

# **OSSLT**

## **Preparation Materials**

### **Teacher Package**

#### **Period 3**

#### **Contents:**

Tips for Reading

Tips for Writing

Booklet 2 Questions – Coversheet

Section G – Writing a Series of Paragraphs

Section H – Writing Selection (Multiple Choice Grammar)

Section I – Reading (A Stunning Comeback to an Elite Sport – Multiple Choice)

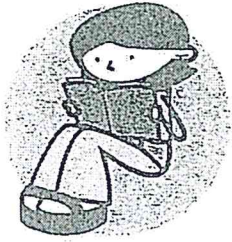
Booklet 2 Answers – Coversheet

Booklet 2 Answers – pages 2-7

Section G Rubrics and Exemplars (March 2014 Scoring Guides for Long Writing Topic Development, Writing Conventions)

Section H – Student Answer Key (March 2014 Student Answer Key – Sections II)

Section L Student Answer Key (March 2014 Student Answer Key – Sections III)



## 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 2

# QUESTIONS

Ontario Secondary School Literacy Test (OSSLT)

2015

---

Follow along as your teacher reads the instructions.

---

- ✓ 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*.

Provide your answer in *Answer Booklet 2*.

**1** Task:

Write a **minimum of three paragraphs** expressing an **opinion** on the topic below. Develop your main idea with supporting details (proof, facts, examples, etc.).

**Audience:**

an adult who is interested in your opinion

**Length:**

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

**Topic:**

**Do students benefit from the two-month summer break?**

Do not write in this area.

Provide your answers in *Answer Booklet 2*.

### Multiple-Choice Questions

- 1** Which option is the best concluding sentence for this paragraph?

Many cities struggle with public transportation needs. New subway construction is expensive, and space for above-ground rail lines is limited. Adding more buses can't always reduce street congestion. Transit users dislike fare increases, but that is one way to raise money for improvements.

- \_\_\_\_\_
- A Public transportation was cheaper in the past.
  - B There are no easy solutions to transit problems.
  - C There are various ways to eliminate the need for cars.
  - D Urban population growth means more cars on city streets.
- 2** Choose the sentence that is written correctly.
- F Improving your focus starting the day with breakfast.
  - G Regular exercise result in better mental functioning.
  - H Taking frequent breaks can improve focus and concentration.
  - J Concentrating better with music or television playing in the background.

- 3** Choose the option that best combines the following sentences.

**Carl J. Eliason invented the snow machine.**

**It was made using bicycle and car parts and a pair of skis.**

**It was patented in 1927.**

- A Carl J. Eliason's snow machine invention, patented in 1927, was made using bicycle and car parts and a pair of skis.
- B The snow machine was invented out of parts from a bicycle, a car and a pair of skis in 1927 and patented by Carl J. Eliason.
- C The snow machine was patented after Carl J. Eliason used parts from a bicycle, a car and a pair of skis to invent it in 1927.
- D Carl J. Eliason patented a snow machine in 1927 because he used parts from a bicycle, a car and a pair of skis to invent it.

- 4** Choose the sentence that is written correctly.

- F We observe the stars last night.
- G Teresa and Sam witnessed the accident.
- H Aminah and Khalil is going to see the latest adventure film.
- J Of the whole class, only Winnie and Omar is going on the field trip.

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

## A Stunning Comeback to an Elite Sport

The official line on Marie-Eve Chainey in the women's high jump read "NH"—shorthand for "No Height"—not exactly a fitting designation for an athlete who truly soared. 1



For some athletes at the Canadian track and field championships in August 2010, a triumphant return meant posting fast times after a slow season. For Chainey, it meant returning to elite competition after a nine-year battle with kidney disease. Three years ago, she was unable to walk and even lacked the strength to wash her hair. 2

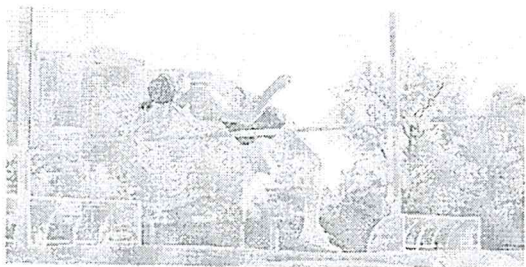
As a 14-year-old, Chainey would often travel 820 kilometres from Kapuskasing to Toronto to train under coach Gary Lubin at York University. At 18, Chainey went to Spain to learn the language and continue her high-jump training. While there, she became so dizzy she had to be hospitalized. That's when she got the news: Her kidneys were no longer working. She hasn't known life without dialysis since. 3

Healthy kidneys filter waste products from the blood. In dialysis treatment, a machine cleans the blood at regular intervals, for example, three times a week. Chainey has been using nocturnal dialysis, which works while she sleeps. 4

Since her original diagnosis, Chainey has had to overcome four relapses and countless other obstacles, including going blind for two months. She was told over and over she'd never jump again because her muscles were too damaged. But for Chainey, jumping is like breathing. 5

"From when I got sick, the goal that I had was to just be back jumping," she said. "Jumping was basically my happy place. Even now more so. Because I'm sick and there's so much going on, when I go to high jump, I don't think about anything else than just high jump and enjoying it. It is definitely my getaway. I feel normal because I don't have to think about anything else." 6

So on the eve of the national championships, the 27-year-old was not about to be deterred by a difficult night of dialysis. "I'm very stubborn, I'm very hard-headed ... I just had to find a way that I would be able to jump, no matter what." 7



Chainey certainly felt jitters at the championships; her hands wouldn't stop shaking once the competition began. She didn't clear the starting height of 1.50 metres, which she had managed to get over in practice. Still, you'd be hard pressed to find a happier last-place finisher anywhere.

8

"Just being out there, especially when they lined us up and they introduced us to the crowd, it was a special moment that I'll always remember," she said. "I didn't feel comfortable at first because I didn't feel I belonged. But although I didn't get a height, I still feel I belonged there. It felt awesome just to have the opportunity and experience this."

9

Chainey says kidney disease has cured her of her perfectionism. "I've always been a straight A student, always done well in sports and piano," she said. "So when I got sick, my life wasn't perfect anymore. I had to learn how to live with what you have, that I had limits. That was a very good lesson for me, to know that things aren't always perfect but you can still make the best of it."

10

Lubin is not surprised by her determination. "She used to come down from Kapuskasing, a 12-hour train ride ... in order to train. When I talk to my athletes about dedication, I say, 'Don't tell me you came from Burlington. You think that's far? How about Kapuskasing?' This is the type of person she is."

11

There are comebacks, and there are *comebacks*.

12



Provide your answers in *Answer Booklet 2*.

### Multiple-Choice Questions

- 1 Where was Chainey living when she was diagnosed with kidney disease?
- A Spain
  - B Toronto
  - C Burlington
  - D Kapuskasing
- 2 Early on, how did Chainey demonstrate her dedication to high jumping?
- F She went to Kapuskasing to train competitively.
  - G She competed at the Canadian track and field championships.
  - H She competed even though she had received dialysis treatments.
  - J She frequently travelled long distances to train at York University.
- 3 How is the information in paragraphs 1 to 3 organized?
- A present to past
  - B cause and effect
  - C similarities and differences
  - D more important to less important
- 4 What is the purpose of the dashes in paragraph 1?
- F to set off an explanation
  - G to replace quotation marks
  - H to indicate a change in topic
  - J to separate an idea and an example
- 5 Why is paragraph 5 important to the selection?
- A It reveals Chainey's determination.
  - B It describes the dangers of dialysis.
  - C It proves that Chainey should not compete.
  - D It explains why high jumping is an elite sport.
- 6 Which word is closest in meaning to "deterred" as used in paragraph 7?
- F stopped
  - G punished
  - H confused
  - J exhausted

Provide your answers in *Answer Booklet 2*.

7 What impact did kidney disease have on Chainey?

- A Chainey became dissatisfied with anything less than a win.
- B Chainey stopped using jumping as an escape from her troubles.
- C Chainey valued her fellow competitors as encouraging supporters.
- D Chainey no longer expected to be flawless in what she attempted.

8 Why was Chainey satisfied with her finish at the national championships?

- F She had jumped her personal best.
- G She had met her coach's expectations.
- H She had defeated her closest competitor.
- J She had returned to the sport she enjoyed.

9 What idea connects the introductory paragraph to the conclusion?

- A Chainey is a champion high jumper.
- B Chainey's last place finish is a victory.
- C Chainey's kidney disease is a curable illness.
- D Chainey has qualified for the national championships.

# 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.

**ROUGH NOTES**

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

Read the question in *Question Booklet 2* before providing your answer here.



**Do students benefit from the two-month summer break?**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

A large rectangular area with rounded corners, containing 25 horizontal lines for writing.

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

**Multiple-Choice**

1

2

3

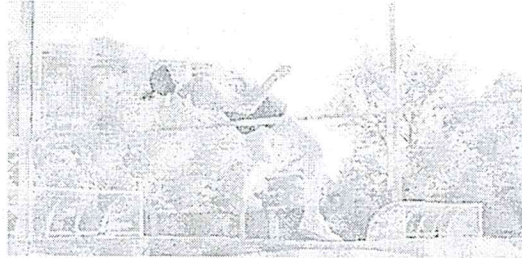
4

**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.

## A Stunning Comeback to an Elite Sport



### Multiple-Choice

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9



**EQAO OSSLT March 2014**  
**Scoring Guide for Long Writing Topic Development**  
**Section I Opinion**

Code	Descriptor
<b>Blank</b>	The pages are blank with nothing written or drawn in the space provided.
<b>Illegible</b>	The response is illegible, or irrelevant to the prompt.
<b>Off topic</b>	The response is off topic.
<b>Code 10</b>	The response is related to the prompt but does not express an opinion. <b>OR</b> The response expresses an opinion with no supporting details or provides details unrelated to the opinion. There is no evidence of organization.
<b>Code 20</b>	The response is related to the prompt, but only part of the response expresses and supports an opinion. <b>OR</b> The response is related to the prompt, and expresses and supports an opinion, but the opinion is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.
<b>Code 30</b>	The response is related to the prompt and expresses a clear opinion. There are insufficient and/or vague supporting details or the connection of the details to the opinion is not always clear. There is evidence of organization, but lapses distract from the overall communication.
<b>Code 40</b>	The response is related to the prompt. A clear and consistent opinion is developed with sufficient supporting details, however only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
<b>Code 50</b>	The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.
<b>Code 60</b>	The response is related to the assigned prompt. A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen. The organization is coherent demonstrating a thoughtful progression of ideas.

## Code 10

Do students benefit from the two-month summer break?

Students benefit from the two month summer break.

Firstly, I believe students benefit from the two month summer break.

Secondly, summer begins and the students have two months off school.

Also, you get to have a break off school and school doesn't open for another month.

Therefore, I think students benefit from the two month summer break.

**Annotation:**

The response expresses an opinion (*Students benefit from the two month summer break*) with no details that support it. The details provided explain what a summer break is (*summer begins and the students have two months off school...you get to have a break off school and school doesn't open for another month*) but not how the break is beneficial.

EQAO OSSLT March 2014  
Scoring Guide for Long Writing Topic Development  
Section I Opinion

## Code 20

Do students benefit from the two-month summer break?

No I do not think a two-month summer break would benefit students because they would start to lose skills used in school over time and they would probably forget a lot of the things they learned in school before the summer.

If students are on break too long they start to forget/lose memory of what they learned in school and in place of these memories there will be less smarts and games.

**Annotation:**

The response is related to the prompt, and expresses and supports an opinion (*No I do not think a two-month summer break would benefit students*). The supporting details are repetitious (*they would start to lose skills used in school...they would probably forget a lot of things they learned in school...start to forget/lose memory of what they learned in school...*). There is limited evidence of organization (*No...because...and, If...and*).

EQAO OSSLT March 2014  
Scoring Guide for Long Writing Topic Development  
Section I Opinion

## Code 30

Do students benefit from the two-month summer break?

Yes I believe that students do benefit from the 2 month break for summer because it gives the students a break from learning for a bit. firstly, if students were to be in school all year round, they would get frustrated with all of the work. Secondly, not only the students benefit from having 2 months off the teachers most likely enjoy having some vacation time to so they could go somewhere with there family. thirdly, I believe that taking a break helps you to be more focused and concentrate a lot better.

**Annotation:**

The response is related to the prompt and expresses a clear opinion (*Yes I believe that students do benefit from the two month break*). The connection between the supporting details and the opinion is not always clear (*teachers most likely enjoy having some vacation time to...*). Other supporting details (*gives students a break; get to frustrated; be more focused and concentrate a lot better*) are listed but are vague. There is evidence of organization (*firstly, Secondly, thirdly*) but there is minimal development in terms of transitions between ideas.

## Code 40

Do students benefit from the two-month summer break?

Yes I do believe students do benefit from the two-month summer break because it gives them a break from learning, everyone needs a vacation from one time to another and for young adults like highschool students or college it gives them time to re-connect with friends and family also to make money with a summer job.

I think it is a good thing that we have a summer break so students have a break from getting things shoved in there head for ten months of a year.

I think students benefit from the summer break like adults benefit from a trip or vacation it gives the students time to relax and take a break from all the stress that comes with school.

Continue writing your series of paragraphs on the next page.

## Code 40

I think students do benefit from the summer break because it gives them some time to get out in the workforce and get a taste of the adult lifestyle that everyone thinks is so easy. It also gives them time to make some money for a car or to save up for college. It also allows for the student to re-connect with old friends and family they haven't seen.

Therefore I do believe that students benefit from the two month summer break at the end of the school year.

**Annotation:**

A clear and consistent opinion (*Yes I do believe students do benefit from the two-month summer break...*) is developed with sufficient supporting details (*break from getting things shoved in there head; benefit from the summer break from a trip or vacation...*). Only some are specific (*get a taste of adult lifestyle, make some money for a car or to save up for college*).

The organization is mechanical and repetitious (*I think, I think, I think,*). There is an introduction, body and conclusion

## Code 50

Do students benefit from the two-month summer break?

No students do not benefit from the two-month summer break. They lose knowledge they learned, it hurts ~~your~~ their futures and it gives students too much free time.

Students do not benefit from the two-month summer break because they lose the knowledge they learned during the school year. For example you forget some valuable skills you learned that ~~year~~ when you come back (eg. math), potentially making your grades suffer. Students also forget that talking out during class is not okay. Lastly, students forget that being polite and respectful of other people at the school is mandatory. For example, when students get back from summer vacation they are always noisy and distracted easily, it therefore can make them loud and disrespectful during teachers lessons.

Students do not benefit from the two-month summer break because it hurts their future lives. This is because their marks go down because they don't care about school work they just care about hanging out with their

Continue writing your series of paragraphs on the next page.

## Code 50

friends. They also end up getting ~~more~~ years added onto their education by slacking and having this 2 month break, every year. Lastly, they forget how to prioritize their time. So things sometimes get handed in later than they should.

Students do not benefit from the two-month summer break because, they always end up having too much time on their hands in those 2 months. When students have too much free time they just end up playing on their electronics. They are studies showing that electronic devices can cause cancer, which is very dangerous. Students also tend to fool around when they have too much time therefore causing some of them to get in trouble. For example spray painting buildings, destroying things. Lastly when students have free time they tend to throw parties, parties that can sometimes involve underage drinking, which we know damages your body, can get you in trouble and is illegal.

In conclusion, no students do not benefit from the 2 month summer vacation because, they lose knowledge, they hurt their future and they have too much free time.



EQAO OSSLT March 2014  
Scoring Guide for Long Writing Topic Development  
Section I Opinion

## Code 50

**Annotation:**

A clear and consistent opinion (*No students do not benefit from the two-month summer break*) is developed with sufficient specific supporting details (*you forget some valuable skills you learned that past year when you come back (eg. Math) potentially making your grades suffer...when students get back from summer vacation they are always noisy and distracted easily...For example spray painting buildings...*).

The organization is logical. The body develops the ideas set out in the introduction and the ideas are summarized in the conclusion. The organization follows a logical pattern. The use of topic sentences (*Students do not benefit from the two-month summer break because it hurts their future lives*) is followed with support (*They also end up getting more years added onto their education by slacking and having this 2 month break, every year*).

EQAO OSSLT March 2014  
Scoring Guide for Long Writing Topic Development  
Section I Opinion

## Code 60

Do students benefit from the two-month summer break?

Summer truly is a great season. It is sunny, warm, and enjoyable. Summer also brings happiness to students, because school is over, and they get a two-month break. The summer break gives students the chance to get a job and save money for their future, see relatives that live far away from them, and lose the stress that school brings. These three great reasons show how important the two-month summer break is to students. Therefore, a two-month summer break is very beneficial to students.

In order to have a successful future, students will need money to pay for post-secondary schooling. The two-month summer break gives students a chance to do that. Since 1980, college and university tuition fees have increased by 34%, leaving students desperate for money. With the two-month break, students can get a job, and even if they only get paid minimum wage, will have over \$4,000 by the end of the break, which can pay for a big portion of tuition fees. Since the two-month break plays such a large role in students' futures, it is beneficial.

Throughout the school year, students are given huge tests and plenty of projects, which add a great deal of stress to a student's life. As the two-month summer break relieves a lot of stress from the students, the break is beneficial. In a Manitoba

*Continue writing your series of paragraphs on the next page.*

## Code 60

study, 80% of students that suffer from depression state it was caused by a huge school workload. The two-month summer break gives students a chance to rest and relax, which would make their lives less stressful. The two-month summer break helps students relax, which is why it benefits them.

Finally, with the huge workload and busy schedule that comes with school, students do not have a lot of time to spend with family. The break allows students to see relatives that they normally would not have time for. If an uncle lives out of the country, then a student would not be able to see him, because the student would miss too much school. The two-month break gives students time to spend with relatives without the stress of missing something important. The two-month break gives students a chance to connect and spend time with family, which is why it benefits students.

To conclude, the two-month break does benefit students. It gives them the opportunity to prepare for their future, which they will need to move on in life. Furthermore, the break allows students to live happy and healthy, and steer the students away from depression. The two-month break also lets students connect and spend time with family. In the end, the two-month break has many positive effects.

EQAO OSSLT March 2014  
Scoring Guide for Long Writing Topic Development  
Section I Opinion

# Code 60

**Annotation:**

A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen (*will have over \$4000 by the end of the break, which can pay for a big portion of tuition fees; 80% of students that suffer from depression state it was caused by a huge school workload...*). Each reason provided is developed with specific details (*with the huge workload and busy schedule that comes with school, students do not have a lot of time to spend with family...If an uncle lives out of the country, then a student would not be able to see him...*).

The organization is coherent and demonstrates a thoughtful progression of ideas. In the introduction, the author outlines the reasons that will be further developed in the supporting arguments. Transitional words and phrases are used throughout the piece to develop the opinion (*In order to have a successful future; Throughout the school year; To conclude*). The conclusion is an effective summation of the main points.

.....

**EQAO OSSLT March 2014**  
**Scoring Guide for Long Writing Conventions**  
**Section I Opinion**

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

EQAO OSSLT March 2014  
Scoring Guide for Long Writing Conventions  
Section I Opinion

# Code 10

Do students benefit from the two-month summer break?

Yea because it gives us a break and a time  
so we can work in the summer to  
experience a job, and save money towards a  
car.

**Annotation**

This response provides insufficient evidence.

## Code 20

Do students benefit from the two-month summer break?

My thought on this question would be Yes. Every student does benefit from the two-month summer break. Student get Holidays also during school time, not just one holiday but many theres alot people celebrate. If students say maybe they had 5 months summer break. Very easily they would've forgotten alot of stuff they had learned because if there just going to be hanging out, going on vacations and all types of other stuff people do to enjoy themselves in the summer. Many then start hating school hating, wished they would never go. Students especially teenagers decide to drop out of schools when they get the fun of summer. Dont want to come to school again.

Education is a really important thing in every single students life. The more education students get the better it is for them to get better future, better living. Alot of students especially they don't need school they just want to enjoy live in a stupid way. I mean should be dying to get education, because education could get you a good future. Meaning Education get a good career

Continue

e next page.

EQAO OSSLT March 2014  
Scoring Guide for Long Writing Conventions  
Section I Opinion

job, and a job gets you money, then money gets you a proper life. That's what people want a happy life which gives family friends happiness. I am just that 2 month summer break is enough for every single student in this world.

2 months is enough, you can go on vacation with family, spend time with friends. But when you also get to hang with friends, get to spend time with family, so basically you spend a fun life during time also. Students do deserve to get a break but 2 month I think is enough because <sup>I don't</sup> waste the time I can have to make better education just laying around there and doing nothing. That's why for me two months summer break is enough.

**Annotation:**

Errors distract from communication. Reading rhythm is interrupted by multiple sentence fragments (*If students say maybe they had 5 months summer break. Don't want to come to school again.*); loss of control in the sentence beginning (*Very easily they would've forgotten. . .*); a run on sentence and an incorrect verb tense (*Alot of students especially they don't need school they just want to enjoy live in a stupid way.*); a wrong noun form (*Student get Holidays also . . .*); punctuation errors (*students life*); erratic capitalization (*get Holidays; . . . better future, Better living*); and missing words (*to get better future; I mean should be dying to get*) or extra words (*...start hating school hating*).



## Code 30

Do students benefit from the two-month summer break?

I think that students benefit from the two-month summer break, because some students can barely stand one day sitting in a chair for six hours. Summer break is important because it gives student ~~the~~ time to relax and time to get ready for the next school year.

It is nice to have summer break because it is in between grades so it gives student the ability to get prepared for the next grade ~~and~~ since you get bigger work loads in higher grades it's nice for student to have a break before they get hit with the huge work load.

Not only does it benefit students it benefits teachers as well. The ~~teach~~ teachers have a nice break and also can prepare lessons, field trip, etc for the following year. Even if they don't want to stop teaching they can teach in summer school.

For student who do activities outside of school can mainly focus on their sport and not have to worry about their ~~hom~~ homework and they are not in school so they don't need

Continue writing ...

ge.

To to keep they're grades up in order to play their Sport.

Summer break is good ~~the~~ to have some vacation time with your family. During the school year, you come home from school, do homework, eat dinner, then go to bed. So ~~they~~ there isn't ~~much~~ much family time especially if the student plays sports as well.

~~So~~ Since school and summer clearly don't have any time similarity, it messes up student sleep patterns. That can make summer not enjoyable because instead of waking up whenever you want your "Body Clock" wake you up at an early time like 7:00 or 7:30.

In the summer, student can really get a headstart in life by getting a summer job. Student can earn money and be in the work force instead of staying at home watching TV or play video games.

That is ~~what~~ why I think summer break is needed.

EQAO OSSLT March 2014  
Scoring Guide for Long Writing Conventions  
Section I Opinion

## Code 30

**Annotation:**

There is some variety in sentence structure, and the lack of commas between sentence components does not distract from communication (*It is nice to have summer break because it is in between grades so it gives student the ability to get prepared ...*).

Misspellings of homonyms and a few other words (*siting*, *two* for *too*, *they're* for *their*, *diner* for *dinner*,) the use of singular instead of plural (*For student who do activities; ...student can get a head start*), lack of apostrophes (*dont*) and a run on sentence (*Not only does it benefit students it benefits teachers...*) do not distract from communication.

The reader easily follows the student's train of thought.

## Code 40

Do students benefit from the two-month summer break?

There's only one thing students think of during the last few weeks of school: summer break. It's a great time to relax on the beach, hang out with friends, and bask in the glorious hot sun; however is a two-month summer break really beneficial for today's students? Breaks cause students to forget their lessons; they cause mild depression; and ~~it is simply too long of~~<sup>a break</sup>. A vacation never sounded so miserable, now has it?

First, summer break is a great opportunity to lay back and watch your education fall down the drain. Students need to be fed with information everyday to replenish their thirst to learn. When your brain is inactive for a long period of time, such as <sup>during</sup> the summer break, brain cells die. When brain cells die it takes quite a long time until they "resurrect" again. This is <sup>probably</sup> the main reason why most of your students do not remember that math equation they did last year.

Second, it makes us students sad. Sure it's great to have fun for a change, but when that fun is snatched away from you in September when school starts again, that's when students get a little depressed. How can students focus on their school work if they are constantly sad? That's right - they can't.

Finally, the summer break is far too long. Think of it this way. Imagine eating 3 strips of bacon. Heavenly right? Now imagine being forced to eat 200 pieces of the juicy meat. It's suddenly not so great right? It's the same with

the summer break, sometimes something can be too good of a thing.

So, thinking twice about letting your students relax on that sandy beach? You should, because they'll forget every thing you taught them, they'll get slightly depressed, and it will overloaded them with an overly long period of fun. Instead, give more homework, at least that is beneficial!

**Annotation:**

Control of conventions is evident in sentence structure and variety, and in consistently correct punctuation that includes commas, apostrophes, dashes, question marks and exclamation points.

A few missing commas (*however is a two-month break...; Heavenly right? not so great right?*), an incorrect verb (*lay* for *lie*) and several misspellings or inaccurate contractions (*to* for *too*; *you're* for *your*, *Thats*) 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. Ensure that your final answer is clear.

<p><b>Section I</b></p> <p>1. Respond in booklet.</p> <p><b>Section II Section H</b></p> <p>1. (a) ● (b) ● (c) ● (d) ●</p> <p>2. (a) ● (b) ● (c) ● (d) ●</p> <p>3. ● (b) ● (c) ● (d) ●</p> <p>4. (a) ● (b) ● (c) ● (d) ●</p> <p><b>Section III Section I</b></p> <p>1. ● (b) ● (c) ● (d) ●</p> <p>2. (a) ● (b) ● (c) ● (d) ●</p> <p>3. ● (b) ● (c) ● (d) ●</p> <p>4. ● (b) ● (c) ● (d) ●</p> <p>5. ● (b) ● (c) ● (d) ●</p> <p>6. ● (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</b></p> <p>1. ● (b) ● (c) ● (d) ●</p> <p>2. (a) ● (b) ● (c) ● (d) ●</p> <p>3. (a) ● (b) ● (c) ● (d) ●</p> <p>4. ● (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</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. ● (b) ● (c) ● (d) ●</p>			
--	---	--	--	--