

Ontario Secondary School Literacy Test

**Released April 2018 OSSLT**

**Item-Specific Rubrics and Sample**

**Student Responses with Annotations**

**EQAO OSSLT April 2018**  
**Scoring Guide for Long Writing Topic Development**  
**Section I Opinion**

**Q:** Does homework improve learning?

<b>Code</b>	<b>Descriptor</b>
<b>Blank</b>	The pages are blank with nothing written or drawn in the space provided.
<b>Illegible</b>	The response is illegible, or irrelevant to the prompt.
<b>Off topic</b>	The response is off topic.
<b>Code 10</b>	<p>The response is related to the prompt but does not express an opinion.</p> <p><b>OR</b></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>
<b>Code 20</b>	<p>The response is related to the prompt, but only part of the response expresses and supports an opinion.</p> <p><b>OR</b></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>
<b>Code 30</b>	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.
<b>Code 40</b>	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.
<b>Code 50</b>	The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.
<b>Code 60</b>	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.

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Section I Opinion

## Code 10

I Do NOT Know IF Homework improves  
Learning Because I have never Done any Homework.  
I guess Homework might improve some kids  
Learning if they Do, Do Homework.

**Annotation:** The response provides two statements of opinion (*I do not know if homework improves learning because I have never don't any homework..., I guess homework might improve some kids learning if they do, do homework.*) but does not provide supporting details for either statement.

There is no evidence of organization.

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## Code 20

I do think that home work improves learning because when you do Home work to Shows you how to do what it is.

Secondly, I think Home work help learning is because when you do it ~~it~~ helps you remember remember how to do it and so you know of the top of your head what the answers are and you pass the test

Finally, This is I think doing home work will help improve your learning and it will help you to get a better mark to pass and get the credit.

**Annotation:** The response is related to the prompt, and expresses and supports an opinion (*I do think that home work improves learning...*). There are repetitious supporting details in the first two paragraphs (*...when you do homework to shows you how to do what it is... when you do it helps you remember how to do it...*). The third paragraph adds minimal additional information (*...it will help you get a better mark to pass and get the credit*), but overall, the details are still insufficient.

There is limited evidence of organization.

## Code 30

My opinion on, does homework improve learning?  
Homework to me does not improve learning  
because it is work that is meant for home,  
and it is just extra work you do for things  
you already have been working on or for  
work that you already know. If homework  
improved your learning it should be for  
work on a new lesson or new subject.

Homework to me is pointless because most  
of the time people just copy off friends or  
other people, the next day if they don't have  
it don't. Also alot of people don't do homework  
because it isn't worth alot of marks so kids  
and teens don't care to much for it.

These are the reasons why I don't  
think that homework improves your  
learning.

**Annotation:** The response is related to the prompt and expresses a clear opinion (*Homework to me does not improve learning...*). There are insufficient details and the details included are vague (*...it is just extra work you do for things you already have been working on or for work you already know*).

Although limited use is made of transition words, there is evidence of organization with an introduction, a body and a concluding statement.

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## Code 40

Yes, I believe that homework is beneficial to your learning because it is easier to remember things when you write it down. Secondly, the questions that you do may be on a test that you have, and lastly, if you do work several times then you will start to understand it.

Firstly, I believe it is easier to remember things when you write it down because when you write you begin to think about what you're writing. So as you're writing, everything that that you think about gets memorized in your brain.

Secondly, I believe that some of the questions that you do in your homework may be on the tests that you get later on, so if you complete the homework, most likely you will get good marks on a test that you were not prepared for.

Lastly, I believe doing homework will improve your learning if you tend to do similar questions several times because the more you do homework is the more you'll understand. For example, if you play the same song several times in your headphones, then it is very likely that it will get stuck in your head.

**Annotation:** A clear and consistent opinion is developed (Yes, I believe that homework is beneficial to your learning...) with sufficient supporting details. Most details are general (...when you write you begin to think about what you're writing.); homework, some are specific (...if you play the same song several times in your headphones, then it is very likely that it will get stuck in your head.).

The organization is mechanical (Firstly...Secondly...Lastly...) and follows the order laid out in the introductory paragraph. There is an introduction, a body and a conclusion.

## Code 50

In school, students are forced to do homework out of class, on their own time. Some people believe that doing so does not improve your learning what so ever. But in my opinion, I believe it does for these three reasons. Doing homework like text book work is easier for some students to learn than listening to a teacher talk all day, it helps students that struggle in subjects, and it can get students more responsible and prepared for college.

First of all, doing text book work is easier for some students to learn than listening to a teacher talk all day. Some students find it hard to listen to a teacher talking about a lesson because they can not focus very well with the multiple distractions that are in the class room. Distractions may cause students to doze off and not pay attention to the teacher which will affect their grade poorly. But if students go home and do the homework that is assigned by their teacher, they can go into a quiet room and learn what they missed in class to catch up and improve their mark. Therefore, I believe homework does improve learning.

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Second of all, homework can help students that are struggling. If a student is paying attention but still can not understand the subject to the fullest, homework can help. Those students just have to go home and do the extra work assigned to help them understand more. If the students keep this up their mark is guaranteed to go up and improve because the homework is like extra help. Therefore, I believe that homework does improve learning.

Last of all, doing your homework in high school and getting it all done every night is a good habit because it gets you more responsible and ready for college. In college you have to be able to take on big responsibilities for your future career and things like homework will help students get ready and prepared for responsibilities. Therefore, I believe that homework does improve learning.

Overall, I think that homework does improve learning for these three reasons. It is easier for some people to learn, it can help students that are struggling, and get you prepared for big responsibilities that may occur later in life.

**Annotation:** A clear and consistent opinion is developed (...But in my opinion, I believe it does...Therefore I believe homework does improve learning...) with sufficient specific supporting details (...they can not focus very well with the multiple distractions that are in the room...In college you have to take on big responsibilities for your future career). Reasons are developed with examples and explanations (If students go home...they can go into a quiet room and learn what they missed in class to catch up and improve their mark).

The organization is logical. The body develops the ideas from the introduction and the main ideas are then summarized in the concluding paragraph.



## Code 60

Homework is the one word students dread hearing. Many kids hate the idea of going home from school, just to do more school. Little do students know that homework is only helping them. Homework allows students to practise, homework gives students something to do, and it strengthens a child's mind.

Students often think practise isn't important. \_\_\_\_\_ conducted a survey that showed 85% of students believe that extra practise isn't important. This is untrue. Practising allows students to think and gives them chances to present questions to a teacher for clear understanding. Also, practise makes students remember better. Not as pointless as students think.

Students usually get home and are distracted by social media, games, or television. 63% of students spend over 5 hours at night on electronics. Homework gives students something important to do. Instead of playing mind rotting games, homework makes students exercise their skills. Kids will be doing something productive that is helping them learn more useful things. Homework is a better distraction at home and it encourages students to be able to learn and clarify the material. Homework is more productive and can keep students from forgetting all the knowledge that they have learned.

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Section I Opinion

children have brains that are developing. Homework strengthens the brain. According to David Joe, a neurologist, spending 1-3 hours doing homework a day decreases the risk of AD H D in children. Homework makes students practise so they are constantly learning. Student can develop new learning strategies that will help their brains. The brain is excersized by homework and improves the ability to learn.

As you can now see, homework is very important. Learning something will only stick with a student for a certain time but homework creates work in which a student can practise, do at home throughout the day, and improve their brain. Learning without homework would make students forget easily so therefore, homework only improves learning ability.

**Annotation:** A clear and consistent opinion is developed (...homework is only helping them...homework makes students exersize their skills...homework is very important...) with sufficient specific supporting details that are thoughtfully chosen (...conducted a survey that showed 85% of students believe that extra practice isn't important...Practising allows students to think and gives them chances to present questions to a teacher; Homework strengthens the brain. According to David Joe, a neurologist, spending 1 – 3 hours doing homework a day decreases the risk of ADHD in children.)

The organization is coherent and demonstrates a thoughtful progression of ideas. The introduction and topic sentences are effective in engaging the reader. The student's arguments are introduced in the first paragraph and they are further developed in the body paragraphs. The conclusion summarizes the main points and extends the student's arguments (*Learning without homework would make students forget easily so therefore, homework only improves learning ability.*).

**EQAO OSSLT April 2018**  
**Scoring Guide for Long Writing Conventions**  
**Section I Opinion**

**Q:** Does homework improve learning?

<b>Code</b>	<b>Descriptor</b>
<b>Code 10</b>	There is insufficient evidence to assess the use of conventions. <b>OR</b> Errors in conventions interfere with communication.
<b>Code 20</b>	Errors in conventions distract from communication.
<b>Code 30</b>	Errors in conventions do not distract from communication.
<b>Code 40</b>	Control of conventions is evident in written work.

**Conventions** refers to grammar, usage, spelling and punctuation.

**Clarification of Descriptors for Conventions**

- **Insufficient evidence:** The student has not written enough to assess his/her use of conventions.
- **Interfere:** Reading rhythm is constantly interrupted. There is so much re-reading that the reader cannot recall what the piece of writing said overall.
- **Distract:** Reading rhythm is interrupted, even if the information can be understood. The reader is as aware of the errors as of the information being communicated.
- **Do not distract:** There may be errors, but they do not impede understanding of the information.
- **Control:** Written work demonstrates consistent and correct use of conventions expected by the end of Grade 9, such as verb endings, the spelling of homophones, end punctuation, the apostrophe and quotation marks. A few errors may exist.

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Scoring Guide for Long Writing Conventions  
Section I Opinion

## Code 10

gives a better education ienhances brain  
power develops concentration helps  
to gain patience in general life.  
assists in jobs focus improves oral  
and written skills. Prepares you for  
the next level of learning, attain  
better job and money

**Annotation:** Errors in conventions interfere with communication. The response is one long, incomplete sentence. In addition, there is no capital letter to begin the response (*gives*), missing commas (after *education...concentration...*), missing punctuation (after *patience...* and at the end of the response), incorrect punctuation (comma after *skills*), and incorrect diction (*attain better job*).

## Code 20

yes homework does improve learning it exercises the brain with stuff you're doing in class another is it improves learning skills so you'll achieve more in that subject

firstly while doing homework your mind will improve skills you lack like math.

I can also improve learning and listening skills so you'll actually want to learn more to improve more

Secondly homework exercises the brain raising your IQ which is always a good thing for growing minds. It can also produce mental skills that'll make you faster at solving work problems.

Thirdly homework improves or increases your skill levels in class physically and mentally.

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Section I Opinion

Thats why I think, home work increases  
your learning, it will exercise your brain;  
raise your IQ and improve mental and  
physical skills.

**Annotation:** Errors distract from communication. Reading rhythm is frequently interrupted by missing and incorrect punctuation and misspellings (*yes homework does improve learning it exercizes the brain with stuff your doing in class another is it improved learning skills so you'll achive more in that subject...I can also improve learning and listening skills so you'll actually wanna learn more to improve more*).

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Section I Opinion

## Code 30

In my opinion I strongly agree that homework improves learning. Students who do their homework has a greater chance to excel in life. By doing their homework students will stay on top of their studies, get excellent grades and gaining a understanding that homework is partice.

Students who pay attention to their homework and complete the work will be improving their knowleged for that subject. For example Math; Math is a hard subject to understand. student who could care less about their homework will have a harder time to comprehend the work, then a student that completed their homework. This is because student that do their work will understand it in the up coming future, like quizzes and tests.

Grades are an important factor in a students life. But it's how much effort one puts into it. If students are doing their homework every night, and asking questions when they need it. As well as working as hard as posible they will benefit towards excellent grades. This will also enhance their confidence to work even harder. But if there's a person who does not care at all or wants to put the slightest bit of effort their grades will be sloppy and low.

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Section I Opinion

Partice is a good thing in life, IF you dont get it right the first time then you try again. That's exactly what homework is. You repate it and get better at it. You fix all the problem to excel. The more a student partices their homework question the faster, better and more accurate a student will be for every subject. This will make student learn new things and developpe a high understand for the one subject. For example english. If the student does not do their homework they will be under a lot of stress, then a student that does all their homework.

In conclusion, if student understand the Importance of homework or how it benefit their improvement of learning they can be brilliant people. Only if they stay on top of there homework, care about their grades and understanding homework is partice.

**Annotation:** Despite their frequency, errors in conventions do not distract from communication. Errors include a lack of subject-verb agreement (*students who do their homework has...*), misspelled words (*ganging, partice, compelt, confiendence...*), punctuation (*students*), comma splice (*Partice is a good thing in life, if you don't get right...*), and an incomplete sentence (*For example english*).



## Code 40

In my opinion I think that doing homework can help students improve their learning in many different ways. Three different ways that can help you improve is that it can help you practice the lessons and ask questions, it can help jog your memory about what you're doing in class so you don't forget, and doing homework also prepares you for tests and exams.

First off, homework helps you practice for up coming assignments and you can ask questions. For this I think of math, it's almost like the more homework you do and the more questions you ask the better marks you will end up getting. This will help in the long run.

Second, doing homework helps you process what you've learned in class and helps you remember. Doing homework every night will make sure that you don't forget what's going on during class, and will help you when it comes to tests you will be the most prepared.

Third, doing all of the homework will make sure that you are ready for all tests and assignments. While doing all of the homework you will know exactly what's on the test and will know all of the expectations that the teacher is looking for.

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Section I Opinion

In conclusion, this is why I believe it is important to have homework and long term it will help all students be successful in their school years.

**Annotation:** Control of conventions is evident through the use of consistently correct sentence structure and in proper punctuation. There are a few errors, including a comma splice (*For this I think of math, it's almost like...*), a missing apostrophe (*whats*), and a few missing commas.

**EQAO OSSLT April 2018**  
**Scoring Guide for Reading Open Response**  
**Section IV Dialogue Question 6**

**Q.** What do Anton's words and actions reveal about his character? Use specific details from the selection to support your answer.

<b>Code</b>	<b>Descriptor</b>
Blank	<b>nothing written or drawn in the lined space provided</b>
Illegible*	<p><b>response is illegible</b></p> <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>A <u>comment on the task</u> (e.g., I don't know).</p>
Off topic/ Incorrect*	<p><b>response is off-topic, irrelevant or incorrect</b></p> <p>A typical <u>off-topic</u> response provides no information from the reading selection to indicate reading comprehension.</p> <p>A typical <u>irrelevant</u> response comments on the reading selection (e.g., I don't understand the story) <b>or</b> simply restates the question.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question <b>AND/OR</b> the ideas in the reading selection.</p>
Code 10	<p><b>response indicates minimal reading comprehension</b>  <b>response provides minimal or irrelevant ideas and information from the reading selection</b></p> <p>The response indicates what Anton's words and actions reveal about his character and provides:</p> <p>minimal information from the selection  <b>OR</b>  one or more things that Anton says or does with no evidence from the selection about what they reveal about his character  <b>OR</b>  irrelevant support from the reading selection (i.e., a retell of events in the selection).</p>
Code 20	<p><b>response indicates some reading comprehension</b>  <b>response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</b></p> <p>The response indicates what Anton's words and actions reveal about his character and provides vague support from the selection to explain how.</p> <p>The response often requires the reader to make the connection between the information and ideas provided from the selection and what these details are intended to prove.</p>
Code 30	<p><b>response indicates considerable reading comprehension</b>  <b>response provides accurate, specific and relevant ideas and information from the reading selection</b></p> <p>The response uses <u>specific and relevant</u> support from the reading selection to <u>clearly</u> explain what Anton's words and actions reveals about his character.</p>

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Scoring Guide for Reading Open Response  
Section IV Dialogue Question 6

## Code 10

Anton's words and actions reveal that  
he likes to help people and give  
them advice when he sees people  
struggling in something.

**Annotation:** The response identifies what Anton's words and actions reveal about his character (*he likes to help people and give them advice*) with minimal information from the selection to support the response.

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Scoring Guide for Reading Open Response  
Section IV Dialogue Question 6

## Code 20

Anton's words and actions reveal that his character is helpful. His character is helpful because he takes the time to explain to Olivia his co-op placement and OYAP so that it could help her choose her grade 11 courses when she was having a hard time doing it on her own.

**Annotation:** The response indicates what Anton's words and actions reveal about his character (*helpful*) and provides vague support from the selection to explain why (*takes the time to explain to Olivia his co-op placement and OYAP so that it could help her choose her grade 11 courses*).

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Scoring Guide for Reading Open Response  
Section IV Dialogue Question 6

## Code 30

Anton's words and actions reveal that he is a supportive friend. His friend, Olivia, is undecided about which grade 11 courses she should choose. After learning that she wants to pursue a career in auto-body repair, he recommends that she sign up for OYAP, and informs her about the program. This shows that he is supportive because he listens to her concerns and offers sound advice.

**Annotation:** The response indicates what Anton's words and actions reveal about his character (*a supportive friend*) and provides specific and relevant support from the reading selection to clearly explain how (*His friend, Olivia, is undecided about which grade 11 courses she should choose; he recommends that she sign up for OYAP, and informs her about the program; he listens to her concerns and offers sound advice*).

**EQAO OSSLT April 2018**  
**Scoring Guide for Reading Open Response**  
**Section IV Dialogue Question 7**

**Q.** Why is the Ontario Youth Apprenticeship Program a good option for some students? Use specific details from the selection to support your answer.

<b>Code</b>	<b>Descriptor</b>
Blank	<b>nothing written or drawn in the lined space provided</b>
Illegible*	<p><b>response is illegible</b></p> <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>A <u>comment on the task</u> (e.g., I don't know).</p>
Off topic/ Incorrect*	<p><b>response is off-topic, irrelevant or incorrect</b></p> <p>A typical <u>off-topic</u> response provides no information from the reading selection to indicate reading comprehension.</p> <p>A typical <u>irrelevant</u> response comments on the reading selection (e.g., I don't understand the story) <b>or</b> simply restates the question.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question <b>AND/OR</b> the ideas in the reading selection.</p>
Code 10	<p><b>response indicates minimal reading comprehension</b>  <b>response provides minimal or irrelevant ideas and information from the reading selection</b></p> <p>The response indicates why the Ontario Youth Apprenticeship Program is a good option for some students and provides minimal information from the selection  <b>OR</b>  provides one or more details from the selection with no explanation why OYAP is a good option for some students  <b>OR</b>  provides irrelevant support from the reading selection (i.e., a retell of events in the selection or the student's own ideas).</p>
Code 20	<p><b>response indicates some reading comprehension</b>  <b>response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</b></p> <p>The response indicates why the Ontario Youth Apprenticeship Program is a good option for some students and provides vague support from the selection.</p> <p>The response often requires the reader to make the connection between the information and ideas provided from the selection and what these details are intended to prove.</p>
Code 30	<p><b>response indicates considerable reading comprehension</b>  <b>response provides accurate, specific and relevant ideas and information from the reading selection</b></p> <p>The response uses <u>specific and relevant</u> support from the reading selection to <u>clearly</u> explain why the Ontario Youth Apprenticeship Program is a good option for some students.</p>

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Section IV Dialogue Question 7

## Code 10

Why is the Ontario Youth Apprenticeship program a good option for some students? It would be a good option because even before graduating you can start accumulating hours to become certified.

**Annotation:** The response indicates why the Ontario Youth Apprenticeship Program is a good option for some students (*because even before graduating you can start accumulating hours to become certified*) and provides minimal support from the selection.



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Section IV Dialogue Question 7

## Code 20

The Ontario Youth Apprenticeship program is a good option for some students because you could start accumulating hours to become at that job before you graduate. It shows the potential apprenticeships options listed for that job. It tells the number of hours you need in order to get your certification.

**Annotation:** The response indicates why OYAP is a good option for some students (*start accumulating hours to become at that job before you graduate, it shows the potential apprenticeships options listed for that job, tells the number of hours you need in order to get certification*) and provides vague information from the selection to support the response. The reader must make the connection between the idea provided from the selection and what these details are intended to prove.

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Section IV Dialogue Question 7

## Code 30

I believe the Ontario Youth Apprenticeship Program is a very good choice for some students because it provides the opportunity to learn in a new and different way for example, Olivia says, "I don't want to sit all day—I want to do something." She shows that not everyone learns by sitting and reading, but rather by doing. OYAP is proven to be effective by Anton because he learned a lot of helpful skills, like running wires and setting the switch boxes, which he can't learn in a classroom. OYAP is helpful to many kids who learn differently.

**Annotation:** The response indicates why the Ontario Youth Apprenticeship program is a good option for some students (*provides the opportunity to learn in a new and different way*) and uses specific and relevant support from the selection with a clear explanation (*She shows that not everyone learns by sitting and reading; "I don't want to sit all day—I want to do something"; OYAP is proven to be effective by Anton because he learned a lot of helpful skills, liking running the wires and setting the switch boxes, which he can't learn in a classroom*).

**EQAO OSSLT April 2018**  
**Scoring Guide for Short Writing Topic Development**  
**Section V**

**Q:** Name an event you would like to attend. Use specific details to explain why you would like to attend this event.

<b>Code</b>	<b>Description</b>
Blank	<b>nothing written or drawn in the lined space provided</b>
Illegible*	<p><b>response is illegible</b></p> <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*	<p><b>response is off-topic or irrelevant to the prompt</b></p> <p>A typical <u>off-topic</u> response does not identify or describe an event or explain why the student would like to attend.</p> <p>A typical <u>irrelevant</u> response comments on the topic or simply restates the question.</p>
Code 10	<p><b>response is not developed or is developed with irrelevant ideas and information</b></p> <p>The response</p> <ul style="list-style-type: none"> <li>identifies or describes an event but does <u>not provide an explanation</u> for why the student would like to attend the event</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>identifies or describes an event but provides an <u>irrelevant, or generic or an underdeveloped explanation</u> for why the student would like to attend the event.</li> </ul>
Code 20	<p><b>response is developed with vague ideas and information; it may contain some irrelevant ideas and information</b></p> <p>The response identifies or describes an event</p> <ul style="list-style-type: none"> <li>provides a <u>vague explanation</u> for why the student would like to attend the event</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>provides <u>vague</u> details to support an explanation for why the student would like to attend the event</li> </ul> <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	<p><b>response is developed with clear, specific and relevant ideas and information</b></p> <p>The response identifies or describes an event and uses <u>specific and relevant details</u> to <u>clearly</u> explain why the student would like to attend the event.</p>

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Section V

## Code 10

IF I had to attend one event it would probably be a concert for my favorite singer because ive always wanted to go see them and I think it would be a fun new experience.

**Annotation:** The response identifies an event (*a concert for my favorite singer*); however, the response is underdeveloped (*ive always wanted to go see them*) and generic (*and I think it would be a fun experience*).

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Section V

## Code 20

I would want to attend a fundraising event. Why? Because I like helping people in need and so I think a fundraising event would be a great place to go! Help others make money to give people in need is really fun because you not only making other people happy but you also making yourself proud for helping others.

**Annotation:** The response identifies an event (*a fundraising event*) but provides vague details (*I like helping people in need; would be a great place to go; making yourself proud for helping others*) to explain why the student would like to attend the event.

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Section V

## Code 30

I would like to go the Ed Sheeran concert in July. Firstly, his album, "Divide", released this year is one of the best overall albums that I have listened to. It has a large variety of amazing songs, from slow ballads to upbeat pop. Seeing these songs performed live would make for a heightened listening experiences. Secondly, this concert is convenient as it takes place over the summer, as well as the venue being located in Toronto, a city I live near. Overall, I believe this Ed Sheeran concert would be a memorable, yet realistic, event to attend.

**Annotation:** The response identifies an event the student would like to attend (*the Ed Sheeran concert in July*) and provides specific and relevant details to explain why the student would like to attend the event (*Firstly, this album, "Divide"...slow ballads to upbeat pop...heightened listening experience...convenient, the venue being located in Toronto*).

**EQAO OSSLT April 2018**  
**Scoring Guide for Short Writing Conventions**  
**Section V**

**Q:** Name an event you would like to attend. Use specific details to explain why you would like to attend this event.

Code	Use of Conventions
<b>Insufficient</b>	<b>Insufficient</b> <ul style="list-style-type: none"> <li>response provides insufficient evidence to assess use of conventions</li> </ul>
<b>Inadequate</b>	<b>Inadequate</b> <ul style="list-style-type: none"> <li>serious errors in syntax, grammar, usage, spelling and/or punctuation prevent communication</li> </ul>
<b>Code 10</b>	<b>Limited control of conventions</b> <ul style="list-style-type: none"> <li>rules of syntax, grammar, usage, spelling and/or punctuation are applied without accuracy and/or consistency</li> <li>errors in conventions distract from communication</li> </ul>
<b>Code 20</b>	<b>Competent control of conventions</b> <ul style="list-style-type: none"> <li>rules of syntax, grammar, usage, spelling and punctuation are applied with accuracy and consistency</li> <li>errors in conventions do not distract from communication</li> </ul>

**Clarification of Descriptors for Conventions**

- **Insufficient evidence:** The response is fewer than 15 words not including the repetition of the prompt.
- **Control** reflects the standard of written communication expected by the Ontario Curriculum to the end of Grade 9.
- **Conventions** refer to syntax, grammar, usage, spelling and punctuation.
  - **Syntax** refers to the rules that govern the ways words are combined and ordered to form meaningful phrases, clauses, and sentences.
  - **Grammar** refers to the set of rules governing the use of language. These include correct use of verb tense, subject-verb agreement, pronoun use, etc.
  - **Usage** refers to the correct use of words and phrases.
  - **Spelling** refers to the forming of words with letters in an accepted order.
  - **Punctuation** refers to the marks, such as period, comma, and parentheses, used in writing to separate sentences and their elements and to clarify meaning.

## Code 10

An event that I would like to attend is a Blue Jay's game because base ball is my favourite sport and the Blue Jay's are my favourite team and if I went to a Blue Jay's game if they hit the ball out into the crowd, I would love to be the one who catches the ball.

**Annotation:** Limited control of conventions is evident in various types of errors:

- run-on sentence
- incorrect use of the apostrophe (*Blue Jay's*)
- spelling (*catchs*)



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## Code 20

An event I would like to attend would be SneakerCon. I would like to attend this event because many youtubers go to this and you can have a chance to meet them. The youtubers sell exclusive merchandise you can buy for cheap, as well as sneakers. There is games to play, meet and greets, many things to buy and more. The best part about this event is that it's free.

**Annotation:** Competent control of conventions is demonstrated in this response.