

OSSLT

Literacy Test Tips!

For Students

Huron Heights Secondary School

- [Outline of OSSLT](#)
- [Session A](#)
- [Session B](#)
- [Tips for Success-Reading](#)
- [Tips for Success-Writing](#)
- [Tips for Success-Multiple Choice](#)
- [Tips for Success-Tool Bar](#)
- [Rubrics and Exemplars](#)
- [Test-Day Timetable](#)
- [EQA0 Practice Test](#)

Hi! Welcome to the OSSLT!

This is a graduation requirement.

This test is organized, run, and evaluated by EQAO/ the Ministry of Ontario.

You need 75% to pass the test or a score of 300.

This slide deck will help you prepare for the OSSLT

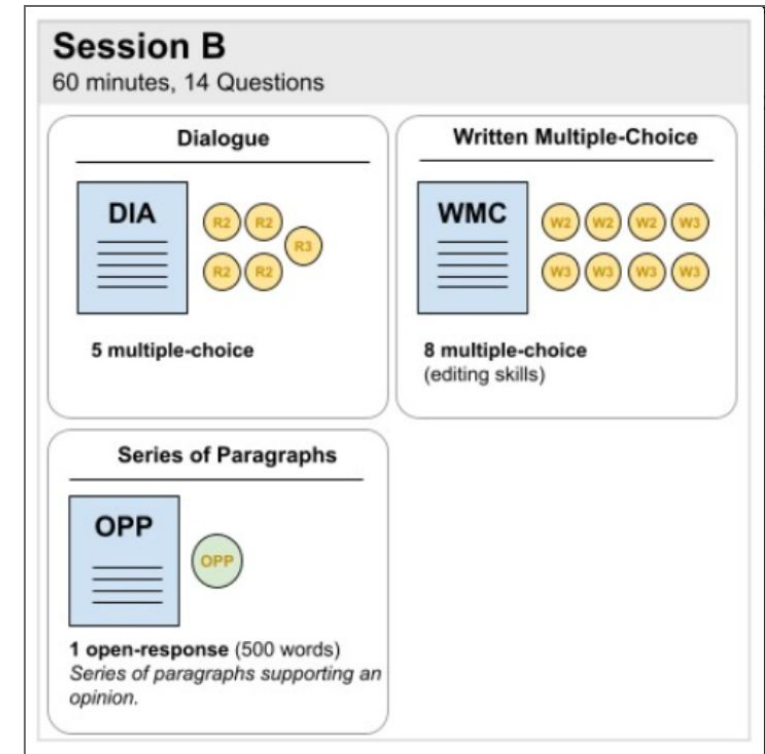
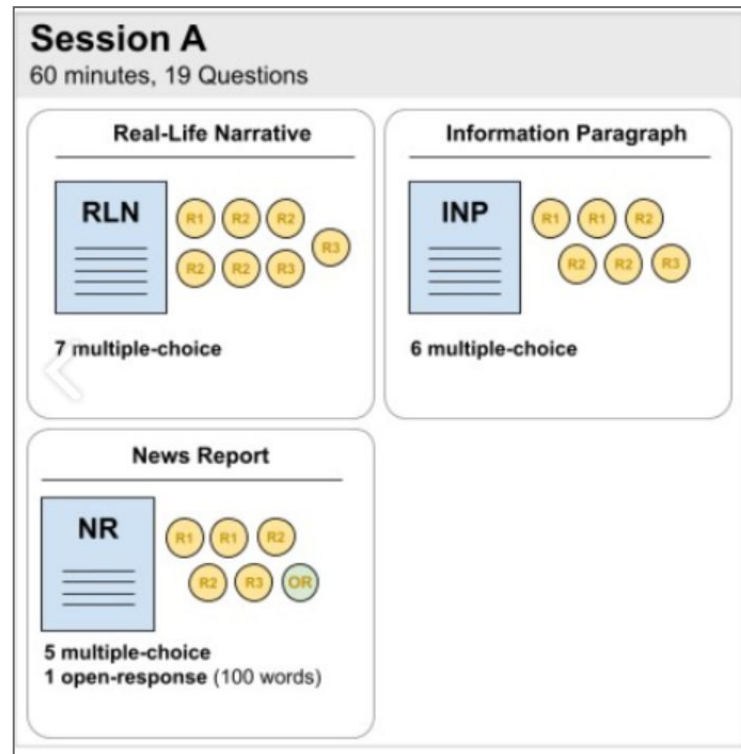
Huron Heights Secondary School Test Dates:

November 21-24, 2023

November 27 and 28, 2023

There are 2 sections (A and B) containing reading and writing opportunities. Each section has 3 parts. You will be given 75 minutes for each section.

Test Structure



Real Life Narrative - 7 multiple choice
Information Paragraph - 6 multiple choice
News Report- 5 multiple choice + 100 word paragraph

Dialogue - 5 multiple choice
Editing Skills - 8 multiple choice
Essay Response- 5 paragraphs (500 words)

Session A

Session A

Real Life Narrative

You will read about a real-life person.

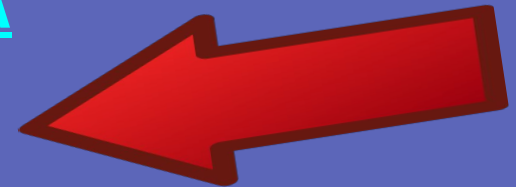
There will be an article outlining an important event in that person's life and/ or the great contributions that person has made.

Tips: Look at title, images, review topic sentences
Seven M/C Questions: EXPLICIT, IMPLICIT, MAKING CONNECTIONS

Practice #1: [MUSTARD OIL VS.MALARIA](#)

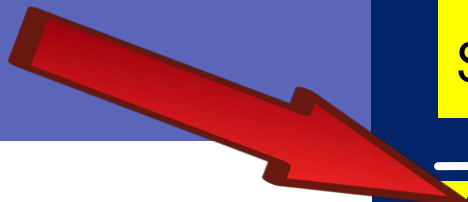
Practice #2: [NO TIME FOR FEAR](#)

Practice #3: [A LABOUR OF LOVE SPARKS A CAREER](#)



Click on above links to view sample articles and M/C questions.

The multiple choice will lead you to a Google Form - where your answers are automatically marked!



Tips: Look at the images, review the FIRST and LAST sentences
Six M/C Questions: EXPLICIT, IMPLICIT, MAKING CONNECTIONS

Session A

Information Paragraph

The information paragraph usually does not have a title.

You will read information about a place, an event, a person.

The MAIN IDEA is different from the TOPIC.

- MAIN IDEA = the point, purpose or concept the author wants to communicate to the reader/ what the author is saying *ABOUT* the topic
- TOPIC = the subject matter

Practice #1 (Hurricanes)

Practice #2 (Canoe Museum)

Practice #3 (Polar Bears)

Practice #4 (Victoria Day)

Practice #5 (Jelly Beans)



Session A

News Report

Who is involved?

What is happening?

Where is it happening?

When is it happening?

Why is it happening?

How is it impacting (or being impacted by) humans?

Tips: Look at headline, byline, lead (W5), images, review topic sentences

Part One: Five M/C Questions - EXPLICIT, IMPLICIT, MAKING CONNECTIONS

Part Two: Writing a Paragraph Response

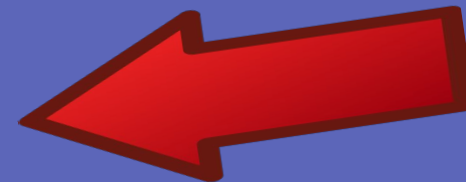
- Write a topic sentence that re-words the question.
- Add 2-3 points to explain
- *Use specific words/ phrases from text* in your explanation.
- Include transitions for clarity: additionally, furthermore, equally important, however, also...
- Write as close to 100 words as you can. Max 110 words.
- Edit: spelling, grammar, punctuation, diction

[Teen's Recycling Recipe Bags Reward](#)

[Re-Enactors Take Trip Through Time](#)

[An Animator from Scarborough](#)

[Driven by the Sun](#)



Link Here:

Paragraph Response-Exemplar



- **Topic Sentence**
- **Reason(s)**
- **Quotation/ Evidence/ Specific words & phrases from article**
- **Explanation**
- **Concluding Sentence**

Session B

Session B

Reading a Dialogue



- Tips:
- a) Look at the images.
 - b) Keep track of who is speaking.
 - c) Usually, there is no title.
 - d) Look for the problem. Look at the solution. (Often, one of the questions)

Five M/C Questions: EXPLICIT, IMPLICIT, MAKING CONNECTIONS

He Was Clinging to a Tree

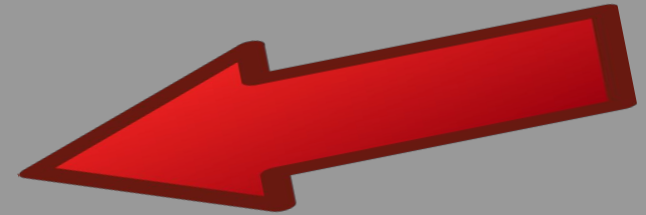
What Seems to Be the Problem?

Guess What?

I Can't Wait

Hearing Him Chortle

Mind if We Stop in at the Store?



Session B

Editing Skills: Grammar, Punctuation

Eight Multiple Choice Questions on the OSSLT

Practice #1

Practice #2

Practice #3

Practice #4

Practice #5

Practice #6

Practice #7

Practice #8

Practice #9

Practice #10

- Read the question and identify **KEY WORD(S)** that you need to write in your topic sentence
- Use the **JOT NOTES** as you brainstorm

SESSION B

LONG SERIES OF PARAGRAPHS

- 500 Words

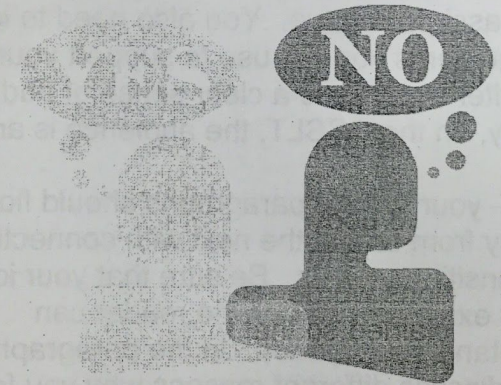
Long Writing Assessment: Series of Paragraphs Expressing and Opinion

An opinion piece is written in the first person (I, me, we...) and expresses a particular opinion on a topic.

An opinion piece should include:

- 1) **Introduction** – in your introductory paragraph you need to include a clear statement of your position on the assigned issue. You also need to identify the arguments you will use to support your position. The writer must have a clear sense of audience (usually, on the OSSLT, the audience is an adult).
- 2) **Body** – your 3 body paragraphs should flow logically from one to the next with connection ideas and transitions words. Be sure that your ideas are closely explained so that the reader can understand your opinion. In the paragraphs you would discuss different reasons why you feel the way that you do, providing examples to support these reasons. The body paragraphs each connect the examples to the opinion stated in the introduction.

- 3) **Conclusion** – in your final paragraph, try to conclude your thoughts. You restate your opinion and summarise your major reasons for holding that opinion. The conclusion must contain an even stronger argument to make readers think about the issue they have finished reading. It ends with a summary of the arguments.



Link Here:

Five Paragraph Opinion Piece Exemplar



Introduction - 2-3 sentences - Topic sentence
3 arguments
Your opinion/ thesis

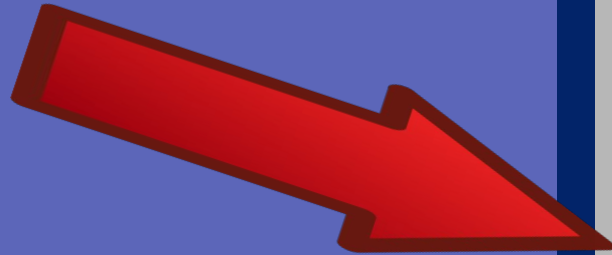
Argument 1- 4-5 sentences - Firstly, topic sentence
Reason
Specific details as evidence
Explain & connect to thesis
Concluding sentence

Argument 2- same pattern - Secondly,

Argument 3- same pattern - Thirdly,

Conclusion -1-2 sentences - In conclusion, thesis
3 arguments

Practice



Opinion Piece Long Series of Paragraphs

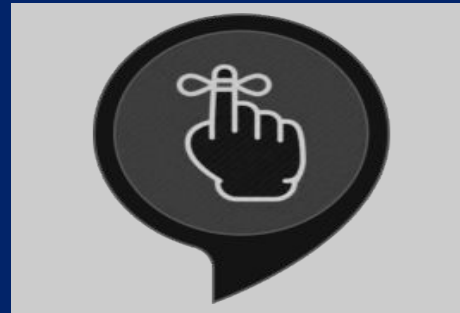
Task: Write a **minimum of three paragraphs** expressing an **opinion** on the topic below. Develop your main idea with supporting details (proof, facts, examples, etc.)

Audience: An adult who is interested in your opinion.

Length: Up to 500 words

1. Do people depend too much on technology?
2. Should teenagers be allowed to vote when they turn 16?
3. Should the sale of junk foods be banned from Ontario secondary schools?
4. Is participation in extracurricular activities an important part of secondary school life?
5. Should students have to complete 40 hours of community service in order to graduate?
6. Do students benefit from the two month summer break?
7. Should parents/ guardians place filters or restrictions on home computers?
8. Should zoos exist?
9. Are famous people a good influence on teenagers?
10. Are people doing enough to help the environment?
11. Should it be necessary for people to learn a different language?

Tips for Answering Questions



Reading Tips



- Use the TOOL BAR to underline, circle, or highlight key words
- Look at bold/ italics, pictures/ diagrams, captions
- Use symbols-jot notes- for ideas (*, !, ?)
- Identify unfamiliar vocabulary and use the surrounding sentence to deduce meaning
- Read the instructions & questions before you (re-) read the text
- Identify the topic (the subject) and the main idea (opinion)

Reading Tips: General Strategies

Type of information	Definition	Strategies
<i>Explicit</i>	Information that is directly stated in the text The answer is in the text	Skim and scan
<i>Implicit</i>	Information that is indirectly stated The best answer requires making an inference based on clues in the reading	Use clues from text (bold, italics, keywords) Make predictions while you read
<i>Making Connections</i>	Relating something you read to your background knowledge (something you've read, heard, seen) or personal experience (something you've felt or done).	Ask questions while you read Re-read

Before Reading

- Read the questions first
- Skim the text, looking for bolded words, headings

After Reading

- Answer the "easy" questions first
- Re-read your answers

During Reading

- Highlight or underline main ideas and supporting details
- Make text-to-text, text-to-self and/or text-to-world connections while you read
- Ask questions as you read
- If you don't understand something, re-read



Writing Tips



Writing About Main Ideas & Supporting Details

Main Idea:

- Use the question to start your answer
- State in your own words

Supporting Details:

- Reference a specific line or paragraph number
- Quote part of the text



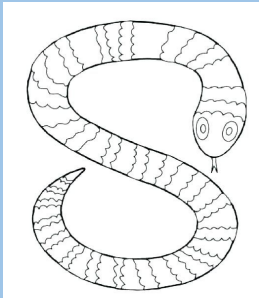
Tips for Writing Short Writing Tasks

State your opinion or the main idea in the first sentence

Support your reasons with specific evidence (quotes from a reading, examples from your life, other texts, fake or real)

Show (explain) how evidence supports opinion/why it's important

Always reread the question to make sure you've answered it fully



Multiple Choice Tips



-
1. Find the answer directly from the text (or you need to search for the clues)
 2. Using clues from the text, cross out (eliminate) the definite wrong answers
 3. Using your **BEST, EDUCATED GUESS**, decide on the **BEST ANSWER**



Tech Tips



100%



Help Page

Click the **Help** icon to open the **Help Page**. This page is available to remind you of the overall appearance and features of the online OSSLT.

Listen

Click the **Listen** icon, and a **Play** button will appear above the question or reading selection. Click **Play** to have the reading selection or question read to you.

Zoom In and Zoom Out

Click these buttons to enlarge or reduce the size of text or objects on a page.

Line Reader


The draggable Line Reader tool hides parts of the text to allow you to focus on a specific area within the reading selection or question.

High Contrast

Click this icon to enter **High Contrast Mode**. This can make the assessment easier to read.

Click the  **Draw Line** icon or the  **Highlighter** icon to open the grey drawing surface.

When this surface is open, you can use the **Draw Line** tool, the **Highlighter** tool and the  **Eraser** tool.

Click the  **Rough Notes** icon, and a draggable notepad will appear for you to jot notes and organize your thinking.

Rubrics

How your writing
will be assessed!

1. **In Session A**, you needed to write a paragraph response (up to 100 words).

“Explain why Montreal’s approach to graffiti is beneficial. Use specific details from the reading selection to support your answer.”

Here is how the paragraph response is marked:

ITEM SPECIFIC RUBRIC AND SAMPLE STUDENT RESPONSES

/ 30

2. **In Session B**, you needed to write a short essay response (up to 500 words).

“Do people depend too much on technology?”

Here is how the “Long Series of Paragraphs” will be marked:

a) TOPIC DEVELOPMENT

/60

b) CONVENTIONS

/40

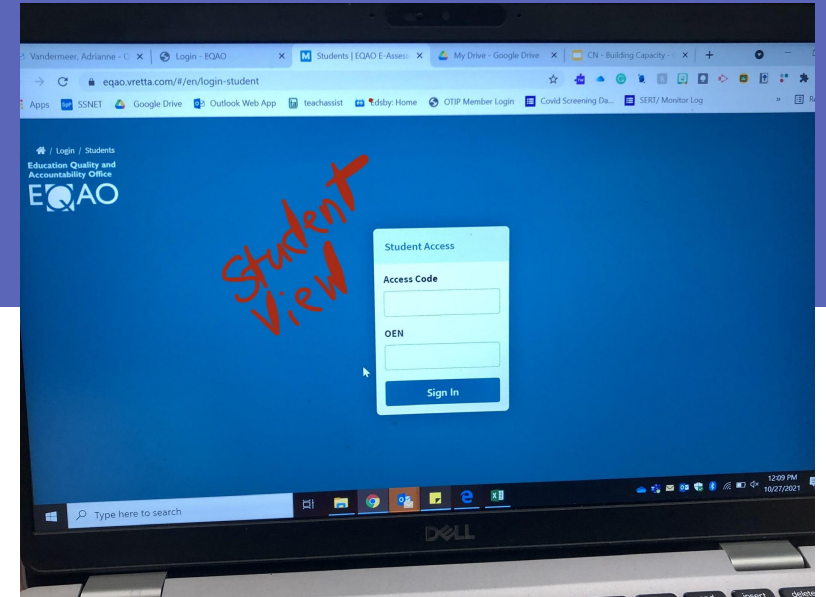
EQAO Practice Test

[Link Here](#)



Frequently Asked Questions

1. Can I just bring in my own laptop from home?
HHSS has devices available at school for you, with the program installed.
2. What do I need to bring?
You could bring: water, a pen/pencil, earbuds
3. How will I know where to write?
You will receive notification the week prior to the test. Check your emails.
4. What if I have an IEP and I want to use Google Read & Write?
****You must already be using Google Read & WRITE on a regular basis in your classes****
 - You must be pre-approved by the system and registered with EQAO to use this. We will add you.
 - If you use Speech-to-Text with Google R&W, we will find you a quiet room so you can speak.
 - Everyone else is allowed to use the Tool Bar on the EQAO program (see slide 20)



How will the test day look?

*Please note that each school does this slightly differently due to the number of students who are writing.

*Students will receive different versions of the test

You will receive notification of when and where you write.

9:00 am	Arrival. Drop bags off at locker. Go to washroom/ get a drink. Go directly to the assigned room. Sit in assigned seat or area. NO PHONES!
9:15 am	Log in to your chromebook or laptop. Teacher provides instructions to LOG IN TO OSSLT TEST with a password When teacher sees everyone ready, SESSION A opens
9: 20 am	Double check TOOL BAR works. Mind up activity. SESSION A opens! Take your time. Edit. Review. Submit. *SHOW monitor teacher that you have submitted
	Break (Granola bar, juice are provided. Yes, you may bring your own water - we will need to keep it aside to not spill)
10:40 am	SESSION B opens! - Take your time. Edit. Review. Submit. QUESTIONNAIRE opens!. Don't forget!!! *SHOW monitor teacher that you have submitted
11:55 am	Quietly: log off, close device, garbage away WAIT for the teacher to give you the go-ahead to leave Go to afternoon classes.
	All students may have extra time. All 9-12 classes/ periods are running on test days.

Thank you!

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