Education Quality and Accountability Office

EQAO

Ontario Secondary School Literacy Test

Released April 2013 OSSLT

Item-Specific Rubrics and Sample

Student Responses with Annotations

Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

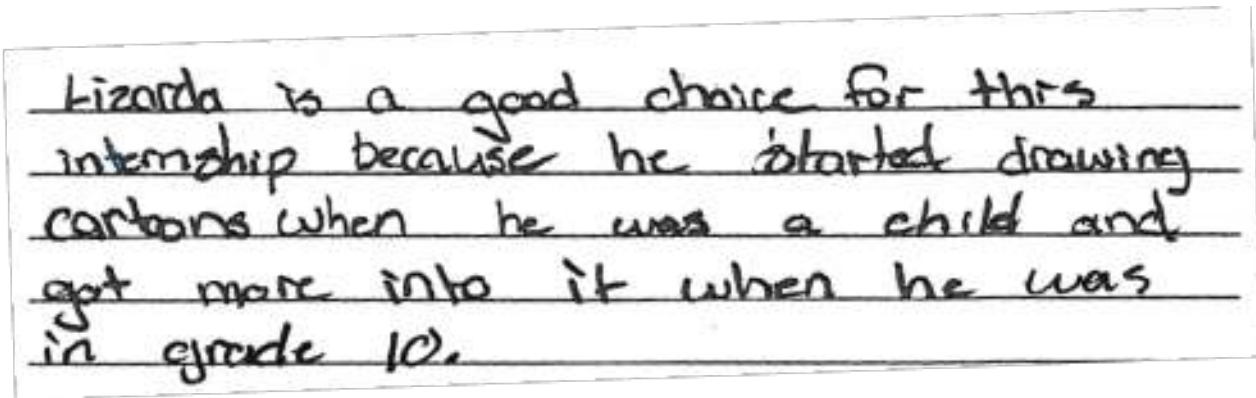| Code	Descriptor
Blank	**nothing written or drawn in the lined space provided**
Illegible*	• **response is illegible** An illegible response cannot be read (erased, crossed out, not in English, impossible to read). A comment on the task (e.g., I don't know).
Off topic/ Incorrect*	• **response is off-topic, irrelevant or incorrect** A typical off-topic response has no connection to the selection or the question. A typical irrelevant response comments on the topic (e.g., an internship is a good way to learn) or only restates the question (e.g., Lizarda is a good choice for the internship) with no support. A typical incorrect 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
	   • minimal and/or irrelevant information from the selection about Lizarda
	OR
	   • a reason from the student's own ideas with no supporting details from the selection.

Code 20	• **response indicates some reading comprehension**
	• **response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection**
	
	The response provides
	   • a reason from the selection supported by limited or vague details
	OR
	   • details from the selection that are intended to support a reason for the choice of Lizarda for the internship as an animator. However, the reader is required to make the connection between the reason and the internship or the work of an animator.

Code 30	• **response indicates considerable reading comprehension** • **response provides accurate, specific and relevant ideas and information from the reading selection** The response provides supporting details from the selection and a clear explanation of how these details are connected to the selection of Lizarda for the internship as an animator.

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

Code 10

Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda is a good choice for this internship because he started drawing cartoons when he was a child and got more into it when he was in grade 10.

Annotation:
The response provides minimal information from the selection (*started drawing cartoons when he was a child and got more into it when he was in grade 10)* and does not offer an explanation of how these details are connected to the choice of Lizarda for the internship as an animator*.*

Code 20

Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda has grown up with an interest in art and was more fasinated by it through highschool. In grade 10 Lizarda took a servey and found that he would fit into the animation industry as a career. His dream is to work with an animation company, which shows that he wants to be succesful in this.

Annotation:
The response provides some details about Lizarda from the selection (*took a servey and found that he would fit into the animation industry as a career. His dream is to work with an animation company*). However, the reader is required to make the connection among the details, the reason and the internship or the work of an animator.

Code 30

Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda is a beneficial choice for this internship. Almost all his life he has had a passion for art. Already as a child, he began to draw. He has an amazing ability to use the basic principles of animation while making the picture entertaining at the same time. It is the job of an animater to be able to apply the principles of animation but catch the viewers' attention. Lizarda and his talents are an excellent choice for the internship

Annotation:
The response provides specific supporting details about Lizarda (*He has an amazing ability to use the basic principles of animation while making the picture entertaining at the same time*) and clearly explains how they are connected to his internship as an animator (*It is the job of an animator to be able to apply the principles of animation but catch the viewers' attention*).

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

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

Code 10	• **response is not developed or is developed with irrelevant ideas and information**
	
	The response
	    • identifies or describes an environmental issue but does not provide an explanation of why it is important
	OR
	    • identifies or describes an environmental issue but provides an irrelevant explanation of why it is important (e.g., how issue can be solved)
	OR
	    • provides a general comment about the environment.

Code 20	• **response is developed with vague ideas and information; it may contain some irrelevant ideas and information** The response identifies or describes an environmental issue and provides a vague explanation of why it is important or uses vague details in the explanation. The response often requires the reader to make the connection between the support provided and what it is intended to prove.
Code 30	• **response is developed with clear, specific and relevant ideas and information** The response identifies or describes an environmental issue and provides specific and relevant details to clearly explain why it is important.

*Responses considered to be illegible or off topic must be shown to the Scoring Supervisor.

Code 10

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

One environmental issue, I feel strongly passionate about is the amount of energy wasted. Throughout the day, there are constantly unneeded lights on, and computers left on, too. We have become more environmentally friendly over the last couple of years. However, people in and around our communities can still be a lot more efficient

Annotation:
The response identifies and describes an environmental issue *(amount of energy wasted)* but does not provide an explanation of why it is important.

Code 20

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

A important environmental issue
is global warming, this is important
because our earth is getting destroyed
slowly after years and years, and
if we don't stop global warming, our
earth will be destroyed in time.

Annotation:
The response identifies an environmental issue *(global warming)* and provides a vague explanation of why it is important (*our earth is getting destroyed slowly after years and years).*

Code 30

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

An important environmental issue is the contamination of water. Water is a natural ressource that humans can't live without; without water you can die in 3-4 days. Only 1% of the earth's water is fresh water. We need to make sure we aren't contaminating the water because we have a limited supply. The water must stay clean because we can't get anymore.

Annotation:
The response identifies an environmental issue *(the contamination of water)* and provides a clear explanation of why it is important (*We need to make sure we aren't contaminating the water because we have a limited supply*) using relevant and specific details (*you can die in 3-4 days. Only 1% of the earth's water is fresh water).*

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

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

Code 10

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

I think an iMportant enviroment issue in Sosiaty today is green house gases. This is an issue Because people are not useing fuel effisnt cars and people are not Konserving energy

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

Code 20

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

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

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

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

Code 10

Students Participate in Important Election

Students at school name
Secondary school have election
day Thursday June 12, 2013

News Report
Topic Development
Code 10

ELECTION

Vote

Vote

Annotation:
The response is a news report related to the headline. It identifies an event (*Students at ▮▮▮▮▮ secondary school have election day),* but provides no supporting details.
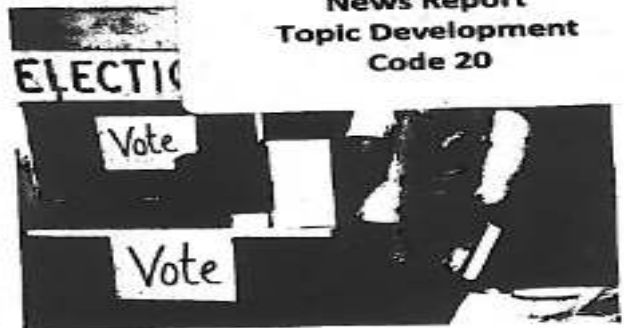
Code 20

Students Participate in Important Election

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

News Report
Topic Development
Code 20

Annotation:
The response is a news report related to the headline and/or photo. It describes an event (*set up a voting booth)* but includes insufficient supporting details. There is limited evidence of organization.

Code 30

Students Participate in Important Election

On September 21ˢᵗ students at ___ school name ___ school held elections for student council. The student council will became in charge of all school functions starting the month of October, the reason ___ school name ___ decided to do this was because rather then having the principals decide everything and have the students be unhappy, they decided to give the kids a say for a more successful school year. Students running will find out results next Tuesday morning and we wish all students running the very best of luck.

School name ___
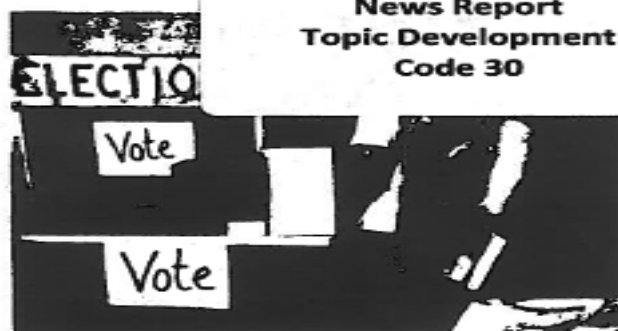
**News Report
Topic Development
Code 30**

Vote

Vote

school name

Annotation:
The response has a clear focus on an event (*students at* ___ *held elections for student council).* The supporting details are insufficient and vague (*in charge of all school functions; students be unhappy; give the kids a say).* There is evidence of organization (an introduction and conclusion) but the awkward insertion of the purpose for the election (*the reason the school decided to do this*) is a lapse that distracts from the overall communication.

Code 40

Students Participate in Important Election

News Report
Topic Development
Code 40

On Thursday April 3ʳᵈ 2013
students of _____ (school name)
Joseph were sent to the forum
to cast their votes on deciding
who will become their new school
president. What was called an
exciting rivalry between two
grade 12 students (_____)
(student name, student name)

) would be the understatement of the
year. The two students held no mercy for one another in this
election to make their name known in their last school year.
Many students believe that Daryll will do great things for the
school and give the students a benifical dance here and there,
while others say Sofie will be the one to come ontop and take
the school year by storm. It's a wonder who will win as you
see in the picture students waiting in line to place their votes
and have their say on who will become their new school president.
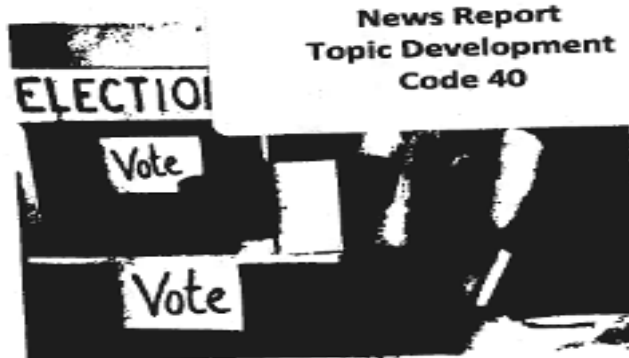
Annotation:
There is a clear and consistent focus on an event (*cast their votes on deciding who will become their new school president).* There are sufficient supporting details. Some are specific (*Thursday, April 3, 2013; two grade 12 students (student's first and last name and student's first and last name); benifical dance).* Other details are vague (*last school year; do great things; held no mercy for one another; take the school year by storm).* The organization is mechanical. The concluding reference to the picture (*as you see in the picture students waiting in line…)* is a lapse in organization, but it does not distract from the overall communication.

Code 50

Students Participate in Important Election

The students of school name
School are voting for a new student
council president today, June 8th 2012.
   A new student council is elected
yearly, and has become a well-loved
tradition for all students.
   Two weeks before election day,
all students were gathered for an
assembly at which the candidates for
each position were announced.

News Report
Topic Development
**Code 50**

A group of students about to vote.

   The next two weeks were filled with speeches, announcements, and even
demonstrations from each candidate of what they could bring to student
council to improve the school.
   One grade 12 student, student name , who is running for vice president, said
that, "every candidate is extremely motivated and I myself am grateful for
the student body's support."
   This is an important election for the entire school, as it will affect every
student-planned activity in the coming school year.
School name   principal, name , said, "I am completely confident in
the students' decision and I know that any choice they make will benefit
the school".
   The results of the election will be made public tomorrow to an eager
group of students.
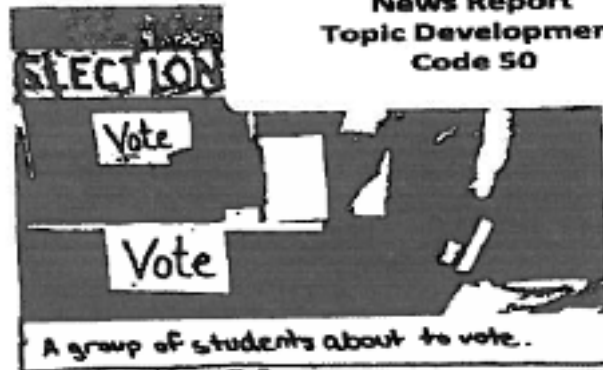
Annotation:
There is a clear and consistent focus on an event (*voting for new student council president). There are
sufficient specific details (*June 8th; well-loved tradition; two weeks before; assembly at which the
candidates for each position were announced; results will be made public by tomorrow).* The quotations
from the student and principal are effectively integrated; they contribute to the reader's understanding of
the significance of the event. The organization is chronological and logical.

Code 60

Students Participate in Important Election

Apr 3, 2013, TORONTO STAR

The students of

school name _____ in _____

location _____ took part in a very important Provincial vote yesterday. Despite the votes not actually changing or giving power in Ontario, it plays a huge role for the Political Parties going forward. NDP leader Andrea Horwath said, "These young men and women are the voters of tomorrow. Through this "mock" election, we can see who they believe will make changes in Ontario for the better."

The elections which took place in schools province wide concluded with the NDP Party with 50% of all votes, the Liberals with 25%, Conservatives with 20%, and the Green Party with 5%. Lucy Hall, (above, second from the right) was asked who she voted for "I voted for the NDP party because they are a younger party, and their values appeal to me more as a young adult. As university begins for me next year, I feel the NDP will change education in Ontario for the better."

With the Liberals and Conservatives typically leading the polls in the real elections, it cannot be denied that these results will boost the NDP's confidence, and campaigning going forward.
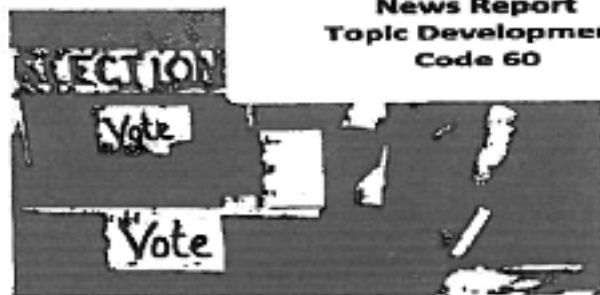
News Report
Topic Development
Code 60

Annotation:
There is a clear and consistent focus on an event (*students…took part in a very important Provincial vote*). Sufficient specific supporting details (*NDP leader Andrea Horwath; mock election; 50%...25%...5%*) are thoughtfully chosen to develop a clear and consistent focus. Relevant quotations are deliberately placed to develop the reasons for the mock election (*see who they believe will make changes in Ontario for the better; because they are a younger party and their values appeal to me*). Organization is coherent. The response demonstrates a thoughtful progression of ideas from facts about the election, to purpose, to results and to future implications. The effective use of transition words or phrases (*Despite the…; As…; With the…)* provide coherence.

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

Code 10

Ontario Secondary School Literacy Test, 2013

Long Writing
Conventions
Code 10

Students Participate in Importa

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

ELECTION DAY

Vote

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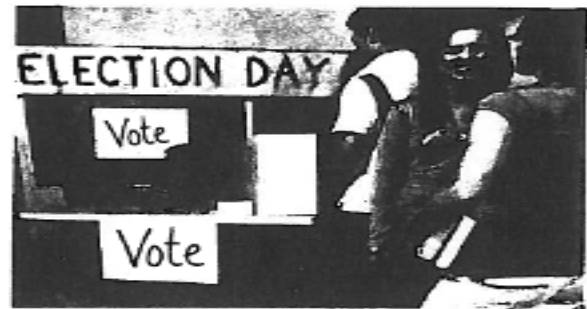
Annotation:
There is insufficient evidence to assess the use of conventions.

Code 20

Ontario Secondary School Literacy Test, 2013

Long Writing
Conventions
Code 20

Students Participate in Important

There are three students from
_____ school name _____ they have been
Chosed for vote in important election day by
their high school. The election
day is April 20th, People need to
vote for their Person, it must include
Students.
_____ Student name, student name and student _____ those
name

three students are very good in their high school. They always
prove good reasons for vote. So school decides to choose those three
Students to vote. The government Say" it is fair way to vote. Students
has a Positive mind in their brain so they can choose a correct people and
other adults will follow one person."

as
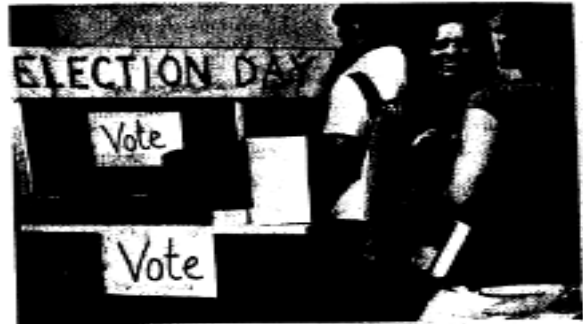
Annotation:
Errors in sentence structure (*"vote for their person, it must include…"*), verb form (*have been chosed*), and usage (*they always prove good reasons for vote; students has a positive mind in their brain…*) distract from communication.

Code 30

Ontario Secondary School Literacy Test, 2013

Long Writing
Conventions
Code 30

Students Participate in Importa

On Friday, April 18 2013, at
_____
school name
High School, in _____ Ontario,
a student election took
place. All of the students
from grade 9 - 12 participated.

The student election that
occured at the school, was so that students
could decide what principle they wanted. The
students were given the option to pick one out
of five men and women.

_____ Student name ___, a grade 10 student at school name
___ ___ High School said "I'm glad that we were
given the opportunity to choose a principle. By us
choosing a principle it allows us to pick who we
think is better for our school, someone who can make a
difference. Another student, student name _____ said "I think
that this election was a good thing for us to take part
in. I think all schools should let students have a say!

Hopefully in the future other schools will be able to take
part in an election like this. They should no their results next
Monday.

Annotation:
Errors in spelling (*principle, "no"* for *"know"),* in punctuation (e.g., missing quotation mark after
sentence …*someone who can make a big difference;* missing comma before the quotation *"I
think…"),* and an incorrect comma (*at the school, was so the students…)* do not distract from
communication.

Code 40

Long Writing Conventions Code 40

Students Participate in Importar

On April 23, 2013, grade 10 students of ___school name___ ___ are having an election to determine class president as a part of their civics class to really learn about egovernment.
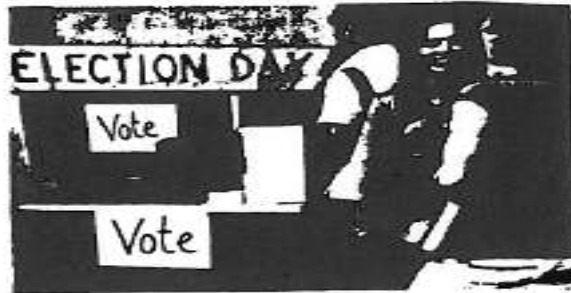
Two students from the class, ___student names___ are the candiates for the election. Brooke promises that she will listen to everyone's ideas and make sure that everyone gets the help they need. Lucas promises more feild trips, pizza lunches and days off. "I know what the students want because I am a student and once I am class president, I will be able to give it to them," says Scott.

"This is a chance for the students to really get into government and politics. We try to keep it as realistic as the actual elections. The students have made posters, created their campaign along with their platforms and also speeches," explains Ms. Smith, school teacher.

The elections will take place on April 23, 2013 in Ms. Smith's classroom. The students are extremly anxious.

Annotation:
Control of conventions is evident in sentence structure and punctuation. Errors that are typical of a first draft (e.g., missing "the" in *to determine class president*, spelling errors *feild, candiates)* do not undermine the overall control of conventions.

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

Code	Descriptor
Blank	**nothing written or drawn in the lined space provided**
Illegible*	• **response is illegible** An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read). The response <u>comments on the task</u> (e.g., I don't know how to answer this.).
Off topic/ Incorrect*	• **response is off-topic, irrelevant or incorrect** A typical <u>off-topic</u> response has no connection to the selection or the question. A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question **AND/OR** the ideas in the selection.
Code 10	• **response indicates minimal reading comprehension** • **response provides minimal or irrelevant ideas and information from the reading selection** The response provides • only a <u>main idea</u> from the selection **OR** • only one or more <u>details</u> from the selection without a main idea **OR** • a <u>main idea</u> with one or more <u>irrelevant details</u> from the selection.
Code 20	• **response indicates some reading comprehension** • **response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection** The response provides • a correct main idea and one or more <u>vague details</u> from the selection to support it **OR** • a <u>vague main idea</u> and one or more specific or vague details from the selection to support it. The response often requires the reader to make the connection between the main idea and supporting detail(s).
Code 30	• **response indicates considerable reading comprehension** • **response provides accurate, specific and relevant ideas and information from the reading selection** The response provides a <u>correct main idea</u> and one or more <u>specific and relevant details </u>from the selection to support it clearly.

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

Code 10

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

The Main idea of this selection is to provide information on past and current occurances in the Arctic. My example would be as follows, "Polar bear survival in the wild may be in danger because of climate change."

Annotation:
This response provides only a main idea *("Polar bear survival in the wild may be in danger because of climate change")*.

Code 20

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

The main idea of this selection is that due to global warming polar bears survival may be at risk. I think this because it talks about what the polar bears will eat after the ice melts and the polar bears will not be able to get access to seals.

Annotation:
This response provides a correct main idea (*due to global warming polar bears survival may be at risk*) and a detail from the selection (*polar bears will not be able to get access to seals*) to support it. The reader is required to make the connection between the main idea and the supporting detail.

Code 30

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

Climate change is endangering polar bear survival in the wild. Since climate change is lengthening the ice free periods in Southwestern Hudson Bay, the polar bears are stranded on land and away from their normal diet of seal meat during the summer, resulting in less fat build-up for the winter.

Annotation:
This response provides a correct main idea (*climate change is endangering polar bear survival in the wild*) supported by specific and relevant details from the selection (*climate change is lengthening the ice free period…polar bears are stranded on land and away from their normal diet of seal meat…resulting in less fat build-up for the winter*). The connection between climate change and the threat to polar bear survival is clear.