

# Ontario Secondary School Literacy Test (OSSLT)

Information Session

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# Agenda

1. What is the OSSLT?
2. Strict Rules
3. The Test
4. The Test Day Schedule
5. “Cool Tools”
6. Questions
7. Practice Test
8. Appendix (Extra information)

# What is the OSSLT?

OSSLT stands for **Ontario Secondary School Literacy Test**.

The OSSLT is a **standardized test**. This means that it is the same across the province.

- The test is based on the curriculum expectations up to and including the end of Grade 9
- **All students** in Ontario need to write the OSSLT before they graduate high school

The OSSLT is a **graduation requirement**. It is one of the requirements for your Ontario Secondary School Diploma (OSSD)

- This year, grade 10s and previously eligible grade 11s will attempt the test.
- You cannot **“get out”** of the test. If students are learning from home, they will be invited to come to school on the test day to write. If they do not write this year, they will have to attempt the test next year.

# Strict rules!

There are **strict rules** to keep testing fair since the OSSLT is a **standardized test** being written by students all across the province.

The computer you use will be provided. It has been specifically set-up for the test.

You can bring your own headphones that plug into a Chromebook to use the listening tools.

The **government sets the rules!** The teachers are running the test using the government rules.

## On the test day:

- No digital devices are allowed at the desk and/or on the student. This includes: cell phones, smart watches, iPads, etc. All of these devices must be set at the front of the room until you are **completely finished** the test (you cannot have them on break).
- No talking is permitted in the test room during the test.
- A seating plan will be recorded and kept

**It's serious business!! Even teachers have to do pre-work and understand the test rules!!**

# The Test

The practice test looks similar to how the real test will look.

The test is **divided into two sessions (A & B)** on a computer.

Session A & B will contain a total of 33 questions:

- 31 multiple choice questions (technologically-enhanced multiple-select questions (eg., drag and drop, drop-down menu, checklist))
- 2 open response (short answer) questions.

Students will write on **different days**.

There will be **different test versions** on the day of your test.

We will do **Session A**, take a break (approximately 15 minutes), and then complete **Session B**.

If you are in a non-grade 10 class or in a grade 11 class, **don't worry!** We have a plan to get you on another day :)

# The Test Continued...

Take your **time!**

**Paper, pens & pencils** will be provided if you prefer rough planning like that, rather than on the computer screen.

Use all of the **literacy skills** you have practiced throughout your years of learning!

**Remember:**

All we ask is that you **do your best!** A test doesn't define you.

**Things to bring:**

- **Headphones** to plug into Chromebook if you want to listen
- **Water**
- **A book or non-tech activity** to do if you finish your test early

# The Test Day Schedule

Arrive at the school at your regular time!!!

Period #3: 8:00am - 10:45am

- Test instructions & set-up
- Session A
- Take a 15 minute break & have a snack
- Session B
- When finished, wait quietly and/or return to your classroom.

If you need **extra time**, you will get extra time! **DO NOT RUSH!!** We expect that some students might write into lunch or period #4.

Location?

Most classes will write in the library. A few will be writing in a different location.

**Your attendance is critical!!**

Unless you are isolating due to Covid-19 or sick, we need you to be at school!

# Cool Tools

Everyone has access to “cool tools” on the literacy test.

The best way to learn how to use them is to work through the [practice test](#).

 [Flag this question](#)

 [Open/Close Reading Passage](#)

You can:

- Listen
- Zoom
- Read line by line
- Change the contrast
- Highlight
- Cross out
- Erase
- Take rough notes
- Split the screen
- Flag questions!

 Close  Split-Screen  Full Screen



100%



# Questions?

Do you have any questions?

You can always email us if you think of something later:

Miss Agar - [sagar@scdsb.on.ca](mailto:sagar@scdsb.on.ca)

Ms. Stoodley - [mstoodley@scdsb.on.ca](mailto:mstoodley@scdsb.on.ca)

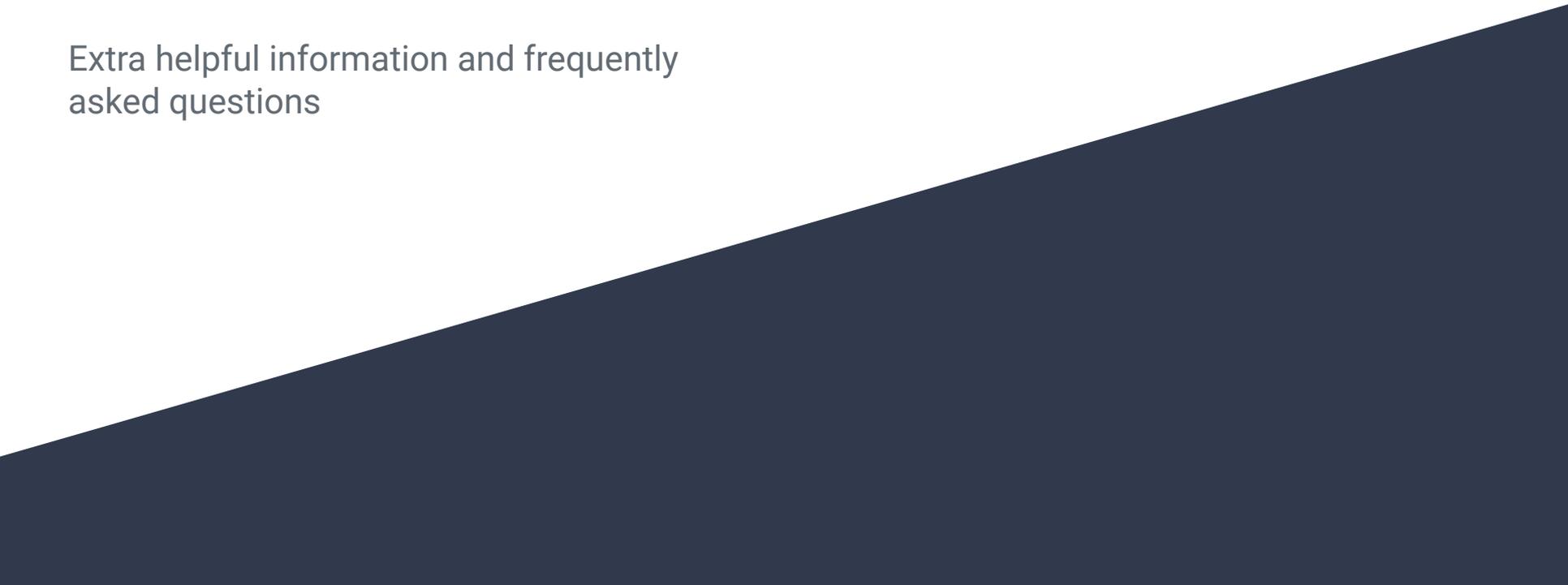
Your classroom teacher will post information about your writing date on your virtual learning environment so that you know when your test day is!

# Practice Test Link

Click [here](#) to access the practice test.

# Appendix

Extra helpful information and frequently asked questions

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# Helpful Video Links

Click on the links below for helpful strategies:

1. [Writing a Paragraph](#)
2. [Multiple Choice & Grammar Tips](#)
3. [Developing an Opinion](#)
4. [Annotating](#)
5. [Writing a Paragraph - Video #2](#)

# Reading & Interpreting Informational & Narrative Texts

## Reading Strategies:

- Re-reading the text for the answer
- Read the text out loud
- Use the line or paragraph numbers to help you find the answers
- Use context clues from the text or the sentence the word is in
- Use the annotation tools provided (highlighting, drawing lines, eraser, etc.)

# Answering Multiple Choice Questions

- Read and reread the question and all of the options carefully. Underline or highlight the key words.
- If you can't find the correct answer easily, start by eliminating the wrong or obviously incorrect answers, then go back and reread the relevant part in the passage.
- Since more than one option may appear to be correct, choose the one that is the most correct.
- If no answer is selected, the question will be marked incorrect.

# Constructing Short Answer Responses: Scoring Guide & Exemplar

## Code 30

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*").

## EQAO OSSLT Rubric and Scoring Guide for Reading

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

Code	Descriptor
<b>Off topic/ Incorrect</b>	<p>response is <b>off-topic, irrelevant or incorrect</b></p> <p>A typical <u>off-topic</u> response has no connection to the reading selection or the question.</p> <p>A typical <u>irrelevant</u> response comments on the topic or only restates the question 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 reading selection.</p>
<b>Code 10</b>	<p><b>• response indicates minimal reading comprehension</b> <b>• response provides minimal or irrelevant ideas and information from the reading selection</b></p> <p>The response provides</p> <ul style="list-style-type: none"> <li>minimal and/or irrelevant information from the reading selection</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>a reason why Montreal's approach is beneficial with no supporting details, irrelevant details from the reading selection or details from the student's own ideas</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>a retelling of events or listing of details from the selection.</li> </ul>
<b>Code 20</b>	<p><b>• response indicates some reading comprehension</b> <b>• response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</b></p> <p>The response provides some details from the selection that explain why Montreal's approach to graffiti is beneficial.</p> <p>The reader <b>must make the connection</b> between the supporting details and <b>why or how</b> the approach is beneficial. The reason is implied and only vaguely expressed.</p> <p><b>OR</b></p> <p>The response provides a reason from the selection supported by limited or vague details.</p>
<b>Code 30</b>	<p><b>• response indicates considerable reading comprehension</b> <b>• response provides accurate, specific and relevant ideas and information from the reading selection</b></p> <p>The response <b>clearly explains why</b> Montreal's approach to graffiti is beneficial and provides specific and relevant support for that reason.</p>

# Short Answer Responses: Success Criteria

- I use a clear topic sentence that clearly answers the question
- I use transition words to move through each of my examples.
- My examples are specific, accurate and relevant
- I have 2 to 3 examples to support my main idea
- I have included a concluding sentence if I have enough space

# Writing a Series of Paragraphs Expressing an Opinion

Do people depend too much on technology?

Code	Descriptor
Off topic	The response is off topic or irrelevant to the prompt.
Code 10	The response is related to the prompt but does not express an opinion. <b>OR</b> The response expresses an opinion with no supporting details or provides details unrelated to the opinion. There is no evidence of organization.
Code 20	The response is related to the prompt, but only part of the response expresses and supports an opinion. <b>OR</b> The response is related to the prompt, and expresses and supports an opinion, but the opinion is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.
Code 30	The response is related to the prompt and expresses a clear opinion. There are insufficient and/or vague supporting details or the connection of the details to the opinion is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is related to the prompt. A clear and consistent opinion is developed with sufficient supporting details, however only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.
Code 60	The response is related to the assigned prompt. A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen. The organization is coherent demonstrating a thoughtful progression of ideas.

# Writing a Series of Paragraphs Expressing an Opinion

## Code 60

Do people depend too much on technology?

The advancement of technology has in many ways made our lives much easier. The things we could never think about happening in the past have been made possible with the advancement of technology. However, with technology making our lives easier, we humans have started to depend on it too much. In my opinion, people depend too much on technology as it is becoming a tool for fast, effective communication, being used for school purposes increasingly as well as personal entertainment.

Technological advancements have made communication much faster and easier. For messages that had to once be delivered by people physically delivering the message, we can now call, text or email. However, the fact that it is easier doesn't make it difficult to notice that everyone is communicating through screens and less in person. Studies have shown that teens aged 15-18 have problems communicating with people in person due to the growing use of cell phones and computers. The increased use of cell phones and computers hinders with real life communication of many individuals and this is because we are becoming dependent on technology for communication purposes.

In addition, the use of cellphones and computers in school and for school purposes have contributed to making people more dependent on technology. For instance, homework was once physically written on the board and students used to have to write it down themselves. With technology advancing, the teacher can now post the homework on an app like Google

classroom and have kids submit homework online as well. However, this can cause problems since things like autocorrect and grammarly will help fix student's mistakes but students will never learn how to spell words correctly without grammarly or autocorrect. It's been shown that students who type their work and use autocorrect will naturally spell worse than those who don't since their spelling mistakes are fixed automatically. The increased use of technology in classrooms has made people more dependent on it. Finally, our use of technology for personal entertainment also makes us more dependent on technology. Kids in the past used to take part in more physical activity to have fun but with televisions around, kids are entertained while being seated which promotes obesity as well. However, it sounds easier to sit around and have fun which makes us more dependent on technology.

In conclusion, I believe that people are becoming too dependent on technology as it is becoming an easier way to communicate, complete schoolwork and entertain ourselves.

**Annotation:** A clear and consistent opinion is developed (In my opinion, people depend too much on technology. .). There are sufficient specific supporting details that are thoughtfully chosen (Studies have shown that teens aged 15 – 18 have problems communicating with people in person due to the growing use of cellphones) and (students who type their work and use autocorrect will naturally spell worse than those who don't. .). The organization is coherent and demonstrates a thoughtful progression of ideas. The discussion in the body paragraphs follows the order laid out in the introduction. Although the third body paragraph and the conclusion are short, the thoughtfulness of the response and the effective organization are consistent with a Code 60.

# Writing a Series of Paragraphs Expressing an Opinion: Success Criteria

- ✓ Have I formed a clear opinion?
- ✓ Does my introductory paragraph answer the question?
- ✓ Do I state my three supporting points in my introduction?
- ✓ Have I written three body paragraphs?
- ✓ Do each of my body paragraphs begin with a clear topic sentence?
- ✓ Have I included specific, relevant, supporting details?
- ✓ Have I used transitional words and phrases to link my ideas and paragraphs? (in addition, also, for example, first, last, in conclusion, etc.)
- ✓ Does each paragraph support the main idea?
- ✓ Have I written a concluding paragraph that restates my answer to the question and summarizes my three main points?