**Education Quality and
Accountability Office**

EQAO

Ontario Secondary School Literacy Test

Released March 2015 OSSLT

Item-Specific Rubrics and Sample

Student Responses with Annotations

Q6: Explain why Montreal's approach to graffiti is beneficial. Use specific details from the selection to support your answer.

Code	Descriptor
Blank	**nothing written or drawn in the lined space provided**
Illegible*	**response is illegible** 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*	**response is off-topic, irrelevant or incorrect** A typical <u>off-topic</u> response has no connection to the selection or the question. A typical <u>irrelevant</u> response comments on the topic or only restates the question with no support. A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question **AND/OR** the ideas in the selection.
Code 10	• **response indicates minimal reading comprehension** • **response provides minimal or irrelevant ideas and information from the reading selection** The response provides - minimal and/or irrelevant information from the selection **OR** - a reason why the approach is beneficial with no supporting details, irrelevant details, from the selection or details from the student's own ideas **OR** - a retelling of events or listing of details from the selection.
Code 20	• **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** The response provides some details from the selection that explain why Montreal's approach to graffiti is beneficial. The <u>reader must make the connection</u> between the supporting details and **_why or how_** the approach is beneficial. The reason is implied and only vaguely expressed. **OR** The response provides a reason from the selection supported by limited or vague details.
Code 30	• **response indicates considerable reading comprehension** • **response provides accurate, specific and relevant ideas and information from the reading selection** The response <u>clearly explains why</u> Montreal's approach to graffiti is beneficial and provides <u>specific and relevant</u> support for that reason.

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

Code 10

Q6: Explain why Montreal's approach to graffiti is beneficial. Use specific details from the selection to support your answer.

Montreal's approach to graffiti is beneficial. It is beneficial because, graffiti artists help polititions get votes. Also, Montreal's graffiti artists turn, "negative energy into positive energy". Finaly, old factories are turning into condos which are being put back into use. That is why Montreal's approach to graffiti is beneficial.

Annotation: The response shows minimal reading comprehension. It includes one correct reason or benefit (*"negative energy into positive energy"*) with no supporting details. It also includes an incorrect detail (*graffiti artists help polititions get votes*) and an irrelevant detail (*old factories are turning into condos which are being put back into use*).

Code 20

Q6: Explain why Montreal's approach to graffiti is beneficial. Use specific details from the selection to support your answer.

Montreal's approach to graffiti is beneficial because it allows the community to have a voice. Montreal has had a lot of troubles with vandalism, but by ~~nothing~~ ~~graffiti~~ ~~as~~ creating a relationship with graffiti artists, they were able to come to ~~pease~~ a peaceful agreement. This agreement let the community come together as a whole strengthening Montreal.

Annotation: The response indicates some reading comprehension. It provides reasons (*allows the community to have a voice; let the community come together as a whole strengthening Montreal*) supported by vague details (*creating a relationship with graffiti artists, they were able to come to a peaceful agreement*). The exact nature of the relationship or agreement is unclear.

Code 30

Q6: Explain why Montreal's approach to graffiti is beneficial. Use specific details from the selection to support your answer.

Montreal's approach to graffiti is beneficial because it turns an energy that might be negative into one that's positive. Graffiti art gives artists the chance to show off their talents, and give the area a multicultural character that people can admire. For example, graffiti artists " transformed a dingy, beige brick wall in Montreal's west end into a six-storey canvas that hundreds now stop to admire." Overall, it is beneficial as it allows voices to be heard.

Annotation: The response indicates considerable reading comprehension. It provides reasons why Montreal's approach to graffiti is beneficial (*turns an energy that might be negative into one that's positive; Allows voices to be heard*) supported by specific and relevant details (*"...transformed a dingy, beige brick wall…into a six-storey canvas that hundreds stop to admire"*).

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

Code	Description
Blank	**nothing written or drawn in the lined space provided**
Illegible*	**response is illegible** 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*	**response is off-topic or irrelevant to the prompt** A typical <u>off-topic</u> response does not answer the question of the prompt. A typical <u>irrelevant</u> response comments on the topic or simply restates the question.

Code 10	**response is not developed or is developed with irrelevant ideas and information**
	
	 The response
	 • identifies or describes a new course but does <u>not provide an explanation</u>
	  OR
	 • identifies or describes a new course but provides an <u>irrelevant or generic explanation</u>
	  OR
	 • provides a negative opinion (e.g., we don't need a new course) but does <u>not provide an explanation.</u>

Code 20	**response is developed with vague ideas and information; it may contain some irrelevant ideas and information** The response • identifies or describes a new course and provides a <u>vague</u> explanation and/or <u>vague</u> details OR • provides a negative opinion (e.g., we don't need a new course) and provides a <u>vague</u> explanation and/or <u>vague</u> details. The response often requires the reader to make the connection between the support provided and what it is intended to prove.
Code 30	**response is developed with clear, specific and relevant ideas and information** The response • identifies or describes a new course and provides a clear explanation using <u>specific and relevant details</u> OR • provides a negative opinion (e.g., we don't need a new course) and provides a clear explanation using <u>specific and relevant details</u>.

*Responses considered to be <u>illegible</u> or <u>off topic</u> must be shown to the Scoring Supervisor.

Code 10

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

A New course I would offer to the school would be a course where you study a different country/Province/territory/state. each day. Then at the end of the week you pick one food from one of the places you studied that week and you eat the food in class.

Annotation: The response describes a course (*study a different country...eat the food*) but does not provide an explanation for why the course was chosen.

Code 20

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

If my school can offer a new course I would want it to be Hairstyling. Hairstyling is a course for me to show my talent and be creative, when I do hair this is a way for me to express my feelings and also myself.

Annotation: The response identifies a new course (*Hairstyling)* and provides a vague explanation (*…to show my talent and be creative, when I do hair this is a way to express my feelings)* for why the course was chosen. The reader needs to make the connection between the support provided and what it is intended to prove.

Code 30

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

If my school was going to offer a new course I would want it to be a cooking/baking class. I would hope it would be this because I love to cook and have a great interest in learning more recipes and cooking techniques. I also think this class would be helpful because cooking helps with math skills (measurement, unit conversion), and comprehension skills (understanding a recipe)

Annotation: The response identifies a new course (*cooking/baking*) and provides specific and relevant details (*helps with math skills (measurement, unit conversion, and comprehension skills understanding a recipe*) to clearly explain why the course was identified.

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

Code	Use of Conventions
Insufficient	**Insufficient** • response provides insufficient evidence to assess use of conventions
Inadequate	**Inadequate control of conventions** • serious errors in syntax, grammar, usage, spelling and/or punctuation prevent communication
Code 10	**Limited control of conventions** • rules of syntax, grammar, usage, spelling and/or punctuation are applied without accuracy and/or consistency
Code 20	**Competent control of conventions** • rules of syntax, grammar, usage, spelling and punctuation are applied with accuracy and consistency

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.

Inadequate

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

Studing other cultre and lerining new things because we like lerned a little more about differet cultre like what they do they food and meny and also field trip and visted so of there cultre.

Annotation: Serious errors prevent communication: syntax and usage (*we like lerned…what they do they food…visited so of there cultre*); spelling (*studing, lerining, differet, cultre, visted*); grammar (sentence structure).

Code 10

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

I would want a course where the class just did work from other there. other classes trough out the day I would want this course because it would give me more free Time because I wouldn't be doing home work.

Annotation: The response shows limited control of conventions. Syntax (*trough out the day I would want*; *from other there other classes*) and spelling (*there, trough*) are applied without accuracy.

Code 20

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

If the school could introduce a new course, I would want a "first aid" course. Firstly, it would allow students to study various injuries and become more educated on what to do in an emergeny. Secondly, it allows for students interested in becoming fireman, paramedics, police officers etc, to get a clear idea of what they're getting into. Therefore, I would want a "first-aid" course.

Annotation: The response shows competent control of conventions (e.g., correct sentence structure, correct use of commas) despite minor errors (*on what, allows, fireman*).

Code	Descriptor
Blank	The page is 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	The response is related to headline and/or photo but is not a news report. **OR** The response is a news report related to the headline and/or photo. It identifies an event, but provides no supporting details, or provides details that are unrelated to the event. There is no evidence of organization.
Code 20	The response is related to headline and/or photo but only partly in the form of a news report. **OR** The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.
Code 30	The response is a news report related to the headline and photo with a clear focus on an event. There are insufficient and/or vague supporting details or the connection of the details to the event is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are 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 a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details to develop the news report. The organization is logical.
Code 60	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details, which are thoughtfully chosen to develop the news report. The organization is coherent demonstrating a thoughtful progression of ideas.

Code 10

School team qualifies for finals

Topic Development
Scoring Guide   Code 10

On March 25th 2015,
Coligate Highschool qyaulified
for the BasketBall tornemn

Annotation:
The response is a news report related to the headline and/or photo. It identifies an event (*On March 25th, 2015, (insert school name) Highschool qualified for the Basketball tornemin),* but provides no supporting details.

Code 20

School team qualifies for finals

Topic Development
Scoring Guide   Code 20

On march 26th 2015, the girl's
Volleyball team have qualified for
the finals after 10 years. On
March 28th, this saturday the
team will be having their first
game. The best Part is its a home game! At
_____ Secondary school. Some of
you may ask how the team got this far, well
as you can tell in the team Photo by the
expressions on their face and the excitement,
they're a great team. you can tell they have hope
in each other, you love your team like you love your
family, that's exactly what they have. On saturday
at 12:00 P.m. We better see you there
supporting your team   !

Annotation:
The response is related to the headline and/or photo (*On march 26th2015, the girls Volleyball team have qualified for the finals after 10 years.*), but only partly in the form of a news report. It lapses into a conversational narrative (*Some of you may ask how the team got this far, well as you can tell in the team photo by the expressions on their face and the excitement, they're a great team*).
It concludes with an announcement (*On Saturday at 12:00 P.M. We better see you there supporting your team (insert Mascot)!*) about a newsworthy event.

Code 30

School team qualifies for finals

Topic Development
Scoring Guide   Code 30

yesterday, the   Co-ed
Volleyball team   beat
(High School) to advance to the
Finals.
    They will be hosting the finals
at   against   .
    The   Volleyball team has worked very
hard to get here.
    Bob explained, "This has been our goal from the
Start now we just need to finish it".
    There is alot riding on this upcoming game and
both sides are excited to play.

Annotation:
The response has a clear focus on an event (*yesterday, the (insert school name) co-ed volleyball team beat (insert school name) high school to advance to the Finals.*).

Supporting details are insufficient (*They will be hosting the finals at (insert school name))* and vague (*The (insert school name) volleyball team has worked very hard to get here.*). The added quote does not advance the report and is also vague ("*This has been our goal…we just need to finish it.*").

There is evidence of organization in the use of paragraphs, however, their brevity and lack of transitions results in a list-like report. The connection between the event (*…the finals)* and the details (*There is alot riding on this upcoming game…)* is not always clear.

Code 40

School team qualifies for finals

Topic Development
Scoring Guide   Code 40

On April 3rd, 2014 at
High School, the mixed team won
against _____ at their basketball
tournament to guarantee their spot
in the finals.
. They have one more team to beat before they go on to
regionals in _____ High will be the team
to beat.
Coach _____ had this to say about her team, "I was
amazed at how well our team did this year. They
have worked together and earned their spot
at finals. I'm very proud of them."
_____ High has won regionals for the last
seven years. To see _____ beat them
would be a great accomplishment for the team
and the school.
The final game has been set for April 30th
in _____

Annotation:
There is a clear and consistent focus on an event (*On April 3rd, 2014 at (insert school name) High School, the mixed team won against (insert school name) at their basketball tournament to guarantee their spot in the finals.*).

There are sufficient supporting details. Some are specific ((*insert school name) High will be the team to beat; (insert school name) High has won regionals for the last seven years; The final game has been set for April 30th in (insert town)*), while others, including the quotes, are vague ("*I was amazed at how well our team did this year. They have worked together and earned their spot at finals."; a great accomplishment for the team and the school*).

The organization is mechanical. The report moves from facts about the event, to a reaction quote, to a repetition of the desire to "*beat…(insert town)*".

Code 50

School team qualifies for finals

Topic Development
Scoring Guide   **Code 50**

March 26 2015.

~ Journalist

On March 25ᵗʰ, 2015 the girls of the _____ Basketball Squad won their zone qualifications at town hall. With a score of 5-0, these girls dominated, and represented their team with strength, endurance and good sportsman ship.

"I couldn't be more proud of these ladies," beamed _____ coach Rob _____ "I have never seen better teamwork from these girls. This is their best game to date. Go _____!"

Now that the EBS is moving on to the finals, they will need more focus now then ever before. With the town still buzzing about the news of their fantastic victory, the pressure to come out on top is at its strongest.

"We can do it, I know we can. With the support of our town, family and Coach Rob, we will be champions," states teammate _____. "We always come out on top."

Come and support the girls this Saturday at town hall at 7:00p

Annotation:
There is a clear and consistent focus on an event (_On March 25ᵗʰ, 2015 the girls at the (insert school mascot) Basketball Squad…_).

There are sufficient and specific supporting details (…_won their zone qualifications at townhall. With a score of 5-0 these girls dominated; EBS is moving on to the finals, represented their team with strength, endurance and good sportsmanship_) that develop the focus of the news report. Some details extend the focus of the news report (_they will need more focus; With the town still buzzing…the pressure to come out on top is at its strongest66_).

The inclusion of quotes ("…_With the support of our town, family and Coach Rob, we will be champions._") contributes to the reader's understanding of the importance of the event.

The organization is logical as is evidenced by the effective use of paragraphing and the logical relationship between the factual details and the insertion of supporting quotations.

Code 60

School team qualifies for finals

Topic Development
Scoring Guide   Code 60

_____ High had been long anticipating Saturday, March 11th, the day of the, _____ Ontario Regional Basketball Playoffs, as the day their team would lead them to glory. Their hopes did not go unfulfilled!

According to Jay _____, long-time coach of the _____, one of the province's first co-ed basketball teams, victory didn't come without a price. "So many of my players worked themselves to death with after-school practices in the months before the game, giving up social activities, extracurriculars, time with family, and even study time," he adds with a chuckle.

Such sacrifice truly proves the players' extreme dedication to their sport. To many members of the team, it was far more than an after-school sport. "It represents true gender equality, that girls and guys can both be great at sports," _____ starring pointer, said in a post-game interview. "That's why it's so important to me."

The _____ started off slow, with the opposing team, the _____ taking the lead, 4-2, for the first half of the game. But the _____ stepped it up, pulling off some gravity-defying shots and an amazing slam dunk by _____. The end score was 14-8, which means the _____ move on to the National Playoffs, scheduled for June 3rd this year. "The competition will be fiercer," admits _____ "but we've come too far and faced too much adversity to give up now. Nationals, here we come!"

Annotation:
There is a clear and consistent focus on an event (_Saturday March 11th, the day of the (insert City), Ontario Regional Basketball Playoffs_).

The news report is developed with thoughtful and specific supporting details (_…one of the province's first co-ed basketball teams; after- school practice gravity-defying shots; the end score was 14-8; represents true gender equality_).

Organization is coherent with a clear introduction and conclusion and logical paragraphing. There is a sophisticated progression of ideas from general facts to specific details about the team's sacrifices and ultimate game play success. Each quotation is effectively placed to add additional information ("_giving up social activities; girls and boys can both be great at sports")._

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.

Code 10

School team qualifies for finals

Conventions
Anchors   Code 10 #1

On Febuary the 7th
2015,
Won aganist
, at terry fox
park.

* soccer team.

Annotation:
This response provides insufficient evidence to assess conventions. The response is fewer than 30 words.

Code 20

School team qualifies for finals

Conventions
Anchors Code 20 #1

The School ___ High Soccer team has made it to the finals after 5 years of not get there. Finailly making it to the finals whish is going to be head in ___ High in ___. The team cheered the night, going to finals. They have work so hard train every day and work as a team to make it to the finals. Their team Captin quitive that, " That it was not only me work hard out there, it was the whole team who work there best to make it here."

Their win was a big game changer to the School spirit it has now. Coming to getter High fiving at once to show that victory. Their victory on May 18, 2014 as all well now they have only 5 weeks, until the finals come! So wish them luck for the soccer finals! That they take their champingtion and bring it back to school. With the help of the Students to cheer them on they can win for sure!

Annotation:
Errors distract from communication. Reading rhythm is constantly interrupted by the following:
- Errors in sentence structure (*not only me work hard out there, it was the whole team; That they took their chamingtion and bring it back to school*)
- Syntax errors (*Their win was a big game changer to the school spirit it has now; Coming to getter High fiving at once*)
- Incorrect verb forms (*of not get* [getting] *there*; *They have work* [worked] *so hard*)
- Missing words (*Finailly* [finally], *quitive* [quoted], *captin* [captain], *chamington* [championship]

Code 30

School team qualifies for finals

Conventions
Anchors Code 30 #2

On March 1st, 2014 _____ .
Secondary school, Volleyball
team qualified to move on
to finals. They competed
hard with a close score
at _____ in _____ Ontario.
    The team had finally reached and achieved
their goal. Each team member put all they
had into it. Working together and giving
it all they had, paided off for the
School volley ball team. With spirt like
this team, there was no doubt they
wouldit make it on to Finals
    Coach Jim stated "This team is more
than pleasure to teach, now lets go get
them at Finals". Fellow sideline watcher
_____ quotes "wow such amazing
attidude and hard work put into this"
    The team will be competing on March 11th
at _____ School in hopes to steal Finals
without a doubt.

Annotation:
Errors in sentence structure (*This team is more than pleasure to teach, now lets go…*), missing
apostrophe (*lets*), spelling (*paided, spirt, attidude)* and verb form (*hopes to steal)* are typical of a first draft
and do not distract from communication.

Code 40

School team qualifies for finals

Conventions
Anchors Code 40 #2

The _____ High basketball team celebrates after an exciting semi-finals game. The team played in the semi-finals after a long, hard season, and were to play one of the best teams in the school district - _____ High. The game took place in _____ gym at 7:00, and the stands were packed! "The whole school is here to support our basketball team", says a grade 11 student, _____. "The spirit is unbelieveable, we all want the team to make it to the finals!" By the middle of the game, the team was down by 4 points, when all of a sudden, a break away! _____ scored, and from that point on, was on fire. "The team has had a really hard season, so it would be awesome to make it to the finals!" said a fan. With 20 seconds left, the team scored a 3 pointer, winning the game 62-65. The fans went wild, and everyone celebrated! "I never thought the team would be this amazing. Hopefully we win on Friday!" said the Coach. An amazing night overall,

Annotation:
Control of conventions is evident in sentence structure and correct punctuation. There are a few minor errors such as a comma splice (*The spirit is unbelievable, we all want the team…*) but overall, this response demonstrates consistent and correct use of conventions.

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

Code	Descriptor
Blank	**nothing written or drawn in the lined space provided**
Illegible*	**response is illegible** An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read). **OR** The response <u>comments on the task</u> (e.g., I don't know how to answer this.).
Off topic/ Incorrect*	**response is off-topic, irrelevant or incorrect** A typical <u>off-topic</u> response has no connection to the selection or the question. A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question **AND/OR** the ideas in the selection.
Code 10	**response indicates minimal reading comprehension** **response provides minimal or irrelevant ideas and information from the reading selection** The response provides • only a <u>main idea</u> (vague or specific) from the selection. **OR** • only one or more <u>details</u> from the selection or a <u>summary</u> of the selection ***without a correct main idea***. **OR** • a <u>main idea</u> with one or more <u>irrelevant details</u> from the selection.

Code 20	**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
	
	The response provides
	• a <u>correct main idea</u> and one or more <u>vague details</u> (e.g. "endurance and strength", "imagination", "challenge, skill, beauty and risk") from the selection to support it.
	OR
	• a <u>vague main idea</u> and one or more <u>specific or vague details</u> from the selection to support it.
	
	The response often requires the reader to make the connection between the main idea and supporting detail(s).

Code 30	**response indicates considerable reading comprehension**
	  response provides accurate, specific and relevant ideas and information from the
	  reading selection
	The response provides a <u>correct main idea</u> and one or more <u>specific and relevant details</u> from the selection to support it clearly.

• Responses considered to be <u>illegible</u> or <u>off topic/incorrect</u> must be shown to the Scoring Supervisor.

Code 10

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

One of the Main Idea's would be that, Ice carving has been a Cutural Olympiad event at the olympics and parlympic Arts Festival Since 1988 Calgary winter games.

Annotation: The response provides one specific detail (*Ice carving has been a Cutural Olympiad event...since 1988*) without a correct main idea.

Code 20

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

A main idea of this selection is that ice sculpting is considered to be both a sport and an art. As the selection states, "Sport? Art? With its challenge, skill, beauty and risk, ice carving is both." (line 18).

Annotation: The response indicates some reading comprehension. It provides a correct main idea (*ice sculpting is considerd to be both a sport and an art*) supported by vague details (*"Sport? Art? With its challenge, skill, beauty and risk, ice carving is both"*).

Code 30

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

Ice sculpting is a physically demanding form of art that is also viewed as a sport due to the endurance and strength needed. Ice is heavy and the tools used such as: chainsaws, carving chisels, electrical sanders and torches are also very heavy. Junichi Nakamura's team worked 20 hours a day for 6 days only to see his sculpture collapse. Ice sculpting is hard work that needs to be appreciated.

Annotation: The response indicates considerable reading comprehension. It provides a correct main idea (*ice sculpting is a physically demanding form of art that is also viewed as a sport*) clearly explained (*endurance and strength needed; Ice is heavy and the tools used...are also very heavy; Ice sculpting is hard work),* and supported by specific details (*the tools used such as: chainsaws, carving chisels, electrical sanders and torches are also very heavy)* related to the sport aspect of the activity.