

OSSLT Information and Book 2 Take UP

Newmarket High School
March 7, 2019

What OSSLT facts do you remember from the last assembly?

- What is the OSSLT?

What OSSLT facts do you remember from the last assembly?

- What is the OSSLT?
 - a. A test of reading and writing.
 - b. A graduation requirement.
 - c. A mix of multiple choice and open response questions.

What OSSLT facts do you remember from the last assembly?

- When is the OSSLT?

What OSSLT facts do you remember from the last assembly?

- When is the OSSLT?
- March 27

What OSSLT facts do you remember from the last assembly?

- What time does the OSSLT start?

What OSSLT facts do you remember from the last assembly?

- What time does the OSSLT start?
- Classroom doors open at 8:20,
test starts at 8:30

What OSSLT facts do you remember from the last assembly?

- What if I'm late?

What OSSLT facts do you remember from the last assembly?

- What if I'm late?
- Up to 10 minutes, go to your assigned class.
- More than 10 minutes late, go to the office as we might have to change your room.

What OSSLT facts do you remember from the last assembly?

- How will I find out where will I write the OSSLT?

What OSSLT facts do you remember from the last assembly?

- How will I find out where will I write the OSSLT?
- Lists will be posted on the cafeteria windows on Tuesday March 19

What OSSLT facts do you remember from the last assembly?

- What should I do if my name is not on the list?

What OSSLT facts do you remember from the last assembly?

- How will I find out where will I write the OSSLT?
- Go to the office and tell Mr Gordon.

What OSSLT facts do you remember from the last assembly?

- What score do I need to pass?

What OSSLT facts do you remember from the last assembly?

- What score do I need to pass?
- 300 (out of a possible 400)

What OSSLT facts do you remember from the last assembly?

- What are my choices if I do not pass?

What OSSLT facts do you remember from the last assembly?

- What are my choices if I do not pass?
- Try again next year
- Take the Ontario Literacy Course

Other OSSLT facts

- The test is scored by qualified individuals (outside of our school) who have received special training for this purpose.
- You will find out your score in June.

What if I need more time to finish?

- In order to reflect *regular practice within classrooms*, EQAO no longer requires IEPs for additional time.
- If you require a few extra minutes, you can stay during the break to finish.
- Each booklet must be completed in one continuous sitting.

Practice Books are great indicators

- The majority of students finish a booklet in about 60 minutes, so 75 minutes is lots of time.
- If you didn't need extra time to finish the practice booklets, i.e. Book 1 (Session 9) or Book 2 (Session 11), then you won't need extra time on March 27.

We have planned for students who might need extra time

- Regular practice within classrooms has been measured:
 - If you regularly need extra time for written tests and in-class assignments (all courses), then your teacher has told us and we have prepared.
- We have the data from your teachers about the practice booklets (finished in 75 min or not) :
 - Session 9 Book 1.
 - Session 11 Book 2

If I use extra time do I still get a break?

- Yes, you'll still get a full 15 minute break (you can come back early if you want).
- When you come back from your break, the script for Book 2 will be read to you in the hall before you come in to start Book 2.
- You will get the full 75 minutes for Book 2, plus a few extra minutes if needed.

What if I need help during the test?

- Sorry, supervising teachers can't help you figure out a word or a question:
 - "During the test, no one may explain, define or provide examples of reading vocabulary or writing terminology to students, including those with accommodations."

What if I need help during the test?

- Supervising teachers can't even tell you if you missed a question:
 - “During the test, nothing may be said or done to influence student responses, including, but not limited to, actions such as drawing a student's attention to an unanswered question.”

What if I need help during the test?

- Even if we saw that you made a mistake, we can't say anything:
 - "At no point during or after the test may anything be said or done to encourage students to alter or revise their responses."

What happens when I'm done?

- If you finish before 75 minutes are up, use the time to check your work. You may not leave early.
- When you have finished both booklets and are dismissed, the cafeteria is available for quiet study.
- There are no formal classes in the afternoon.

Let's Take Up Book 2!

Book 2 Take Up

- You were to complete Book 2 yesterday and bring it with you today.
- If you do not have your Book 2, make notes of the ideas I tell you today on a separate piece of paper.
- Use the ideas we discuss today when you write the OSSLT on March 27

Acing the OSSLT



RULE #1 – NEVER, EVER, LEAVE IT BLANK!

RULE #2 - PROVIDE **SPECIFIC** DETAILS

RULE #3 – WHEN IT COMES TO WRITING
TASKS, **MAKE UP** THE SPECIFIC
DETAILS

(reading task details **MUST** be from the text)

RULE #4 –REPORT LIKE A REPORTER

Series of Paragraphs

Section VI: Writing a Series of Paragraphs

Section VI: Writing


Ontario Secondary School Literacy Test

Writing a Series of Paragraphs

- | | |
|----------|--|
| 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.). |
| | Purpose and Audience: an adult who is interested in your opinion |
| | Length: The lined space provided for your written work indicates the approximate length of the writing expected. |
| | Topic: Are cellphones necessary in teenagers' lives? |

Write your series of paragraphs on the lines provided on the following two pages.

Dough Notes



Acing the OSSLT – Rule #1 (Series of Paragraphs)

NEVER, EVER, LEAVE IT BLANK!

If you don't know – MAKE IT UP

It's not about truth

it's not about what you actually believe

it's about your ability to support an idea.

**First let's talk about
what EQAO wants...**

Then we'll check your work.

What EQAO is looking for:

1. The response is an essay developing a **clear and consistent opinion** in response to the prompt.
2. There are **sufficient specific supporting details**, with clear explanation of relevance.
3. The organization is **coherent** demonstrating a **thoughtful progression** of ideas.

Clear and Consistent Opinion

- This means you need to choose one side (yes or no) and stick to it.

Plan of Attack Step 1: Pick a Side

- Read the question. It asks for a yes or no point of view.
- Brainstorm a list of reasons for each side

Yes	No
• • • • •	• • • • •

**Always choose the side
you can argue best!**

**It's not YOUR opinion,
it's AN opinion!**

Planning Step 2: Sufficient, specific supporting details

- Choose the three best reasons you brainstormed for the opinion you can argue best.
- Each reason needs to be different.
- Think of at least two or three extremely specific details or examples that clearly describe each reason
- Think about why your specific details are relevant to and justify the opinion

Planning Step 3: Coherent organization, thoughtful progression

- Once you've chosen your three reasons, decide which order would be best so that your paragraphs flow from one idea to the next.
- Determine transition words or phrases that link one paragraph to the previous or the next.
 - Code 40 – Mechanical organization: First... Second... Third...
 - Code 60 – thoughtful progression of ideas e.g. from less important to more important

Are you striving for a Code 60?

Thoughtful progression is key

- Consider the overarching theme of your reasons and why the topic is important.
- Hook the reader in your introduction and ensure your conclusion goes beyond a restatement of the main points.
- Use literary devices to pique the readers' interest (e.g. using imagery, descriptive language, hooks, rhetorical questions).

**Now to check
your work!**

Introductory paragraph should

- Introduce the topic and hook the reader's interest. Tell why the topic is important.
- Express the opinion using the words of the prompt.
- List supporting arguments (reasons that justify the opinion) in the order they will be explained in the body paragraphs.

Example (Code 6o)

Are cellphones necessary in teenagers' lives?

Sample 2

In today's modern society, man
necessity. Every where you go, th
on cellphones. Recent studies have s

*The first four sentences hook
the reader by describing the
context and asking a rhetorical
question.*

phone users is teenagers. Teenagers in the past have done just as well without

Opinion: Cellphones are not necessary in teenagers' lives.

cellphones are not necessary in teenagers' lives because they are distractions,

cost up to a fortune, and can be misused

*The three arguments are:
distractions, cost, misuse.*

Each body paragraph should

- Flow naturally from the paragraph before. Start with a transition word or phrase.
- Express one idea (reason) that supports the opinion.
- Give specific details or examples that
 - clarify your idea
 - clearly explain the idea's relevance to the opinion

Example (Code 6o)

Transition: First sentence builds on rhetorical question in introductory paragraph asking why teenagers need cellphones nowadays when teenagers have done fine without them in the past.

abilities and applications before. cellphones can now be used

There are eight specific details that describe the ways teens can use cellphones and how often they do so.

are becoming an alternative for computers. Teens are beginning to

Key idea and relevance is that cellphones are an unnecessary distraction from school work and families.

basis. With cellphones being used so much, when do teens have the time to focus on school work and their families? Cellphones play a major role as distractions in the typical lives of several teens.

Second body paragraph example

Transition

Increasing number of applications and uses of cell phones, the cost of using them and maintaining them is increasing. The average

bill of one cell phone comes up to at least \$95 a month. Each

Specific details

feature used on a phone has a cost. If a cellphone costs approximately \$95 a month to maintain, it would total up to

Relevance to opinion of being unnecessary

more than \$1000 a year. Imagine how many uses one thousand

could pay for. The money spent on cellphones could be

used for a teenager's education or another worthy cause.

Why spend so much money on cell phones when you could just use

your home phone? Cellphones are a waste of money.

Key idea

The third body paragraph example

Transition
(order of
importance)

Key idea: misuse

Specific examples of misuse

Relevance to opinion
"unnecessary"

most immediate advantage of cellphones is that they can be carried in your pocket and are convenient to use on the go. However, cellphones are also misused fairly easily. Cellphones are often used to cheat on tests, cyberbully other teenagers, etc. Teenagers with cellphones know exactly how to function each and every aspect of their phones, from where to store cheat notes, to how to text others without their numbers being shown. Cellphones enable teenagers to engage in such unethical acts. Cellphones are dangerous threats to teenagers if they are ~~misused~~ used with wrong intentions.

Concluding paragraph should

- Summarize the supporting arguments from the body paragraphs.
- Re-express the opinion
- Wrap up the argument.

Concluding paragraph example

Wrapping up the argument

Cellphones have their many benefits and advantages in need, but their disadvantages outweigh their good purposes.

Restating opinion

Teenagers are ~~beginning~~ ^{beginning} to live their ~~lives~~ lives revolved around latest technology trends, but little do they know that cellphones are ~~leading them~~ ^{leading them} to ~~unsatisfying lives~~ ^{unsatisfying lives}.

Summary of the three reasons

are not a necessity to teenagers because they play as distractions in their lives, enable them to be unethical citizens, and empty their wallets ~~or~~ or the wallets of ~~the~~ ^{their} parents. cellphones are the ~~newest~~ ^{newest} technology gadgets leading teenagers to a downfall in life.

Organization Recap

- Plan before you write!
- Each of the 2-3 body paragraphs needs its own idea (no repeats).
- Plan order of reasons to better plan transition phrases



Recap: Form of Series of Paragraphs

- Introductory paragraph identifies issue, tells the opinion and outlines the arguments
- Body paragraph 1 develops the first argument with specific examples or details clearly explaining relevance to opinion
- Body paragraph 2 and 3 each develop their own arguments with sufficient specific details and relevance clearly stated
- Concluding paragraph wraps up argument



Acing the OSSLT

Rule #4

**RULE #3 – WHEN IT COMES TO
WRITING TASKS,
MAKE UP THE SPECIFIC DETAILS**

Not everything that was said by the Code 60 writer was true, but it was plausible.

Turn and Talk: How is the Series of Paragraphs like the News Report?

1. The response is a news report related to the headline and photo with a *clear and consistent focus* on an event.
2. There are *sufficient specific supporting details*, which are thoughtfully chosen to develop the news report.
3. The organization is *coherent* demonstrating a *thoughtful progression* of ideas.

Series of Paragraphs is also scored for Writing Conventions

Scoring Guide for Long Writing Conventions Section VI Opinion Question 1

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.

Do you have more than twenty words?

Do you have a capital letter at the beginning of each sentence?

Do you have separate paragraphs?

Silently read what you have written as if you were reading it to someone else, and listen to yourself in your mind.

Do you have a comma for each pause?

Do you have a period at the end of a complete thought?

What is “control of conventions”?

This is what EQAO had to say about our Code 6o example:

Annotation:

Control of conventions is evident in written work: use of apostrophes for possession; use of commas for introductory phrases and items in a list; use of end punctuation. The incorrect spelling (e.g., *necessity*, *maintaing*) does not undermine overall control.

Section VII: Writing Multiple Choice

Tips for Success MC - Writing

The #1 strategy for success on multiple choice questions is to
REREAD!

The multiple choice answers are tricky.
Each answer is designed to look right.

- ***Eliminate*** answers that you know are wrong
- If all else fails, ***guess*** and come back to it later.



Acing the OSSLT – Rule #1

NEVER, EVER, LEAVE IT BLANK!

There's no penalty for wrong answers.

You miss 100% of the shots you don't take.

~ Wayne Gretzky

Section VII: Writing

Answers:

1-A

2-D

3-A

4-C

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Which is the best way to combine all the information in the following sentences?

Ontario is Canada's largest province.
Ontario has many different physical regions.
Ontario's wildlife is very diverse.

- a Ontario, Canada's largest province, has diverse wildlife and many different physical regions.
- b Canada's largest province is Ontario because it has different physical regions and diverse wildlife.
- c Ontario has many physical regions because of the diverse wildlife and it is Canada's largest province.
- d Ontario is Canada's largest province and it has many different physical regions but its wildlife is very diverse.

- 2** Which of the following is written correctly?

- a Samuel de Champlain a famous explorer lived in the 1600s.
- b Samuel de Champlain a famous explorer, lived in the 1600s.
- c Samuel de Champlain, a famous explorer lived in the 1600s.
- d Samuel de Champlain, a famous explorer, lived in the 1600s.

- 3** Choose the sentence that does **not** belong in the following paragraph.

(1) Ottawa offers visitors a variety of things to do. (2) Ottawa is in eastern Ontario. (3) There are many parks for recreation. (4) In the Byward Market district, visitors can find an open-air market and many sidewalk cafés. (5) The museums and historical sites are interesting to visit. (6) A wide selection of activities make Ottawa attractive to tourists.

- a sentence 2
 - b sentence 3
 - c sentence 4
 - d sentence 5
- 4** Choose the sentence that is written correctly.
- a Sam performed more better than before.
 - b The storm was worser than Nancy expected.
 - c Luisa became angrier as the argument continued.
 - d Pedro thought this game was funner than the last one.

How did you do?

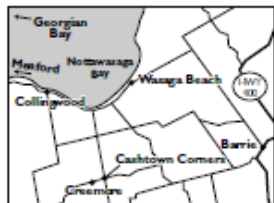
- Remember that you can ask any of your teachers to help you understand why your answer was wrong.
- You can come to the After School Literacy prep course tonight in room 310

Section VIII: Reading Real Life Narrative

The Diner That Saved Lives

Read the selection below and answer the questions that follow it.

The Diner That Saved Lives



What began as a harrowing experience turned into a 12-hour testament to the patience and kindness of strangers. 1

On a February afternoon in 2007, the skiers and business people trying to make their way to Collingwood, Meaford and Wasaga Beach would be caught completely off guard. One of the worst snowstorms of the year was beginning to form. 2

Brenda Gallagher and her husband Philip had closed the Crossroads Diner at Cashtown Corners, just south of Collingwood, at 3 p.m. and headed home to Creemore. 3

Around 5:30 p.m., I approached Cashtown Corners, normally about half an hour short of Collingwood. But by then a blinding snowstorm whipped up by 75 km/h winds was underway. A multi-vehicle crash had made one major road impassable, and the Ontario Provincial Police (OPP) were closing other main roads. Nervous motorists inched their way into a gas bar next to the Crossroads Diner, seeking shelter. There were no restaurants other than the Crossroads Diner, or even a motel, in the area. 4

When it became clear that more roads nearby were about to close, a local fire official phoned the Gallaghers. They returned to their diner and jumped into action. Brenda and Philip fired up the grills. Brenda brought in her sister, Heather White, to take orders, while her brother, Wayne Joslin, handled the dishes. Brenda's sister-in-law, Sharon Joslin, helped her and Philip cook. 5

It wasn't long before the 10 stranded people inside the restaurant became 20, and 20 soon became 50. By 8 p.m., the 60-square-metre diner, with seating for fewer than 24, was packed with almost 100 people—mostly adults, but with a few children and teenagers and some dogs and cats too. We all got along. 6

On the news at 11 p.m., a Barrie announcer told us that even sanders and salters were being taken off the highways until morning. A chorus of groans resounded; we realized we would have to make do for the night. No one was going home. 7

The options weren't great: sleeping on a chair or sitting on the floor with your back against the wall. Men gave up chairs to women and children. Some children played with the pets before their parents put down makeshift sleeping bags and tucked them into bed under old vinyl chairs and tables. Amazingly, they drifted off easily. 8

I stood for much of the night, tossing back coffee after coffee and peering outside trying to predict when the winds would die down. Finally, Philip gave me the empty crate that became my stool—and bed—for the night. 9

This is no story of heroism, just a story of five local family members, humble as apple pie, who stayed up and cooked for us as if we were their own family. Through the night, we showed our appreciation by filling up their tip jar, but our crumpled bills were small tokens of our great appreciation for their kindness. Finally, as morning broke about 6 a.m. and the windstorm died, an OPP officer came in and gave us the all-clear. 10

We will never forget that night, described by many as the area's worst series of road closings in decades. Nor will we forget the people who opened their hearts and their little diner, possibly saving dozens of lives. 11

"Let's show these folks how grateful we are for everything they did for us!" a man shouted. We broke into applause. 12

Brenda and Philip Gallagher and their bleary-eyed helpers smiled and started the cleanup. For them, there would be no sleep. They were heating their grills again for the day's business. 13



The Diner That Saved Lives

Section VIII: Reading

Ontario Secondary School Literacy Test

Ontario Secondary School Literacy Test

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1 Why did the OPP close the main roads?
- a A snow storm was predicted.
 - b A storm had made the roads dangerous.**
 - c Traffic congestion had blocked the roads.
 - d The fire department had recommended the closure.
- 2 The word "strangers" in paragraph 1 most likely refers to
- a other skiers.
 - b diner workers.**
 - c police officers.
 - d business people.
- 3 Which is the best meaning of the word "impassable" as used in paragraph 4?
- a busy
 - b blocked**
 - c slippery
 - d dangerous
- 4 Why was the diner reopened?
- a Local motels were full.
 - b Other nearby restaurants were open.
 - c The Gallaghers were eager to help.**
 - d The Gallaghers couldn't make it home.

- 5 The expression "make do for the night" (paragraph 7) means to
- a clear away the snow.
 - b make sure everyone slept.
 - c tolerate the circumstances.**
 - d make food for the evening.
- 6 What is the purpose of the semicolon used in paragraph 7?
- a to separate the sounds from the silence
 - b to separate the chorus from the announcer
 - c to connect a list of the feelings of the people
 - d to connect the people's reaction to their understanding**
- 7 It was surprising that the children were able to fall asleep so easily because they were
- a standing all night.
 - b in temporary beds.**
 - c fed so many treats.
 - d having too much fun.
- 8 What helps the reader track events?
- a Flashbacks explain the events.
 - b The selection indicates times throughout.**
 - c Police and fire officials give constant updates.
 - d Frequent radio announcements describe the situation.

- 9 From whose point of view is this story told?

- a an OPP officer
- b a diner employee
- c a radio announcer
- d a stranded motorist**

Answers:

1-B

5-C

9-D

2-B

6-D

3-B

7-B

4-C

8-B

Section IX: Reading Narrative

Section IX: Reading (Narrative)

Section IX: Reading

Ontario Secondary School Literacy Test

Read the selection below and answer the questions that follow it.



"Mind if we stop in at the store?" asked Jacinta. "I need a newspaper for that civics assignment. If I don't get it done, I'll be in a mess." 1

"Yeah, the last thing you need is another mess," Dave laughed. 2

Jacinta and Dave stomped on the mat, shaking the snow from their boots. The clerk behind the counter looked up. 3

"Leave your backpacks by the door," demanded the clerk. 4

"Why?" asked Jacinta. 5

The woman shrugged her shoulders. "That's the policy." 6

"But the floor's slushy," Jacinta said. "We don't want our backpacks to get wet." 7

"I'm sorry, but I can't let you walk around with your backpacks. We've been having problems with theft lately." 8

"We're not trying to cause trouble, but . . ." 9

"My calculator is in my bag," Dave pleaded. "Somebody could steal it. I'd be in trouble if I lost it. What are we supposed to do?" 10

The woman glanced at the puddle spreading around their feet. Her forehead wrinkled and then she smiled. "Well . . . why don't you put your backpacks behind the counter? The floor's dry here, so they won't get wet, and they'll be safe." 11

"Sounds good," Jacinta nodded. "Thanks." 12

Dave smiled at Jacinta and sent her a knowing glance as he slipped his pack off his back. "Well that's one mess solved. Now how about that newspaper?" 13

Section IX: Reading (Narrative)

Answers:

1-B

2-D

3-D

4-B

5-D

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Why doesn't Jacinta obey the store clerk immediately?
- a Jacinta wants to prove she is not a thief.
 - b Jacinta wonders why the rule is in place.**
 - c Jacinta is afraid her backpack will get lost.
 - d Jacinta is worried that her calculator will get stolen.
- 2** The use of the ellipsis dots (...) in paragraph 9 indicates that
- a the clerk is interrupting.
 - b the conversation is over.
 - c a solution has been reached.
 - d the speaker has not completed a thought.**
- 3** The word "mess" in paragraph 13 refers to
- a the slushy floor.
 - b buying a newspaper.
 - c Jacinta's assignment.
 - d protecting the backpacks.**
- 4** Which paragraph refers to an event that has occurred before the students enter the store?
- a paragraph 3
 - b paragraph 8**
 - c paragraph 10
 - d paragraph 13
- 5** What is an effective title for this selection?
- a Winter Slush
 - b An Afternoon Visit
 - c The End of a Friendship
 - d Coming to a Compromise**



Section IX: Reading (Open Response)

Section IX: Reading

Ontario Secondary School Literacy Test

Written Answer

- 6** Describe how the store clerk's attitude changes in this selection. Use specific details from the selection to support your answer.

- 7** Explain whether or not Jacinta and Dave behave appropriately. Use specific details from the selection and your own ideas to support your answer.

Rough Notes

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



Acing the OSSLT - RULE #2

PROVIDE SPECIFIC DETAILS

Any open response questions, for reading or writing, require an answer to the writing prompt followed by specific, relevant details clearly connected to the response.

Question #6 – Highlight what you need to specifically address:

Describe how

the store clerk's attitude

changes in this selection.

- Use specific details from the selection to support your answer.

To answer this question you need to:

1. Clearly state what the clerk's attitude was to begin with and what it changed to.
2. Use specific, relevant details for support from the reading selection (quotes).
3. Clearly connect a quote to the initial attitude and a quote to the final attitude.

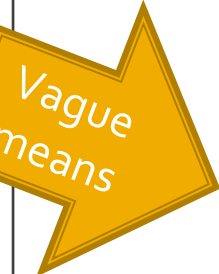



Acing the OSSLT

Rule #3

reading comprehension
details **MUST** be
from the text

Section IX: Scoring Guide for #6

<p>Code 20</p> 	<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</p> <ul style="list-style-type: none">• identifies a change in the store clerk's attitude and uses <u>vague</u> support from the reading selection as support. <p>OR</p> <ul style="list-style-type: none">• provides a <u>vague</u> description of a change in the clerk's attitude with support from the reading selection. <p>The response often requires the reader to make the connection between the main idea and supporting detail(s).</p>
<p>Code 30</p> 	<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 uses <u>specific and relevant</u> support from the reading selection to show <u>clearly</u> how the store clerk's attitude changes.</p>

Code 10 – no support

Describe how the store clerk's attitude changes in this selection. Use specific details from the selection to support your answer.

The Clerk's attitude went
from Being a Grinch
to kind.

Annotation:

This response identifies a change in the clerk's attitude (*went from Being a Grinch To kind*) but does not provide support.

Code 20 – a vague explanation

Describe how the store clerk's attitude changes in this selection. Use specific details from the selection to support your answer.

The store clerk's attitude changes from being demanding to being understanding like when the clerk said you can put it behind the counter so they wont get wet.

Annotation:

This response identifies how the clerk's attitude changes (*from being demanding to being understanding*) and provides a vague description for the idea of "understanding" (*the clerk said you can put it behind the counter so they wont get wet*).

The reader must make the connection between putting the backpacks behind the counter and an understanding attitude.

Check your answer: a Code 30

Describe how the store clerk's attitude changes in this selection. Use specific details from the selection to support your description.

How attitude changes

The clerk's attitude changes for the better in this selection. She starts with a strict attitude, but then her attitude changes, and she becomes more understanding. She demands them to leave their backpacks by the door in the beginning, but later she tries to be more understanding and let them put their bags behind the counter.

Support for strict

Support for more understanding

This response describes how the clerk's attitude changes (*She starts with a strict attitude...she becomes more understanding*). The response uses specific and relevant details to support the description (*For example, she demands them to leave their backpacks by the door in the beginning, but later she...let them put their bags behind the counter*).

Question #7 – Highlight what you need to specifically address:

Explain *whether or not*

Jacinta and Dave *behave*

appropriately.

Use specific *details from the selection* and your *own ideas* to support your answer.

To answer this question you need to:

1. Choose a side and state your opinion: behave *appropriately* or *inappropriately*.
2. Use specific, relevant support from the reading selection that describes their behaviour (quotes or attributions)
3. Clearly connect the quote to your opinion about the appropriateness of the behaviour.



Acing the OSSLT

Rule #3

reading comprehension
details **MUST** be
from the text

Section IX: Scoring Guide for #7

<p>Code 20</p>	<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 and information from the reading selection <p>The response uses <u>vague</u> support from the selection to explain whether or not Jacinta and Dave behave appropriately (e.g., a description of what each does).</p> <p>The response often requires the reader to make the connection between the main idea and supporting detail(s).</p>
<p>Code 30</p>	<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 uses <u>specific and relevant</u> support from the selection to explain <u>clearly</u> whether or not Jacinta and Dave behave appropriately.</p>



Code 10 – irrelevant support

- 7 Explain whether or not Jacinta and Dave behave appropriately. Use specific details from the selection and your own ideas to support your answer.

Jacinta need a newspaper for her assignment. The weather was snowy and wet. They need a place to have a rest. The clerk saw them shaking the snow from the boots and thought they were not come to buy things. Jacinta and Dave didn't behave appropriately because they didn't know what will the clerk think if they just came and bought a newspaper.

Annotation:

The response provides irrelevant support from the selection (*they didn't know what will the clerk think*) to support the opinion that Jacinta and Dave didn't behave appropriately.

Code 20 – a vague explanation

Explain whether or not Jacinta and Dave behave appropriately. Use specific details from the selection and your own ideas to support your answer.

Jacinta and Dave compromised with the clerk which proves that they had behaved appropriately. They consulted with the sales clerk instead of being aggressive and they came to a compromise.

Annotation:

This response provides an opinion (*they had behaved appropriately*) and uses vague support from the selection to explain it (*They consulted with the sales clerk instead of being aggressive and they came to a compromise.*).

Check your answer: a Code 30

Clear opinion

Specific detail from text

Relevance of detail to opinion: inappropriate behaviour

Do not Jacinta and Dave behave appropriately. Use specific details from the selection to support your answer.

Jacinta and Dave do not behave appropriately in this selection. If the store's policy is to not allow backpacks, they should comply. Even after the store clerk told them a second time that they are not allowed, they persisted. If all they are doing is getting a newspaper, that would take 30 seconds and they could offer to put their bags down.

The student provides a clear opinion (Jacinta and Dave do not behave appropriately) and uses specific details from the selection (If the store's policy is to not allow backpacks, they should comply, the store clerk told them a second time...).

Recap: Tips for Success – Short Write Reading

- **Highlight** the most important idea related to the question asked and use it to determine your answer.
- **Clearly answer** the question asked using the words from the question.
- **Quote** the part of the text that supports your answer.
- **Clearly connect** your supporting detail to your answer to the question asked (tell why it is relevant).

**Section X: Short Writing
Task - Open Response
(not based on reading)**



Acing the OSSLT

Rule #3

**When it comes to writing tasks,
MAKE UP the specific details.
(reading comprehension details
MUST be from the text)**

You can pull from:

- Your personal experience
- Experiences you know about
- TV, Movies, Video Games, Books...


Section X: Writing (Short Write)

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

- 1** If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

Rough Notes

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



Highlight what you need to specifically address:

If you could learn how to do something new,

what would it be

and why?

- Use specific details to explain your choice

To answer this question you need to:

1. Clearly state your idea – identify *a new thing you would learn.*
2. Use specific *details* that are relevant to the *new* thing
3. Clearly *explain* why these specific details make it something relevant to *you* (i.e. why you would want to learn that thing)

Tips and Tricks: Short Writing Task

- Start with answering the question and using the words from the writing prompt. *E.g. If I could learn how to do something new, it would be ...*
- Choose a specific example to illustrate your idea. *Use what you know from your own life, from school, from TV or movies to help you think of a good example*
- Make sure you close having clearly explained how your specific example supports your answer. *Don't make the reader have to connect the dots!*

Check your answer – 1-Vague vs Clear idea

Vague:

If I could learn how to do something new, it would be to fly.

Specific:

If I could learn how to do something new, it would be to fly a plane.

Check your answer – 2-Vague vs Specific Relevant Details

Vague:

If I could learn how to do something new, it would be to fly a plane. I would fly to places near and far. It could become my career.

Specific:

If I could learn how to do something new, it would be to fly a plane. I would fly to Hawaii, England, Switzerland and all the places I've never been. I could start an exciting and rewarding career as a pilot.

Check your answer – 3-Explain Relevance of Details

Vague:

If I could learn how to do something new, it would be to fly a plane. I would fly to Hawaii, England, Switzerland and all the places I've never been. I could start an exciting and rewarding career as a pilot. I would like to learn how to fly a plane because it would be fun for me.

Check your answer – 3-Explain Relevance of Details

Specific:

If I could learn how to do something new, it would be to fly a plane. I would fly to Hawaii, England, Switzerland and all the places I've never been. I could start an exciting and rewarding career as a pilot. I'm an adventurous person who loves to travel, so learning how to fly a plane would help me see the world.

Caution!

- You only have six lines to write on. Words past the sixth line aren't read! Don't write so small that the reader can't make out what you've written!
- You need more than 20 words to get a score for writing conventions.
- Try to write on at least five of the lines.

Rough Notes should look like

- **Idea**
- **Specific details**
- **Connection of idea to details
(explains relevance of details)**

Tips for Success – Short Write Writing

- **Brainstorm** ideas that you could use to answer the question. **Create** at least one specific detail for each idea. **Choose** the idea with the most compelling detail.
- **Clearly answer** the question asked using the words from the question.
- **Tell about** the specific detail that you created. It might be an example or an explanation.
- **Clearly connect** your answer in the first sentence and your supporting detail to the question asked.

Check your work

- Did you clearly *identify what you'd like to learn* (either by name or by description)?
- Did you give *one or two specific details* of what the new learning involves?
- Did you clearly explain why your details justify or explain why *you* would like to learn it?

Code 10 – only answers question (no details or explanation)

- 2 If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

If I could learn to do something new, it would be how to fly.

Annotation:

This response identifies something new to be learned (*how to fly*) but does not provide an explanation for why the writer wants to learn it.

Code 20 – vague explanation (fun) and vague connection (why easily?)

If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

Skateboard because it looks like
a lot of fun and I think I would be
able to do it easily

Annotation:

This response identifies something new to be learned (Skateboard) and provides a vague explanation (it looks like a lot of fun, I would be able to do it easily).

Code 30 – specific, relevant details

- 2 If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

I could learn how to do something new, it would be how to drive. I want to learn how to drive, so that I can get my license as soon as possible. When I get my license, I will be much more independant. I will be able to drive myself to school or to my friends houses. I will also be able to help my parents by transporting my brother, or running errands. This is why I want to learn to drive.

Annotation:

This response identifies something new to be learned (*how to drive*) and provides a clear explanation using specific and relevant details (*I will be much more independant, I will be able to drive myself to school...help my parents by transporting my brother, or running errands*).

Four specific details!

Writing Conventions

Scoring Guide for Short Writing Conventions Section X Short Writing

Writing Prompt: If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

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

Do you have more than twenty words?

Do you have a capital letter at the beginning of each sentence?

Silently read what you have written as if you were reading it to someone else, and listen to yourself in your mind.

Do you have a comma for each pause?

Do you have a period at the end of a complete thought?

Code 10 – run-on, missing punctuation, wrong words

- 2 If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

I could learn how to do something new culture or history because they will help me to understand what they mean or tried teach us about their culture or history. They will make me to falling in love to learn culture and history. I could know as well about them.

Annotation:

Errors in usage distract from communication (*I could learn how to do something new culture or history, They will make me to falling in love to learn*).

Code 20 – small errors and sentence fragment do not detract

- 2 If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

If I could learn how to do something new I would want to learn how to be a better individual. To be able to control myself better when I get angry, to be nicer and more respectful to my peers and classmates and more respectful to authority, ie teachers and principles.

Annotation:

The missing comma after "new", a spelling error (*principles*) and the sentence fragment that makes up the second half of this response do not distract from communication.

Section XI: Reading Graphic Text

Section XI: Reading (Graphic Text)

Section XI: Reading

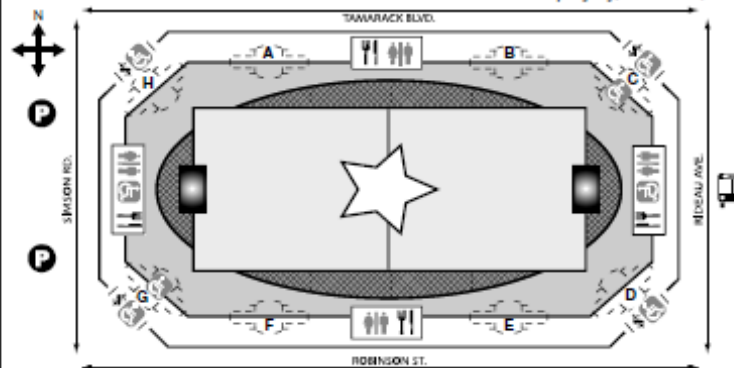
Ontario Secondary School Literacy Test

Read the selection below and answer the questions that follow it.

SportsPlex Stadium Preliminary Design Proposal Submitted to City Council

This first drawing should give you an idea of the design for a multi-purpose sports facility. I will be happy to discuss hiring an engineer to develop a drawing to scale that will include the structure of the stadium's frame. I am looking forward to future discussions with you about design details and cost.

Respectfully, N. Gilmour, Architect



Bird's-Eye View
Drawing is not to scale

LEGEND	COST CONSIDERATIONS
Main seating area (20 000 seats)	No Cost
Track area and extra seating (10 000 seats)	<ul style="list-style-type: none"> Land donation: value of \$1.2 million Existing municipal parking lot
Main field	Cost of Current Design
Seating area entrance	<ul style="list-style-type: none"> Current seating capacity (15 000): \$4.6 million
Sponsor logo (to be determined)	Additional Cost Considerations
Megaview video screens	<ul style="list-style-type: none"> Upper balcony seating: \$800 000 VIP box seats and lounge: \$300 000 Rooftop lights: approximately \$100 000 (depending on roof materials)
Nearby streets	
Wheelchair accessible	
Concessions	
Ticket booth and stadium entrance/exit	
Parking	
Bus transportation	

Section XI: Reading (Graphic Text)

Answers:

1-C

2-D

3-B

4-C

5-D

6-D

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1 The purpose of the italicized text under the title is to provide
- a a reason to hire an engineer.
 - b an explanation of the structure.
 - c an introduction to the proposal.
 - d an overview of the design details.
- 2 In this selection, "Bird's-Eye View" means
- a a scale view.
 - b a detailed view.
 - c a structural view.
 - d an overhead view.
- 3 What does the ☆ indicate?
- a A star is the city's trademark.
 - b A company can advertise here.
 - c The roof has a star-shaped opening.
 - d "The Stars" is the name of the sports team.
- 4 The arrows surrounding the building
- a indicate the visitor parking area.
 - b direct spectators to the entrances.
 - c show the streets next to the stadium.
 - d designate the roofline of the stadium.
- 5 On which side of the stadium is the parking located?
- a north
 - b south
 - c east
 - d west
- 6 Which of the following details does N. Gilmour expect to be a topic for future discussions with city council?
- a the purchase of land
 - b the availability of parking
 - c the number of video screens
 - d the cost of including VIP box seats

End of Book 2

Acing the OSSTL



RULE #1 – NEVER, EVER, LEAVE IT BLANK!

RULE #2 - PROVIDE **SPECIFIC** DETAILS

RULE #3 – WHEN IT COMES TO WRITING
TASKS, **MAKE UP** THE SPECIFIC
DETAILS

(reading task details **MUST** be from the text)

RULE #4 –REPORT LIKE A REPORTER

**Practice
makes
perfect!**

Good Luck
Everyone!
Go back to
class 😊