

Ontario Secondary School Literacy Test

Released May 2013 OSSLT

Item-Specific Rubrics and Sample

Student Responses with Annotations

EQAO OSSLT May 2013
Scoring Guide for Long Writing Topic Development
Section I Opinion

Code	Descriptor
Blank	The pages are blank with nothing written or drawn in the space provided.
Illegible	The response is illegible, or irrelevant to the prompt.
Off topic	The response is off topic.
Code 10	<p>The response is related to the prompt but does not express an opinion.</p> <p>OR</p> <p>The response expresses an opinion with no supporting details or provides details unrelated to the opinion. There is no evidence of organization.</p>
Code 20	<p>The response is related to the prompt, but only part of the response expresses and supports an opinion.</p> <p>OR</p> <p>The response is related to the prompt, and expresses and supports an opinion, but the opinion is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.</p>
Code 30	The response is related to the prompt and expresses a clear opinion. There are insufficient and/or vague supporting details or the connection of the details to the opinion is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is related to the prompt. A clear and consistent opinion is developed with sufficient supporting details, however only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.
Code 60	The response is related to the assigned prompt. A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen. The organization is coherent demonstrating a thoughtful progression of ideas.

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Scoring Guide for Long Writing Topic Development
Section I Opinion

Code 10

Ontario Secondary School Literacy Test

Section G: Writing

Should any course be compulsory in high school?

No courses should be compulsory in
highschool. Students should have absolute all control
over courses they pick. Each student

Opinion
Topic Development
Code 10
Sample 2

Annotation:

The response expresses an opinion (*No courses should be compulsory in highschool*). The second sentence continues the thought from the first sentence, (*Students should have absolute all control over courses they pick*), but does not provide a supporting detail for the opinion expressed.

EQAO OSSLT May 2013
Scoring Guide for Long Writing Topic Development
Section I Opinion

Code 20

Ontario Secondary School Literacy Test

Section G: Writing

Should any course be compulsory in high school?

~~No~~ Yes I think some courses should be compulsory. Compulsory credits / ~~the~~ courses like Math, History, geography should be mandatory to learn as it is important to use in the future

Opinion
Topic Development
Code 20
Sample 1

Annotation:

The response is related to the prompt, and expresses and supports an opinion (*Yes I think some courses should be compulsory*). There are insufficient supporting details (*...like Math, History, geography should be mandatory to learn as it is important to use in the future*). There is limited evidence of organization.

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Scoring Guide for Long Writing Topic Development
Section I Opinion

Code 30

Ontario Secondary School Literacy Test

Section G: Writing

Should any course be compulsory in high school?

Yes. english and math
should be compulsory in high
school. the reason I think
english should be compulsory
is that we use it in
our every day lifestyle.
same with math we use
it everyday there is no
job on earth that doesn't
require math or english
in some way that's why
I think that math and
english should be compulsory.
the reason I don't think
science, geo or history should
be compulsory is that we
don't use that too often
in our daily lives not as
often as we use math
and english.

Opinion
Topic Development
Code 30
Sample 1

Annotation:

The response is related to the prompt and expresses a clear opinion (yes. english and math should be compulsory in high school). There are insufficient and vague supporting details. Reasons (...I think english should be compulsory ... we use it in our every day lifestyle. Same with math we use it every day there is no job on earth that doesn't require math or english in some way) are listed but not developed. There is evidence of organization; the introduction states the opinion, and there is a summarizing statement (...that's why I think that math and english should be compulsory). There is no paragraphing and there is an organizational lapse (the reason I don't think science, geo or history should be compulsory...).

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Scoring Guide for Long Writing Topic Development
Section I Opinion

Code 40

Ontario Secondary School Literacy Test

Opinion
Topic Development
Code 40
Sample 1

ng

Should any course be compulsory in high school?

Yes, I think some courses should be compulsory in high school. I have several reasons and opinions of why some courses should be compulsory. 3 courses are, Math, English and gym.

I think math is important because you need math for a good job and to be successful. With math, you open up many opportunities and have knowledge in what you do. Schools want their students to be successful and math is one of the key components to fulfill that. Math exercises and works your brain daily and that is good for your health.

I think English is very important because you need it to obviously communicate with other workers and customers. Communication is one of the most important things in work and English teaches you just that.

Gym is also important for your body. You need your daily exercise to stay healthy. Gym releases stress and keeps you fit. You make new friends with the same athletic ability and gym would also help you make certain sports teams.

I think that is why some courses should be compulsory.

Annotation:

A clear and consistent opinion is developed (Yes, I think some courses should be compulsory in high school) with sufficient supporting details. Most details are general (you need math for a good job and to be successful; Communication is one of the most important things in work). Some are specific (Math exercises and works your brain daily; ...Gym releases stress... You make new friends with the same athletic ability...). The organization is mechanical and follows the subject order indicated in the introductory paragraph. There is an introduction, body and conclusion.

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Scoring Guide for Long Writing Topic Development
Section I Opinion

Code 50

Ontario Secondary School Literacy Test

Opinion
Topic Development Section G: Writing
Code 50 (1 of 2)
Sample 2

Should any course be compulsory in high school?

Any course should not be compulsory in high school. Students may not be good in a subject, they may not like the subject, and no future benefits are all good reason why compulsory courses are not in need for high schools.

A key point of why compulsory courses should not be in high school is because a student may not be good in the specific subject. For example, a person who is good at math and struggles in English should have the chance to be able to drop the English course. The people that do poorly in a specific course will also bring the average for the class down and give a bad impression of the school. Teachers, parents, and even employers want to see good marks, but sometimes they are not so good in courses that are mandatory to take. A subject that a student does poorly in should not have to be taken.

Secondly, a student may dislike a certain course and get stuck having to take it. In most cases, when a student does not like a course they are in, it reflects their mark. Also, students in high school are old enough and mature enough to make their own decisions. For example, if a student drops a science course because they strongly dislike it, it is their own problem. Having the choice between doing poorly in a course somebody detests, and doing well in an enjoyable course should be in notice when creating compulsory courses.

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Section I Opinion

Section G: Writing

Ontario Secondary School Literacy Test

Thirdly, compulsory courses may not be beneficial to some students in the future. If a course does not benefit someone in any possible way, there is no point in taking it. For example, a person who is considering becoming an engineer will not need a religion course in high school. On the other hand, it is good for schools to get students thinking about their career paths early, but it is useless if someone does not have room for a course because of one that must be taken. If a course has no benefits in the future, there is no point in having to take it.

Students should have the freedom to take the courses that they please instead of needing a compulsory credit. Poor grades, a hate for the subject, and no future benefits are factors that make compulsory courses useless. Students have their own minds and should have the chance to make their own decisions for the future.

Opinion
Topic Development
Code 50 (2 of 2)
Sample 2

End of Section G. Continue to Section H.

Annotation:

A clear and consistent opinion is developed (*Any course should not be compulsory in high school*) with sufficient specific supporting details (*...a person who is good at math and struggles in English should have the choice to be able to drop the English course. The people that do poorly in a specific course will also bring the average for the class down and give a bad impression of the school*). Reasons are developed with examples and explanations (*If a course does not benefit someone in any possible way, there is no point in taking it. For example, a person who is considering becoming an engineer will not need a religion course in high school*). The organization is logical. There is a clear introduction, body and conclusion. Ideas are clustered into paragraphs. Each paragraph includes a clear topic sentence. Links between ideas are indicated (*for example, but, Also, On the other hand*).

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Scoring Guide for Long Writing Topic Development
Section I Opinion

Code 60

Ontario Secondary School Literacy Test

Opinion
Topic Development
Code 60 (1 of 2)
Sample 2

Section G: Writing

Should any course be compulsory in high school?

High school is the last requirement a student must pass through in order to make a successful living. High school is also a time where a student must decide on his or her life-long career and salary. In order to get to a post-secondary education in a specific field, one must choose the appropriate courses that are required for that subject area. Courses should be compulsory in high school as it provides basic knowledge, diverse educational pathways, and a back-up plan if a student changes his or her mind.

To begin with, many believe that it is a necessity to have a basic foundation in all areas of studies. Certain courses should be compulsory in order to fulfill and cover certain aspects in school and recreation, such as math, fitness, english, science, and history. Courses such as these are needed to get a foundation in every other subject, as it also helps the students succeed in other subject areas by giving them additional background knowledge. Hence, courses should be compulsory in high school as they provide basic knowledge to succeed, both during and after high school.

Next, compulsory courses allow students to follow many unique pathways and job opportunities. This is true because compulsory courses expands knowledge for different careers, rather than studying just one. For example,

if one of the compulsory courses is history, even if some students want to be construction workers, they would have a better opportunity in that career because they can connect what they are building to what they learnt in history class about ancient structures. Compulsory courses allow students to branch off into many different paths, which depicts the importance of those courses in high school.

Finally, compulsory courses act as a back-up plan if a student changes his or her mind to pursue an alternate career. For instance, if a student was planning to be an engineer, but later decided to become a veterinarian, then it would be impossible for he or she to switch courses and get all of the requirements in time. So, this is why it is crucial to implement compulsory courses in the high school curriculum, so that every student can have a back-up plan if a different job is desired.

On the whole, due to being given basic knowledge, diverse educational pathways, and a career-change back-up plan, there should be compulsory courses in the high school education system. There are many students that look at the disadvantages of the compulsory courses rather than seeing the benefits. After all, high school is the last requirement for students to complete, and if the right choices are not made, it can hold grave consequences.

End of Section G. Continue to Section H.

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Annotation:

A clear and consistent opinion is developed (*Courses should be compulsory in highschool*) with sufficient specific supporting details that are thoughtfully chosen (*...it provides basic knowledge, diverse educational pathways, and a back-up plan if a student changes his or her mind*). Each reason is well developed with specific details (*...even if some students want to be construction workers, they would have a better opportunity in that career because they can connect what they are building to what they learnt in history class about ancient structures*). The organization is coherent and demonstrates a thoughtful progression of ideas. The argument unfolds in a logical order (*basic foundation, pathways, back-up plan*) as presented in the introduction.

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Scoring Guide for Long Writing Conventions
Section I Opinion

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.

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Scoring Guide for Long Writing Conventions
Section I Opinion

Code 10

Ontario Secondary School Literacy Test

CODE 10
SAMPLE 1

Section G: Writing

Should any course be compulsory in high school?

In my opinion, yes any course should be compulsory because it gives you an option as a student.

Continue writing your series of paragraphs on the next page.

Annotation:

The response provides insufficient evidence to assess conventions.

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Scoring Guide for Long Writing Conventions
Section I Opinion

Code 20

Ontario Secondary School Literacy Test

CODE 20
SAMPLE 2

Section G: Writing

Should any course be compulsory in high school?

In my opinion I think that yes every course in high school should be compulsore, that is already mandator, like Math, History and English

English is a ver, important class, that should be taken. If we didnt have English as a compulsory class then nobody would be illiterate because nobod, would want to take it. English is a hard working class there is a lot of wrighting in it.

Yes every class should be compulsore, because if it wasnt nobod, would no how to do adding and Subtracting ^{in math}. If i never would of took math I wouldnt know how to counter do things on a calculator.

Lastly, I think all classes should be compulsory, because we need to know about the history of our Countrey, and world. If I never took History I would of Never know what war I was about. I would of just thought it was a war with fighting. for no reason, but now that i took it i understand what it was about.

In conclusion I think that all the mandatory classes like Math, History and English are important and should be compulsore in high school

Annotation:

Errors that distract from communication include lack of punctuation (...I think that yes every course in high school should be compulsore that is already mandatory like...; didnt, wouldnt) and lack of capitalization (i), misspelling of common words (wrighting, countrey), errors in usage (would of), run on sentences and awkward syntax (English is a hard working class there is a lot of wrighting in it...) and incorrect verb tense (I would of Never know).

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Scoring Guide for Long Writing Conventions
Section I Opinion

Code 30

Grade 10 Secondary School Literacy Test

CODE 30
SAMPLE 2

Section I: Writing

Should any course be ^{have to} compulsory in high school?

Courses in high school shouldn't be compulsory. I think this because not every student likes all the subjects in high school. They should be able to choose what subjects they would want to take. Some courses are mandatory because you need them to finish high school, and you need the credit. Some courses are not compulsory so you don't need to take that course. Some courses that the student aren't taking is because it's pointless because they might not need it for what they want to be when they go to college or university. In high school students pick the courses they strongly pick the important ones, and leave out the ones that aren't really that important.

Also, students like myself go on to the internet and search what courses I need for grade 12. So courses shouldn't be compulsory because if you need a certain amount of courses to become a nurse for example you need science and math, but you don't need geography or history, there just pointless subjects, because there just taking p.

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Scoring Guide for Long Writing Conventions
Section I Opinion

subject space that you might need to become a nurse or whatever you want to be after high school. some students look on line to find what they need for their career and judge their course selection on what they need to accomplish what they would like to be when they graduate high school.

- lastly, I am a grade 11 student I am preparing myself for grade 12, and I would like to be a ECE - Early Child Education. And I need english for grade 12, so I took english and a few other courses I think would be good for my college stream. I did not take any courses that I do not need because they dont fit into what I want to be. so I do not think any courses should be compulsory because you may not need it when you graduate high school.

Annotation:

Errors in spelling (*maditory*, *couses*) and agreement (*Some course are maditory*), run on sentences (*Some courses that the students arent taking is because it is pointless because they might not need it for what they want to be when they go to college or university*) and missing punctuation (*dont*, *shouldnt*) do not distract from an understanding of the information.

Code 40

Grade 10 Secondary School Literacy Test

CODE 40
SAMPLE 2

Section G: Writing

Should any course be compulsory in high school?

In my opinion, no, any course should not be compulsory because students take certain classes for specific jobs, they would be doing extra work and the amount of students who skip or don't show up to class may increase.

Highschool students choose to take specific classes that could be useful for them in the future. It is a must for them to take math and english all throughout highschool. Not every student is going to have a job that involves math or english. So why do they have to take math and english every year? The students want to take courses that will benefit them in the career path that they decide to choose. If a student wants to be a hairstylist when they grow up, what are they taking math for?

When courses are compulsory students feel they are wasting their time. They want to learn things that they actually need to know for the career they wish to take on. Meanwhile, they're taking compulsory courses that won't benefit them at all in the future. The students are technically doing work that they don't necessarily need to do. However, there are some students who need math or english or science for the career they wish to have. Those students could pick the courses themselves, they don't have to be forced to take them.

Finally, students get bored in the →

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Section I Opinion

compulsory classes and feel they don't need to do them. The skipping or drop out rate for students isn't too high but can increase once students realize they aren't interested in the class.

Courses should be compulsory for two years (math, english) but not all throughout highschool. Mature students know which classes they need to take in order to fulfill their dream careers and they will do so without compulsory courses. Students know what classes they need and will take them, they won't feel like they're wasting their time and they won't skip class.

Annotation:

Consistent and correct use of conventions is demonstrated in the use of punctuation, spelling (*technically, throughout, wasting*), and sentence structure (*Meanwhile, they're taking compulsory courses that won't benefit them...However, there are some students who need math or english or science for the career they wish to have*) throughout the series of paragraphs. Errors in capitalization (*English*), sentence structure (*Those students could pick the courses themselves, they don't have to be forced to take them; ... take them, they know...*) do exist, but they do not undermine the overall control conventions.

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Q6: Is the interview with Alex beneficial to Nat's career exploration? Use specific details from the selection to support your answer.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	<ul style="list-style-type: none"> response is illegible <p>An <u>illegible</u> response cannot be read.</p> <p>A <u>comment on the task</u> (e.g., I don't know.).</p>
Off topic/ Incorrect*	<ul style="list-style-type: none"> response is off-topic, irrelevant or incorrect <p>A typical <u>off-topic</u> response has no connection to the selection or the question.</p> <p>A typical <u>irrelevant</u> response comments on the selection or topic (e.g., I have had a job interview) or provides an opinion with <u>no</u> support, or only restates the question (e.g., The interview is/is not beneficial to Nat).</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the reading selection.</p>
Code 10	<ul style="list-style-type: none"> response indicates minimal reading comprehension response provides minimal or irrelevant ideas and information from the reading selection <p>The response provides an opinion about whether the interview has been beneficial to Nat's career exploration supported by</p> <ul style="list-style-type: none"> <u>minimal ideas</u> from the selection <p>OR</p> <ul style="list-style-type: none"> <u>irrelevant details</u> from the reading selection (e.g., a <u>retelling</u> of events in the selection).
Code 20	<ul style="list-style-type: none"> response indicates some reading comprehension response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection <p>The response provides an opinion about whether the interview has been beneficial to Nat's career exploration supported by</p> <ul style="list-style-type: none"> <u>vague</u> details from the reading selection <p>OR</p> <ul style="list-style-type: none"> a vague explanation. <p>The response often requires the reader to make the connection between the reason given and the supporting detail(s).</p>
Code 30	<ul style="list-style-type: none"> response indicates considerable reading comprehension response provides accurate, specific and relevant ideas and information from the reading selection <p>The response provides an opinion supported by a <u>specific and relevant</u> detail from the reading selection to explain <u>clearly</u> whether the interview has been beneficial to Nat's career exploration.</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 Is the interview with Alex beneficial to Nat's career exploration? Use specific details from the selection to support your answer.

Yes, the interview with Alex did benefit Nat's
career exploration. Nat asked questions and
he showed interest in what Alex had to
say about starting his business.

Annotation:

The response provides an opinion (*Yes the interview with Alex did benefit Nat's career exploration*), but provides irrelevant support from the reading selection. The response does not explain how Nat's asking questions and showing interest in what Alex had to say are beneficial to his career exploration.

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Code 20

- 6 Is the interview with Alex beneficial to Nat's career exploration? Use specific details from the selection to support your answer.

Yes, the interview with Alex was beneficial to Nat's career, because the interview helped Nat with his own life, as becoming a young businessman. Alex gives Nat advice for young entrepreneurs and tells him what he had to go through to become what he is now.

Annotation:

The response provides an opinion (*Yes, the interview with Alex was beneficial to Nat's career*) and supports the opinion with vague details from the reading selection (*Alex gives Nat advice for young entrepreneurs and tells him what he had to go through to become what he is now*).

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Code 30

- 6 Is the interview with Alex beneficial to Nat's career exploration? Use specific details from the selection to support your answer.

The interview with Alex is beneficial to Nat's career exploration because Nat gets to talk and retrieve advice from a successful businessman. Alex gives Nat advice in paragraph 10, "to do ~~his~~ your research, develop a realistic business plan, and focus on your goals." This can ~~help~~ be a guideline to follow for an aspiring business man like Nat. The advice given to Nat by Alex in the interview is beneficial to his career.

Annotation:

The response provides an opinion (*The interview with Alex is beneficial to Nat's career exploration*) with a clear explanation (*because Nat gets to talk and retrieve advice from a successful businessman*), supported by specific and relevant details from the reading selection (*Alex gives Nat advice in paragraph 10, "to do your research, develop a realistic business plan, and focus on your goals"*).

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Q7: How does this selection show the benefits of volunteering for community service? Use specific details from the selection to support your answer.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	<ul style="list-style-type: none"> response is illegible <p>An <u>illegible</u> response cannot be read. A <u>comment on the task</u> (e.g., I don't know.).</p>
Off topic/ Incorrect*	<ul style="list-style-type: none"> response is off-topic, irrelevant or incorrect <p>A typical <u>off-topic</u> response has no connection to the selection or the question.</p> <p>A typical <u>irrelevant</u> response comments on the selection or topic (e.g., I have completed my community service) or only restates the question (e.g., <i>This selection shows the benefits of volunteering for community service; there are/are not benefits to volunteering for community service</i>).</p> <p>OR</p> <p>The response states a benefit of volunteering for community service with <u>no</u> details from the selection (only own ideas).</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question and/or the ideas in the selection.</p>
Code 10	<ul style="list-style-type: none"> response indicates minimal reading comprehension response provides minimal or irrelevant ideas and information from the reading selection <p>The response states that the selection shows the benefits of volunteering for community service or identifies a benefit of volunteering for community service</p> <ul style="list-style-type: none"> with minimal support <p>OR</p> <ul style="list-style-type: none"> with <u>irrelevant</u> details from the selection (e.g., retelling of events in the selection).
Code 20	<ul style="list-style-type: none"> response indicates some reading comprehension response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection <p>The response states that the selection shows the benefits of volunteering for community service or identifies a benefit of volunteering for community service and provides</p> <ul style="list-style-type: none"> <u>vague details</u> from the selection <p>AND/OR</p> <ul style="list-style-type: none"> a <u>vague explanation</u> to show the benefits of volunteering for community service. <p>The response often requires the reader to make the connection between the benefit of volunteering for community service and the details from the selection.</p>
Code 30	<ul style="list-style-type: none"> response indicates considerable reading comprehension response provides accurate, specific and relevant ideas and information from the reading selection <p>The response uses <u>specific and relevant</u> support from the reading selection to explain <u>clearly</u> how this selection shows the benefits of volunteering for community service.</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 7

Code 10

- 7 How does this selection show the benefits of volunteering for community service? Use specific details from the selection to support your answer.

It shows that if you volunteer at
certain places, you may realize what
career you'd like to pursue.

Annotation:

The response identifies a benefit of volunteering for community service which includes minimal support from the selection (*you may realize what career you'd like to pursue*).

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Code 20

- 7 How does this selection show the benefits of volunteering for community service? Use specific details from the selection to support your answer.

Volunteering for community service can be beneficial because it can show you what you enjoy to do and what your skills are. Alex realized that he ~~was~~ was capable of providing a new service and thus started his career.

Annotation:

The response identifies a benefit of volunteering for community service (...it can show you what you enjoy to do and what your skills are) and provides vague support from the selection (Alex realized that he was capable of providing a new service and thus started his career).

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Code 30

- 7 How does this selection show the benefits of volunteering for community service? Use specific details from the selection to support your answer.

This selection shows the benefits of volunteering for community service because it was through volunteering at his grandfather's senior residence that Alex got the idea of owning a mobile salon. It shows that volunteering can help develop one's future career plans.

Annotation:

The response identifies a benefit of volunteering for community service (...volunteering can help develop one's future career plans) and uses specific and relevant support from the selection to clearly explain how the selection shows this benefit (...it was through volunteering at his grandfather's senior residence that Alex got the idea of owning a mobile salon).

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Scoring Guide for Short Writing Topic Development
Section V Special Place

Writing Prompt: Identify a place that has special meaning for you. Use specific details to explain why it is special.

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

*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 Special Place

Code 10

Identify a place that has special meaning for you. Use specific details to explain why it is special.

~~I can't really say specific special place~~
I can't really say there's a specific place that
has a special meaning to me, but if there was
one place I'd rather be than anywhere else in
the world it would probably be in a hockey
arena.

Annotation:

The response identifies a place (*hockey arena*), but does not provide an explanation for why it is special.

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Scoring Guide for Short Writing Topic Development
Section V Special Place

Code 20

Identify a place that has special meaning for you. Use specific details to explain why it is special.

My trailer up north shows special meaning to me because I have fun there. I have friends that mean the world to me and I had a lot of first time things there. Plus I have family I don't get to see often there. I LOVE it at my trailer.

Annotation:

The response identifies a place (*My trailer up north...*) and provides a vague explanation (*...I have fun there...I had a lot of first time things there...I have family I don't get to see often*) for why it is special.

EQAO OSSLT May 2013
Scoring Guide for Short Writing Topic Development
Section V Special Place

Code 30

Identify a place that has special meaning for you. Use specific details to explain why it is special.

A place that has special meaning to me is Delphi, Greece. Delphi is so special to me because my entire family was born and raised there. My grandparents live there, and I visit every summer. Delphi is beautiful, and I love that I can explore my culture and learn about my ancestors.

Annotation:

The response identifies a place (*Delphi*) and provides specific and relevant details (*My grandparents live there, and I visit every summer...explore my culture and learn about my ancestors*) to clearly explain why it is special.

EQAO OSSLT May 2013
Scoring Guide for Short Writing Conventions
Section V Special Place

Writing Prompt: Identify a place that has special meaning for you. Use specific details to explain why it is special.

Code	Use of Conventions
Code 10	<ul style="list-style-type: none">• errors in conventions distract from communication
Code 20	<ul style="list-style-type: none">• errors in conventions do not distract from communication

Code 10

- Identify a place that has special meaning for you. Use specific details to explain why it is special.

Chatsworth. Because it's where my home
motocross track is and I go there every
day after school it's nice and I ride
till it closes.

Annotation:

Errors in sentence structure (*Chatsworth Because its where my home motocross track is and I go there every Day after school its nice and I ride till it closes*), usage (*till* for *until*), capitalization (*Because, Day*), and punctuation (*its*) distract from communication.

Code 20

- Identify a place that has special meaning for you. Use specific details to explain why it is special.

A place that has a special meaning to me is my home. This place is very special to me because it is a place filled with love, from people with beautiful hearts; my family members. At home is where I am comfortable to express my opinions and I have caring family members, who take their valued time to listen to me, and lead me to the right path. At last, my home is a place where I feel the most safe. Home sweet home.

Annotation:

Error in punctuation (...from people with beautiful hearts; my family members) does not distract from communication.