
Scoring Guide for Reading Open Response  
Section IV Dialogue Question 7

# Code 10

- 7 What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

Gerry and Hanna live in the same house  
by the look's of the story. I think they are  
father and daughter.

**Annotation:**

The response identifies what the selection shows about Gerry and Hanna's relationship (*I think they are father and daughter*) and provides minimal support from the reading selection to explain the response (*Gerry and Hanna live in the same house*).

EQAO OSSLT March 2014  
Scoring Guide for Reading Open Response  
Section IV Dialogue Question 7

## Code 20

- 7 What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

This selection shows me that Gerry's and Hanna's relationship is helpful and encouraging. I know this because she is helpful, just like he was for her and she is telling him he will do great and he doesn't have to worry about anything.

**Annotation:**

The response identifies what the selection shows about Gerry and Hanna's relationship (*helpful and encouraging*) and provides vague support from the selection (*she is helpful, just like he was for her...she is telling him he will do great...*).

EQAO OSSLT March 2014  
Scoring Guide for Reading Open Response  
Section IV Dialogue Question 7

## Code 30

- 7 What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

Gerry and Hanna have a good relationship with each other because they always there to support each other's ambitions and to ease each other's mind. This is shown when Hanna tells Gerry "You're a fantastic chef!" and when Hanna mentions how Gerry helped her with advice for her new life-guarding job.

**Annotation:**

The response identifies what the selection shows about Gerry and Hanna's relationship (have a good relationship with each other because they always there to support each other's ambitions) and uses specific and relevant support to clearly explain the response (Hanna tells Gerry "You're a fantastic chef!" and when Hanna mentions how Gerry helped her with advice...).

**EQAO OSSLT March 2014**  
**Scoring Guide for Short Writing Topic Development**  
**Section V**

**Writing Prompt:** Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

Code	Description
Blank	<b>nothing written or drawn in the lined space provided</b>
Illegible*	<b>response is illegible</b>  An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).  The response <u>comments on the task</u> (e.g., I don't know.).
Off topic*	<b>response is off-topic or irrelevant to the prompt</b>  A typical <u>off-topic</u> response does not identify an action or explain how it contributes to the student's health.  A typical <u>irrelevant</u> response comments on the topic or simply restates the question.
Code 10	<b>response is not developed or is developed with irrelevant ideas and information</b>  The response <ul style="list-style-type: none"> <li>• Identifies or describes an action but does <u>not provide an explanation</u> for how the action contributes to the student's health.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Identifies or describes an action but provides an <u>irrelevant explanation</u> for how the action contributes to the student's health.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Lists a variety of actions with no explanation.</li> </ul>
Code 20	<b>response is developed with vague ideas and information; it may contain some irrelevant ideas and information</b>  The response identifies or describes an action and provides a <u>vague</u> explanation for how the action contributes to the student's health.  The response often requires the reader to make the connection between the support provided and what it is intended to prove.
Code 30	<b>response is developed with clear, specific and relevant ideas and information</b>  The response identifies an action and uses <u>specific and relevant details</u> to <u>clearly</u> explain how it contributes to the student's health.

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



EQAO OSSLT March 2014  
Scoring Guide for Short Writing Topic Development  
Section V

## Code 10

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

One thing I do daily to try and maintain a healthy lifestyle would be to go out with my dog for a half hour to a full hour walk. During this walk we would go about the neighbour hood, go to the parks and sometimes play fetch on a field.

**Annotation:**

The response identifies and describes an action (*go out with my dog for a half hour to a full hour walk...we would go about the neighbor hood, go to the parks and sometimes play fetch on a field*) but does not provide an explanation for how the action contributes to the student's health.

## Code 20

One action I take in my daily life to be healthy is to always eat healthy meals. This action contributes to my health because it gives me energy that I need and nutrients to keep that energy up. If I didn't eat healthy meals daily, I don't know where I would get the strength to do daily things. This is why eating healthy meals contributes to my health.

**Annotation:**

The response identifies an action (*always eat healthy meals*) and provides a vague explanation (*gives me energy...nutrients to keep that energy up...I don't know where I would get the strength to do daily things*) for how the action contributes to the student's health.

EQAO OSSLT March 2014  
Scoring Guide for Short Writing Topic Development  
Section V

## Code 30

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

One action I take in my daily life to be healthy is exercising. Every child must be engaged in at least one to two hours of physical activity daily. By doing so, they increase their rate of blood circulation, keeping their heart pumping and their health strong. With being engaged in physical activity, children, such as myself are able to keep their health strong to fight illnesses.

**Annotation:**

The response identifies an action (*exercising*) and provides specific and relevant details (*increase their rate of blood circulation...keep their health strong to fight illnesses*) to clearly explain how it contributes to the student's health.

EQAQ OSSLT March 2014  
Scoring Guide for Short Writing Conventions  
Section V

Code	Use of Conventions
<b>Insufficient</b>	<b>Insufficient</b> <ul style="list-style-type: none"><li>• response provides insufficient evidence to assess use of conventions</li></ul>
<b>Inadequate</b>	<b>Inadequate control of conventions</b> <ul style="list-style-type: none"><li>• serious errors in syntax, grammar, usage, spelling and/or punctuation prevent communication</li></ul>
<b>Code 10</b>	<b>Limited control of conventions</b> <ul style="list-style-type: none"><li>• rules of syntax, grammar, usage, spelling and/or punctuation are applied without accuracy and/or consistency</li></ul>
<b>Code 20</b>	<b>Competent control of conventions</b> <ul style="list-style-type: none"><li>• rules of syntax, grammar, usage, spelling and punctuation are applied with accuracy and consistency</li></ul>

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## Code 10

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

I will try to reduce the times of using the plastic bags. If it is possible, I will use paper bags all instead. The reason of I using a paper bag ~~is~~ instead of a plastic bag is that the plastics never ~~is~~ biodegrades, it doesn't break down into natural substances. Instead, it will exposure to light, spitting into smaller and smaller piece of plastics which is really harmful for human health.

**Annotation:** The response shows limited control of conventions. Rules of syntax, grammar and usage are applied without accuracy or consistency. They include sentence fragments (*If it is possible.*), syntax errors (*I will use paper bags all instead*), mistakes in agreement (*plastics never biodegrades*), a spelling error (*spitting*) and errors in usage (*Instead, it will exposure to light; reason of I using*).

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## Code 20

- 2** Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

One action I take in my daily life to be healthy is exercising. Every child must be engaged in at least one to two hours of physical activity daily. By doing so, they increase their rate of blood circulation, keeping their heart pumping and their health strong. With being engaged in physical activity, children, such as myself are able to keep their health strong to fight illnesses.

**Annotation:**

The response shows competent control of conventions although there is a minor error in noun-pronoun agreement (*Every child ... they increase their rate of blood circulation...*) and an error in usage (*With being engaged in physical activity...*).

# Student Answer Key

For your multiple-choice answers to be included in the calculation of your final results, they must be entered on this sheet.

- To indicate your answer, use only pencil or blue or black pen to fill in the circle completely:

Like this: ● Not like this: ⊗ ✓ ⊖ ⊙

- If you fill in more than one circle for a question, the question will be scored incorrect.
- If you leave a question blank, the question will be scored zero.
- If you wish 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.

<p><b>Section I</b></p> <p>1. Respond in booklet.</p> <p><b>Section II</b></p> <p>1. (a) ● (b) ● (c) ● (d) ●</p> <p>2. (a) ● (b) ● (c) ● (d) ●</p> <p>3. (a) ● (b) ● (c) ● (d) ●</p> <p>4. (a) ● (b) ● (c) ● (d) ●</p> <p><b>Section III</b></p> <p>1. (a) ● (b) ● (c) ● (d) ●</p> <p>2. (a) ● (b) ● (c) ● (d) ●</p> <p>3. (a) ● (b) ● (c) ● (d) ●</p> <p>4. (a) ● (b) ● (c) ● (d) ●</p> <p>5. (a) ● (b) ● (c) ● (d) ●</p> <p>6. (a) ● (b) ● (c) ● (d) ●</p> <p>7. (a) ● (b) ● (c) ● (d) ●</p> <p>8. (a) ● (b) ● (c) ● (d) ●</p> <p>9. (a) ● (b) ● (c) ● (d) ●</p>	<p><b>Section IV - Section J</b></p> <p>1. (a) ● (b) ● (c) ● (d) ●</p> <p>2. (a) ● (b) ● (c) ● (d) ●</p> <p>3. (a) ● (b) ● (c) ● (d) ●</p> <p>4. (a) ● (b) ● (c) ● (d) ●</p> <p>5. Respond in booklet.</p> <p>6. Respond in booklet.</p> <p><b>Section V</b></p> <p>1. Respond in booklet.</p> <p><b>Section VI - Section L</b></p> <p>1. (a) ● (b) ● (c) ● (d) ●</p> <p>2. (a) ● (b) ● (c) ● (d) ●</p> <p>3. (a) ● (b) ● (c) ● (d) ●</p> <p>4. (a) ● (b) ● (c) ● (d) ●</p> <p>5. (a) ● (b) ● (c) ● (d) ●</p> <p>6. (a) ● (b) ● (c) ● (d) ●</p>	<p>Question 6</p> <p>Question 7</p>		
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