

Education Quality and
Accountability Office



Ontario Secondary School Literacy Test

Released March 2014 OSSLT

Item-Specific Rubrics and Sample

Student Responses with Annotations

EQAO OSSLT March 2014
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.

Code 10

Do students benefit from the two-month summer break?

Students benefit from the two month summer break.

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

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

Also, you get to have a break off school and school doesn't open for another month. Therefore, I think students benefit from the two month summer break.

Annotation:

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

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Section I Opinion

Code 20

Do students benefit from the two-month summer break?

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

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

Annotation:

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

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Code 30

Do students benefit from the two-month summer break?

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

Annotation:

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

Code 40

Do students benefit from the two-month summer break?

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

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

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

Continue writing your series of paragraphs on the next page.

Code 40

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

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

Annotation:

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

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

Code 50

Do students benefit from the two-month summer break?

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

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

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

Continue writing your series of paragraphs on the next page.

Code 50

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

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

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

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Code 50

Annotation:

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

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

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Section I Opinion

Code 60

Do students benefit from the two-month summer break?

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

In order to have a successful future, students will need money to pay for post-secondary schooling. The two-month summer break gives students a chance to do that. Since 1980, college and university tuition fees have increased by 34%, leaving students desperate for money. With the two-month break, students can get a job, and even if they only get paid minimum wage, will have over \$4,200 by the end of the break, which can pay for a big portion of tuition fees. Since the two-month break plays such a large role in students' futures, it is beneficial.

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

Continue writing your series of paragraphs on the next page.

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Section I Opinion

Code 60

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

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

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

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Section I Opinion

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Annotation:

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

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

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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.

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Scoring Guide for Long Writing Conventions
Section I Opinion

Code 10

Do students benefit from the two-month summer break?

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

Annotation

This response provides insufficient evidence.

Code 20

Do students benefit from the two-month summer break?

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

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

Continue

the next page.

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Section I Opinion

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

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

Annotation:

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

Code 30

Do students benefit from the two-month summer break?

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

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

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

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

Continue writing

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

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

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

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

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

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Code 30

Annotation:

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

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

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

Code 40

Do students benefit from the two-month summer break?

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

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

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

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

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

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

Annotation:

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

A few missing commas (*however is a two-month break...; Heavenly right? not so great right?*), an incorrect verb (*lay* for *lie*) and several misspellings or inaccurate contractions (*to* for *too*; *you're* for *your*, *Thats*) do not undermine the overall control of conventions.

EQAO OSSLT March 2014
Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

6. Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support 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).</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 (e.g., I don't understand the story) or simply restates the question.</p> <p>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	<p>response indicates minimal reading comprehension response provides minimal or irrelevant ideas and information from the reading selection</p> <p>The response indicates whether Gerry believes that Hanna's suggestions will help him and provides minimal information from the selection.</p> <p>OR one or more of Hanna's suggestions with NO evidence from the selection as to whether Gerry believes they will help</p> <p>OR <u>irrelevant</u> support from the reading selection (i.e., a retell of events in the selection and/or a mix-up in characters).</p>
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 indicates whether Gerry believes that Hanna's suggestions will help him and provides <u>vague</u> support from the selection to explain why.</p> <p>The response often requires the reader to make the connection between the information and ideas provided from the selection and what these details are intended to prove (that Gerry believes Hanna's suggestions will help him).</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 <u>specific and relevant</u> support from the reading selection to <u>clearly</u> explain whether Gerry believes Hanna's suggestions will help him.</p>

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

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Code 10

- 6** Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

Yes, Gerry believes that Hanna's suggestions will help him. Firstly, Hanna explained to Gerry that taking a walk will calm the nerves. Secondly, Hanna explained to Gerry that visualizing the end of the day will picture yourself as a feeling of accomplishment. Lastly, Hanna told a funny story to Ger

Annotation:

The response provides examples of suggestions that Hanna gave (*taking a walk will calm the nerves...visualizing the end of the day will picture yourself as a feeling of accomplishment*) but provides no evidence from the selection as to whether Gerry believes these suggestions will help him.

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Code 20

- 6** Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

Gerry believe's in Hanna's suggestions, because he is the one who had said it to her before when she was in the same place as him, and another reason is because he starts invisioning that he's doing it, then he takes up one of her other suggestions.

Annotation:

The response provides vague ideas from the selection for why Gerry believes Hanna's suggestions will help him (*then he takes up one of her other suggestions...he starts invisioning that he's doing it...he is the one who said it to her before...*).

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Code 30

- 6 Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

Gerry believes that Hanna's suggestions will help him. This is shown when Gerry breaths a sigh of relief and asks for more tips. Also, Gerry is cooperative with Hanna's suggestions, such as visualizing himself at his job. At the end of the story, Gerry also wants to go for a walk, just like Hanna suggested.

Annotation:

The response states that Gerry believes Hanna's suggestions will help him and clearly explains how this is evident using specific and relevant details from the selection (*Gerry breaths a sigh of relief and asks for more tips...Gerry is cooperative with Hanna's suggestions, such as visualizing himself at his job*).

EQAO OSSLT March 2014
Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Q7. What does this selection show about Gerry and Hanna’s relationship? 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 <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read). A <u>comment on the task</u> (e.g., I don’t know.).
Off topic/ Incorrect*	response is off-topic, irrelevant or incorrect A typical <u>off-topic</u> response provides no information from the reading selection to indicate reading comprehension. A typical <u>irrelevant</u> response comments on the reading selection or simply restates the question A typical <u>incorrect</u> response provides an answer <ul style="list-style-type: none"> • based on a misunderstanding of the question AND/OR the ideas in the reading selection
Code 10	response indicates minimal reading comprehension response provides minimal or irrelevant ideas and information from the reading selection The response identifies what the selection shows about Gerry and Hanna’s relationship and provides <ul style="list-style-type: none"> • minimal support from the selection to explain the response OR <ul style="list-style-type: none"> • a <u>retelling</u> of events in the reading selection. OR <ul style="list-style-type: none"> • <u>irrelevant</u> support from the reading selection OR The response comments on Gerry and Hanna’s relationship based on the student’s <u>own ideas with no information from the selection</u> .
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 identifies what the selection shows about Gerry and Hanna’s relationship and provides <ul style="list-style-type: none"> • vague support from the selection to explain the response OR <ul style="list-style-type: none"> • provides a vague connection between the details and what they are intended to support The response often requires the reader to make the connection between what is identified about Gerry and Hanna’s relationship and the supporting detail(s) from the selection.
Code 30	response indicates considerable reading comprehension response provides accurate, specific and relevant ideas and information from the reading selection The response uses <u>specific and relevant</u> support from the reading selection to <u>clearly</u> identify and explain what the passage shows about Gerry and Hanna’s relationship.

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

EQAO OSSLT March 2014
Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Code 10

- 7 What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

Gerry and Hanna live in the same house
by the look's of the story. I think they are
father and daughter.

Annotation:

The response identifies what the selection shows about Gerry and Hanna's relationship (*I think they are father and daughter*) and provides minimal support from the reading selection to explain the response (*Gerry and Hanna live in the same house*).

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Code 20

- 7** What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

This selection shows me that Gerry's and Hanna's relationship is helpful and encouraging. I know this because she is helpful, just like he was for her and she is telling him he will do great and he doesn't have to worry about anything.

Annotation:

The response identifies what the selection shows about Gerry and Hanna's relationship (*helpful and encouraging*) and provides vague support from the selection (*she is helpful, just like he was for her...she is telling him he will do great...*).

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Code 30

- 7 What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

Gerry and Hanna have a good relationship with each other because they always there to support each other's ambitions and to ease each other's mind. This is shown when Hanna tells Gerry "You're a fantastic chef!" and when Hanna mentions how Gerry helped her with advice for her new life guarding job.

Annotation:

The response identifies what the selection shows about Gerry and Hanna's relationship (*have a good relationship with each other because they always there to support each other's ambitions*) and uses specific and relevant support to clearly explain the response (*Hanna tells Gerry "You're a fantastic chef!" and when Hanna mentions how Gerry helped her with advice...*).

EQAO OSSLT March 2014
Scoring Guide for Short Writing Topic Development
Section V

Writing Prompt: Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

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 an action or explain how it contributes to the student's health. 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 an action but does <u>not provide an explanation</u> for how the action contributes to the student's health. OR <ul style="list-style-type: none"> • Identifies or describes an action but provides an <u>irrelevant explanation</u> for how the action contributes to the student's health. OR <ul style="list-style-type: none"> • Lists a variety of actions with no explanation.
Code 20	response is developed with vague ideas and information; it may contain some irrelevant ideas and information The response identifies or describes an action and provides a <u>vague</u> explanation for how the action contributes to the student's health. 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 an action and uses <u>specific and relevant details</u> to <u>clearly</u> explain how it contributes to the student's health.

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

EQAO OSSLT March 2014
Scoring Guide for Short Writing Topic Development
Section V

Code 10

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

One thing I do daily to try and maintain a healthy lifestyle would be to go out with my dog for a half hour to a full hour walk. During this walk we would go about the neighbour hood, go to the parks and sometimes play fetch on a field.

Annotation:

The response identifies and describes an action (*go out with my dog for a half hour to a full hour walk...we would go about the neighbor hood, go to the parks and sometimes play fetch on a field*) but does not provide an explanation for how the action contributes to the student's health.

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Section V

Code 20

One action I take in my daily life to be healthy is to always eat healthy meals. This action contributes to my health because it gives me energy that I need and nutrients to keep that energy up. If I didn't eat healthy meals daily, I don't know where I would get the strength to do daily things. This is why eating healthy meals contributes to my health.

Annotation:

The response identifies an action (*always eat healthy meals*) and provides a vague explanation (*gives me energy...nutrients to keep that energy up...I don't know where I would get the strength to do daily things*) for how the action contributes to the student's health.

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Scoring Guide for Short Writing Topic Development
Section V

Code 30

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

One action I take in my daily life to be healthy is exercising. Every child must be engaged in at least one to two hours of physical activity daily. By doing so, they increase their rate of blood circulation, keeping their heart pumping and their health strong. With being engaged in physical activity, children, such as myself, are able to keep their health strong to fight illnesses.

Annotation:

The response identifies an action (*exercising*) and provides specific and relevant details (*increase their rate of blood circulation...keep their health strong to fight illnesses*) to clearly explain how it contributes to the student's health.

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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

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Code 10

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

I will try to reduce the times of using the plastic bags. If it is possible, I will use paper bags all instead. The reason of I using a paper bag ~~instead~~ instead of a plastic bag is that the plastics never ~~be~~ biodegrades, it doesn't break down into natural substances. Instead, it will exposure to light, spitting into smaller and smaller piece of plastics which is really harmful for human health.

Annotation: The response shows limited control of conventions. Rules of syntax, grammar and usage are applied without accuracy or consistency. They include sentence fragments (*If it is possible.*), syntax errors (*I will use paper bags all instead*), mistakes in agreement (*plastics never biodegrades*), a spelling error (*spitting*) and errors in usage (*Instead, it will exposure to light; reason of I using*).

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Code 20

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

One action I take in my daily life to be healthy is exercising. Every child must be engaged in at least one to two hours of physical activity daily. By doing so, they increase their rate of blood circulation, keeping their heart pumping and their health strong. With being engaged in physical activity, children, such as myself are able to keep their health strong to fight illnesses.

Annotation:

The response shows competent control of conventions although there is a minor error in noun-pronoun agreement (*Every child ... they increase their rate of blood circulation...*) and an error in usage (*With being engaged in physical activity...*).