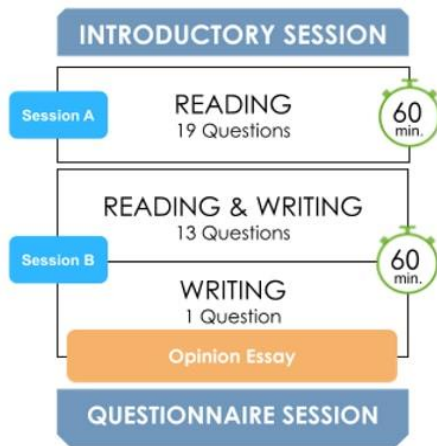


# Information About the OSSLT & Student Performance

## What is the format of the online OSSLT?



The OSSLT is a computer-based assessment that comprises two sessions (Session A and Session B) containing a total of 33 questions: 31 multiple-select questions (e.g., multiple-choice, drag and drop, drop-down menu, checklist, text selection) and two constructed open-response questions.

Each session is designed to be completed in 60 minutes, and students will complete each session in one sitting. Additional time can be provided for any students who require it. The sessions can be completed one after the other, either back to back with a break in between, or on two different dates and times. At the end of the two assessment sessions, students will be presented with a questionnaire that asks them about their experiences, attitudes and perceptions with respect to literacy.

The two sessions are presented to students in six groupings of the following types of questions:

- Real-Life Narrative (RLN): a reading selection and seven multiple-select reading questions.
- Information Paragraph (IP): a reading selection and six multiple-select reading questions.
- News Report (NR): a reading selection, one written response and five multiple-select reading questions.
- Dialogue (DI): a reading selection and five multiple-select reading questions.
- Writing Multiple-Select (WMS): eight multiple-select writing questions.
- Opinion Essay (OP): one written response composed of a series of paragraphs supporting an opinion.

Students should complete the [Practice Test](#) before their OSSLT evaluation date.

Grades 10 and 11, and non-graduating Grade 12 students who are studying in person are eligible to take the OSSLT. As the literacy graduation requirement for all students graduating during the 2021–2022 school year has been waived, graduating students do not need to take the test.

After a review of students’ work on the test over the years, literacy experts from across the province have identified characteristics of successful or unsuccessful students’ work. The characteristics have been categorized into headings that define what each characteristic means in relation to the test.

The chart below outlines the conclusions. This information may assist educators in

- helping unsuccessful students understand what “getting better” at literacy looks like
- identifying evidence that would help a student move from one category to another
- discussing areas for student improvement with parents.

Unsuccessful	Successful
The unsuccessful student’s work is characterized by:	The successful student’s work is characterized by:
<b>Simplicity</b> In ideas and sparse supporting details, in understanding and use of forms (e.g., personal essay, graphs and charts); and in vocabulary use	<b>Complexity</b> Big ideas, details selected to support generalizations; broad vocabulary; connects purposes, audience, and form
<b>Repetition</b> The small set of ideas selected from texts or chosen for writing are used repeatedly; narrow range of skill sets for choice of vocabulary and sentence structure; syntax is often drawn from oral language	<b>Variety</b> Range of literacy and fluency skills; navigates and adopts different types of expression; produces own ideas; syntax is that of written language where appropriate; flexibility of expression
<b>Concreteness</b> Focus on specifics of tasks; straight-forward purposes in reading or writing; heavy reliance on personal experience for evidence	<b>Abstraction</b> Uses symbols and visualization in understanding and expression; transfers skills and prior knowledge to new situations