

# OSSLT PRACTICE TEST

BOOKLET #2

ANSWERS

**SECTION: G**

**OPINION  
PARAGRAPHS  
ANSWER  
EXAMPLES**

**Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1**

<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 style="text-align: center;"><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 style="text-align: center;"><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.

Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1

Code  
10

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

In my opinion, the answer to the question "is it a good idea for high school students to have a part-time job" depends entirely on the point of view of the person asking it and the circumstances of the high school students, for instance

**Annotation:**

The response expresses an opinion (*depends entirely on the point of view and the circumstances* ) with no supporting details. There is no evidence of organization.

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Code  
20

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

I think It is good for high school students to have a part-time job because It teaches us responsibility's at a young age, and to have self goals.

On the other hand a job in high-school may not work out as good because it would be hard to balance say if you have alot of school work, and play a sport 4-5 times a week, you may not have time would be the problem there.

**Annotation:**

The response is related to the prompt, and expresses and supports an opinion, but the opinion is inconsistent (yes in the first paragraph and no in the second paragraph). There are insufficient supporting details: too few.

Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1

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.

**Annotation:**

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.

Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1

Code  
40

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

I think that it is a good idea for students to have a part time job.

One reason is because you have money, then you don't have to ask your parents for money whenever you want to buy something you can buy it yourself.

Another reason is you don't waste time. Lets say you have no homework one day and all you do at home is waste time watching tv. so if you have a job you don't waste time.

A final reason is that it teaches you how to be responsible. If you have a job and you are not responsible you will get fired, so it teach you how to responsible.

That is why I think students should have a part-time job.

Annotation:

The response develops a clear and consistent opinion and is developed with sufficient supporting details, of which some are general (*whenever you want to buy something teaches you how to be responsible*) and some are specific (*Lets say you have no homework waste time watching TV*). The organization is mechanical and any lapses do not distract from the overall communication (*One reason another reason That is why I think* ).

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Section VI Opinion Question 1

Code  
50

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

Students having a part-time job is a very interesting topic. In my opinion, I believe that it is a great idea for students to have part-time jobs for three main reasons. Firstly, it provides them with work experience that can be developed and further explored in future occupations. Secondly, it teaches students important personal skills and how to work socially with other co-workers. Lastly, I believe that it gives the students a chance to give back to their community.

First of all, working part-time jobs at an early age allows us students to develop mature skills and work experience. Going to work only when you are an adult is a disadvantage because you have to learn everything right from scratch. When you have the ability to explore different jobs as a student, I think that you can learn life-time experiences that you will need in future occupations. It is much easier to develop and explore new ideas as an employee when you are young so you can learn from your mistakes and use them to your advantage to build on these experiences. Altogether, I believe that working a part-time job as a student provides you with learning experiences everyday.

Secondly, along with experience, part-time jobs teach you important personal skills. Working as a student teaches



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Section VI Opinion Question 1

you skills such as responsibility, respect for co-workers, and most importantly, social skills. You can develop these skills everyday on a part-time job but what is key is that you can improve on these skills and use them as an adult. What better way is there to learn how to treat others and take care of yourself than to develop them at an early age. Also, working as a student allows you to learn how to manage your time efficiently. As a whole, it allows you to develop many skills needed for future jobs.

Finally, I think that working at a young age gives students a chance to give back to their community. People are always stressing on how us teenagers do not do enough for society and part-time jobs allows us to do this. It also allows us to provide everyday services to people. Altogether, students can get involved in their communities and give back good service to everyone.

In conclusion, I believe that giving students part-time jobs is a great idea. It gets students off the streets and into great learning experiences. It not only provides us with great skills but teaches us discipline and responsibility. It gives teenagers a chance to become personable and develop for future endeavors.

**Annotation:**

A clear and consistent opinion is developed with sufficient specific supporting details (each paragraph is developed with specific details and this is explained in the first paragraph). The organization is logical (*First of all Secondly, along with experience Finally In conclusion*).

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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.

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Section VI Opinion Question 1

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. ~~Ability~~, 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.

**Annotation:**

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.

**Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1**

<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.

Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

Code  
10

It is a good idea for \_\_\_\_\_

**Annotation:**

There is insufficient evidence to assess the use of the conventions (fewer than 20 words).

Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

Code  
20

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

Well i think its a good idea if kids have a part time job because its experience for kids and teaches Highschool kids a valuable life lesson and how to earn something in life and to know you gotta work for things in life and that not every thing is giving to you and that you have to work to get where you want in life so its kind of a disciplin thing to depending the way you look at it and plus its money in there that teaches them the value of saving and spending money how to keep track of your finances so a part time job kids prepares yourself for the future plus you always learn something new from a job like how to do certain things you find out new kinds of information about anything so i do agree its a good idea to have kids have part time jobs but just as long as it doesnt get in the way of school so that you can handle both cause if you cant handle both then you shouldnt have a job.

Annotation:

Frequency and nature of errors distract from communication: e.g., lack of sentence punctuation; spelling: i, gotta, giving, disciplin; homophones: there, knew; contractions: its, doesnt, cant, shouldnt.

Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

Code  
30

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

Jobs ~~are~~ provide good experiences to help you in the future. It is a good idea for high school students to have jobs, but there ~~are~~ is also a lot of stress that can go along with that.

Everyone at some point in their life will need a job to carry on independantly, without parents. Getting a job early in life can prepare you for jobs in the future. Jobs can help students exercise responsibility, organization and planning, as well as team skills. Many of these qualities you can also learn from school, but to get outside of that comfort zone can be good to try new things. In a part-time job you may be required to work with others or help customers allowing you to develop people skills. When you have a job you have to organize your days differently in order to fit in everything that needs to get done, which is a skill you will need in the future so your life will flow smoothly. And finally it is a student's responsibility to be at work on time and keeping up a good reputation ~~is~~ is good practice that is also a good quality. All of these items is why I think it is a great idea for high school students to have a part-time job.

As well as having good qualities develop while getting the job experience, it can be quite stressful and busy, and ~~if~~ if you don't like your job,

Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

that might trigger an unhappy life. When students are overloaded with school, projects and extra-curricular activities like sports, a part-time job may not be the best idea. When you have too many things to do you can become stressed. Some students get jobs, but then don't actually like what they are doing. If this happens it can cause them to be unhappy with other things, simply because they are not enjoying all parts in life. These are some of the negative factors you should consider before suggest a student get a job.

All of these things have to be considered and a lot of thought should happen before applying for a job. There are more positive outcomes than negative if a student choose to get a part-time job, especially if you need a bit of cash. Jobs can be fun, but make sure it does not control your life if you are just a student, passing high would be the highest priority, so make decisions wisely.

**Annotation:**

Errors in conventions ( e.g. high school, independantly, responsibility, developpe, you days) do not distract from communication; reader easily follows train of thought.



Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

Code  
40

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

In my opinion, it is an excellent idea for high school students to have a part-time job. Today's youth is becoming increasingly less motivated and hard-working and so I believe that having a part-time job could reap incredible benefits for the students. These benefits would include teaching the value of a dollar, increasing the sense of responsibility and commitment, as well as <sup>improving</sup> time management skills.

Even as a student I am aware that my generation is extremely sheltered. I believe that some protection is necessary, but I also know that in order to be the best that one can be, one must experience the reality that is the working world. I believe that having a part-time job has taught me the true value of a dollar: that I must work hard to earn money and that that earned money should not be spent lightly. Compared to my peers without a part-time job, my spending habits are much more controlled and my sense of worth is not solely based on my possessions.

Secondly, at work I am one of the younger staff members and therefore I must act very mature, and be committed to what I am doing.

Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

As a gymnastics coach, I am put into a role of authority, as well as a nurturing role model. This role has no room <sup>for me</sup> to be irresponsible and so this job has taught me to look out for others and be responsible. This is yet another benefit that I have experienced.

Lastly, as an involved member of my community, and various other activities, I have had to manage my time very wisely. Having a job decreases time for homework which may seem like a disadvantage at first but I would argue that by decreasing homework time, one cannot afford to procrastinate. One becomes very hardworking and disciplined, and can carry over these skills into virtually everything they do.

In conclusion, I do believe that having a part-time job is beneficial to the complete development of high school students. However, everything must be in moderation, and appropriate to the level and age of the student.

**Annotation:**

Control of conventions is evident in written work: evidence of control of commas for words in introductory phrases and apposition; colon (e.g., *value of a dollar: that I must work* ). The incorrect spelling (e.g., *commitment*) does not require re-reading or undermine overall control of conventions in the written work.

**SECTION: J**

**QUESTION #6**

**ANSWER**

**EXAMPLES**

**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.

<b>Code</b>	<b>Descriptor</b>
<i>Blank</i>	<b>nothing written or drawn in the lined space provided</b>
<i>Illegible*</i>	<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 comment on the task (e.g., I don't know.).</p>
<i>Off topic/ Incorrect*</i>	<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) or simply restates the question.</p> <p>A typical <u>incorrect</u> response provides an answer</p> <ul style="list-style-type: none"> <li>• based on a misunderstanding of the question <b>AND/OR</b> the ideas in the reading selection</li> </ul>
<i>Code 10</i>	<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 whether Gerry believes that Hanna's suggestions will help him and provides:  minimal information from the selection.  <b>OR</b>  one or more of Hanna's suggestions with <b>NO</b> evidence from the selection as to whether Gerry believes they will help  <b>OR</b>  <u>irrelevant</u> support from the reading selection (i.e., a retell of events in the selection and/or a mix-up in characters).</p>
<i>Code 20</i>	<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 whether Gerry believes that Hanna's suggestions will help him and provides <u>vague</u> support from the selection to explain why.</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 (that Gerry believes Hanna's suggestions will help him).</p>
<i>Code 30</i>	<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 whether Gerry believes Hanna's suggestions will help him.</p>

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

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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 Gerry.

**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.

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Section IV Dialogue Question 6

## Code 20

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

Gerry believe's in Hanna's suggestions, because he is the one who had said it to her before when she was in the same place as him, and another reason is because he starts invisioning that he's doing it, then he takes up one of her other suggestions.

**Annotation:**

The response provides vague ideas from the selection for why Gerry believes Hanna's suggestions will help him (then he takes up one of her other suggestions he starts invisioning that he's doing it he is the one who said it to her before ).

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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).

**SECTION: J**

**QUESTION #7**

**ANSWER**

**EXAMPLES**



**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	<b>nothing written or drawn in the lined space provided</b>
Illegible*	<b>response is illegible</b> 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.).
Off topic/ Incorrect*	<b>response is off-topic, irrelevant or incorrect</b>  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"> <li>• based on a misunderstanding of the question <b>AND/OR</b> the ideas in the reading selection</li> </ul>
Code 10	<b>response indicates minimal reading comprehension</b> <b>response provides minimal or irrelevant ideas and information from the reading selection</b>  The response identifies what the selection shows about Gerry and Hanna's relationship and provides <ul style="list-style-type: none"> <li>• minimal support from the selection to explain the response</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• a <u>retelling</u> of events in the reading selection.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• <u>irrelevant</u> support from the reading selection</li> </ul> <b>OR</b> The response comments on Gerry and Hanna's relationship based on the student's <u>own ideas with no information from the selection</u> .
Code 20	<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>  The response identifies what the selection shows about Gerry and Hanna's relationship and provides <ul style="list-style-type: none"> <li>• vague support from the selection to explain the response</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• provides a vague connection between the details and what they are intended to support</li> </ul> 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	<b>response indicates considerable reading comprehension</b> <b>response provides accurate, specific and relevant ideas and information from the reading selection</b>  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.

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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*).

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Scoring Guide for Reading Open Response  
Section IV Dialogue Question 7

## Code 20

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

This selection shows me that Gerry's and Hanna's relationship is helpful and encouraging. I know this because she is helpful, just like he was for her and she is telling him he will do great and he doesn't have to worry about anything.

**Annotation:**

The response identifies what the selection shows about Gerry and Hanna's relationship (*helpful and encouraging*) and provides vague support from the selection (*she is helpful, just like he was for her she is telling him he will do great* ).

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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: K**

**SHORT WRITING  
TASK**

**ANSWER  
EXAMPLES**

**EQAO OSSLT March 2014**  
**Scoring Guide for Short Writing Topic Development**  
**Section V**

**Writing Prompt:** Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

Code	Description
Blank	<b>nothing written or drawn in the lined space provided</b>
Illegible*	<b>response is illegible</b>  An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).  The response <u>comments on the task</u> (e.g., I don't know.).
Off topic*	<b>response is off-topic or irrelevant to the prompt</b>  A typical <u>off-topic</u> response does not identify an action or explain how it contributes to the student's health.  A typical <u>irrelevant</u> response comments on the topic or simply restates the question.
Code 10	<b>response is not developed or is developed with irrelevant ideas and information</b>  The response <ul style="list-style-type: none"> <li>• Identifies or describes an action but does <u>not provide an explanation</u> for how the action contributes to the student's health.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Identifies or describes an action but provides an <u>irrelevant explanation</u> for how the action contributes to the student's health.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Lists a variety of actions with no explanation.</li> </ul>
Code 20	<b>response is developed with vague ideas and information; it may contain some irrelevant ideas and information</b>  The response identifies or describes an action and provides a <u>vague</u> explanation for how the action contributes to the student's health.  The response often requires the reader to make the connection between the support provided and what it is intended to prove.
Code 30	<b>response is developed with clear, specific and relevant ideas and information</b>  The response identifies an action and uses <u>specific and relevant details</u> to <u>clearly</u> explain how it contributes to the student's health.

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

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Scoring Guide for Short Writing Topic Development  
Section V

## Code 10

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

One thing I do daily to try and maintain a healthy lifestyle would be to go out with my dog for a half hour to a full hour walk. During this walk we would go about the neighbour hood, go to the parks and sometimes play fetch on a field.

**Annotation:**

The response identifies and describes an action (*go out with my dog for a half hour to a full hour walk we would go about the neighbor hood, go to the parks and sometimes play fetch on a field*) but does not provide an explanation for how the action contributes to the student's health.

## Code 20

One action I take in my daily life to be healthy is to always eat healthy meals. This action contributes to my health because it gives me energy that I need and nutrients to keep that energy up. If I didn't eat healthy meals daily, I don't know where I would get the strength to do daily things. This is why eating healthy meals contributes to my health.

**Annotation:**

The response identifies an action (*always eat healthy meals*) and provides a vague explanation (*gives me energy nutrients to keep that energy up I don't know where I would get the strength to do daily things*) for how the action contributes to the student's health.



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Scoring Guide for Short Writing Topic Development  
Section V

## Code 30

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

One action I take in my daily life to be healthy is exercising. Every child must be engaged in at least one to two hours of physical activity daily. By doing so, they increase their rate of blood circulation, keeping their heart pumping and their health strong. With being engaged in physical activity, children, such as myself are able to keep their health strong to fight illnesses.

**Annotation:**

The response identifies an action (*exercising*) and provides specific and relevant details (*increase their rate of blood circulation keep their health strong to fight illnesses*) to clearly explain how it contributes to the student's health.

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**Scoring Guide for Short Writing Conventions**  
**Section V**

<b>Code</b>	<b>Use of Conventions</b>
<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 control of conventions</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></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></ul>

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## Code 10

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

I will try to reduce the times of using the plastic bags. If it is possible, I will use paper bags all instead. The reason of I using a paper bag instead of a plastic bag is that the plastics never biodegrades, it doesn't break down into natural substances. Instead, it will exposure to light, spitting into smaller and smaller piece of plastics which is really harmful for human health.

**Annotation:** The response shows limited control of conventions. Rules of syntax, grammar and usage are applied without accuracy or consistency. They include sentence fragments (*If it is possible.*), syntax errors (*I will use paper bags all instead*), mistakes in agreement (*plastics never biodegrades*), a spelling error (*spitting*) and errors in usage (*Instead, it will exposure to light; reason of I using*).

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## Code 20

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

One action I take in my daily life to be healthy is exercising. Every child must be engaged in at least one to two hours of physical activity daily. By doing so, they increase their rate of blood circulation, keeping their heart pumping and their health strong. With being engaged in physical activity, children, such as myself are able to keep their health strong to fight illnesses.

**Annotation:**

The response shows competent control of conventions although there is a minor error in noun-pronoun agreement (*Every child they increase their rate of blood circulation...*) and an error in usage (*With being engaged in physical activity* ).

**OSSLT PRACTICE TEST BOOKLET 2**  
**MULTIPLE CHOICE ANSWERS**

**SECTION H**

1. B
2. C
3. A
4. B

**SECTION I**

1. A
2. D
3. A
4. A
5. A
6. A
7. D
8. D
9. B

**SECTION J**

1. A
2. C
3. B
4. A

**SECTION L**

1. C
2. D
3. D
4. B
5. B
6. A