

Education Quality and
Accountability Office



Ontario Secondary School Literacy Test

Released March 2017 OSSLT

Item-specific Rubrics and Sample Student Responses with Annotations



Education Quality and
Accountability Office



Ontario Secondary School Literacy Test

2017

Section I: Reading - Open Response
News Report

Keewatin

Q6: Why might the Keewatin have been a popular ship for travelers? 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</p> <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*	<p>response is off-topic, irrelevant or incorrect</p> <p>A typical <u>off-topic</u> response has no connection to the selection or the question.</p> <p>A typical <u>irrelevant</u> response comments on the topic or only restates the question with no support.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.</p>
Code 10	<p>• response indicates minimal reading comprehension</p> <p>• response provides minimal or irrelevant ideas and information from the reading selection</p> <p>The response provides</p> <ul style="list-style-type: none"> minimal and/or irrelevant information from the selection. <p>OR</p> <ul style="list-style-type: none"> a reason why the Keewatin might have been a popular ship for travelers with no supporting details, irrelevant details from the selection or details from the student's own ideas. <p>OR</p> <ul style="list-style-type: none"> a retelling of events or list of details from the selection.
Code 20	<p>• response indicates some reading comprehension</p> <p>• 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 provides</p> <ul style="list-style-type: none"> some details (vague or specific) from the selection that support why the Keewatin might have been a popular ship with travelers; however, the <u>reader must make the connection</u> between why the Keewatin might have been popular and the details. <p>OR</p> <ul style="list-style-type: none"> a reason why the Keewatin might have been popular with travelers supported by vague details.
Code 30	<p>• response indicates considerable reading comprehension</p> <p>• response provides accurate, specific and relevant ideas and information from the reading selection</p> <p>The response <u>clearly explains why</u> the Keewatin might have been popular with travelers and provides specific and relevant details from the selection to support the response.</p>

Why the ship is popular

Minimal and/or irrelevant support

A vague supporting detail

A specific supporting detail

A clear explanation between the reason and support

6 Why might the *Keewatin* have been a popular ship for travellers? Use specific details from the selection to explain your answer.

The Keewatin have been a popular ship for travellers because it says the ship has stately features.

The response indicates minimal reading comprehension. It provides a reason (*the ship has stately features*) why the *Keewatin* might have been a popular ship with no supporting details.

Why the ship is popular

Minimal and/or irrelevant support

A vague supporting detail

A specific supporting detail

A clear explanation between the reason and support

- 6** Why might the *Keewatin* have been a popular ship for travellers? Use specific details from the selection to explain your answer.

I believe the Keewatin was a popular ship because of all the great features to it, like the dining saloon, oak trim, and the feeling of wealth.

The response indicates some reading comprehension. It provides a reason (*all the great features*) why the *Keewatin* might have been a popular ship supported by vague details (*dining saloon, oak trim, and the feeling of wealth*).

- 6 Why might the *Keewatin* have been a popular ship for travellers? Use specific details from the selection to explain your answer.

Keewatin was a popular ship for travellers as it was one of the best of its kind, referred to as the "crown jewel" of the fleet of ships operated by the Canadian Pacific Railway. It featured a grand staircase, an Edwardian-era dining saloon, and hand-painted Italian glass and oak trim details. The Keewatin was popular with travellers because of its beauty.

The response indicates considerable reading comprehension. It provides a reason (*the best of its kind*; "crown jewel") why the *Keewatin* might have been a popular ship supported by specific details (*a grand stair case, an Edwardian-era dining saloon, and hand-painted Italian glass and oak trim details*). The connection between the reason, the details and the travellers' experience (*popular with travellers because of its beauty*) is clear.



Education Quality and
Accountability Office



Ontario Secondary School Literacy Test

2017

Section III: Short Writing

Topic Development

Historical Figure

OSSLT Item-Specific Short Writing Rubric
Historical Figure

Short Writing Rubric

Writing Prompt: Identify a historical figure you would like to meet. Use specific details to explain why you have chosen this person.

Code	Description
Blank	nothing written or drawn in the lined space provided
Illegible*	response is illegible An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read). The response <u>comments on the task</u> (e.g., I don't know.).
Off topic*	response is off-topic or irrelevant to the prompt A typical <u>off-topic</u> response does not identify a historical figure or provide an explanation why the person was chosen. 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 <ul style="list-style-type: none"> Identifies or describes a historical figure but does <u>not provide an explanation</u> for why the person was chosen. OR <ul style="list-style-type: none"> Identifies or describes a historical figure but provides an <u>irrelevant or generic or underdeveloped</u> explanation for why the person was chosen.
Code 20	response is developed with vague ideas and information; it may contain some irrelevant ideas and information The response identified a historical figure and provides a <u>vague</u> explanation for why the person was chosen. 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 a historical figure and uses <u>specific and relevant details</u> to explain <u>clearly</u> why the person was chosen.

Figure chosen (who)

Irrelevant or generic or underdeveloped support

A vague explanation and/or vague supporting detail

A specific and relevant supporting detail

- 6** Identify a historical figure you would like to meet. Use specific details to explain why you have chosen this person.

One historical figure I would like to meet is
Abraham Lincoln. I would like to meet him
because he seems very nice.

The response identifies a historical figure (*Abraham Lincoln*) but provides a generic explanation (*he seems very nice*) for why this person was chosen. The response is underdeveloped.

Figure chosen (who)

Irrelevant or generic or underdeveloped support

A vague explanation and/or vague supporting detail

A specific and relevant supporting detail

Identify a historical figure you would like to meet. Use specific details to explain why you have chosen this person.

A historical figure that I would like to meet is Anne Frank. I've chosen this person because I have read her published diary and I think that she's a very strong, generous, and independent person. She is an inspiration to me, so I would choose her.

The response identifies a historical figure (*Anne Frank*) and provides a vague explanation (*I've read her published diary; she's a very strong, generous, and independent person she is an inspiration*) for why this person was chosen. The reader has to make the connection between the support provided and what it is intended to prove.

Figure chosen (who)

Irrelevant or generic or underdeveloped support

A vague explanation and/or vague supporting detail

A specific and relevant supporting detail

- 6** Identify a historical figure you would like to meet. Use specific details to explain why you have chosen this person.

The historical figure that I would like to meet is, Justin Trudeau

There are many reasons to why I want to meet him, he

was the first Prime Minister to take part in the LGBT

parade, he has welcomed many Syrian refugees to

our country, and he has a diverse cabinet. These are

some of the few reasons to why I want to meet him.

The response identifies a historical figure (*Justin Trudeau*) and uses specific and relevant details (*the first Prime Minister to take part in the LGBT parade; welcomed Syrian refugees; has a diverse cabinet*) to explain clearly why this person was chosen.



Ontario Secondary School Literacy Test 2017

Section III: Short Writing Conventions *Historical Figure*

Short Writing Conventions Rubric

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

Identify a historical figure you would like to meet. Use specific details to explain why you have chosen this person.

I wolud a historcal thats
Smart also knows alot that what hes
doing Also talnent to teach
other people about history.

Serious errors prevent communication:

- syntax and usage (*knows alot that what he's doing*)
- missing words (*I wolud a historcal thats smart*)
- punctuation (lack of punctuation throughout the response)
- spelling (*wolud, historcal, talnent*)

- 6** Identify a historical figure you would like to meet. Use specific details to explain why you have chosen this person.

One place I would like to meet is the
Eiffel tower people always talk about it and it
would be a better time to even stay in
Paris for the week

Limited control of conventions is evident in various types of errors:

- capitalization (*tower, people, paris*)
- end punctuation is missing
- run-on sentence
- syntax and usage (*One place I would like to meet*)

- 6** Identify a historical figure you would like to meet. Use specific details to explain why you have chosen this person.

A historical figure I would like to meet would be Terry Fox. I would like to meet Terry because his ambition, determination and love for everyone has had a major effect on influencing many people around the world, including myself. I would also like to meet him to hear his goals, listen to his stories and appreciate what he did for the world and all cancer patients. He would be very inspiring to talk to.

Competent control of conventions despite an error in usage (...effect on influencing).



Education Quality and
Accountability Office



Ontario Secondary School Literacy Test

2017

Section IV: Long Writing
News Report
Topic Development
Talent Show

Rubric for Topic Development

Code	Descriptor
Blank	The page is blank with nothing written or drawn in the space provided.
Illegible	The response is illegible or irrelevant to the prompt.
Off topic	The response is off topic.
Code 10	The response is related to headline and/or photo but is not a news report. OR The response is a news report related to the headline and/or photo. It identifies an event, but provides no supporting details, or provides details that are unrelated to the event. There is no evidence of organization.
Code 20	The response is related to headline and/or photo but only partly in the form of a news report. OR The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.
Code 30	The response is a news report related to the headline and photo with a clear focus on an event. There are insufficient and/or vague supporting details or the connection of the details to the event is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient supporting details, however, only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details to develop the news report. The organization is logical.
Code 60	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details, which are thoughtfully chosen to develop the news report. The organization is coherent demonstrating a thoughtful progression of ideas.

1 Talent show enjoyed by huge crowd

In modern society, there has been an increasing number of people watching talent show. According to the survey, a huge crowd like odd people, they are crazy about purchasing the talent show tickets. People tend to watch talent show in their spare time, especially on weekends. This is because most of talent shows are interesting and creative. When some actors play the show on the stage, they tend to play something funny and acting scenes that looks attractive.



The response is related to the headline and/or photo (people watching talent show), but is not a news report. It is an opinion.

■ Talent show enjoyed by huge crowd

Yesterday evening, Thursday, March
 twenty ninth a variety of students
 participated in a Talent show that
 took place at _____ High
 School. A huge crowd gathered to enjoy
 the students perform last night. Many of
 the parents, family and friends of the students
 performing were there to observe.

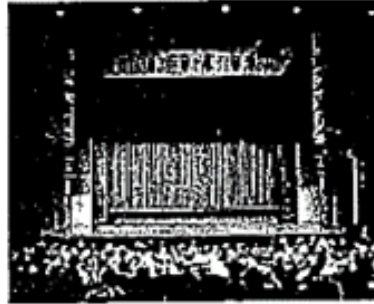


The response is a news report related to the headline and/or photo (*students participated in a Talent show*), but the supporting details are insufficient (_____ High School; A huge crowd gathered to enjoy; Many of the parents, family and friends of the students).

There is limited evidence of organization. There is an event (*students participated in a Talent show*) followed by who came to the event (*parents, family and friends*).

■ Talent show enjoyed by huge crowd

Secondary schools students hosted a talent show to fundraise for cancer research. The talent show was held in the secondary schools auditorium.



Multiple talents were show at the talent show. There was a dance performance, an art competition, a band, a choir and so much more.

All the arts were given the chance to enter the spotlight. Each performance ended with a standing ovation from the audience.

The students raised \$50,000

The response has a clear focus on an event (a talent show to fundraise for cancer research).

Supporting details are insufficient (Secondary schools students; \$50 000) and vague (multiple talents; dance performance, an art competition, a band, a choir).

There is evidence of organization in use of paragraphs; however, there is no development of ideas from one paragraph to the next. The response ends abruptly and distracts from overall communication.

I Talent show enjoyed by huge crowd

On March 17th, 2017, a talent show took place in Toronto at a local arts High school called _____ General admission tickets costed \$5 and all the proceeds were donated to a local charity. The talent show hosted a variety of students showing off their impressive tricks. The spectacles ranged from singing to dancing and even acrobatics, causing the crowd to go wild. "I've never seen anything like it" said _____, a spectator at the talent show. All in all, according to _____, the principal at _____, the crowd really enjoyed the show and many people even insisted that they host another one later on in the year. The talent show at _____ High School was a huge success and the money raised went towards a great cause.



There is a clear and specific focus on an event (a talent show took place in Toronto at a Local arts High School called _____).

There are sufficient supporting details. Some are specific (General admission tickets costed \$5; a spectator at the talent show, _____, the principal), while others, including the quotations, are vague (proceeds donated to a local charity; variety of students; impressive tricks; "I've never seen anything like it").

The organization is mechanical. The report moves from facts about the event to a reaction quote to a repetition of the lead.

■ Talent show enjoyed by huge crowd

News Reporter

Toronto, ON - A spectacular talent show took place in



Catholic High School on Wednesday March 29th, 2017. Many talented students performed that night in front of a crowd of almost 200 people! "I honestly didn't expect this many people to show up. It's truly amazing!" said by the high school's principal.

The talent show was held to feature the jaw-dropping talents these students have. Some of the acts being a dangerous acrobatist, a magician, a rapper, and even a fire breather! "This night was definitely unforgettable. I can't explain the great feeling I felt while performing. The audience was crazy!" said by the rapper of the show. The acts weren't

the only people to enjoy the show. The audience had a thrill watching the acts. "It was like I was at a concert! The applause and cheering was insane! I had a great time!" said by _____

It's safe to say the the High School Talent Show was a success.

There is a clear and consistent focus on an event (a spectacular talent show took place in _____ Catholic High School).

There are sufficient specific supporting details (a crowd of almost 200 people; a dangerous acrobatist...fire breather; rapper of the show, _____).

The inclusion of quotes offer two different perspectives on the event.

The organization is logical as is evidenced by the effective use of paragraphing and the logical progression from the lead, to the details, to the insertion of supporting quotations, and the concluding statement.

■ Talent show enjoyed by huge crowd

On Thursday, March, 29th, a huge crowd like the one in the picture enjoyed a spectacular fundraiser talent show hosted by and starring students from many different schools across the board.



The show started with MCs and two twins with bubbly personalities that introduced the show, the cause, and the acts. "This show," said, "is not only for your personal enjoyment but for the hope that we can raise enough money for kids in Africa to have fresh clean water." On that cheery note, she also reminds the audience how to donate, and then the show is off.

There were many wonderful and diverse acts and characters that had the crowd breathless. From heartfelt spoken word to electrifying singing, every single act had something meaningful and powerful that left everyone starstruck. "It was a wonderful night," says a teacher at C.T., "And for these kids to do this for a cause like that is truly beautiful."

In the end, the talent show raised over \$96,000 dollars, way beyond their goal of \$40,000. "This could not have been possible without all of you!" The twins comment at the end of the show, "we thank all of you and all the students that participated. Now kids in Africa can have the clean and safe water they deserve. Thank you and good night!"

Code 60

There is a clear and consistent focus on an event (fundraiser talent show).

There are sufficient specific details (two twins with bubbly personalities; kids in Africa to have fresh clean water; \$96,000 dollars, way beyond their goal of \$40,000; the inclusion of several names). Details have been thoughtfully chosen to develop the description of the event.

Organization demonstrates a thoughtful chronological progression starting with details about the show's introduction and ending with the impact of the show. Phrases such as "On that cheery note...and then the show is off", "From ... to...", and "In the end" contribute to coherent flow.



Education Quality and
Accountability Office



Ontario Secondary School Literacy Test 2017

Section IV: Long Writing
News Report
Conventions
Talent Show

Long Writing Conventions Rubric

EQAO OSSLT Use of Conventions Rubric for News Report and Series of Paragraphs Expressing an 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.



■ Talent show enjoyed by huge crowd

In this big hall, there are a lot of interesting will be going. People will show enjoyed by huge crowd to show if they are talent. First, people will go into the stage and introduce themselves and start their activities.



Maybe it will be a speech or a program. But people will try them best to show if they are talent. It is really a interesting show. This show make every to be happy. So I think these activities is helpful in the field of development of people. Teen can ~~study~~ learn a lot of knowledge from this program. And adults can be more and more smart by this program. How is it helpful!

Errors that interfere with communication include incorrect word endings (*to show if they are talent*), usage errors (*People will try them best; make every to be happy*), errors in syntax (*People will show enjoyed; People will go into the stage; more and more smart by this*), noun/verb disagreement (*these activities is helpful; Teen can learn*), article errors (*a interesting show; by huge crowd*), missing words (*there are a lot of interesting will be going*), a spelling error (*acativities*), and a sentence fragment (*How is it helpful!*).

■ Talent show enjoyed by huge crowd

By: _____ Date: April 25, 2007
 Yesterday on April 24,

_____ was participating
 in a talent show of the province of
 Ontario, it was in the music theatre
 of Ontario.



the crowd was very excited to see what this
 new talents can offer for the province.
 The show started at 9:30 pm, the first talent
 was the music band of Basils they were
 really excited to play and started playing
 so well. It was the turn of
 Dance club they were dancing so well that
 the crowd enjoyed. Mr _____ coach of the
 Dance club said that they never seen a
 crowd so happy their club and wont forget
 this night. the talent show was won by the
 _____ Dance club winning the price of
 \$10000 dollars.

Distracting errors include numerous comma splices (*The show started at 9:30 pm, the first talent...*) and run-on sentences, inconsistent capitalization, missing commas and apostrophes (*wont, _____ Dance club*) and misspellings of common words (*wining*).

Talent show enjoyed by huge crowd

Yesterday night local
middle school

Junior School had a sell
out crowd. The show was
held in the school gym

and was quite the excitement.

According to long time Principal MR.

"It was a great night for
families and the community to come see."

The winning act 4th grade Magician
had said "I am very

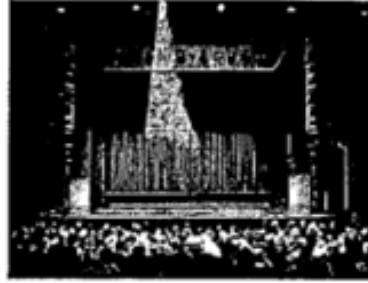
happy to win the award for best
act but I couldn't do without my

teacher." Talent shows are held twice
a month at

and it is
open for the public to enjoy. For

any more information on the the
talent show please visit the

schools website at www. .com.



Errors in conventions do not distract from communication. There are missing commas (*local middle school _____ Junior School had a sell out crowd; The winning act 4th grade Magician _____ had said "I..."*), usage and spelling errors (*and was quite the excitement*), singular/plural errors (*Talent shows...it is open*), and a missing apostrophe (*schools website*).

Talent show enjoyed by huge crowd

Yesterday evening, students of
Secondary school held a talent show in the school's
cafeteria.

The grade 9-12's sold tickets for \$5 each
to raise money for the new youth shelter in

They raised over \$1000 for the shelter and students enjoyed
participating in the funny and exciting show.

We spoke to one of the leaders of the show, about
his thought. "I was very nervous about the whole talent show and raising
money. It turned out better than expected. We raised a lot of money
and it was for a good cause. I hope we do this next year to raise
money because it also brings in people from everywhere together.

Minutes one of the students performing spoke to us about the
show. "We always have talent shows which have really great performances. For
the past three years, we decided to start fundraisers for youth shelters
the homeless and for orphanages in the GTA. It was very successful and
it made me happy, knowing that we are doing this for a good cause."

We have more pictures, videos and the interviews of students
on

our news site [www.ournews.com](#) and on our website [www.ournews.com](#).
For more information on upcoming events in the school, follow
them on twitter @



Code 40

Varied and correct sentence structure throughout. Correct punctuation throughout, including the use of quotation marks. Despite a spelling error (*abat* for *about*), an occasional lack of commas (*one of the students performing spoke...*), a missing apostrophe and an extra word (*to to*), the student demonstrates control of conventions.



Education Quality and
Accountability Office



Ontario Secondary School Literacy Test

2017

Section V: Reading - Open Response

Information Paragraph

Marshmallow

OSSLT Item-specific Open-Response Reading Rubric
Information Paragraph: Marshmallow

Rubric

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

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	response is illegible An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read). OR The response <u>comments on the task</u> (e.g., I don't know how to answer this.).
Off topic/ Incorrect*	response is off-topic, irrelevant or incorrect A typical <u>off-topic</u> response has no connection to the selection or the question. A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.
Code 10	response indicates minimal reading comprehension response provides minimal or irrelevant ideas and information from the reading selection The response provides <ul style="list-style-type: none"> • only a <u>main idea</u> (vague or specific) from the selection. OR <ul style="list-style-type: none"> • only one or more <u>details</u> from the selection or a <u>summary</u> of the selection <i>without a correct main idea</i>. OR <ul style="list-style-type: none"> • a <u>main idea</u> with one or more <u>irrelevant details</u> from the selection.
Code 20	response indicates some reading comprehension response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection The response provides <ul style="list-style-type: none"> • a <u>correct main idea</u> and one or more <u>vague details</u> from the selection to support it. OR <ul style="list-style-type: none"> • a <u>vague main idea</u> and one or more <u>specific or vague details</u> from the selection to support it. The response often requires the reader to make the connection between the main idea and supporting detail(s).
Code 30	response indicates considerable reading comprehension response provides accurate, specific and relevant ideas and information from the reading selection The response provides a <u>correct main idea</u> and one or more <u>specific and relevant details</u> from the selection to support it clearly.

A correct main idea

A vague main idea

A specific supporting detail

A vague supporting detail

A clear explanation of how the detail(s) support the main idea

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

The main idea is that their is many ways to indicate future success in children and some are very unique ways like the marshmallow test.

The response indicates minimal reading comprehension. It provides a vague main idea only (*their is many ways to indicate future success in children and some are very unique ways like the marshmallow test*) with no support or details from the selection.

A correct main idea

A vague main idea

A specific supporting detail

A vague supporting detail

A clear explanation of how the detail(s) support the main idea

Code 20

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

If people can learn self control they will do better in life. The kids who had self control ended up doing better on their college entrance exams. Thus showing evidence that self control can help with many things in life

This response indicates some reading comprehension. It provides a vague main idea (*If people can learn self control they will do better in life*) supported by vague details (*The kids who had self control ended up doing better on their college entrance exams...self control can help with many things in life*).

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

The main idea of this selection is that students who could self-regulate, had a higher chance of success in the future. Researchers tested that children who can control impulses or self-regulate, had averaged more than 10 percent higher on college entrance exams than those who could only wait 30 seconds. This selection shows the importance and benefits of self-discipline.

The response indicates considerable reading comprehension. It provides a correct main idea (*students who could self-regulate, had a higher chance of success in the future*) supported by a specific and relevant detail from the selection (*Researchers tested that children who can control impulses or self-regulate... 10 percent higher on college entrance exams... 30 seconds*) which clearly supports the main idea.