

Ontario Secondary School Literacy Test

Released March 2016 OSSLT

Item-Specific Rubrics and Sample

Student Responses with Annotations

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Scoring Guide for Long Writing Topic Development
Section I Opinion

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	<p>The response is related to the prompt but does not express an opinion.</p> <p>OR</p> <p>The response expresses an opinion with no supporting details or provides details unrelated to the opinion. There is no evidence of organization.</p>
Code 20	<p>The response is related to the prompt, but only part of the response expresses and supports an opinion.</p> <p>OR</p> <p>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.</p>
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.

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Code 10

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

What I learn in school has nothing
to do with how I 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.

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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 everyday of what I learned in school because that is the only way to remember what I learned at school. Also school is affecting my life at home because of all the assignments I get I can't go to the gym or go play basketball with my friends or family members.

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 can't go to the gym or go play basketball...*) are insufficient to support the opinion.

There is limited evidence of organization.

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Code 30

Is 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 maybe 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 teachers. 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 affecting the way I live my life now for several reasons. First exploring the different subjects and participating in them has allowed me to identify what I am passionate about. For example, I am taking Science with a chemistry unit and before this year I had no idea that I enjoyed chemistry.

Second, in religion I have been learning great moral lessons including forgiveness, 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 gain knowledge of how my actions control my 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.

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In conclusion, my teachers lessons, the 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 go 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 math 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 sale price including tax. This helps me determine what and what not to purchase. Another example would be comparing two items in a grocery store, to see which one is the better deal. In math class 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.

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Secondly, the assignments completed in my careers class has helped me prepare for my future career. We have learned how to go onto university and college websites to research their offered programs. In class I did many little tests that helped me determine my interests and area of work that matches them. This has allowed me to choose what I want to do after high school. After completing the careers course I have selected a career and university that I am interested in! I also have an amazing resume that helped me get a part-time job at a local grocery store. The information that I learned has affected my life because I have started preparing for my future after high school, which makes me feel more confident.

In conclusion, the content I learn in school does affect my life, and in a positive way, because I can use my math knowledge to help save money, and I have properly prepared for my future which makes me feel more confident. Education plays a big part on a student's life every year!

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.

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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, ~~such~~^{such} 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 life 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 I enjoy, 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 future. 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 taught me lessons that I will use 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

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to grow as an adult and as a Canadian citizen, who now knows how to vote and participate in politics.

One of the most important subjects, in my opinion, is one that teaches knowledge and practical things; a subject that teaches these well is science. Science is divided into many parts and units, but each unit has taught me how to live my life better. The biology unit helps me to look at my body differently now, as I know what is or is not good for my health. The earth and space unit is the most important unit for me, as it provided new knowledge about global warming and deforestation, which are real problems in our world today. It taught me, also, to stop wasting water and energy because by doing so, I am damaging the Earth, which is supposed to be used efficiently by everyone. This unit is perfect for helping people change their lifestyles because even if you do not like science or it's something that you won't continue with in high school, you still know how to act better, save resources and be a responsible human being. Since taking the class, I try, every day, to reduce my carbon footprint, save water, put garbage where it belongs, and save energy that is often wasted. I have become a better citizen to the Earth and a better human.

To conclude, high school education is so special and changes each student's life. In each class/course, a student will find something inspiring and will spark them to change their life and even other people's. It is uncertain whether or not we will use much of our high school teachings or lessons with us, after high school, unless for college/university, but they change & affect our lives now.

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*).

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Scoring Guide for Long Writing Conventions
Section I Opinion

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 play some sports. For
example play basketball, soccer ball, swimming.
Every time I go to class first I need run
2 KM. Because that can warm my body. There
are three reason for gym class affecting my life.
First, when I was six years old, I'm every day
want see some basketball game. And my dream
is basketball player. Now I have gym class. I can
play basketball on gym class. And teacher will
teach me some still. I close my dream. Sound, I'm
every gym do some sport is good for my health.
I don't need with other time to do sports.
Because that gym class enough for me. think.
The gym class make my body very strong.
And I thing people very strong is very cool.
This is why I'm very like gym class.

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?

What you learn in school dose affect the way I live my life now and then.

To begin with what I learn about in health class about fitness and drugs affect me because now we know what is good and bad. For example I want to be fit and healthy not fat and unhealthy or do I want to smoke and kill my self or should I not smoke. That can affect my body now and the long run that is how what I learn in school affect me now and later on.

Next what I learn in school will let me know what kind job i want to have or let me know what are my interster's. For example I like gym and wood working class I could be a contractor when I'm older, or it tells me that I like to work with my hands and be active. It also could tell me that my hobbies are working out and creating things with wood. There for what I learn in school dose affect me now and later on.

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last but not lease what exprinces we have at school is life changing because we spend most of are time at school and we exprinee things that makes us how we are today. For example if you suround your self with a group of people that are nice and kind people, you will have good exprine and become like them or if you suround your self with bad and mean people you will have bad exprine and become like them. These for what you learn and exprince at school will affect you today and later on.

In conclusion your exprinces and your, what you learn in school affect you today because you learn 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 major in something like history or politics they don't have much use for you.

Firstly, we don't use everything 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 aren't prepared for life after school because we don't get taught how to do our taxes or how to handle debt. I think more classes like that should be taught 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, and mortgages, and most people have no idea how to deal with them. On the whole, students aren't prepared for

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what life brings them.

Finally, unless you are going to major in something like history or politics they shouldn't be mandatory 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 courses 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 prepared 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 (*they don't have much use*), comma splices (*adulthood, lastly, unless...; after our test or exam is over, 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 ingredients when I'm cooking which I learned in math^{and art} class. It also affects the ~~way~~ way my time is used at home because I have a lot of homework.

First of all, learning 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 know 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 and 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 closer to grade 12 which also means getting more homework. I tend to get worried because thinking about tests and doing homework takes up my time. I cannot go out with friends as often anymore.

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I think that school is affecting my life alot. It affects it alot by teaching me certain thing in math and art which will help me for a future career as a cef. It also affects ~~me~~ me by stressing me and taking up my time.

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...*).

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

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*	<ul style="list-style-type: none"> response is illegible <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read). A <u>comment on the task</u> (e.g., I don't know.).</p>
Off topic/ Incorrect*	<ul style="list-style-type: none"> response is off-topic, irrelevant or incorrect <p>A typical <u>off-topic</u> response provides no information from the reading selection to indicate reading comprehension. A typical <u>irrelevant</u> response comments on the reading selection (e.g., I don't understand the story) or simply restates the question. A typical <u>incorrect</u> response provides an answer</p> <ul style="list-style-type: none"> based on a misunderstanding of the question AND/OR the ideas in the reading selection
Code 10	<ul style="list-style-type: none"> response indicates minimal reading comprehension response provides minimal or irrelevant ideas and information from the reading selection <p>The response indicates how Biyu is a supportive granddaughter and provides:</p> <p>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)</p>
Code 20	<ul style="list-style-type: none"> response indicates some reading comprehension response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection <p>The response indicates how Biyu is a supportive granddaughter and provides vague support from the selection to explain why/how.</p> <p>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).</p>
Code 30	<ul style="list-style-type: none"> response indicates considerable reading comprehension response provides accurate, specific and relevant ideas and information from the reading selection <p>The response uses <u>specific and relevant</u> support from the reading selection to <u>clearly</u> explain the connection between the details and how Biyu is a supportive granddaughter.</p>

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Section IV Dialogue Question 6

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 exercises.

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*).

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Section IV Dialogue Question 6

Code 20

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

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

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.

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Section IV Dialogue Question 6

Code 30

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

Biyu 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 Chinese Seniors' Centre to engage in some physical exercise as well. Biyu 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*).

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Section IV Dialogue Question 7

Q7. 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*	<p>response is illegible An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>A <u>comment on the task</u> (e.g., I don't know.).</p>
Off topic/ Incorrect*	<p>response is off-topic, irrelevant or incorrect</p> <p>A typical <u>off-topic</u> response provides no information from the reading selection to indicate reading comprehension.</p> <p>A typical <u>irrelevant</u> response comments on the reading selection or simply restates the question</p> <p>A typical <u>incorrect</u> response provides an answer <ul style="list-style-type: none"> based on a misunderstanding of the question AND/OR the ideas in the reading selection </p>
Code 10	<p>response indicates minimal reading comprehension response provides minimal or irrelevant ideas and information from the reading selection</p> <p>The response explains how Hong is a role model for other seniors and provides</p> <ul style="list-style-type: none"> minimal support from the selection to explain the response <p>OR</p> <ul style="list-style-type: none"> one or more things Hong says or does with no evidence from the selection of how he is a role model <p>OR</p> <ul style="list-style-type: none"> 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	<p>response indicates some reading comprehension response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</p> <p>The response explains how Hong is a role model for other seniors and provides</p> <ul style="list-style-type: none"> vague support from the selection to explain the response <p>OR</p> <ul style="list-style-type: none"> 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) <p>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.</p>
Code 30	<p>response indicates considerable reading comprehension response provides accurate, specific and relevant ideas and information from the reading selection</p> <p>The response uses specific and relevant support from the reading selection to clearly explain how Hong is a role model for other seniors.</p>

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Section IV Dialogue Question 7

Code 10

- 7 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 function.

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.

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Section IV Dialogue Question 7

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 maintain a healthy lifestyle, though he too is getting older and becoming less capable of everyday challenges. He is also constantly searching for improvement in his cognitive functions though they are degenerating.

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

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Section IV Dialogue Question 7

Code 30

- 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 seniors in the sense that he supports activity and mental health. In the phrases: "...I should do a Sudoku puzzle every day," and "I've been considering joining the Chinese Seniors' Centre again.", Hong shows his commitment to a healthy lifestyle. This is a display of good role modeling for other seniors.

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*).

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Scoring Guide for Short Writing Topic Development
Section V

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*	<p>response is illegible</p> <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>The response <u>comments on the task</u> (e.g., I don't know.).</p>
Off topic*	<p>response is off-topic or irrelevant to the prompt</p> <p>A typical <u>off-topic</u> response does not answer the question of the prompt.</p> <p>A typical <u>irrelevant</u> response comments on the topic or simply restates the question.</p>
Code 10	<p>response is not developed or is developed with irrelevant ideas and information</p> <p>The response</p> <ul style="list-style-type: none"> 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	<p>response is developed with vague ideas and information; it may contain some irrelevant ideas and information</p> <ul style="list-style-type: none"> 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. <p>The response often requires the reader to make the connection between the support provided and what it is intended to prove.</p>
Code 30	<p>response is developed with clear, specific and relevant ideas and information</p> <ul style="list-style-type: none"> 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.

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Code 10

A peice of clothing that best expresses
my personality is my purse because it
is always with me.

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.

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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 personality would be my hat's. I say my hat's because I am always weaking one and when I don't I don't feel 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*).

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Code 30

The piece of clothing that best expresses my personality would be my socks. This is because, socks are always hidden in our shoes and do not come out much. That is basically me, I am really shy and I like to be independent from others. I like to stay within myself 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*).

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Code	Use of Conventions
Insufficient	Insufficient <ul style="list-style-type: none"> response provides insufficient evidence to assess use of conventions
Inadequate	Inadequate control of conventions <ul style="list-style-type: none"> serious errors in syntax, grammar, usage, spelling and/or punctuation prevent communication
Code 10	Limited control of conventions <ul style="list-style-type: none"> rules of syntax, grammar, usage, spelling and/or punctuation are applied without accuracy and/or consistency
Code 20	Competent control of conventions <ul style="list-style-type: none"> 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.
 - **Syntax** refers to the rules that govern the ways words are combined and ordered to form meaningful phrases, clauses, and sentences.
 - **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.
 - **Usage** refers to the correct use of words and phrases.
 - **Spelling** refers to the forming of words with letters in an accepted order.
 - **Punctuation** refers to the marks, such as period, comma, and parentheses, used in writing to separate sentences and their elements and to clarify meaning.

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Inadequate

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

~~My~~ The shoulders ~~pr~~ of the clothing best expresses my personality, because I ~~u~~ usually wear long shoulders cloth, so I'm not used to doing alot of physical work.

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

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Code 10

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

I would say is a t-shirt & jeans it is all I wear and I am known for it but to me it reflects who I am because I don't like shorts or long sleeve shirts, 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.

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Section V

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 personality 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.