

Booklet 2: Answers and Exemplars

Table of Contents	Page
General Information	2
Answering Questions about Real Life Narrative	3-6
Answering Multiple Choice Questions about Writing	7-8
Answering Short Writing Tasks	9-12
Writing a News Report	13-17
Answering Questions about an Information Paragraph	18-21
Writing a Series of Paragraphs	22-27
Answering Questions about a News Report	28-29
Answering Questions about a Narrative Dialogue	30-36
Answering Questions about a Graphic Text	37

Answering questions in this booklet will help you be successful on the OSSLT. Your teachers will lead you through these practice lessons in your classes. If you miss a practice session, the lessons can also be completed independently. When you have finished a task, compare your answer to the scoring guide and exemplars provided.



Good Luck from the Literacy Team!

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.

Education Quality and
Accountability Office



You are now ready to start the test.

Read the questions in *Question Booklet 1* before providing your answers here.

An Animator from Scarborough



Multiple-Choice

1 ☐ A ☐ B ☐ C ☐ D

2 ☐ P ☐ Q ☐ R ☐ S

3 ☐ A ☐ B ☐ C ☐ D

4 ☐ P ☐ Q ☐ R ☐ S

5 ☐ A ☐ B ☐ C ☐ D

Open-Response Answer

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

ANSWERS

An Animator from Scarborough



Multiple-Choice

- 1 ☐ A ☐ B ☒ C ☐ D
- 2 ☒ A ☐ B ☐ C ☐ D
- 3 ☐ A ☒ B ☐ C ☐ D
- 4 ☐ A ☐ B ☒ C ☐ D
- 5 ☐ A ☒ B ☐ C ☐ D

Open-Response Answer

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

EQAO OSSLT April 2013
Scoring Guide for Reading Open-Response
Section I News Report Question 6

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*	<ul style="list-style-type: none"> • response is illegible <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read). A <u>comment on the task</u> (e.g., I don't know).</p>
Off topic/ Incorrect*	<ul style="list-style-type: none"> • response is off-topic, irrelevant or incorrect <p>A typical <u>off-topic</u> response has no connection to the selection or the question.</p> <p>A typical <u>irrelevant</u> response comments on the topic (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.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.</p>
Code 10	<ul style="list-style-type: none"> • response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection <p>The response provides</p> <ul style="list-style-type: none"> • minimal and/or irrelevant information from the selection about Lizarda <p>OR</p> <ul style="list-style-type: none"> • a reason from the student's own ideas with no supporting details from the selection.
Code 20	<ul style="list-style-type: none"> • 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>The response provides</p> <ul style="list-style-type: none"> • a reason from the selection supported by limited or vague details <p>OR</p> <ul style="list-style-type: none"> • details from the selection that are intended to support a reason for the choice of Lizarda for the internship as an animator. However, the <u>reader is required to make the connection</u> between the reason and the internship or the work of an animator.
Code 30	<ul style="list-style-type: none"> • response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection <p>The response provides supporting details from the selection and a <u>clear explanation of how these details are connected</u> to the selection of Lizarda for the internship as an animator.</p>

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

EXEMPLARS

EQAO OSSLT April 2013
Scoring Guide for Reading Open-Response
Section I News Report Question 6

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.

EQAO OSSLT April 2013
Scoring Guide for Reading Open Response
Section I News Report Question 6

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 animator 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).

Section **B** Writing

Read the questions in *Question Booklet 1* before providing your answers here.

Multiple-Choice

1 ☐ A ☐ B ☐ C ☐ D

2 ☐ P ☐ Q ☐ R ☐ S

3 ☐ A ☐ B ☐ C ☐ D

4 ☐ P ☐ Q ☐ R ☐ S

5 ☐ A ☐ B ☐ C ☐ D

ROUGH NOTES

Use the space below for rough notes. Nothing you write in this space will be scored.

ANSWERS

Multiple-Choice

- 1 ☐ A ☐ B ☒ C ☐ D
- 2 ☒ A ☐ B ☐ C ☐ D
- 3 ☐ A ☒ B ☐ C ☐ D
- 4 ☒ A ☐ B ☐ C ☐ D
- 5 ☐ A ☒ B ☐ C ☐ D

ROUGH NOTES

Use the space below for rough notes. Nothing you write in this space will be scored.

Short Writing Task Practice

Activity 1 - Writing Task: What do I have to do?

Short Writing Task (Answer in full and correctly written sentences.)

What is the best advice you have ever given to someone? Use specific details to explain your answer.

Short Writing Task

- 1** Identify an important environmental issue. Use specific details to explain why it is important.

ROUGH NOTES

Use the space below for rough notes. Nothing you write in this space will be scored.

EQAO OSSLT April 2013
Scoring Guide for Short Writing Topic Development
Section III Environmental Issue

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

Code	Description
Blank	<ul style="list-style-type: none"> nothing written or drawn in the lined space provided
Illegible*	<ul style="list-style-type: none"> response is illegible <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>The response <u>comments on the task</u> (e.g., I don't know.).</p>
Off topic*	<ul style="list-style-type: none"> response is off-topic or irrelevant to the prompt <p>A typical <u>off-topic</u> response is not related to the topic of an environmental issue.</p> <p>A typical <u>irrelevant</u> response comments on the topic or simply restates the question.</p>
Code 10	<ul style="list-style-type: none"> response is not developed or is developed with irrelevant ideas and information <p>The response</p> <ul style="list-style-type: none"> identifies or describes an environmental issue but does <u>not provide an explanation</u> of why it is important <p>OR</p> <ul style="list-style-type: none"> identifies or describes an environmental issue but provides an <u>irrelevant explanation</u> of why it is important (e.g., how issue can be solved) <p>OR</p> <ul style="list-style-type: none"> provides a general comment about the environment.
Code 20	<ul style="list-style-type: none"> response is developed with vague ideas and information; it may contain some irrelevant ideas and information <p>The response identifies or describes an environmental issue and provides a <u>vague explanation</u> of why it is important or uses <u>vague details</u> in the explanation.</p> <p>The response often requires the reader to make the connection between the support provided and what it is intended to prove.</p>
Code 30	<ul style="list-style-type: none"> response is developed with clear, specific and relevant ideas and information <p>The response identifies or describes an environmental issue and provides <u>specific and relevant details</u> to <u>clearly</u> explain why it is important.</p>

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

EXEMPLARS

EQAO OSSLT April 2013
Scoring Guide for Short Writing Topic Development
Section III Environmental Issue

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 needless lights on, and computers left on, too. We have become more environmentally friendly over the last couple of years. However, people in our grand old 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.

EQAO OSSLT April 2013
Scoring Guide for Short Writing Topic Development
Section III Environmental Issue

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 resource 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*).

Read the question in *Question Booklet 1* before providing your answer here.

■ Students Participate in Important Election

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

EQAO OSSLT April 2013
Scoring Guide for Long Writing Topic Development
Section IV News Report

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.

EXEMPLARS

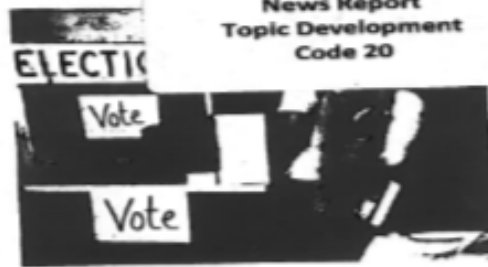
EQAO OSSLT April 2013
Scoring Guide for Long Writing Topic Development
Section IV News Report

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
Barack Obama. This event
occured during the exact time the real
election 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.

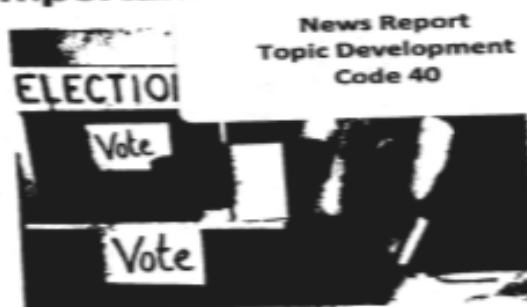
Code 40

Students Participate in Important Election

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 Darryll will do great things for the
school and give the students a beneficial dance here and there,
while others say Sofia will be the one to come on top 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.



News Report
Topic Development
Code 40

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); beneficial 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 60

Students Participate in Important Election

Apr 3, 2013, TORONTO STAR

The students of

school name

in

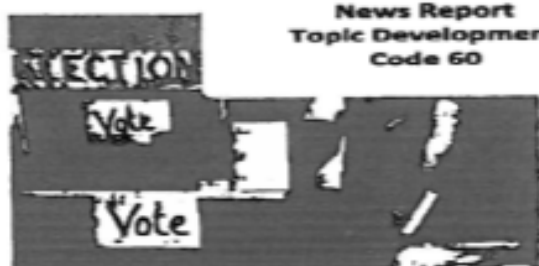
location took part in a very

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 ~~more~~ 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.

Read the questions in *Question Booklet 1* before providing your answers here.



Multiple-Choice

- 1** ☐ A ☐ B ☐ C ☐ D
- 2** ☐ F ☐ G ☐ H ☐ J
- 3** ☐ A ☐ B ☐ C ☐ D
- 4** ☐ F ☐ G ☐ H ☐ J
- 5** ☐ A ☐ B ☐ C ☐ D
- 6** ☐ F ☐ G ☐ H ☐ J

Open-Response Answer

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

ANSWERS



Multiple-Choice

- 1 ☐ A ☐ B ☒ C ☐ D
- 2 ☐ F ☒ G ☐ H ☐ J
- 3 ☐ K ☒ L ☐ M ☐ N
- 4 ☒ P ☐ Q ☐ R ☐ S
- 5 ☐ T ☒ U ☐ V ☐ W
- 6 ☐ X ☐ Y ☒ Z ☐ AA

Open-Response Answer

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

EQAO OSSLT April 2013
Scoring Guide for Reading Open Response
Section V Information Paragraph Question 7

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*	<ul style="list-style-type: none"> • response is illegible <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>The response <u>comments on the task</u> (e.g., I don't know how to answer this.).</p>
Off topic/ Incorrect*	<ul style="list-style-type: none"> • response is off-topic, irrelevant or incorrect <p>A typical <u>off-topic</u> response has no connection to the selection or the question.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.</p>
Code 10	<ul style="list-style-type: none"> • response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection <p>The response provides</p> <ul style="list-style-type: none"> • only a <u>main idea</u> from the selection <p>OR</p> <ul style="list-style-type: none"> • only one or more <u>details</u> from the selection without a main idea <p>OR</p> <ul style="list-style-type: none"> • a <u>main idea</u> with one or more <u>irrelevant details</u> from the selection.
Code 20	<ul style="list-style-type: none"> • 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>The response provides</p> <ul style="list-style-type: none"> • a correct main idea and one or more <u>vague details</u> from the selection to support it <p>OR</p> <ul style="list-style-type: none"> • a <u>vague main idea</u> and one or more specific or vague details from the selection to support it. <p>The response often requires the reader to make the connection between the main idea and supporting detail(s).</p>
Code 30	<ul style="list-style-type: none"> • response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection <p>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.</p>

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

EXEMPLARS

EQAO OSSLT April 2013
Scoring Guide for Reading Open Response
Section V Information Paragraph Question 7

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 occurrences 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").

EQAO OSSLT April 2013
Scoring Guide for Reading Open Response
Section V Information Paragraph Question 7

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.

Section **G** Writing a Series of Paragraphs

Read the question in *Question Booklet 2* before providing your answer here.

1 Is it a good idea for high school students to have a part-time job?

[illegible]

Continue writing your series of paragraphs on the next page.



Section **G** Writing a Series of Paragraphs

Lined writing area for a series of paragraphs.

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.

I think this exemplar is a Code _____.

I think this because:

To improve this draft the writer could:

Series of Paragraphs Supporting an Opinion – EXEMPLARS

Code
30

Is it a good idea for high school students to have a part-time job?

It is a good idea for high school students to have a part-time job. Having a job will give student working experience. They will know how having a job works and understand how to manage a job as part of their schedule.

Students would also gain experience at a job, which they could put on a resume when applying for a job. They would also have more experience so they would excell at that job.

Students would get money for working which they could save. That money would enable them to get a post-secondary education which would enable them to get a better job latter on after they finish the post secondary education.

The response is related to the prompt and expresses a clear opinion. There are insufficient and vague supporting details (... more experience so they would excell at that job.). There is evidence of organization but lapses occur when ideas are introduced in the first paragraph (how having a job works...manage a job...) and are not developed.

Series of Paragraphs Supporting an Opinion – Sample Answers

Code 60

Is it a good idea for high school students to have a part-time job?

Part-time employment for students is a highly speculated and interesting topic. I feel every student should have a part-time job in high school. To begin with it allows students to earn a type of income. Secondly it gives students a sense of independence to be out in the work force. Finally I feel it would be a good idea to earn work experience which will better their chances of getting a decent job in the future.

As a teenager, having money at my disposal is very important and also required to have a social life. This comes into effect if I would like to go to a movie or out to dinner with a friend. Without money, in our society, we are very limited to the activities we can pursue. Furthermore, if I wish to have a certain type of clothing, my parents will only pay so much. If I wish to purchase a more expensive brand, it must come out of my pocket. Thus, in order to fit the student's needs without the parents having to pay, a part-time job is an ideal resource.

Along with the material items you receive from money, you also are being self-sufficient, which is a satisfying feeling. Having our own job helps us to feel and experience maturity and learn valuable lessons along the way. If we have a commitment to keep, if we don't want to let ourselves and our employers down, we must stay true to our work.

Furthermore, we are not reliant on our parents for everything we would need our likes. This aspect not only teaches responsibility, but the feeling of accomplishment we get cannot be beat.

Finally, apart from a fiscal viewpoint, we are receiving valuable work experience. This will be great to put on a resume, and employers seek it. For example, two people right out of University with the same credentials and qualifications as you could be fighting for a job. If you have more work experience, you will most likely get the position. ~~Plus~~, you now know what you like about jobs, how to handle yourself and developing people skills.

Many teenagers today can definately benefit from the aspects of a job. Whether or not they enjoy the job is irrelevant fore I feel the positives they can recieve from it are infinite. I also feel more teens should soon begin to consider this as an option, not only for their immediate benefit but to assist in their future hopes.

A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen (movie, out to dinner with a friend, certain type of clothing, a more expensive brand). The organization is coherent, demonstrating a thoughtful progression of ideas in each paragraph and in written work as a whole, with each paragraph building on the preceding one.

Read the questions in *Question Booklet 2* before providing your answers here.

A Stunning Comeback to an Elite Sport



Multiple-Choice

- 1** ☐ A ☐ B ☐ C ☐ D
- 2** ☐ F ☐ G ☐ H ☐ J
- 3** ☐ A ☐ B ☐ C ☐ D
- 4** ☐ G ☐ H ☐ I ☐ J
- 5** ☐ A ☐ B ☐ C ☐ D
- 6** ☐ F ☐ G ☐ H ☐ J
- 7** ☐ A ☐ B ☐ C ☐ D
- 8** ☐ F ☐ G ☐ H ☐ J
- 9** ☐ A ☐ B ☐ C ☐ D

ANSWERS

A Stunning Comeback to an Elite Sport



Multiple-Choice

- 1 ☒ A ☐ B ☐ C ☐ D
- 2 ☐ A ☐ B ☐ C ☒ D
- 3 ☒ A ☐ B ☐ C ☐ D
- 4 ☒ A ☐ B ☐ C ☐ D
- 5 ☒ A ☐ B ☐ C ☐ D
- 6 ☒ A ☐ B ☐ C ☐ D
- 7 ☐ A ☐ B ☐ C ☒ D
- 8 ☐ A ☐ B ☐ C ☒ D
- 9 ☐ A ☒ B ☐ C ☐ D

Read the questions in *Question Booklet 2* before providing your answers here.



Multiple-Choice

- 1** ☐ A ☐ B ☐ C ☐ D
- 2** ☐ F ☐ G ☐ H ☐ J
- 3** ☐ A ☐ B ☐ C ☐ D
- 4** ☐ F ☐ G ☐ H ☐ J
- 5** ☐ A ☐ B ☐ C ☐ D

Open-Response Answers

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

Section **J** Reading

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

ROUGH NOTES

Use the space below for rough notes. Nothing you write in this space will be scored.

ANSWERS



Multiple-Choice

- 1 ☒ A ☐ B ☐ C ☐ D
- 2 ☐ A ☐ B ☒ C ☐ D
- 3 ☐ A ☒ B ☐ C ☐ D
- 4 ☒ A ☐ B ☐ C ☐ D
- 5 ☐ A ☐ B ☒ C ☐ D

Open-Response Answers

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

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*	response is illegible <i>An illegible response cannot be read (erased, crossed out, not in English, impossible to read).</i> <i>A comment on the task (e.g., I don't know.).</i>
Off topic/ Incorrect*	response is off-topic, irrelevant or incorrect <i>A typical off-topic response provides no information from the reading selection to indicate reading comprehension.</i> <i>A typical irrelevant response comments on the reading selection (e.g., I don't understand the story) or simply restates the question.</i> <i>A typical incorrect response provides an answer</i> <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 <i>The response indicates whether Gerry believes that Hanna's suggestions will help him and provides:</i> <i>minimal information from the selection.</i> OR <i>one or more of Hanna's suggestions with NO evidence from the selection as to whether Gerry believes they will help</i> OR <i>irrelevant support from the reading selection (i.e., a retell of events in the selection and/or a mix-up in characters).</i>
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 <i>The response indicates whether Gerry believes that Hanna's suggestions will help him and provides vague support from the selection to explain why.</i> <i>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).</i>
Code 30	response indicates considerable reading comprehension response provides accurate, specific and relevant ideas and information from the reading selection <i>The response uses specific and relevant support from the reading selection to clearly explain whether Gerry believes Hanna's suggestions will help him.</i>

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

EXEMPLARS

EQAO OSSLT March 2014
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.

EQAO OSSLT March 2014
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 comment on the task (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</u> information 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 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.

EXEMPLARS

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).

EQAO OSSLT March 2014
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.

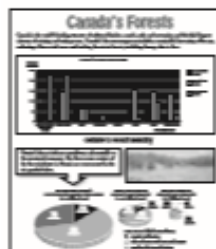
Annotation:

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...).

Section **L** Reading

Read the questions in *Question Booklet 2* before providing your answers here.

Canada's Forests



Multiple-Choice

- 1 ☐ A ☐ B ☐ C ☐ D
- 2 ☐ E ☐ F ☐ G ☐ H
- 3 ☐ I ☐ J ☐ K ☐ L
- 4 ☐ M ☐ N ☐ O ☐ P
- 5 ☐ Q ☐ R ☐ S ☐ T
- 6 ☐ U ☐ V ☐ W ☐ X



You have finished *Booklet 2*.