

Ontario Secondary School Literacy Test

**Released April 2013 OSSLT**

**Item-Specific Rubrics and Sample**

**Student Responses with Annotations**

**EQAO OSSLT April 2013**  
**Scoring Guide for Reading Open-Response**  
**Section I News Report Question 6**

**Q6:** Why is Lizarda a good choice for this internship? 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*               | <ul style="list-style-type: none"> <li><b>response is illegible</b></li> </ul> <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).<br/> A <u>comment on the task</u> (e.g., I don't know).</p>  |
| Off topic/<br>Incorrect* | <ul style="list-style-type: none"> <li><b>response is off-topic, irrelevant or incorrect</b></li> </ul> <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 topic (e.g., an internship is a good way to learn) or only restates the question (e.g., Lizarda is a good choice for the internship) with no support.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question <b>AND/OR</b> the ideas in the selection.</p>  |
| Code 10                  | <ul style="list-style-type: none"> <li><b>response indicates minimal reading comprehension</b></li> <li><b>response provides minimal or irrelevant ideas and information from the reading selection</b></li> </ul> <p>The response provides</p> <ul style="list-style-type: none"> <li>minimal and/or irrelevant information from the selection about Lizarda</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>a reason from the student's own ideas with no supporting details from the selection.</li> </ul>  |
| Code 20                  | <ul style="list-style-type: none"> <li><b>response indicates some reading comprehension</b></li> <li><b>response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</b></li> </ul> <p>The response provides</p> <ul style="list-style-type: none"> <li>a reason from the selection supported by limited or vague details</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>details from the selection that are intended to support a reason for the choice of Lizarda for the internship as an animator. However, the <u>reader is required to make the connection</u> between the reason and the internship or the work of an animator.</li> </ul> |
| Code 30                  | <ul style="list-style-type: none"> <li><b>response indicates considerable reading comprehension</b></li> <li><b>response provides accurate, specific and relevant ideas and information from the reading selection</b></li> </ul> <p>The response provides supporting details from the selection and a <u>clear explanation of how these details are connected</u> to the selection of Lizarda for the internship as an animator.</p>   |

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

EQAO OSSLT April 2013  
Scoring Guide for Reading Open-Response  
Section I News Report Question 6

# Code 10

**Q6:** Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda is a good choice for this internship because he started drawing cartoons when he was a child and got more into it when he was in grade 10.

**Annotation:**

The response provides minimal information from the selection (*started drawing cartoons when he was a child and got more into it when he was in grade 10*) and does not offer an explanation of how these details are connected to the choice of Lizarda for the internship as an animator.

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Scoring Guide for Reading Open Response  
Section I News Report Question 6

## Code 20

**Q6:** Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda has grown up with an interest in art and was more fascinated by it through highschool. In grade 10 Lizarda took a survey and found that he would fit into ~~an~~ the animation industry as a career. His dream~~s~~ is to work with an animation company, which shows that he wants to be succesful in this.

**Annotation:**

The response provides some details about Lizarda from the selection (*took a survey and found that he would fit into the animation industry as a career. His dream is to work with an animation company*). However, the reader is required to make the connection among the details, the reason and the internship or the work of an animator.

EQAO OSSLT April 2013  
Scoring Guide for Reading Open Response  
Section I News Report Question 6

**Code 30**

**Q6:** Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda is a beneficial choice for this internship. Almost all his life he has had a passion for art. Already as a child, he began to draw. He has an amazing ability to use the basic principles of animation while making the picture entertaining at the same time. It is the job of an animator to be able to apply the principles of animation but catch the viewers' attention. Lizarda and his talents are an excellent choice for the internship.

**Annotation:**

The response provides specific supporting details about Lizarda (*He has an amazing ability to use the basic principles of animation while making the picture entertaining at the same time*) and clearly explains how they are connected to his internship as an animator (*It is the job of an animator to be able to apply the principles of animation but catch the viewers' attention*).

**EQAO OSSLT April 2013**  
**Scoring Guide for Short Writing Topic Development**  
**Section III Environmental Issue**

**Writing Prompt:** Identify an important environmental issue. Use specific details to explain why it is important.

| Code       | Description   |
|------------|---|
| Blank      | <ul style="list-style-type: none"> <li><b>nothing written or drawn in the lined space provided</b></li> </ul>   |
| Illegible* | <ul style="list-style-type: none"> <li><b>response is illegible</b></li> </ul> <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>The response <u>comments on the task</u> (e.g., I don't know.).</p>   |
| Off topic* | <ul style="list-style-type: none"> <li><b>response is off-topic or irrelevant to the prompt</b></li> </ul> <p>A typical <u>off-topic</u> response is not related to the topic of an environmental issue.</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"> <li><b>response is not developed or is developed with irrelevant ideas and information</b></li> </ul> <p>The response</p> <ul style="list-style-type: none"> <li>identifies or describes an environmental issue but does <u>not provide an explanation</u> of why it is important</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>identifies or describes an environmental issue but provides an <u>irrelevant explanation</u> of why it is important (e.g., how issue can be solved)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>provides a general comment about the environment.</li> </ul> |
| Code 20    | <ul style="list-style-type: none"> <li><b>response is developed with vague ideas and information; it may contain some irrelevant ideas and information</b></li> </ul> <p>The response identifies or describes an environmental issue and provides a <u>vague explanation</u> of why it is important or uses <u>vague details</u> in the explanation.</p> <p>The response often requires the reader to make the connection between the support provided and what it is intended to prove.</p>  |
| Code 30    | <ul style="list-style-type: none"> <li><b>response is developed with clear, specific and relevant ideas and information</b></li> </ul> <p>The response identifies or describes an environmental issue and provides <u>specific and relevant details</u> to <u>clearly</u> explain why it is important.</p>  |

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

EQAO OSSLT April 2013  
Scoring Guide for Short Writing Topic Development  
Section III Environmental Issue

# Code 10

**2** Identify an important environmental issue. Use specific details to explain why it is important.

One environmental issue I feel strongly passionate about is the amount of energy wasted. Throughout the day, there are constantly unneeded lights on, and computers left on, too. We have become more environmentally friendly over the last couple of years. However, people in and around our communities can still be a lot more efficient.

**Annotation:**

The response identifies and describes an environmental issue (*amount of energy wasted*) but does not provide an explanation of why it is important.

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Scoring Guide for Short Writing Topic Development  
Section III Environmental Issue

## Code 20

**2** Identify an important environmental issue. Use specific details to explain why it is important.

A important environmental issue is global warming, this is important because our earth is getting destroyed slowly after years and years, and if we don't stop global warming, our earth will be destroyed in time.

**Annotation:**

The response identifies an environmental issue (*global warming*) and provides a vague explanation of why it is important (*our earth is getting destroyed slowly after years and years*).



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Scoring Guide for Short Writing Topic Development  
Section III Environmental Issue

## Code 30

- 2 Identify an important environmental issue. Use specific details to explain why it is important.

An important environmental issue is the contamination of water. Water is a natural resource that humans can't live without; without water you can die in 3-4 days. Only 1% of the earth's water is fresh water. We need to make sure we aren't contaminating the water because we have a limited supply. The water must stay clean because we can't get anymore.

**Annotation:**

The response identifies an environmental issue (*the contamination of water*) and provides a clear explanation of why it is important (*We need to make sure we aren't contaminating the water because we have a limited supply*) using relevant and specific details (*you can die in 3-4 days. Only 1% of the earth's water is fresh water*).

**EQAO OSSLT April 2013**  
**Scoring Guide for Short Writing Conventions**  
**Section III Environmental Issue**

**Writing Prompt:** Identify an important environmental issue. Use specific details to explain why it is important.

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

EQAO OSSLT April 2013  
Scoring Guide for Short Writing Conventions  
Section III Environmental Issue

## Code 10

- 2 Identify an important environmental issue. Use specific details to explain why it is important.

~~write~~ I think an important  
environment issue in society today is  
green house gases. This is an issue  
because people are not using fuel efficient  
cars and people are not conserving  
energy

**Annotation:**

Errors in spelling (*enviroment*, *sosiaty*, *useing*, *effisnt*), erratic capitalization (*iMportant*, *Because*) and lack of end punctuation distract from communication.

EQAO OSSLT April 2013  
Scoring Guide for Short Writing Conventions  
Section III Environmental Issue

## Code 20

**2** Identify an important environmental issue. Use specific details to explain why it is important.

An important enviromental issue is that a lot  
of people don't take recycling <sup>seriously</sup> ~~seriously~~ enough.  
Nowadays it is important to help our enviroment  
and recycleing is a good start, but then just if  
it is done properly.

**Annotation:**

Errors in spelling (*enviromental*, *enviroment*, *recycleing*) do not distract from communication.

**EQAO OSSLT April 2013**  
**Scoring Guide for Long Writing Topic Development**  
**Section IV News Report**

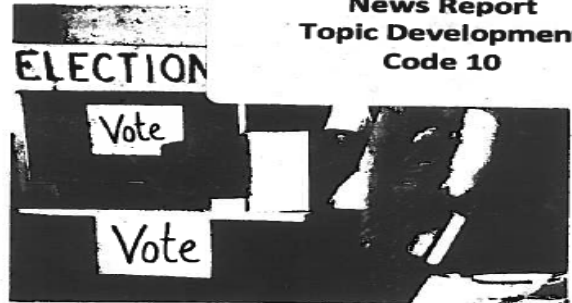
| <b>Code</b>      | <b>Descriptor</b>   |
|------------------|---|
| <b>Blank</b>     | The page is blank with nothing written or drawn in the space provided.  |
| <b>Illegible</b> | The response is illegible or irrelevant to the prompt.  |
| <b>Off topic</b> | The response is off topic.  |
| <b>Code 10</b>   | <p>The response is related to headline and/or photo but is not a news report.</p> <p><b>OR</b></p> <p>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.</p>                                  |
| <b>Code 20</b>   | <p>The response is related to headline and/or photo but only partly in the form of a news report.</p> <p><b>OR</b></p> <p>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.</p> |
| <b>Code 30</b>   | 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.  |
| <b>Code 40</b>   | 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.  |
| <b>Code 50</b>   | 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.  |
| <b>Code 60</b>   | 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.  |

EQAO OSSLT April 2013  
Scoring Guide for Long Writing Topic Development  
Section IV News Report

# Code 10

## Students Participate in Important Election

Students at school name  
secondary school have election  
day Thursday June 12 2013



News Report  
Topic Development  
Code 10

### Annotation:

The response is a news report related to the headline. It identifies an event (*Students at secondary school have election day*), but provides no supporting details.

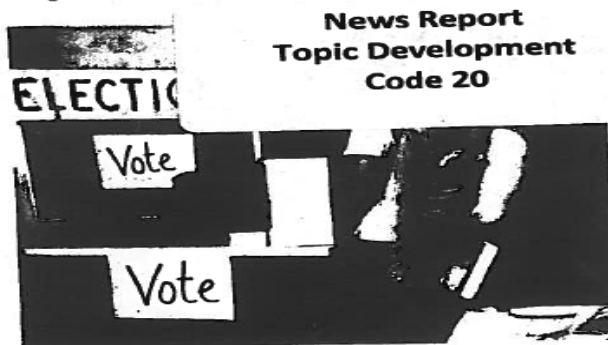
EQAO OSSLT April 2013  
Scoring Guide for Long Writing Topic Development  
Section IV News Report

## Code 20

### Students Participate in Important Election

A group of concerned youth setup a voting booth to see whether students at school name

vote Mitt Romney or the (to become) re-elected president Barrack Obama. This event occurred during the exact time the real election was happening.



News Report  
Topic Development  
Code 20

#### Annotation:

The response is a news report related to the headline and/or photo. It describes an event (*set up a voting booth*) but includes insufficient supporting details. There is limited evidence of organization.

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Scoring Guide for Long Writing Topic Development  
Section IV News Report

## Code 30

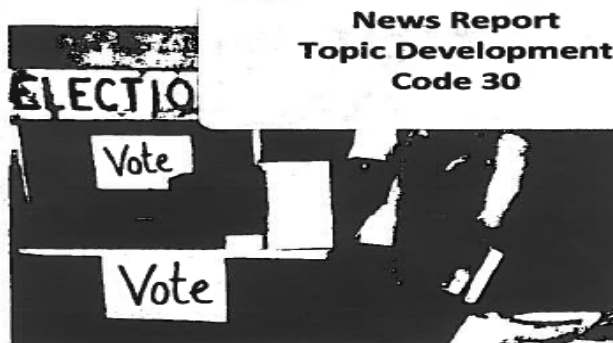
### Students Participate in Important Election

On September 21<sup>st</sup> students  
at school name

school held elections  
for student council.  
The student council  
will become in charge  
of all school functions  
starting the month  
of October, the reason

decided to do this was because  
rather than having the principals  
decide everything and have the  
students be unhappy, they decided  
to give the kids a say for  
a more successful school year.  
Students running will find out  
results next Tuesday morning  
and we wish all students  
running the very best of luck.

School name



school name

News Report  
Topic Development  
Code 30

#### Annotation:

The response has a clear focus on an event (*students at [redacted] held elections for student council*). The supporting details are insufficient and vague (*in charge of all school functions; students be unhappy; give the kids a say*). There is evidence of organization (an introduction and conclusion) but the awkward insertion of the purpose for the election (*the reason the school decided to do this*) is a lapse that distracts from the overall communication.



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Scoring Guide for Long Writing Topic Development  
Section IV News Report

## Code 40

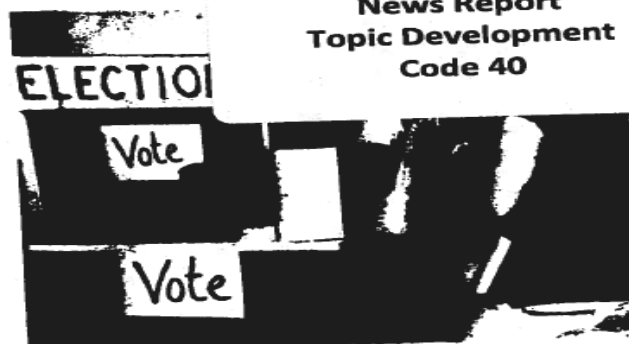
### Students Participate in Important Election

On Thursday April 3<sup>rd</sup> 2013  
students of school name

Joseph were sent to the forum  
to cast their votes on deciding  
who will become their new school  
president. What was called an  
exciting rivalry between two  
grade 12 students (

student name, student name

) would be the understatement of the  
year. The two students held no mercy for one another in this  
election to make their name known in their last school year.  
Many students believe that Daryll will do great things for the  
school and give the students a beneficial dance here and there,  
while others say Sofia will be the one to come on top and take  
the school year by storm. It's a wonder who will win as you  
see in the picture students waiting in line to place their votes  
and have their say on who will become their new school president.



News Report  
Topic Development  
Code 40

#### Annotation:

There is a clear and consistent focus on an event (*cast their votes on deciding who will become their new school president*). There are sufficient supporting details. Some are specific (*Thursday, April 3, 2013; two grade 12 students (student's first and last name and student's first and last name); beneficial dance*). Other details are vague (*last school year; do great things; held no mercy for one another; take the school year by storm*). The organization is mechanical. The concluding reference to the picture (*as you see in the picture students waiting in line...*) is a lapse in organization, but it does not distract from the overall communication.

EQAO OSSLT April 2013  
Scoring Guide for Long Writing Topic Development  
Section IV News Report

# Code 50

## Students Participate in Important Election

The students of school name  
School are voting for a new student  
council president today, June 8<sup>th</sup> 2012.

A new student council is elected  
yearly, and has become a well-loved  
tradition for all students.

Two weeks before election day,  
all students were gathered for an  
assembly at which the candidates for  
each position were announced.

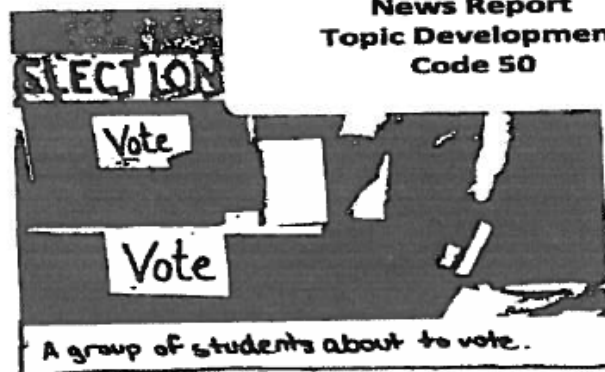
The next two weeks were filled with speeches, announcements, and even  
demonstrations from each candidate of what they could bring to student  
council to improve the school.

One grade 12 student, student name, who is running for vice president, said  
that, "every candidate is extremely motivated and I myself am grateful for  
the student body's support."

This is an important election for the entire school, as it will affect every  
student-planned activity in the coming school year.

School name principal, name, said, "I am completely confident in  
the students' decision and I know that any choice they make will benefit  
the school."

The results of the election will be made public tomorrow to an eager  
group of students.



News Report  
Topic Development  
Code 50

### Annotation:

There is a clear and consistent focus on an event (voting for new student council president). There are sufficient specific details (June 8<sup>th</sup>; well-loved tradition; two weeks before; assembly at which the candidates for each position were announced; results will be made public by tomorrow). The quotations from the student and principal are effectively integrated; they contribute to the reader's understanding of the significance of the event. The organization is chronological and logical.

EQAO OSSLT April 2013  
Scoring Guide for Long Writing Topic Development  
Section IV News Report

# Code 60

## Students Participate In Important Election

Apr 3, 2013, TORONTO STAR

The students of

school name

in

location

took part in a very

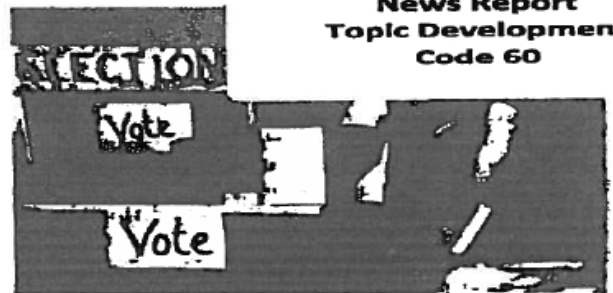
important Provincial vote

yesterday. Despite the votes not actually changing or giving power in Ontario, it plays a huge

role for the Political parties going forward. NDP leader Andrea Horwath said, "These young men and women are the voters of tomorrow. Through this "mock" election, we can see who they believe will make changes in Ontario for the better."

The elections which took place in schools province wide concluded with the NDP Party with 50% of all votes, the Liberals with 25%, Conservatives with 20%, and the Green Party with 5%. Lucy Hall, (above, second from the right) was asked who she voted for. "I voted for the NDP party because they are a ~~younger~~ younger party, and their values appeal to me more as a young adult. As university begins for me next year, I feel the NDP will change education in Ontario for the better."

With the Liberals and Conservatives typically leading the polls in the real elections, it cannot be denied that these results will boost the NDP's confidence and campaigning going forward.



News Report  
Topic Development  
Code 60

### Annotation:

There is a clear and consistent focus on an event (*students...took part in a very important Provincial vote*). Sufficient specific supporting details (*NDP leader Andrea Horwath; mock election; 50%...25%...5%*) are thoughtfully chosen to develop a clear and consistent focus. Relevant quotations are deliberately placed to develop the reasons for the mock election (*see who they believe will make changes in Ontario for the better; because they are a younger party and their values appeal to me*). Organization is coherent. The response demonstrates a thoughtful progression of ideas from facts about the election, to purpose, to results and to future implications. The effective use of transition words or phrases (*Despite the...; As...; With the...*) provide coherence.

**EQAO OSSLT April 2013**  
**Scoring Guide for Long Writing Conventions**  
**Section IV News Report**

| Code           | Descriptor   |
|----------------|--|
| <b>Code 10</b> | There is insufficient evidence to assess the use of conventions.<br><b>OR</b><br>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.   |

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Scoring Guide for Long Writing Conventions  
Section IV News Report

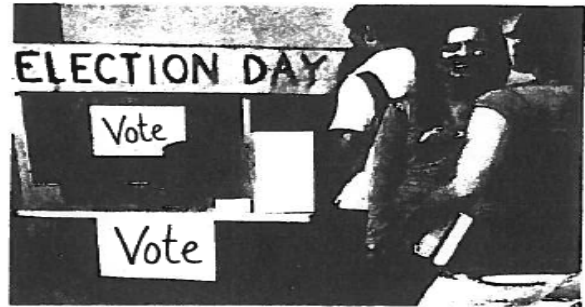
# Code 10

Ontario Secondary School Literacy Test, 2013

Long Writing  
Conventions  
Code 10

## Students Participate in Imports

students will vote  
somebody become  
some good major  
some students is talking  
about election



End of Section B. Continue to Section C.

**Annotation:**

There is insufficient evidence to assess the use of conventions.

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Scoring Guide for Long Writing Conventions  
Section IV News Report

# Code 20

Ontario Secondary School Literacy Test, 2013

Long Writing  
Conventions  
Code 20

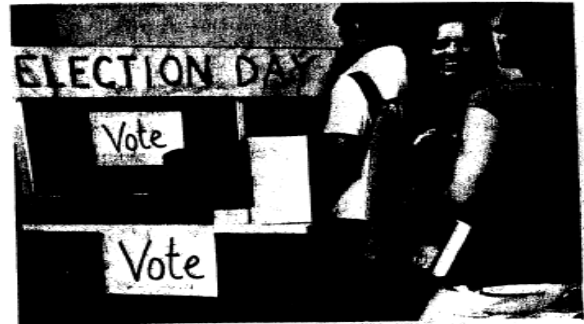
## Students Participate in Important

There are three students from  
school name they have been  
choosed to vote in important election day by  
their high school. The election  
day is April 20th. People need to  
vote for their person, it must include  
students

Student name, student name and student  
name

those  
three students are very good in their high school. They always  
prove good reasons for vote. So school decides to choose those three  
students to vote. The government say it is fair way to vote. Students  
has a positive mind in their brain so they can choose a correct people and  
other adults will follow one person.

at



### Annotation:

Errors in sentence structure ("vote for their person, it must include..."), verb form (have been choosed), and usage (they always prove good reasons for vote; students has a positive mind in their brain...) distract from communication.

EQAO OSSLT April 2013  
Scoring Guide for Long Writing Conventions  
Section IV News Report

# Code 30

Ontario Secondary School Literacy Test, 2013

Long Writing  
Conventions  
Code 30

## Students Participate in Importa

On Friday, April 18 2013, at  
school name  
High School, in Ontario,  
a student election took  
place. All of the students  
from grade 9 - 12 participated.



The student election that  
occurred at the school, was so that students  
could decide what principle they wanted. The  
students were given the option to pick one out  
of five men and women.

Student name, a grade 10 student at school name  
High School said "I'm glad that we were  
given the opportunity to choose a principle. By us  
choosing a principle it allows us to pick who we  
think is better for our school, someone who can make a  
difference. Another student, student name said "I think  
that this election was a good thing for us to take part  
in. I think all schools should let students have a say."

Hopefully in the future other schools will be able to take  
part in an election like this. They should ~~no~~ have their results next  
Monday.

### Annotation:

Errors in spelling (*principle*, "no" for "know"), in punctuation (e.g., missing quotation mark after sentence ...*someone who can make a big difference*; missing comma before the quotation "*I think...*"), and an incorrect comma (*at the school, was so the students...*) do not distract from communication.

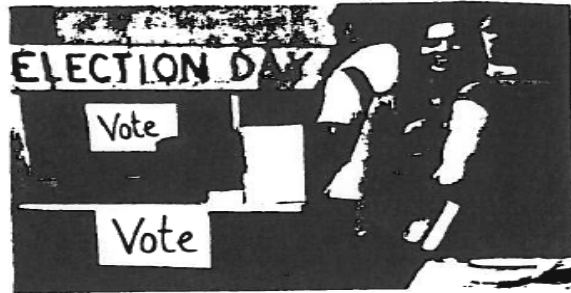


## Code 40

Long Writing  
Conventions  
Code 40

### Students Participate in Importar

On April 23, 2013, grade 10  
students of school name  
are having an  
election to determine class  
president as a part of their  
civics class to really learn  
about government.



Two students from the class, student names  
are the candidates for the election. Brooke promises that  
she will listen to everyone's ideas and make sure that everyone  
gets the help they need. Lucas promises more field trips,  
pizza lunches and days off. "I know what the students  
want because I am a student and once I am class president,  
I will be able to give it to them," says Scott.

"This is a chance for the students to really get into government  
and politics. We try to keep it as realistic as the actual elections.  
The students have made posters, created their campaign along  
with their platforms and also speeches," explains Ms. Smith,  
school teacher.

The elections will take place on April 23, 2013 in Ms. Smith's  
classroom. The students are extremely anxious.

#### Annotation:

Control of conventions is evident in sentence structure and punctuation. Errors that are typical of a first draft (e.g., missing "the" in *to determine class president*, spelling errors *feild*, *candiates*) do not undermine the overall control of conventions.



**EQAO OSSLT April 2013**  
**Scoring Guide for Reading Open Response**  
**Section V Information Paragraph Question 7**

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

| Code                     | Descriptor  |
|--------------------------|---|
| Blank                    | <b>nothing written or drawn in the lined space provided</b>   |
| Illegible*               | <ul style="list-style-type: none"> <li>• <b>response is illegible</b></li> </ul> <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>The response <u>comments on the task</u> (e.g., I don't know how to answer this.).</p>  |
| Off topic/<br>Incorrect* | <ul style="list-style-type: none"> <li>• <b>response is off-topic, irrelevant or incorrect</b></li> </ul> <p>A typical <u>off-topic</u> response has no connection to the selection or the question.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question <b>AND/OR</b> the ideas in the selection.</p>  |
| Code 10                  | <ul style="list-style-type: none"> <li>• <b>response indicates minimal reading comprehension</b></li> <li>• <b>response provides minimal or irrelevant ideas and information from the reading selection</b></li> </ul> <p>The response provides</p> <ul style="list-style-type: none"> <li>• only a <u>main idea</u> from the selection</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• only one or more <u>details</u> from the selection without a main idea</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• a <u>main idea</u> with one or more <u>irrelevant details</u> from the selection.</li> </ul>   |
| Code 20                  | <ul style="list-style-type: none"> <li>• <b>response indicates some reading comprehension</b></li> <li>• <b>response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</b></li> </ul> <p>The response provides</p> <ul style="list-style-type: none"> <li>• a correct main idea and one or more <u>vague details</u> from the selection to support it</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• a <u>vague main idea</u> and one or more specific or vague details from the selection to support it.</li> </ul> <p>The response often requires the reader to make the connection between the main idea and supporting detail(s).</p> |
| Code 30                  | <ul style="list-style-type: none"> <li>• <b>response indicates considerable reading comprehension</b></li> <li>• <b>response provides accurate, specific and relevant ideas and information from the reading selection</b></li> </ul> <p>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.</p>  |

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

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## Code 10

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

The main idea of this selection is to provide information on past and current occurrences in the Arctic. My example would be as follows, "Polar bear survival in the wild may be in danger because of climate change."

**Annotation:**

This response provides only a main idea ("Polar bear survival in the wild may be in danger because of climate change").

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## Code 20

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

The main idea of this selection is that due to global warming polar bears survival may be at risk. I think this because it talks about what the polar bears will eat after the ice melts and the polar bears will not be able to get access to seals.

**Annotation:**

This response provides a correct main idea (*due to global warming polar bears survival may be at risk*) and a detail from the selection (*polar bears will not be able to get access to seals*) to support it. The reader is required to make the connection between the main idea and the supporting detail.

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**Code 30**

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

Climate change is endangering polar bear survival in the wild. Since climate change is lengthening the ice free periods in Southwestern Hudson Bay, the polar bears are stranded on land and away from their normal diet of seal meat during the summer, resulting in less fat build-up for the winter.

**Annotation:**

This response provides a correct main idea (*climate change is endangering polar bear survival in the wild*) supported by specific and relevant details from the selection (*climate change is lengthening the ice free period...polar bears are stranded on land and away from their normal diet of seal meat...resulting in less fat build-up for the winter*). The connection between climate change and the threat to polar bear survival is clear.