
OSSLT Parent Information

— Be informed. Be ready. —

Updates and Reminders for 2019

- The OSSLT will be in **printed booklets** - there will not be a digital copy of the test. Students will handwrite answers. (With the exception of some students with IEP's.)
- The test is scored out of 400. To pass you must earn a mark of **300 or more**. (75%)
- Successful completion of the test is a graduation requirement.

March 27th - Exam Day Schedule

Morning Schedule:

- 8:20 – 8:30 Students seated in their Test Location
- 8:30 – 9:45 Session 1 (Question and Answer booklets 1)
- 9:45 – 10:10 Break (small snack served)
- 10:15 - 11:30 Session 2 (Question and Answer booklets 2)
- 11:30 – 11:40 Survey

Afternoon Schedule:

(Students requiring extra time continue OSSLT - Students should BRING a lunch)

- 11:40 – 2:30 School open, but no classes scheduled

NOTE: Buses run at regular times
NO food service in cafeteria



Highlights



- The Ontario Secondary School Literacy Test is on **March 27, 2019.**
 - ONLY opportunity to write the test this school year. Absence for any reason automatically requires the student to write the test in the next school year.
 - Two 75 minute sessions with a 15 minute break.
 - Extra time will be provided if necessary. ELL students and students with IEP's are automatically provided extra time.
 - Request forms for extra time were sent out for planning purposes so those who anticipate needing extra time can be grouped together to cut down on distraction.

Test Instructions

- There are **four (4) test booklets** - two (2) *Question Booklets*, and two (2) *Answer Booklets*.
- Marking guides (rubrics) are available from EQAO, but are **NOT** provided on the test.
- **NO cell phones**, or other electronic devices - even on the break.



Instructions for Question Booklets

- Students must check the ID # on the Question and Answer booklets to be sure they are the same. (Names do NOT appear on the booklets.)
- Check that pages in all booklets are in order.
- **NO** work in the Question Booklet will be marked. (Students may make notes and highlight passages etc. but the marker will never see this book.)

Sample Assessment Booklet: New Layout
Booklet 1

QUESTIONS

Ontario Secondary School Literacy Test (OSSLT)

2015

Follow along as your teacher reads the instructions:

INSTRUCTIONS

- ✓ Check the identification numbers on the *Question* and *Answer* booklets to see that the final 12 digits all match. If they do not, report the problem to the teacher in charge.
- ✓ Check the pages of your *Question* and *Answer* booklets to see that they are in order. If they are not, report the problem to the teacher in charge.

Note:

You are not permitted to use cellphones, audio- or video-recording devices, digital music players or e-mail or text messaging devices during the assessment.

No work in this booklet
will be scored.

Education Quality and
Accountability Office
EQAO

Continue to follow along as your teacher
reads the directions on the cover of
Answer Booklet 1.

Instructions for Answer Booklets

- Attempt **ALL** questions.
- Answer in pencil, or blue or black ink **ONLY**.
- **ALL answers go in the ANSWER booklet.**
- Space is provided for rough notes, but they will **NOT** be marked.

Sample Assessment Booklet: New Layout Booklet 1

ANSWERS

Ontario Secondary School Literacy Test (OSSLT)

2015

INSTRUCTIONS

Attempt all questions. If you leave a question blank, the question will be scored zero.

Use only pencil or blue or black pen.

Answering Multiple-Choice Questions

Choose the best or most correct answer for each question.

To indicate your answer, **fill in the circle completely**, as shown below.

Like this: ● Not like this: ⊗ ✓ ☹ ●

If you fill in more than one circle for a question, the question will be scored incorrect.

To change a multiple-choice answer, erase or cross out your answer and fill in the circle for your new answer. Ensure that your final answer is clear.

Answering Open-Response Questions

For the writing sections, pay attention to clarity, organization, spelling, grammar and punctuation.

The lined space in this booklet indicates the approximate length of the response expected.

**Provide ALL
your answers to
multiple-choice and
open-response questions
in this booklet.**

**Space is available for
rough notes.**

Reading Skills



- There are **three reading skills** tested on the OSSLT:
 - understanding **explicitly** stated ideas and information (“on the lines” - the answer is right there)
 - understanding **implicitly** stated ideas and information (“between the lines” - best guess based on evidence)
 - making **connections** between stated ideas and information, and personal knowledge/experience (“beyond the lines” - based on your life experience)

Reading Skills Continued...

- On the test students will read the following types of selections:
 - an **information paragraph** (like in history, science, tech, etc.)
 - a **news report** (objective - states 5W's and H)
 - a **dialogue** (like in English and French - a literary text - focus on speech, punctuation, relationships, character, etc.)
 - a **real-life narrative** (a story about a real life person, like in Civics or Careers)
 - a **graphic text** (charts, tables, illustrations - like in Geography, Math, Science, Tech, etc.)

Answering the Reading Questions

- General Strategies:
 - Manage **time** so all sections are completed.
 - Read the **questions first**.
 - Underline or **highlight** important information and ideas.
 - Look for **links** between the reading and life experience.

Answering the Reading Questions Continued...

- Strategies for Multiple Choice Reading Questions:
 - **Read and re-read** the question carefully.
 - Read the four answers and **eliminate** any answers that are incorrect.
 - Reread relevant parts of the selection.
 - Record all answers in the **Answer Booklet**.

Explicit

Connection

Explicit

Multiple-Choice Questions

- 1** What will the focus of Lizarda's internship be?
- A films
 - B cartoons
 - C video games
 - D action sequences
- 2** Which word is closest in meaning to "confidential" as used in paragraph 2?
- F secret
 - G personal
 - H confusing
 - J professional
- 3** According to Quesnelle, what ability is most important for an animator?
- A creating characters
 - B pleasing an audience
 - C developing a demo reel
 - D programming computers
- 4** What do Quesnelle's quotes indicate about him?
- F He knows a lot about internships.
 - G He focuses on technical aspects of animation.
 - H He recognizes skill and creativity in his students.
 - J He suggests interesting storylines to his students.
- 5** Which paragraph presents information in chronological order?
- A paragraph 2
 - B paragraph 4
 - C paragraph 5
 - D paragraph 7

Implicit

Connection

Answering the Reading Questions Continued...

- Strategies for Open Response Reading Questions:
 - **Read and re-read** the questions carefully.
 - Limit answers to the **six (6) lines** provided.
 - Focus on **specific** and **relevant** details.
 - **Make connections** between the ideas and the information in the reading.
 - Re-read answers to be sure **ALL parts** of the question have been addressed
 - **Write ALL answers in the ANSWER booklet.**

- F secret
- G personal
- H confusing
- J professional

3 According to Quesnelle, what ability is most important for an animator?

- A creating characters
- B pleasing an audience
- C developing a demo reel
- D programming computers

Open-Response Question

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

5 Which paragraph presents information in chronological order?

- A paragraph 2
- B paragraph 4
- C paragraph 5
- D paragraph 7

Answer the question directly.

- *Lizarda is a good choice for this internship because...*

Give specific details from the reading to support the answer.

- *Details that support this are 1... 2... and 3.*
- *Using quotations helps!*

Writing Skills



- The OSSLT has short and long writing tasks, and multiple choice questions that focus on the following skills:
 - developing a **main idea** with sufficient **supporting detail**
 - **organizing information** in a coherent manner
 - using **conventions** (spelling, grammar, punctuation, etc.) in a way that does not distract from clear communication

Answering the Writing Questions

- Tips for Writing:
 - **Follow instructions.**
 - Write in the **required format.**
 - **Read** the assigned task carefully before writing.
 - Be sure answers are **on topic.**
 - Use full and correct sentences.

Answering the Writing Questions

- Long-Writing Task 1 - **News Report**
 - based on a **picture and headline** provided
 - write a one (1) page **news report**, NOT an interview
 - write a news report for a **newspaper**, NOT a radio or TV news report
 - make up facts and information to answer the **5W's and H**
 - use **third person**
 - (Add a quotation from a bystander.)

Provide your answer in the *Answer Booklet*.

School team qualifies for finals



1 Task:

Write a **news report** based on the headline and picture above.

- You will have to make up the facts and information to answer some or all of the following questions: Who? What? Where? When? Why? How?
- You must relate your news report to **both** the headline **and** the picture.

Purpose and Audience:

to report on an event for the readers of a newspaper

Length:

The lined space provided in the *Answer Booklet* for your written work indicates the approximate length of the writing expected.

Incorporate the headline and the photo in the news article.

- *The headline states that it is a school team, so the article can't be about the Olympics.*
- *Photo indicates that these students could be playing volleyball or basketball, but they are NOT playing hockey or football.*

Make-up facts about the team qualifying for the finals.

- *Who - King City Secondary School volleyball team*
- *What - qualified for OFSAA*
- *When - March 25-27th*
- *Where - Toronto at York University*
- *Why - to determine provincial champs*

Answering the Writing Questions

- Long-Writing Task 2: ***Series of Paragraphs***
 - **express an opinion** on a given topic (stick to one point; don't argue both sides)
 - read the topic carefully, decide on a position, **clearly state the opinion** at the beginning and end
 - **develop main idea** with supporting details (proof, examples, facts)
 - include an **intro, development,** and a **conclusion**
 - minimum of **three (3) paragraphs** - be sure paragraph divisions are clear. (We recommend 4 paragraphs.)

Provide your answer in the *Answer Booklet*.

1 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:

The lined space provided in the *Answer Booklet* for your written work indicates the approximate length of the writing expected.

Topic:

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

Do not write in this area.

Pick one side of the argument **ONLY**.

- *What I am learning in school is affecting the way I live my life now.*

OR

- *What I am learning in school is not affecting the way I live my life now.*

Provide specific details to support the opinion stated.

- *Details may include - proof, facts, examples (they may be made up).*
- *E.g. What I am learning in school is affecting the way I live my life now because:*
 - *Food and Nutrition taught me the importance of eating well so I've begun healthy menu planning with my family*
 - *Transportation Technology class taught me to change tires and I've started a little business changing people's snow tires.*
 - *Careers class taught me to write a resume and I used the resume to apply for a summer job.*

Answering the Writing Questions

- Short-Writing Tasks
 - **read and re-read** the questions carefully
 - think of **links** between topic and previous knowledge and personal experiences
 - **develop ONE main idea**, using specific details and relevant information
 - **Reread** answers to be sure **all** parts of the question have been answered.
 - Correct any errors.

Provide your answer in the *Answer Booklet*.

Short Writing Task

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

Do not write in this area.

Pick one piece of clothing ONLY.

- *E.g. My running shoes best express my personality.*

Provide specific details to explain how the running shoes convey who you are:

- *Do NOT explain why you like the clothing - e.g. it is comfortable.*
- *My running shoes best express my personality because:*
 - *They are athletic shoes and I'm very athletic - I wear them to run track, play volleyball, and do gym class*
 - *They are red which is a bold and confident colour and feel confident when I play sports.*

Answering the Writing Questions

- Multiple Choice Questions:
 - **Read and re-read** the questions carefully.
 - Read the four answers and **eliminate** any that are incorrect.
 - Re-read the question to choose the **best** or **most correct** answer.

Provide your answers in the Answer Booklet.

Multiple-Choice Questions

- 1** Which sentence would be the best to conclude the following paragraph?
- It is important to bring your vehicle to an immediate but safe stop when an emergency vehicle approaches with its lights or siren on. React quickly. Use your signals to alert other drivers of your intent to pull over. This will ensure your own and their safety.
- a Driving an emergency-service vehicle can be challenging.
 - b Emergency-service personnel require specialized safety training.
 - c Different emergency vehicles will have different-coloured flashing lights.
 - d Always be prepared to clear the road safely for emergency vehicles.
- 2** Choose the sentence that is written correctly.
- a Many communities in Ontario celebrate the fall season with a fair.
 - b Demolition derbies often attracts a large and enthusiastic audience.
 - c Some fairs also has midway rides and agricultural demonstrations.
 - d By far, the best thing about fall fairs are the delicious food you can try.
- 3** Choose the option that best combines the information in the following sentences.
- Oil Springs is a town in Ontario. Oil Springs was once called Black Creek. The town's name was changed in 1858 when oil was discovered there.**
- a Oil Springs is the name of a town also called Black Creek, Ontario, and oil was discovered there in 1858, so its name was changed.
 - b Black Creek, an Ontario town, was once called Oil Springs, but oil was discovered there in 1858, so it changed its name.
 - c The town of Oil Springs is located in Ontario, but it was called Black Creek after oil was discovered there in 1858.
 - d Once called Black Creek, the town of Oil Springs, Ontario, changed its name in 1858 when oil was discovered there.
- 4** Which of the following sentences is written correctly?
- a Volunteer experiences looks good on a résumé.
 - b Volunteering may even helps with career decisions.
 - c Volunteering is a good way to learning responsibility.
 - d Volunteering helps develop good time-management skills.

Questions are based on prior learning.

- *Answers are often similar; students must read and compare each option.*
- *More than one answer may be “correct”; students must choose which is **best**.*

Q & A

- Do students have to write the OSSLT?
 - **Yes.**
- Why do students have to write the OSSLT?
 - **To be sure they have the reading and writing skills required by the end of grade 9, and to meet the OSSD requirements.**
- Why are they writing the OSSLT in Grade 10?
 - **So they have time to improve skills and retake the test in future years if necessary.**

Q & A Continued...

- Will the OSSLT count toward marks?
 - **No.**
- Will universities/colleges see the results?
 - **Transcript indicate students have completed the OSSLT. (No mark is provided.)**
- Is the test difficult?
 - **It is based on the reading and writing skills expected by the end of grade 9 across the curriculum.**

Q & A Continued...

- What happens if a student does not pass?
 - **The test can be taken again in grade 11.**
 - **Students may be eligible to take the OLC instead of the test in grade 11 or 12.**
- Can students get accommodations?
 - **If a student has an IEP s/he may be eligible for accommodations. (See Mrs. Boyd or your student's SERT.)**
 - **It is recommended that students use the accommodations listed on their IEP's that they are using in regular classroom practice. (E.g. voice-to-text software)**

Q & A Continued...

- Can a student get an exemption?
 - **Not if s/he is working toward an OSSD.**
- English is not the student's first language. Can s/he get special provisions or a deferral?
 - **Students may qualify for a deferral. Most students don't write the test until they are in ESL D or E. (See Mrs. Williamson or your student's ESL teacher.)**
 - **Students will be given up to double time to write the test.**

Q & A Continued...

- What happens if a student leaves questions blank?
 - **Those questions will get a score of zero. (A blank question can be the difference between passing and failing. Students must try every question.)**

Additional Questions

- My student often requires extra time to complete evaluation tasks. How do I arrange to have this accommodation on the day of the test?
 - **Students received a letter addressed to you (parents/guardians) regarding extra time. If the letter was returned, your student will be located in a room with others who anticipate needing extra time.**
 - **If your student did not return the letter, but needs extra time on the day of the test, it will still be allowed.**

How We Have Prepared So Far...

- Embedded lessons in grade 9 Science, Phys. Ed, English and Geography
- Embedded lessons in grade 10 Business and English
- Online diagnostic early fall, with individualized reports to students and parents
- All grade 10's enrolled in KCSS Literacy Learning Moodle
- After school literacy preparation course
- Lit Blitz Introductory Assembly for all writers (March 4th)
- Carousel Day - students rotated through 3 OSSLT-focused workshops
- In class OSSLT-focused lessons for long writing
- Google Drive for teachers with adaptable resources and rubrics
- In class support for teachers upon request

Where do we go from here?

- **Wrap-Up Assembly**
 - Monday, March 25 (P4)

- **OSSLT**
 - **Wednesday, March 27th (8:30)**



How can I support my child?

- Because the test is a skills based test, it is hard to study, but students can practice and prepare:
 - EQAO website: <http://www.eqao.com/en/assessments/OSSLT>
 - KCSS Literacy Moodle: All writers have registered on this moodle. (Support documents and interactive practice materials)
 - YouTube
 - Kahoot

How can I continue to educate myself?

- The school website has a large Q&A section.
- EQAO website site (www.eqao.com) including:
 - The “Be Informed, Be Ready” Guide (<http://www.eqao.com/en/assessments/OSSLT/assessment-docs/getting-ready-guide-osslt.pdf>)
 - EQAO videos (http://www.eqao.com/en/about_eqao/media_room/Pages/videos.aspx)
 - OSSLT Q&A (<http://www.eqao.com/en/assessments/OSSLT/parents/Pages/questions-answers-for-parents-osslt-english.aspx>)
 - The “Planning and Preparation Guide” (<http://www.eqao.com/en/assessments/OSSLT/assessment-docs/planning-preparation-guide-osslt.pdf>)

Do you have questions?

