

Education Quality and
Accountability Office



Ontario Secondary School Literacy Test

WCI Booklet 2

Rubrics and

Grade 7 Student Responses with Annotations

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Scoring Guide for Reading Open-Response Section VII Question #6

Q6: Explain how Burd’s project demonstrates the work of a scientist. Use details from the selection and your own ideas to support your answer.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	<p>response is illegible</p> <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*	<p>response is off-topic, irrelevant or incorrect</p> <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’ve taken a science class) or only restates the question (e.g., The project demonstrates the work of a scientist) with no support.</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 provides an example of Burd’s actions with no link to the work of a scientist.</p> <p style="text-align: center;">OR</p> <p>The response provides an example of the work of a scientist (e.g., research, test) supported with</p> <ul style="list-style-type: none"> • <u>no</u> details from the selection (e.g., only own ideas). <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • <u>irrelevant</u> details from the selection (e.g., retelling of events).
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 <u>vague</u> support from the selection to explain an example of how Burd/ Burd’s project demonstrates the work of a scientist.</p> <p>The response often requires the reader to make the connection between the work of a scientist and 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 uses <u>specific and relevant</u> support from the selection to explain <u>clearly</u> an example of how Burd/Burd’s project demonstrates the work of a scientist.</p>

Scoring Guide for Reading Open-Response
Section VII Question #6

10

- 6 Explain how Burd's project demonstrates the work of a scientist. Use specific details from the selection and your own ideas to support your answer.

Burd's project demonstrates the work of a scientist because when Burd noticed a problem, he decided to try to figure out a solution. Burd did research, found out different facts, and then got right to work experimenting. He made a hypothesis and found a solution to the problem.

Annotation:

The response provides an example of the work of a scientist while retelling the events in the selection (e.g., *noticed a problem, figure out a solution, did research*). There are no details from the selection used to support the response.

Scoring Guide for Reading Open-Response
Section VII Question #6

20

- 6 Explain how Burd's project demonstrates the work of a scientist. Use specific details from the selection and your own ideas to support your answer.

Burd's project demonstrated the work of a scientist by how he went to the landfill to collect samples in paragraph 6, and by his ^{knowledge} ~~knowledge~~ knowledge of chemicals and how he used them.

Annotation:

The response identifies an example of how Burd/Burd's project demonstrates the work of a scientist (*collect samples*) and supports it with details from the selection (*went to the landfill*). The reader must make the connection between the detail and the work of a scientist.

Scoring Guide for Reading Open-Response
Section VII Question #6

30

- 6 Explain how Burd's project demonstrates the work of a scientist. Use specific details from the selection and your own ideas to support your answer.

Burd's project demonstrates the work of a scientist because he discovered and isolated a micro-organism that is responsible for breaking down ^{Plastic} ~~bags~~ bags. Burd used Polyethylene ~~to~~ and a solution to encourage bacterial growth to test his hypothesis. Burd's idea is very advanced and could solve a lot of problems worldwide.

Annotation:

The response identifies an example of how Burd/Burd's project demonstrates the work of a scientist (*discovered and isolated*) and clearly explains it with specific and relevant support from the selection (*micro-organism that is responsible for breaking down Plastic bags*).

Section IX Writing

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.

News Report
Topic Development
Code 10

Storm Shuts Down Region

On January 18th there has
been a major snow storm



Annotation:

The response is a news report related to the headline and/or photo. It identifies an event (*major snow storm*), but provides no supporting details. There is no evidence of organization.

News Report
Topic Development
Code 20

Storm Shuts Down Region

In January 15, 2009, a heavy snow storm came to Canada in city. Many car accidents and injuries happened during the past 2 weeks.



Annotation:

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 (*January 15, 2009, ...during the past 2 weeks*). There is limited evidence of organization.

News Report
Topic Developer
Code 30

Storm Shuts Down Region

January 13/11

Last night in the city
of [redacted] city, came a
big storm, closed down
schools, roads and businesses.

It snowed three feet of
snow. In the picture to
the right you can see

resenden helping out their nabours to plow
their drive way and sidewalks.

For the kids that are not going to school,
will probly have a really fun time playing
in the snow making snowman, snow houses.



Annotation:

The response has a clear focus on an event (*came a big storm*). Supporting details are insufficient and vague (*resenden, nabours, kids, probly have a really fun time*). There is evidence of organization.

Storm Shuts Down Region

In an otherwise nice, quiet town in [redacted] city in Ontario, hundreds are left stuck in their homes due to heavy overnight snowfall on December 27th 2010.



Most residents of the town are unable to leave their property because of the two feet of snow holding their vehicles hostage!

Joe, seen clearing snow from his driveway stated, "We have not seen such a bad storm since 1999!"

Most residents of the town are expected to be house bound for the next few days because the roads aren't expected to be cleared until December 30th, just in time for New Years.

Annotation:

There is a clear and consistent focus on an event (*stuck in their homes due to heavy overnight snowfall*). There are sufficient supporting details. Some are specific (*hundreds, two feet, Joe, 1999, December 30th*). Other details are vague (*most residents, few days*). The organization is mechanical.

Section IX Writing

50

News Report
Topic Development
Code 50

Storm Shuts Down Region

- Last December **city** in Ontario suffered at the hands of Mother Nature. There was a huge snowstorm that left the citizens buried under four feet of snow.
- Schools and workplaces had to be shut down so the city could decide what to do and how to fix the mess.
- "It took me over three hours to clear my driveway, and another half hour to clear my car," says one citizen, **name**.
- Another local citizen, **name**, gave us his thoughts. "I woke up the first morning and looked out the window. My first thought was 'the kids are going to have a snowday'. Then I got a call from my boss telling me not to come in today. My wife got the day off too. We spent the rest of the day trying to clear our driveway."
- A man who helped plough the roads gave us his opinion as well. "The snow on the roads was four feet deep and heavy. It took over three days and a million dollars to get it all cleared up."
- The people of **city** really suffered the wrath of Mother Nature. Fortunately no one was hurt and no basements flooded.



Annotation:

There is a clear and consistent focus on an event (*huge snowstorm*). There are sufficient and specific supporting details (*four feet of snow, Mary Hathaway, Logan Hodd, three hours, another half hour, a million dollars, basements flooded*). Quotations add additional details (personal perspectives from a citizen and a man who ploughs the road). Organization is logical. The final paragraph returns to the idea of "Mother Nature" from the first paragraph.

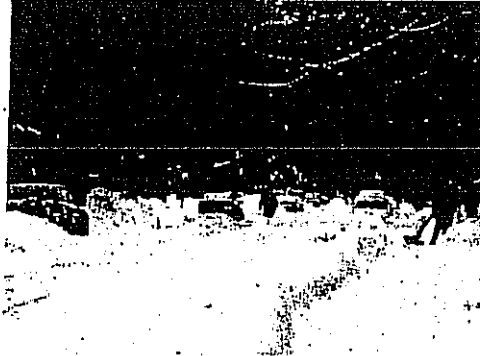
Section IX Writing

60

News Report
Topic Development
Code 60

Storm Shuts Down Region

On Tuesday March 8th a snowstorm hit the southern coast of Ontario, shutting down many of the work areas. The storm that started from Vancouver blew at 24 km/h and reached **city** closing down many regions, specially the **region** Region. Weather official, Mary Kate says: "Canada can be unpredictable, but we weren't expecting this huge amount this late in the year." The storm closed down schools, banks and even universities. "The problem is that we weren't even warned about it so, we were very unprepared. We actually didn't have our equipment handy when we first heard about it" says **name**, one of the region's experts in snow management. The storm caused many cars to get stuck in the road for as much as 2 hours. "The depth of 17cm of snow is the most shocking snow disaster we have ever had since 1938," says old Jack, one of the senior citizens. Due to this disaster many plans, meetings and lessons were delayed. Students were advised not to even attempt going to school after one student, **name** slipped into a 60cm wide hole and broke her leg. "It was very scary as I was trying to break free from the whole and my body was half buried in snow" she says. The mayor of **city** declared this day "zero day" since nothing could get done. "I guess this is a wakeup call that we need to always be prepared for snow," he said. After all Canadian weather has always had a remarkable history.



Annotation:

There is a clear and consistent focus on an event (snowstorm). Sufficient specific supporting details (southern coast of Ontario, Vancouver, 24 km/h, York Region, Mary Kate, 170 cm, 1978, 50 cm) are thoughtfully chosen to develop the news report. Organization is coherent. Quotations are effectively placed. Final statement is an effective conclusion, connecting to the ideas in the response.

Section IX Writing

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.

Section IX Writing

Long Writing
Conventions
Code 10

Storm Shuts Down Region

On January 18th there has
been a major snow storm



Annotation:

This response provides insufficient evidence.

Storm Shuts Down Region

We have had a lot of bad snow falls this year but anything like this one. People are not even trying to get to work. The snow is 10 feet high so no one is going any where for



a long time some can not even open there door to get out it's been 3 day and the snow is still higher then ever just last night the snow started again but not as bad we are trying to do something about it but no one want's to get out there to the snow its really cold and wet it started to rain well it was snowing in about two day we should have all the snow cleaned up we are hoping.

Annotation:

Errors distract from communication. Reading rhythm is interrupted by omissions (comma) and erratic use of capitals, by run-on sentences, by errors in usage ("in about two day," "it's been 3 day") by improper use of apostrophes (want's) and by omitted words.

Section IX Writing

Storm Shuts Down Region

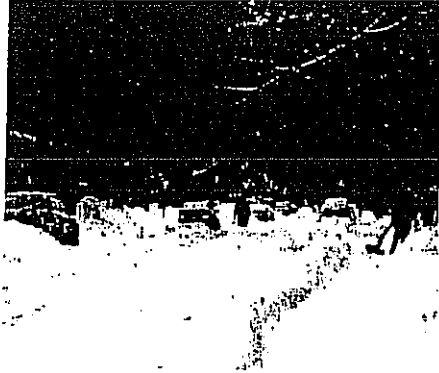
December 15, 2001 in
 city, Ontario Canada
 the region was shut
 down due to weather.

The weather was so terrible
 terrible that the power
 was cut, automobile were not
 able to run and all heating
 was off.

On this day schools were shut down, work places
 and every bus and train were not able to
 run. The region has been shut down for
 three days and help is on it's way. The
 plow trucks are not able to run through the
 city as well due to the roads being
 such a mess.

The city had no warning of this storm,
 it had happened over night with shock.
 Some people are stuck in houses and other
 in work buildings. The luck for this city of having
 help should be soon, but as for now there is
 nothing you can do but wait. Good luck

city

**Annotation:**

Effective use of conventions is evident in the written work (e.g., effective use of quotations and semicolon). Errors in spelling (*do*, *automobile*, *it's*) do not distract.

Long Writing
Conventions
Code 40

Storm Shuts Down Region

A record breaking snow storm shuts down the region of [redacted] town for hours, and left hundreds of people without electricity for up to 6 hours!



Early Monday morning [redacted] name had a huge amount of snow drop down on them from mother nature! Many people had different thoughts on the storm. When we asked them later that night,

Mary-Lou a third grader from [redacted] school said, "I love the snow! Its so much fun to play in, and we get a day off school!". On the other hand when we asked Mary-Lou's mother what she thought of the storm she gave a very different answer!

"I don't mind the snow, but getting this much of it is just too much!" she said.

As we drove around some of the towns in the [redacted] name region we saw many people shoveling, and cleaning up to four feet of snow off their drive way, I'm sure everyone will be happy to see spring comming up soon!

Annotation:

Control of conventions is evident through the use of punctuation. Some spelling errors ("diffrent," "shovoling," "comming,") and lack of commas ("Mary-Lou a third grader from . . .") do not undermine the overall control of conventions.

Scoring Guide for Reading Open-Response Section L Question 7

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*	<p>response is illegible</p> <p>An <u>illegible</u> response cannot be read. The response <u>comments on the task</u> (e.g., I don't know how to answer this.).</p>
Off topic/ Incorrect*	<p>response is off-topic, irrelevant or incorrect</p> <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 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 provides</p> <ul style="list-style-type: none"> • only a <u>main idea</u> from the selection <p>OR</p> <ul style="list-style-type: none"> • only one or more <u>details</u> from the selection <p>OR</p> <ul style="list-style-type: none"> • a <u>main idea</u> with one or more <u>irrelevant details</u> from 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</p> <ul style="list-style-type: none"> • a <u>correct main idea</u> and one or more <u>vague details</u> from the selection to support it. <p>OR</p> <ul style="list-style-type: none"> • a <u>vague main idea</u> and one or more <u>specific or vague details</u> from the selection to support it. <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"> • response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection <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.</p>

Scoring Guide for Reading Open-Response
Section Question 7

10

- 7 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 naming hurricanes has become a challenge. Evidence to support my reasoning is from sentence 17 which summarizes the content of the selection. "This idea is the latest in a series of solutions to the challenge of naming hurricanes."

Annotation:

The response provides only a correct main idea from the selection (*naming hurricanes has become a challenge*). The last sentence restates the main idea.

Scoring Guide for Reading Open-Response
Section L Question 7

20

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

Hurricanes are named different things over time. Whenever a hurricane strikes, they always have to give a different name to it. Also, whenever they name a hurricane, they have to use all of the letters of the alphabet.

Annotation:

The response provides a correct main idea (*Hurricanes are named different things over time*) with vague detail (*they have to give a different name to it*). The reader needs to make the connection between the main idea and the details. The last sentence contains inaccurate information (*have to use all the letters of the alphabet*).

Scoring Guide for Reading Open-Response
Section L Question 7

30

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

Naming Atlantic Basin hurricanes have varied over time. It has become a problem, because there were too many. On September 13, 1876, (the day of San Felipe) a hurricane hit Puerto Rico. 50 years later, another hurricane hit the same place at the same time. It was named San Felipe II. If they keep hitting there, the name will have to be repeated over and over again.

Annotation:

The response provides a correct main idea (*Naming Atlantic Basin hurricanes have varied over time*) with specific and relevant details (*On September 13, 1876, (the day of San Felipe), ...50 years later*) to support it.

Ontario Secondary School Literacy Test
Booklet 2
Student Answer Key

Section VII

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (b) (c) (d)
4. (b) (c) (d)
5. (b) (c) (d)
6. Respond in booklet.

Section VIII

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (a) (b) (c) (d)
4. (a) (b) (c) (d)

Section IX

1. Respond in booklet.

Section X

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (b) (c) (d)
4. (a) (b) (c) (d)
5. (a) (b) (c) (d)
6. (a) (b) (c) (d)
7. Respond in booklet.

(e)