OSSLT
Preparation Materials
Teacher Package

Period 2

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Tips
for
Reading

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 1

QUESTIONS

Ontario Secondary School Literacy Test (OSSLT)   2015

Follow along as your teacher reads the instructions:

INSTRUCTIONS

✔ Check the identification numbers on 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.

Provide your answer in *Answer Booklet 1.*

Short Writing Task

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

Do not write in this area.

Provide your answer in *Answer Booklet 1.*

Students Participate in Important Election

1 Task:

Write a **news report** based on the headline and picture above.

- You will have to make up the facts and information to answer some or all of the following questions: Who? What? Where? When? Why? How?

- You must relate your news report to **both** the headline **and** the picture.

Purpose and Audience:

to report on an event for the readers of a newspaper

Length:

The lined space provided in the *Answer Booklet* for your written work indicates the approximate length of the writing expected.

Read the selection below and answer the questions in *Answer Booklet 1.*

Polar bear survival in the wild may be in danger because of climate change. Climate change is lengthening the ice-free period in southwestern Hudson Bay and thus the polar bear fast. During the Arctic spring, the bears build up their fat by eating seals that they hunt from the ice. Warming temperatures are reducing the ice. For the estimated 2000 polar bears in the region, this has serious implications. The sea ice melts completely each summer, stranding the marine creatures on land and away from their normal diet of seal meat. Although many polar bears do consume lots of blueberries and black crowberries on land, the bears lose almost a kilogram of weight a day for at least four months and as long as eight months in the case of pregnant females. Canadian wildlife biologists have been trying for decades to determine whether polar bears can better endure their months of fasting on land by eating berries. Biologists in the past have tried using measurements from muscle and blood, without success. More recently, researchers applied masks to 300 tranquilized bears and gathered samples of their breath. They found no significant differences between bears that had recently eaten berries (detectable from tell-tale stains on teeth and backsides) and those that hadn't. Can a berry diet reduce the polar bears' dependence on their fat reserves? The answer is no. Unlike that of the brown bear, polar bear metabolism cannot extract sufficient energy from berries alone.

5

10

15
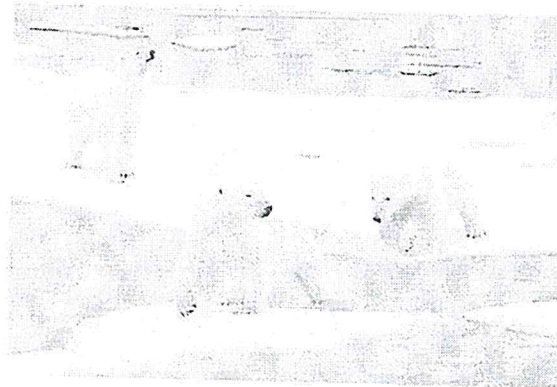
Provide your answers in *Answer Booklet 1.*

Multiple-Choice Questions

1 What is the best meaning of "endure" as used in line 10?

A start

B enjoy

C tolerate

D prevent

2 Which option best describes how the information in lines 4 to 7 is presented?

F chronologically

G by cause and effect

H as a problem and solution

J by similarities and differences

3 How did the biologists determine which bears had recently eaten berries?

A They tested blood samples.

B They looked for stained teeth.

C They measured their muscles.

D They used masks to capture breath.

4 What is set off by the comma in the final sentence of the selection?

F a contrast

G a definition

H items in a list

J a repeated detail

5 Which of the following is likely to occur if the average temperature continues to rise in the Arctic?

A The polar bear population will rise.

B Polar bears will consume less seal meat.

C Polar bears will spend less time on land.

D Polar bears' dependency on berries will decrease.

6 Which is compared in this selection?

F blueberries and crowberries

G tranquilized and awake bears

H past and more-current research

J muscle measurements and blood samples

Open-Response Question

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

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.**

You are now ready to start the test.

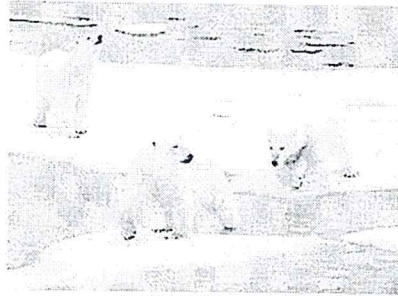## Short Writing Task

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.

Read the question in *Question Booklet 1* before providing your answer here.

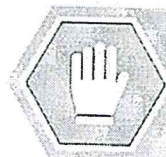## 1 Students Participate in Important Election

_____

_____

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_____

_____

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_____

_____

_____

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

Multiple-Choice

1 ○ ○ ○ ○

2 ○ ○ ○ ○

3 ○ ○ ○ ○

4 ○ ○ ○ ○

5 ○ ○ ○ ○

6 ○ ○ ○ ○

Open-Response Answer

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

_____

_____

_____

_____

_____

_____

ROUGH NOTES

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

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

Code	Description
Blank	• **nothing written or drawn in the lined space provided**
Illegible*	• **response is illegible** 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*	• **response is off-topic or irrelevant to the prompt** A typical <u>off-topic</u> response is not related to the topic of an environmental issue. A typical <u>irrelevant</u> response comments on the topic or simply restates the question.

Code 10	• **response is not developed or is developed with irrelevant ideas and information**
	
	The response
	   • identifies or describes an environmental issue but does <u>not provide an explanation</u> of why it is important
	OR
	   • 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)
	OR
	   • provides a general comment about the environment.

Code 20	• **response is developed with vague ideas and information; it may contain some irrelevant ideas and information** 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. The response often requires the reader to make the connection between the support provided and what it is intended to prove.
Code 30	• **response is developed with clear, specific and relevant ideas and information** 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.

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

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 freindly 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.

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)*.

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 ressource 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*).

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

Code	Use of Conventions
Code 10	• errors in conventions distract from communication
Code 20	• errors in conventions do not distract from communication

Code 10

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

I think an iMportant enviroment issue in sosiaty today is green house gases. This is an issue Becalse people are not useing fuel effisnt cars and people are not conserving energy

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

Code 20

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

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

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

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.

Code 10

Students Participate in Important Election

Students at school name
Secondary school have election
day Thursday June 12 2013
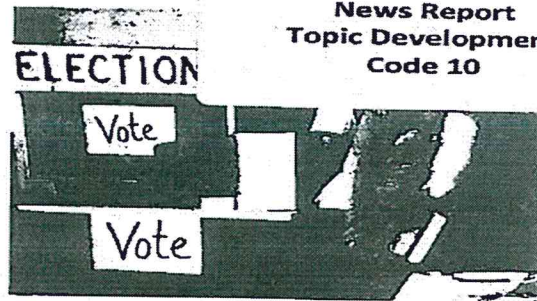
News Report
Topic Development
Code 10

ELECTION
Vote

Vote

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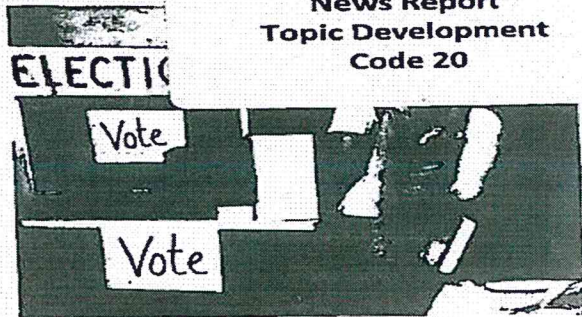The response is a news report related to the headline. It identifies an event (*Students at ▮▮▮▮▮ secondary school have election day),* but provides no supporting details.

Code 20

Students Participate in Important Election

A group of concerned youth set up a voting booth to see whether students at *school name* vote Mitt Romney or the (to become) re-elected president Barrak Obama. This event occured during the exact time the real eletion 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.

Code 30

Students Participate in Important Election

On September 21st students at _____ (school name) School held elections for student council. The student council will became in charge of all school functions starting the month of October, the reason _____ (school name) decided to do this was because rather then 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)

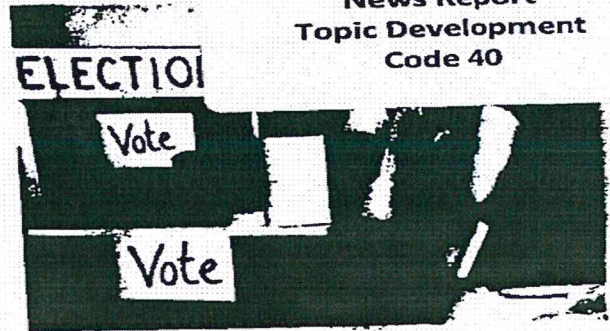**News Report**
Topic Development
Code 30
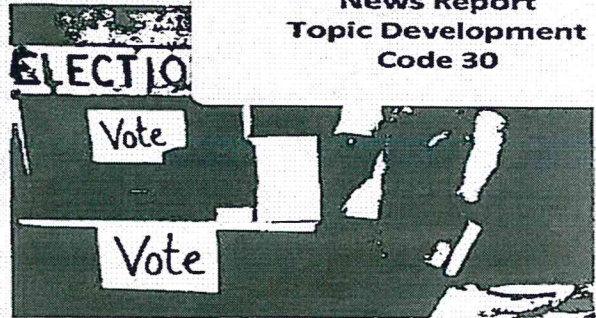
Annotation:
The response has a clear focus on an event (*students at* ▉▉▉▉▉ *held elections for student council*). The supporting details are insufficient and vague (*in charge of all school functions; students be unhappy; give the kids a say*). There is evidence of organization (an introduction and 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.

Code 40

Students Participate in Important Election

**News Report
Topic Development
Code 40**

On Thursday April 3ᵈ 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 rivaly between two grade 12 students (_____) (student name, student name) would be the understatment 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 benifical dance here and there, while others say Sofia will be the one to come ontop 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); benifical 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.

Code 50

Students Participate in Important Election

**News Report
Topic Development
Code 50**

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.

A group of students about to vote.
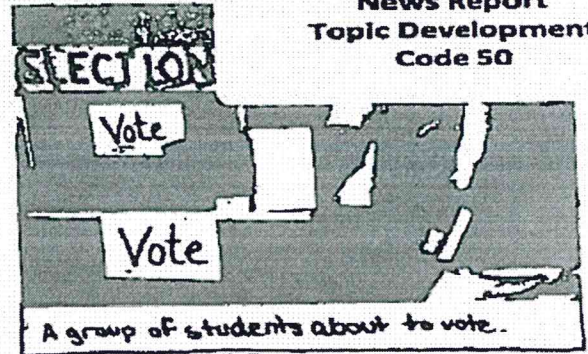
Annotation:
There is a clear and consistent focus on an event (*voting for new student council president*). There are sufficient specific details (*June 8th; well-loved tradition; two weeks before; assembly at which the candidates for each position were announced; results will be made public by tomorrow*). 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.

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

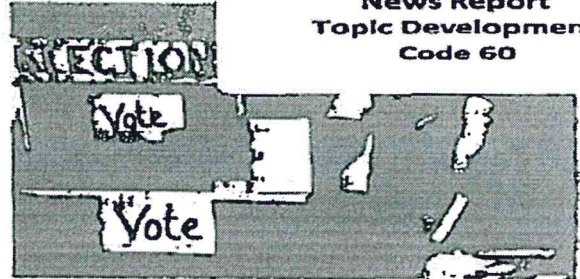as a young adult. As university begins for me next year, I

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.

| 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.

Code 10

Ontario Secondary School Literacy Test, 2013

Long Writing
Conventions
Code 10

Students Participate in Importa

Students will vote
somebody become
some good major
Some students is telling
about election

ELECTION DAY

Vote

Vote
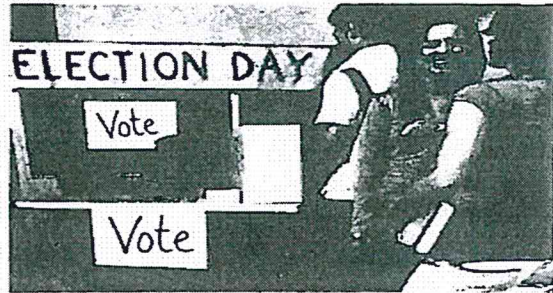
End of Section E. Continue to Section F.

Annotation:
There is insufficient evidence to assess the use of conventions.

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 too vote in imPatant election day by
their high school. The election
day is APril 20th, People need to
vote for their Person, it must include
Students
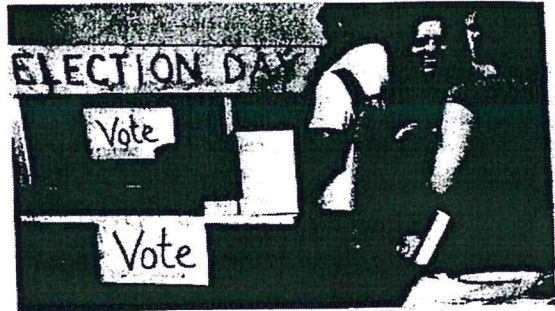
Student name, student name and student name .... those

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 vte students
has a Positive mind in their brain so they can choose a correct people and
other adults with follow one person."
ac

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.

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
occured 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 no 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.
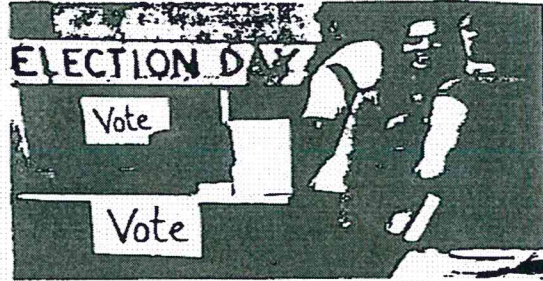
Two students from the class, _student names_ _____ are the candiates for the election. Brooke promises that she will listen to everyone's ideas and make sure that everyone gets the help they need. Lucas promises more feild trips, pizza lunches and days off. "I know what the students want because I am 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 extremly 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.

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.

Booklet 1

Section I

1. ⓐ ⓑ ● ⓓ
2. ● ⓑ ⓒ ⓓ
3. ⓐ ● ⓒ ⓓ
4. ⓐ ⓑ ● ⓓ
5. ⓐ ● ⓒ ⓓ
6. Respond in booklet.

Section II

1. ⓐ ⓑ ● ⓓ
2. ● ⓑ ⓒ ⓓ
3. ⓐ ● ⓒ ⓓ
4. ● ⓑ ⓒ ⓓ

Section III

1. Respond in booklet.

Section IV

1. Respond in booklet.

Section V Section F

1. ⓐ ⓑ ● ⓓ
2. ⓐ ● ⓒ ⓓ
3. ⓐ ● ⓒ ⓓ
4. ● ⓑ ⓒ ⓓ
5. ⓐ ● ⓒ ⓓ
6. ⓐ ⓑ ● ⓓ
7. Respond in booklet.

Print Student Name: _____

_____

Student Signature: _____

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*	**• response is illegible** 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 how to answer this.).
Off topic/ Incorrect*	**• response is off-topic, irrelevant or incorrect** A typical <u>off-topic</u> response has no connection to the selection or the question. A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question **AND/OR** the ideas in the selection.
Code 10	**• response indicates minimal reading comprehension** **• response provides minimal or irrelevant ideas and information from the reading selection** The response provides • only a <u>main idea</u> from the selection **OR** • only one or more <u>details</u> from the selection without a main idea **OR** • a <u>main idea</u> with one or more <u>irrelevant details</u> from the selection.
Code 20	**• 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** The response provides • a correct main idea and one or more <u>vague details</u> from the selection to support it **OR** • a <u>vague main idea</u> and one or more specific or vague details from the selection to support it. The response often requires the reader to make the connection between the main idea and supporting detail(s).
Code 30	**• response indicates considerable reading comprehension** **• response provides accurate, specific and relevant ideas and information from the reading selection** 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.

• Responses considered to be <u>illegible</u> or <u>off topic/incorrect</u> must be shown to the Scoring Supervisor.

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 occurances in 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").*

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.

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.