

Ontario Secondary School Literacy Test

Released March 2016 OSSLT

Item-Specific Rubrics and Sample

Student Responses with Annotations

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Code	Descriptor
Blank	The pages are 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 the prompt but does not express an opinion. OR The response expresses an opinion with no supporting details or provides details unrelated to the opinion. There is no evidence of organization.
Code 20	The response is related to the prompt, but only part of the response expresses and supports an opinion. OR 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.
Code 30	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.
Code 40	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.
Code 50	The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.
Code 60	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

what you are learning in school affecting the way you live your life now? What T learn in School has nothing to do with how T live my life now.
to do with how T live my life now.

Annotation: The response expresses an opinion (What I learn in school has nothing to do with how I live my life now) with no supporting details. There is no evidence of organization.

Code 20

is what you are learning in school affecting the way you live your life now?		
What I learn in School is affecting		
the Way I live at home because I		
always get So much homework and		
I have to review every day of What		
I learned in school because that is the		
only they to remember what I learned		
at School. Also school is affecting		
My life at home begasse of all the		
agramments i get i count go to the		
Jum or go pky baskelfun with my		
think or tamily made but		
]		

Annotation: The response is related to the prompt and expresses and supports an opinion (What I learn in school is affecting the way I live at home). The supporting details (I have to review every day of what I learned in school because that is the only way to remember what I learned in school...I cant go to the gym or go play basketball...) are insufficient to support the opinion.

There is limited evidence of organization.

Code 30

what you are learning in school affecting the way you live your life now?

What I am learning in school does affect the way I am living my life now, and I say this because school is a part of my life and when you learn certain things at school you can look at life in a different perspective or mappe you are just more sure on the way you see things learning things in school affects you in many ways, whether it is in a religious way or the sciences, or math, we look at life differently after going to school and we mature throughout our years here and we do not only learn from our teachers but also from other students, parents, and guest treachers. All these things can have an influence on your life, either for the better or worse, what we are learning in school does affect the way you live your life.

Annotation: The response is related to the prompt and expresses a clear opinion (What I am learning in school does affect the way I am living my life now).

There are insufficient supporting details. Reasons are listed but not developed (when you learn certain things at school you can look at life in a different perspective...whether it is in a religious way, or the sciences, or math, we look at life differently after going to school...we do not only learn from our teachers but also from other students, parents and guest teachers).

Although the response is a single paragraph, there is evidence of organization. There is an introductory statement and a concluding statement (What we are learning in school does affect the way you live your life).

Code 40

is what you are learning in school affecting the way you live your life now?	
Yes, what I am learning in school is effecting	
the way I live my life now for several reasons. First	
exploring the different subjects and part icpoting	
in them has allowed me to identify what I	
am passionate about. For example, I am toking	
Science with a chemistry unit and before this	
year I had no idea that enjoyed chemistry.	
Second, in religion I have been learning great	
moral leasons including forgivness, sacrifice	
and maturity by extracting life lessons	
from parable readings in the bible. These stories	
have helped me see how I can change who	
I am in order to live a better life.	
Lastly, my teachers mainly have helped me	
future. If I want to be successful and become	
future. If I want to be successful and become	
the best I can be then, I need to start	
changing my morals now. I have control	
over my future by changing who I am how	
I think and why I do so.	

In conclusion, my teachers lessons, but diversity of my subjects! the exploration of them and my religious teachings have all contributed. This is how what I am learning in school is changing the way I live my life now.

Annotation: A clear and consistent opinion is developed (Yes, what I am learning in school is effecting the way I live my life now for several reasons) with sufficient supporting details. Some details are general (how I can change who I am to live a better life... If I want to be successful... I need to start changing my morals now...); however some are specific (I am taking Science with a chemistry unit... life lessons from parable readings in the bible).

The organization is mechanical (First, Second, Thirdly, Lastly). There is an introduction, body and conclusion.

Code 50

is what you are learning in school affecting the way you live your life now?

Everyday students ga to school and learn something new. Everything I learn in school affects the way I live my life in a positive way. It positively affects my life because I now have a better understanding in math, which allows me to properly calculate things outside of school, and I have started to prepare for my future career path.

Firstly, the content I learn in mosth has helped me so much in certain situations. For example, when I go into a store and see something that says 30% off original price. I can easily calculate the save price including tax. This helps me determine what and what not to purchase. Another example would be comparing two Hems in a grocery store, to see which one is the better deal. In most closs I learned how to take the price and amount of product for each item, and calculate the better deal. This knowledge affects my life in a way that helps me be more smart about money.

Annotation: A clear and consistent opinion (Everything I learn in school affects the way I live my life in a positive way) is developed with sufficient specific supporting details (when I go into a store and see something that says 30% off original price, I can easily calculate the sale price including tax...how to go onto university and college websites to research their offered programs...an amazing resume that helped me get a part-time job at a local grocery store). Reasons are developed with examples and explanations (This knowledge affects my life in a way that helps me be more smart about money...After completing the careers course I have selected a career and university that I am interested in).

The organization is logical. There is a clear introduction, body and conclusion. Ideas are clustered into paragraphs. Each paragraph includes a clear topic sentence which is related to the introduction and concluding statement.

Code 60

is what you are learning in school affecting the way you live your life now?

Education in high school is very important even though it is only part of a very small portion of our lives. Things we learn in high school can help us make decisions for our futures as our future careers. In the careers course, I learned how to use proper manners for business and even casual situations, how to build a resume, and how to pick out what I enjoy to help me choose my future career. This affected my current like because the manners my class learned have made me behave differently as I tend to be more professional when I speak and act, as well as my table manners have improved. Also, I live my life now better because I know that the class has helped me find the things in my life that I'm good at and that lenjoy, which I can use to find a career and stick with it. Along with the careers class, there was another class that was part of the same program known as the civics course. Civics was a class that I didn't think would help me out that much but essentially changed my life currently and for the fiture. I learned about becoming a better citizen, how to be actively involved in the news and politics of our country and how the justice system works. All of these things have laught me lessons that I will we in the future and some that I can use now. Since taking the class, I have started watching the news more often, researching political parties (to learn about their views) and realizing my own political views to match them up with those of a party. As I have been changed by this class, I will carry the teachings and lessons with me as I continue

to grow as an adult and as a Canadian citizen who now knows participate in oo litics. One of the most important subjects, in my opinion, is one that teaches knowledge and practical things; a subject that teaches science. Science is divided into many parts and lik better. The biology unit helps me trought me how to live my different non know what is or is not good for my health. earth and space unit is the most important unit it provided new knowledge about dobal warming which are real problems in our world toda de forestation wasting Cause which is supposed to be used This unit is perfect for helping people change their lifestyles if you do not like science or it's something that you still know continue with in highschool and be a responsible save resources الاطمنادو every day Carbon footunint where it belongs, and that is often ted. I have become a better citizen to the Earth and a better human. To conclude high school education is so special and students lite. In each class / course, a student will find something spark them to change their like and It is uncertain whether or not we will use much of our high school teachings or lessons with us school but they change & affect our lives

Annotation: A clear and consistent opinion (*Things we learn in high school can help us make decisions for our futures*) is developed with sufficient specific supporting details that are thoughtfully chosen (*I learned how to use proper manners for business and even casual situations, how to build a resume...how to be actively involved in the news and politics of our country and how the justice system works...new knowledge about global warming and deforestation...reduce my carbon footprint...)*

The organization is coherent. Paragraphs flow from one to the next (Along with the careers class, there was another class...). The progression of paragraphs shows a deliberate attempt to build a persuasive argument (One of the most important subjects...). The introduction and topic sentences clearly indicate the topic. The concluding paragraph thoughtfully sums up the topic and reinforces the argument (In each class/course, a student will find something inspiring and will spark them to change their life and even other people's).

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.

Conventions refers to grammar, usage, spelling and punctuation.

Clarification of Descriptors for Conventions

- **insufficient evidence:** The student has not written enough to assess his/her use of conventions.
- **interfere:** Reading rhythm is constantly interrupted. There is so much re-reading that the reader cannot recall what the piece of writing said overall.
- **distract:** Reading rhythm is interrupted, even if the information can be understood. The reader is as aware of the errors as of the information being communicated.
- do not distract: There may be errors, but they do not impede understanding of the information.
- **control:** Written work demonstrates consistent and correct use of conventions expected by the end of Grade 9, such as verb endings, the spelling of homophones, end punctuation, the apostrophe and quotation marks. A few errors may exist.

Code 10

Is what you are learning in school affecting the way you live your life now?

I thing learning gym class affecting my life.
Every week I have two class is gym: The teacher
bring student go to gym pluy some sports. For
example play basketball, socrer bull, Swimming
Every time I 40-to class tirst I need run
IM Because That can worm my body Those
are three reason for gym class affecting my life
litet, When I was six years old I'm press day
want see some bushotbull game, And my drawn
is basketball pluger. Now I have gym class. I am
play busketbull on gym class And teacher nill
touch me some still. I close my drewn. Sound I'm
exert gym do some sport is youd for my health.
I don't need wain other time to do sports
Because that gym cluss enotions for me this
The gym cluss make my body very strong. And I theiry people very strong is very cool.
And I thing people very strong is very gool
This is why I'm very like gym class
7

Annotation: Errors in syntax (*I'm everyday want to see; I'm every gym do some sport is good for my health; teacher will teach me some still*), and in usage, including incorrect word choice (*on* for in, *I close my dream*), incorrect word endings (*class* for classes, *three reason*) and incorrect verb tenses (*affecting* for is affecting, *dream is basketball player*), as well as incomplete sentences (*For example play basketballer soccer...*) interfere with communication.

Code 20

Is what you are learning in school affecting the way you live your life now? un kaln the Know what For example OUQ un bealtho What ould Mosk

last but not lease what exprinces we
have of school is life changing because we
spend most of ale time at school and we exprince
things that makes us how we are today.
For example if you surround your self with a group
of people that one nice and Kind people,
you will have good exprince and become
like them of it you sationed your self
with bad and mean people upon will have bad exprine and become like them. These
had exorine and become like them. These
For what you leak and exprince at School
will affect the today and later on.
in conclusion your exprinces and
your, what you ball in School affect you
today because you born what you like
and what you want to be like.

Annotation: Run-on sentences (*I want to be fit and healthy not fat and unhealthy...; and woodworking class I could be...*), a comma splice (*be active, It also*); wrong verb forms (*what I learn...affect me now; things that makes us...*), and frequent misspellings of common words (*dose, interstet's, somke, exprinces, lease* for least, *are* for our) distract the reader, as do missing words (*now and __ the long run; your experiences and your ___*).

Code 30

Is what you are learning in school affecting the way you live your life now?
No, because Students don't need to use all of the Stuff
we learn in School. There aren't classes for everyday life, Students
aren't prepared for adulthood, lastly, unless you are going
to mjor in something like history or politics they don't have
much use for you.
Firstly, we don't use even thing we learn in school so it
doesn't really prepare us for what comes next. Also, most
Stuff you learn you forget about it right after your test
or exam is over, then you usually never see the same
content again. As I have said, students don't use
everything they learn most of it is just forgotten then
We're on to the next year.
Next, Students arent prepared for life after school
because, we don't get taught how to do our taxes or
because, we don't get taught how to do our taxes or how to handle debt. I think more classes like that Should
he tought because that's really what we need in life.
In addition, after you finish high school and college or
University you will have to deal with things like taxes.
In addition, after you finish high school and college or University you will have to deal with things like taxes, and morgages, and most people have no idea how to deal with them. On the whole students aren't prepared for
with them. On the whole students aren't premied for

What life brings them.

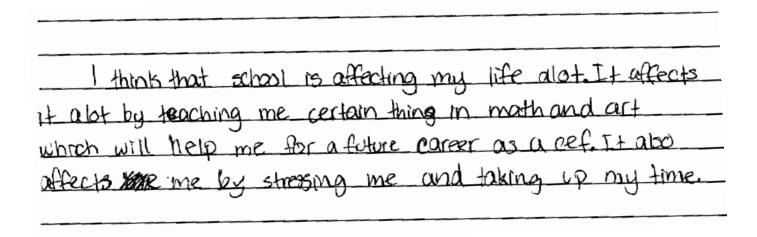
Finally, unless you are going to major in something like history or politics they shouldn't be manditory to have to pass high school, Furthermore, most of the math we don't use only simple addition. There should be more classes in school that teach you about mental health and how to handle stress because that would be something many people would take because it will actually help you. In addition, that's what teens mainly run into is that they are feeling stressed or they have anxiety, and it's usually because of school. As I have said, we need more cources that will help us even after high school.

To conclude, NO, I don't think that what I'm learning is affecting how I live my life because we don't learn Stuff in school that we need, Students aren't preparal for what life brings them, and unless you are majoring in something in college or university it doesn't have much use to you.

Annotation: There is some correct use of commas to signal phrasing in sentences and consistently correct use of apostrophes. An indefinite antecedent for a pronoun (<u>they</u> don't have much use), comma splices (<u>adulthood</u>, <u>lastly</u>, <u>unless...</u>; <u>after our test or exam is over</u>, then you usually never see...), run-on sentences (...don't use everything they learn most of it is just forgotten then we're on...; most of the math we don't use only simple addition), misplaced commas before "because", several awkward phrases (most stuff you learn you forget about it...; that's what teens mainly run into is that...) and several misspelled words (morgages, manditory, cources) do not distract from communication.

Code 40

Is what you are learning in school affecting the way you live your life now?	
What I learn in school affects a lot the way I live my life now.	
In my opinion, it affects how I measure ingreedients when i'm cooking which I learned in mathiclass. It also affects the my way my time	
which I learned in mathiciass. It also affects the my time	
is used at home because I have alot of homework.	
First of all, borning subjects like math in school teaches me	
how to measure, subtract, add and much more which This is helpful	
when I am cooking because I need to kow how many and	
how much of the material I need as I learn more and more	
I get better at cooking. I have also learned in art class how	
I can be creative on make the food not only taste good but	
also look good too. In the future, I know this will help me become a	
chef.	
Second, as I enter a new grade every year, I get more and	
more stressed out. There is new and more important things I learn	
as I get obser to grade 12 which also means getting more	
homework. I tend to get warried because thinking about tests	
and darag homeworks takes up my time. I cannot go out	
with friends as often anymore.	



Annotation: Control of conventions is demonstrated in consistently correct sentence structure. The first sentence has slightly awkward syntax (*affects a lot the way I live...*), letters are omitted from several words (*kow* for know, *an* for and, *cef* for chef, *thing* for things), there is a noun/verb agreement error (*There is new and important things*) and several commas missing (*as I get closer to grade 12 which also means...; when I am cooking because I need to know...).*

Q6. Explain how Biyu is a supportive granddaughter. Use specific details from the selection to support your answer

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). A <u>comment on the task</u> (e.g., I don't know.).
Off topic/ Incorrect*	 response is off-topic, irrelevant or incorrect A typical off-topic response provides no information from the reading selection to indicate reading comprehension. A typical irrelevant response comments on the reading selection (e.g., I don't understand the story) or simply restates the question. A typical incorrect response provides an answer based on a misunderstanding of the question AND/OR the ideas in the reading selection
Code 10	 response indicates minimal reading comprehension response provides minimal or irrelevant ideas and information from the reading selection
	The response indicates how Biyu is a supportive granddaughter and provides:
	minimal information from the selection OR
	one or more of the things that Biyu does or says with no evidence from the selection of how she is supportive OR
	irrelevant support from the reading selection (i.e., a mix-up of characters, a retell of events in the selection, or support based on the student's own ideas)
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 indicates how Biyu is a supportive granddaughter and provides vague support from the selection to explain why/how.
	The response often requires the reader to make the connection between the information and ideas provided from the selection (what Biyu says or does) and what these details are intended to prove (how Biyu is a supportive granddaughter).
Code 30	 response indicates considerable reading comprehension response provides accurate, specific and relevant ideas and information from the reading selection
	The response uses specific and relevant support from the reading selection to clearly explain the connection between the details and how Biyu is a supportive granddaughter.

Code 10

6	Explain how Biyu is a supportive granddaughter. Use specific details from the selection to support your answer.		
	Biyu is a Supportive granddaughter by		
	encouraging her grandpa to do more		
	mental and physical excercises.		

Annotation: The response explains how Biyu is supportive (*encouraging*) with minimal information from the selection (*encouraging her grandpa to do more mental and physical exercises*).

Code 20

6 Explain how Biyu is a supportive granddaughter. Use specific details from the selection to support your answer.

Biyu is a suppositive granddaughter towards her grandfather Hong, as she shows interest in the news paper article he is reading. Biyu also continues to show suppost by engaging in conversation about the article and providing her grandfather with a Variety of ideas and suggestions to improve his brain fundaments.

Annotation: The response explains how Biyu is a supportive granddaughter (*she shows interest...engaging in conversation*). There are vague details from the selection (*the news paper article he is reading...a variety of ideas and suggestions to improve his brain function*) to prove how Biyu is supportive.

Code 30

Explain how Biyu is a supportive granddaughter. Use specific details from the selection to support your answer.

Bigu is a supportive granddaughter because she encourages her grandfather to try new things so he will not be one of those people to experience a decline In brain functions. She offers him the advice of "brushing up" on his Cantonese. She also encourages him to walk to the Chinase Seniors' Centre to engage in some physical exercise as well. Bigu is a supportive granddaughter because she demonstrates her care and love for her grandfather.

Annotation: The response explains how Biyu is supportive (She encourages her grandfather to try new things so he will not be one of those people to experience a decline in brain functions). Specific and relevant details from the selection support the response (She offers him the advice of "brushing up" on his Cantonese. She also encourages him to walk to the Chinese Seniors' Centre to engage in some physical exercise as well).

How is Hong a role model for other seniors? Use specific details from the selection to explain your answer.	
Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	response is illegible An illegible response cannot be read (erased, crossed out, not in English, impossible to read). A comment on the task (e.g., I don't know.).
Off topic/	response is off-topic, irrelevant or incorrect
Incorrect*	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
	or simply restates the question
	A typical <u>incorrect</u> response provides an answer • based on a misunderstanding of the question AND/OR the ideas in the reading selection
Code 10	response indicates minimal reading comprehension response provides minimal or irrelevant ideas and information from the reading selection
	The response explains how Hong is a role model for other seniors and provides
	minimal support from the selection to explain the response OR
	one or more things Hong says or does with no evidence from the selection of how he is a role model OR
	irrelevant support from the reading selection (i.e., a retell of events in the selection, a mix-up in characters, or support based on the student's own ideas)
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 explains how Hong is a role model for other seniors and provides
	 vague support from the selection to explain the response OR
	 provides a vague connection between the details (what Hong says or does) and what they are intended to support (that Hong is a role model for other seniors)
	The response often requires the reader to make the connection between the reason provided for how Hong is a role model for other seniors and the supporting detail(s) from the selection.
Code 30	response indicates considerable reading comprehension response provides accurate, specific and relevant ideas and information from the reading selection
	The response uses specific and relevant support from the reading selection to clearly explain how Hong is a role model for other seniors.

Code 10

How is Hong a role model for other seniors? Use specific details from the selection to support your answer.

Hong is a good role model for other seniors because he is actually taking initiative to broaden his mind. While others are experiencing a decline in brain fuction.

Annotation: The response provides minimal support from the selection to explain how Hong is a role model (*because he is actually taking initiative to broaden his mind*). The second sentence (*While others are experiencing a decline in brain function*) is an extension of, rather than a support for, the first statement.

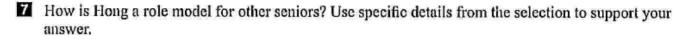
Code 20

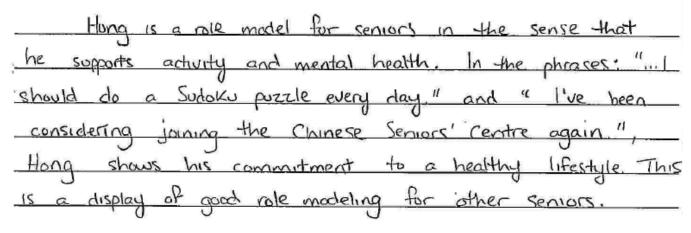
7 How is Hong a role model for other seniors? Use specific details from the selection to support your answer.

Hong is a role model for other seniors
because he continues to mantain a healthy
lifestyle, though he too is getting older and
becoming less corpable of everyday challenges. He
is also constantly searching for improvement
in his cognitive functions thoughthey are degenerating.

Annotation: The response explains how Hong is a role model (*because he continues to mantain a healthy lifestyle*). There is vague support from the reading selection (*less capable of everyday challenges...improvement in his cognitive functions*).

Code 30





Annotation: The response uses specific and relevant support from the reading selection ("I should do a Sudoku puzzle every day", I've been considering joining the Chinese Seniors' Centre again") to show how Hong is a role model (he supports activity and mental health, shows his commitment to a healthy lifestyle).

Writing Prompt: What piece of clothing best expresses your personality? Use specific details to explain how it conveys who you are.

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 comments on the task (e.g., I don't know.).		
Off topic*	response is off-topic or irrelevant to the prompt		
	A typical <u>off-topic</u> response does not answer the question of the prompt. 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 item of clothing or identifies or describes a personality trait but provides no explanation OR 		
	 identifies or describes an item of clothing but provides an irrelevant or undeveloped explanation for how it expresses the writer's personality OR 		
	• identifies or describes a personality trait but provides an irrelevant or undeveloped explanation for how it relates to an item of clothing.		
Code 20	response is developed with vague ideas and information; it may contain some irrelevant ideas and information		
	The response identifies or describes an item of clothing and provides a <u>vague</u> explanation and/or <u>vague</u> details to explain how it expresses the writer's personality.		
	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 item of clothing and provides a clear explanation for how it expresses the writer's personality using specific and relevant details.		

Code 10

A peice of clothin	ng that	best	expresses	
my personality	is mu	ourse	because	i $+$
Hiva expans c	-	•		

Annotation: The response identifies an item of clothing (*my purse*) and provides an undeveloped explanation that does not provide information about the way a purse expresses the writer's personality.

Code 20

6 What piece of clothing best expresses your personality? Use specific details to explain how it conveys who you are.

The piece of clothing that best extresses my getsonally would be my hat's. I say my hat's because I am always wearing one and when I son't I son't teel like me. I believe my hat's convey who I am because all my hat's have a thing on them that I am interested in so my hat's show my interests.

Annotation: The response identifies an item of clothing (my hat's) and provides a vague explanation of how the item expresses personality (when I don't [wear one] I don't feel like me; all my hat's have a thing on them that I am interested in so my hat's show my interests).

Code 30

The piece of clothing that best expresses my personality would be my socks. This is because, socks are always hidden in our snoes and do not come out much. That is busically me, I am really smy and I like to be independent from others. I like to stay within my self and I personally don't talk a lot. So, socks best express my personality.

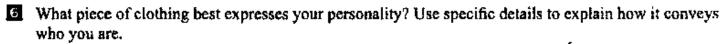
Annotation: The response identifies an item of clothing (*my socks*) and provides specific and relevant details to clearly explain how the item expresses personality (*socks are always hidden in our shoes and don't come out much. That is basically me, I am really shy and I like to be independent from others*).

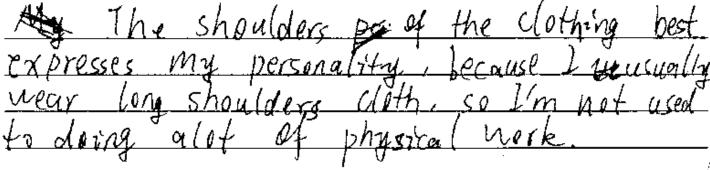
Code	Use of Conventions
Insufficient	 Insufficient response provides insufficient evidence to assess use of conventions
Inadequate	 Inadequate control of conventions serious errors in syntax, grammar, usage, spelling and/or punctuation prevent communication
Code 10	Limited control of conventions • rules of syntax, grammar, usage, spelling and/or punctuation are applied without accuracy and/or consistency
Code 20	Competent control of conventions rules of syntax, grammar, usage, spelling and punctuation are applied with accuracy and consistency

Clarification of Descriptors for Conventions

- **Insufficient evidence:** The response is fewer than 15 words not including the repetition of the prompt.
- **Control** reflects the standard of written communication expected by the Ontario Curriculum to the end of Grade 9.
- **Conventions** refer to syntax, grammar, usage, spelling and punctuation.
 - o **Syntax** refers to the rules that govern the ways words are combined and ordered to form meaningful phrases, clauses, and sentences.
 - o **Grammar** refers to the set of rules governing the use of language. These include correct use of verb tense, subject-verb agreement, pronoun use, etc.
 - o **Usage** refers to the correct use of words and phrases.
 - o **Spelling** refers to the forming of words with letters in an accepted order.
 - o **Punctuation** refers to the marks, such as period, comma, and parentheses, used in writing to separate sentences and their elements and to clarify meaning.

Inadequate





Annotation: Serious syntax errors prevent clear communication (*I usually wear long shoulders cloth*).

Code 10

What piece of clothing best expresses your personality? Use specific details to explain how it conveys who you are.

I would Say is at-Shrifst Jeans it is all wear and I am known farit But to me it reflects what am Because.

I Doit like Shorts or Long Steev Shrifs, also I think it Shows the country in me.

Annotation: The response shows limited control of conventions. Syntax (*the best piece of clothing best expresses*), spelling (*chemis*) and capitalization (*My, Makes, Look*) are applied without accuracy.

Code 20

6 What piece of clothing best expresses your personality? Use specific details to explain how it conveys who you are.

The piece of clothing that best expresses my personal; is a funky pair of glasses. A crazy pair of glasses would be a perfect representation of my funny, goofy personality. It portrays to people that I like to have fun and stand out from the crowd.

Annotation: The response shows competent control of conventions. Spelling (*representation*) is accurate. All sentences are structured correctly.