

Education Quality and  
Accountability Office



**Ontario Secondary School Literacy Test**

**Released 2008 OSSLT  
Item-Specific Rubric and Sample  
Student Responses with Annotations**

10

**Question**

How might the information in this news report encourage people to visit Alberta? Use specific details and examples from the selection to support your answer.

**Descriptor**

Response identifies one or more ways that this news report might encourage people to visit Alberta, but does not support the choice. The response provides

- no support for the choice
- or
- irrelevant support based on the selection
- or
- support that applies to encouraging people to visit anywhere (e.g., because it is interesting to see different museums).

**Sample Student Response**

It might encourage people to visit Alberta because there is history there and culture there is something for everyone to do there.

**Annotation**

This response is Code 10 because it provides support that could apply to anywhere, not specifically Alberta (“there is history there and culture,” “something for everyone to do there”).

20

**Descriptor**

Response identifies one or more ways that this news report might encourage people to visit Alberta, but uses

- vague support from the selection to show how the report might encourage people to visit Alberta (e.g., if you like dinosaurs, this museum has them all.).

The response usually requires the reader to make the connection between the support and how it might encourage people.

**Sample Student Response**

This news report will encourage people to visit Alberta because there is a new species of dinosaurs and anyone can come dig and find a dinosaur themselves.

**Annotation**

This response is Code 20 because it identifies a way that the report encourages people to visit (“because there is a new species of dinosaurs”) but uses vague support. The reader is required to make the connection between the finding of the new species and the idea that “anyone can come dig and find a dinosaur themselves”.

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## Descriptor

Response identifies one or more ways that this news report might encourage people to visit Alberta, and uses specific and relevant support from the selection to clearly show how the article might encourage people to visit Alberta.

### Sample Student Response

→ indent The information in this news report might encourage people to visit Alberta because readers may now be curious to see a possible new species. The selection talks about Day Digs for people to attend in Alberta that are sponsored by the Royal Tyrrell ~~4444~~ Museum. People who read this news report may now want to participate in the Day Digs to discover new specimens.

## Annotation

This response is Code 30 because it identifies a way that the report encourages people to visit Alberta (“readers may now be curious to see a possible new species”). The response uses a specific and relevant detail from the selection (Day Digs) and clearly shows how the Day Dig encourages people to visit Alberta (“People who read this news report may now want to participate in the Day Digs to discover new specimens.”).

10

**Question**

If you could visit anywhere in the world, which place would you visit? Explain why.

This writing task is scored for both Topic Development and Conventions (grammar, punctuation, etc.) using two separate rubrics.

**Descriptor**

Response identifies where the writer would visit, but

- does not provide an explanation for the choice

or

- the explanation is irrelevant.

**Sample Student Response**

If I could visit anywhere in the world, I would  
visit trinidad because it has

**Annotation**

This response is Code 10 because it identifies a place the writer would visit (“trinidad”) but it does not provide an explanation for the choice.

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**Descriptor**

Response identifies where the writer would visit and provides at least one reason for the choice, but

- the explanation is vague (e.g., I've always wanted to go there.).

The response usually requires the reader to make the connection between the main idea and the support.

**Sample Student Response**

~~I want~~ If I could visit anywhere in the world I would go to Bar Baydos because I have never been there and it would be nice to go there to see what it's like.

**Annotation**

This response is Code 20 because it identifies a place to visit ("Bar Baydos") and provides a vague reason for that choice ("I have never been there"... "it would be nice to go there").

30

**Descriptor**

Response identifies where the writer would visit and explains the choice with one or more specific and relevant reasons to support the choice (e.g., I want to see the ruins of the Aztec temples.).

**Sample Student Response**

If could visit anywhere in the world, I would visit Rome. I would be thrilled to see the great structures, and statues, and to look upon the Coliseum would take my breath away. The Roman history reaching out for me, I could stand within great ruins of the past. This is ~~why~~ why I wish to visit Rome.

**Annotation**

This response is Code 30 because it identifies a place to visit (“Rome”) and explains the choice with reasons that are specific and relevant to that place (“look upon the Coliseum”... “stand within great ruins of the past”).

10

**Descriptor**

- Errors in conventions distract from communication.

**Sample Student Response**

I would visit Egeypt. Egeypt is a place that I never  
been to. This place so many culturis things to see and  
to learn, about how the Peoples use to live back  
on hundred years ago and what were they doing and  
eating.

**Annotation**

This response is Code 10 because missing words and sentence structure errors distract from communication.

20

**Descriptor**

- Errors in conventions do not distract from communication.

**Sample Student Response**

I would like to visit Korea if I could. Korea is the nearest country from my home country Japan, so they have some similarities in nations, but they also have many differences in the cultures. I would like to compare the two countries by myself by going there. Also I would like to know how Koreans think about Japanese by the effects of the World War II.

**Annotation**

This response is Code 20 because a small error in the last sentence does not distract from communication.

10

## Question

Task: Write a **news report** based on the headline and picture on the next page.

- You will have to make up the facts and information, answering some or all of the following questions: Who? What? Where? When? Why? How?
- You must relate your newspaper report to **both** the headline **and** the picture.

This writing task is scored for both Topic Development and Conventions (grammar, punctuation, etc.) using two separate rubrics.

## Descriptor

- 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.

### Sample Student Response

Some person  
came to their  
school and gived  
some good  
messages that  
really inspires  
these students.



## Annotation

The response is a news report related to the headline and/or photo.

The response identifies an event ("person came to their school"), but provides no supporting details.

There is no evidence of organization.

## Descriptor

- 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.

### Sample Student Response

"I have been in this career for over 6 years and haven't had such an impact on the young society to date." That is a quote from an inspiring guest speaker who goes by the name of [speaker's name]. He is a motivated speaker who speaks to young adults about being the best they can be, not only in school, but for what they do tomorrow, today and the rest of their young fruitful lives. I was doing a news report on this remarkable event. It was suppose to be for a colony, but the chief at the daily bugle said "This miracle deserves first page". So as I sat down and listened every breath he took and every word he said seemed to have an impact on the kids in middle school. If I could change my ways on what [speaker's name] said I probably wouldn't be sitting down right now, writing this paper. I just wish that each one of these little minds and young adults of tomorrow would reflect on this spe



## Annotation

The response is related to headline and/or photo but only partly in the form of a news report. The first part is a report but the response switches to a narrative/personal response.

30

## Descriptor

- 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.

### Sample Student Response

Last Thursday March 11  
 Students at [school's name] elementary  
 school in Oshawa, Ontario  
 gathered for an assembly  
 to welcome a guest at  
 their school. [speaker's name]  
 [speaker's name] has been  
 travelling across Canada  
 talking to students about bullying and the negative  
 life changing effects it has on children. [spkr's name]'s  
 speech was very touching, "[speaker's name] has  
 inspired us all to be better people"



## Annotation

The response is a news report related to the headline and photo with a clear focus on an event ("assembly").

There are insufficient and/or vague supporting details. Basic details are provided but are insufficiently developed. The quotation does not add much further information.

There is evidence of organization. The opening sentence is typical of a news report.

## Descriptor

- 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.

### Sample Student Response

On April 5, 2008,  
students of [school's name]  
School crowded into their  
gymnasium to hear [speaker's name]



"I thought it would be  
another boring pep-talk!"  
says student [student's name].

[speaker's name] spoke to the students about the  
growing issue of global warming. "Something must  
be done to make the children of today aware of  
this problem!" [spkr's name] said.

The students were truly inspired, and have  
started a school group called "S.G.W." (Stop  
Global Warming). They have put up posters  
around the school to help raise awareness.

On May 6, they will be hosting an "Eco-  
friendly" dance.

"I'm glad I set off such a spark!" says [spkr's name]  
proudly.

## Annotation

The response is focused clearly and consistently on an event ("to hear [speaker's name]").

There are sufficient supporting details, however, only some are specific (e.g., dates, names, the S.G.W. group).

The organization is mechanical and any lapses do not distract from the overall communication.

The order of information follows the headline (speaker; message; inspiration).

## Descriptor

- 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.

### Sample Student Response

On October 29th, 2007, [school's name] High School welcomed an inspiring guest with open arms. Officer [speaker's name], a D.A.R.E. representative from the Alliston Police Station, was called into the school to educate the students on drug safety and awareness. "D.A.R.E. (Drug Abuse Resistance Education) is a program in which students are taught the danger associated with the use of drugs in homes and at school," said Officer [speaker's name]. The presentation lasted for about an hour and at the end, the Officer received a standing ovation from the crowd. While it's difficult to inspire around 1000 teenagers to avoid the use of drugs at any certain time, Officer [speaker's name] had done it. The kids later commented that it was the way he spoke about drugs and the stories he told that really inspired them. Over all, the presentation was a success and Officer [speaker's name] went home knowing that he had done a job well-done and had changed the lives of many teenagers for good.



## Annotation

There are sufficient specific supporting details (names, date, information about the speaker and D.A.R.E.). The organization is logical. The response is organized chronologically. Effective use of transition words ("at the end," "later," "overall") help the flow of information.

## Descriptor

- 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.

### Sample Student Response

Motivational Speaker [speaker's name] delivered a speech yesterday at [school's name] High school in Newmarket on the benefits of positive thinking. [speaker's name] was invited by the school's 'I Can' club, which is promoting positive thinking as well. The students of [school's name] walked away with smiles on their faces, determined to look at the world a little more positively.

"I can is all about positive thinking," [student's name] a member of I Can says. "It's not just thinking positive about yourself. It's about thinking positively about others as well."

[speaker's name] gave each of the 500 students invited to his lecture a simple bracelet. The bracelet is meant to be worn on the left wrist, and the wearer is to have 21 days of positive thinking, 21 days being the average time to break a habit. If one negative thought crosses their mind, the wearer is to switch the bracelet to the other wrist and start from scratch.

All 500 students have taken the 'I can' vow to think positively.

"By thinking positively, by being optimistic, nothing will stop you from reaching your goals," [speaker's name] said, closing his speech. "You can, so reach for the stars."



## Annotation

There are sufficient specific supporting details, thoughtfully chosen. All 5Ws are answered with specific information and developed with thoughtful details ( e.g., invited by school's "I Can" club, quotations showing that students were inspired and that develop the focus, description of bracelet routine).

Organization is coherent demonstrating a thoughtful progression of ideas.

The body paragraphs develop ideas coherently and smoothly. Each quotation is placed effectively to support the idea in the previous paragraph.

10

**Descriptor**

- There is insufficient evidence to assess the use of conventions.
- or
- Errors in conventions interfere with communication.

**Sample Student Response**

On May, 23, 2007 [spkr's name] wrote the short story  
 Lefts right [school's name] school in North Bay ont. [spkr's name]  
 was talk about was to achive there goal in life and nothing  
 can spate them from get the the teachers for [school's name]  
 wath to to something nice for this students so they aske  
 [spkr's name] to talk to the students. [spkr's name] his is paly ball hocy  
 what the students and starr. [spkr's name] said that it is sore  
 of the nice students that like the Ottawa Senators.


**Annotation**

Errors in conventions interfere with communication. Re-reading is necessary due to spelling errors (e.g., "wath," "toactors," "paly," "hocy").

## Descriptor

- Errors in conventions distract from communication.

### Sample Student Response

On November 5<sup>th</sup>, 2007.  
 At [school's name] Secondly  
 School. A guest speaker  
 came to inspires students  
 to be a great person  
 when they grow up.  
 The guest speaker make  
 them laugh and smile.



A old student from [school's name] Secondly  
 School came to make students laugh. His  
 name is [speaker's name]. He a comedy. He  
 came to [school's name] and said some stuff about  
 adult life. A student name [student's name]. She  
 told him, your life story is making me  
 inspires. Then he ask everyone and they  
 said "yes"

We talk to one of teacher who teach  
 him. The teacher name is [teacher's name], [teacher's name]  
 said "I never saw so many laugher and smile  
 in one day."

For more information, buy the tomorrow  
 Newspaper. [student's name]  
 [newspaper's name]

End of Section E. Continue to Section F.

## Annotation

Frequency and nature of errors distract from communication (e.g., infinitive "to inspires;" verb tense "make;" missing verb "He a comedy;" spelling "Secondly").

## Descriptor

- Errors in conventions do not distract from communication.

### Sample Student Response

Earlier this evening, Mrs. [speaker's name] from The Childrens Help phone, came into a local Toronto Highschool to talk about stresses and bullying in the teenage world and highschools. To everyones surprise many students did not expect to hear what they heard. Bullying is still a huge problem in today's society among teens and it must be stopped. Even though it is hidden it is still there.



Statistics Canada state that one in every five students has been bullied throughout their life time and that more then seventy five percent occurs within the school envicoment. In this dain age there are mainly three forms of bullying. They are verbal, physical, and newly noted cyber bullying.

In today's presentation [spkr's name] encouraged everyone how that one helping hand to someone who is being bullied can make all the difference. [spkr's name] realizes, and remembers that highschool was a stressful time but if everyone helps by looking out for one another then bullying can finally be stopped.

A student quoted "Her words were so insparational. I never new that just one person could make all the difference in someone elses life."

Bullying has always been a problem in highschools but with the help of just one good friend, and a mind to make a difference all can be stopped.

End of Section E. Continue to Section F.

## Annotation

Despite frequency of errors (e.g., "everyones surprise," "excpet," "this dain age," "newely noted"), errors in conventions do not distract from communication. The reader easily follows the student's train of thought.

## Descriptor

- Control of conventions is evident in written work.

### Sample Student Response

Students at [school's name] Secondary School, in Grimsby Ontario, were treated to an inspiring speech from [speaker's name] on May 8, 2007. [speaker's name] was invited to [school's name] by the School's Student Council, in hopes to inspire students to believe in themselves. [spkr's name], a 32 year old man from Brantford, came to [school's name] hoping to relate to students through humour and his life experiences. [spkr's name] told students about a time in his life where he gave up on himself, turning to drugs and alcohol. [spkr's name] explained to students what a dark time it was for him then, and how he turned his life around, through the support of his family and friends and by simply believing he could. [student's name], a grade nine student at [school's name], told reporters how inspired she and her peers became. "It's not everyday you hear a story like [speaker's name] is," [student's name] remarked. "He has inspired all of us at [school's name] to do something worthwhile with our lives, and always believe."



## Annotation

Control of conventions is evident in written work. Evidence of control is seen in the use of commas with phrases, correct use of punctuation around quotations and the correct use of the apostrophe.

10

**Question**

Summarize this selection. Include a main idea and one relevant point that supports it.

**Descriptor**

Response answers only part of the question. The response provides

- only a main idea (e.g., Green roofs help the environment.)  
or
- one or more supporting points only (e.g., they provide a home for birds; the grass makes oxygen for the air)  
or
- a main idea with an irrelevant or unconnected supporting point (e.g., Green roofs are a good way to cool buildings in the city. They look nice too.).

**Sample Student Response**

This selection is saying that it is beneficial to stop smog and putting prairie grass on our roofs would help do so.

**Annotation**

This response is Code 10 because it answers only part of the question. The response provides only a main idea (“it is beneficial to stop smog and putting prairie grass on our roofs would help do so”).

20

## Descriptor

Response provides a correct main idea, and

- one or more vague points from the reading selection to support it.(e.g., Green roofs help save on air conditioning.They cool the air.)

The response usually requires the reader to make the connection between the supporting point and the main idea.

### Sample Student Response

Prairie grass is a smart and easy way to reduce smog and temperature (reduce ~~temperature~~ slightly). If apartment buildings would plant prairie grass on rooftops we could reduce air conditioning prices.

## Annotation

This response is Code 20 because it provides a correct main idea (“Prairie grass is a smart and easy way to reduce smog and temperature”), but the support is vague (“we could reduce air conditioning prices”). The reader must make the connection among the three ideas of prairie grass, reduced temperature and reduced air conditioning prices.

30

**Descriptor**

Response provides a correct main idea and one or more specific and relevant points as support for it. The connection between the supporting point and the main idea is made for the reader.

**Sample Student Response**

Cities are getting hot and smoggy during the summer, causing people to use air conditioners. So some innovative people turned to putting grass on their roofs which cools down the temperature of the house. If six percent of Toronto's roofs were grass the temperature would go down a couple degrees. This is a solution to overuse of air conditioning.

**Annotation**

This response is Code 30 because it provides a correct main idea ("putting grass on their roof's which cools down the temperature") which is supported by a specific and relevant point ("If six percent of Toronto's roofs were grass the temperature would go down a couple degrees.").

10

**Question**

Task: Write a **minimum** of **three paragraphs** expressing an **opinion** on the topic below. Develop your main idea with supporting details (proof, facts, examples, etc.)

Are today's famous people good role models for young people?

This writing task is scored for both Topic Development and Conventions (grammar, punctuation, etc.) using two separate rubrics.

**Descriptor**

- The response is related to the prompt but does not express an opinion.
- or
- The response expresses an opinion with no supporting details or provides details unrelated to the opinion. There is no evidence of organization.

**Sample Student Response**

Some famous people could actually be good role models for younger people, but there are few people like that.

**Annotation**

The response expresses an opinion with no supporting details.

20

**Descriptor**

- The response is related to the prompt, but only part of the response expresses and supports an opinion.

or

- 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.

**Sample Student Response**

No they are not good role models.  
Rappers say bad words and they get arrested.  
They are greedy and have too many cars, and  
they have too much clothes.  
Famous people are lazy because they have  
people who cook for them. They have people  
who drive for them.

**Annotation**

The response is related to the prompt, and expresses and supports an opinion.

Insufficient supporting details: too few.

There is limited evidence of organization (connection between role models and examples of rappers, famous people is not developed).

## Descriptor

- 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.

### Sample Student Response

Today's famous people are good role models for young people today. They are kind and donate to many causes.

They are kind to sick people. They visit them and give them autographs. They pay for them to go to special places.

They donate money to people and hospitals for research. They also donate to the poor so that they can buy the things that they need.

## Annotation

The response expresses a clear opinion.

The supporting details are insufficient and vague (“kind,” “visit them,” “pay for them,” “donate money so that they can buy the things”).

The supporting details are organized as a simple list with no connecting words and no conclusion.

40

**Descriptor**

- 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.

**Sample Student Response**

NO. Most of the famous people in the media are all messed up. There all getting dragnet at young ages. What parent wants their child to think it is okay to have a child when most of the people that are watching the famous people are children them selfs and are nowhere near ready for having a baby. They dont have enough life experience.

A second reason why people should not look up to famous people is because just about all of them are doing some sort of drug to ease other pains they might have in there lifes. If you use those types of people and famous people as a role model you will start to see alot of people getting sick and hurt do to they.

Continued on the next page.

### Sample Student Response (continued)

think it cool to do drugs because people in the media are using it and they don't really see what happens when you get involved in drugs.

thirdly lots of famous people carry guns and knives as protection. a lot of people don't understand that they have those weapons as property to protect themselves. People that look up to them just see weapons and don't understand that they're very dangerous. They just think it's cool to own a gun or knife.

In conclusion I believe that it is not a great idea to look at famous people as good role models because most of them or a lot of them are having babies at young ages, are getting into drugs and have weapons.

### Annotation

Response develops a clear and consistent opinion.

Sufficient supporting details, some are general ("people," "people in the media") and some are specific ("are children themselves," "guns and knives as protection").

Organization is mechanical ("A second reason," "thirdly," "in conclusion"). The fact that the introduction is a single word ("NO") is a lapse that does not distract from the overall communication. Conclusion reinforces the main idea.

**Descriptor**

- The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.

**Sample Student Response**

Media is one of the factors that most influences young people's lives. Today, many teenagers are interested to see what famous people do. However, today's famous people are not good role models for young people because they expose bad images.

Female models or celebrities in television or magazines are mostly skinny, which are described as the "ideal body," and are considered beautiful. So many young girls see that and try starving, smoking, and so many other unhealthy things to look skinny.

Some girls die because of lack of nutrition, or overstress. Not only the girls, but young boys also give themselves stress to become tall and muscular. Having this "ideal body" in media is wrong, and everyone should realize that it is not beautiful and is not worth getting sick.

Another bad influence from the famous people is that they show and tell young people about inappropriate things. For example, singers have songs that include bad words, and many young children would learn them from the songs, and eventually use them throughout their lives, thinking that it is acceptable.

Continued on the next page.

### Sample Student Response (continued)

Today, many TV programs releases shows about personal lives about famous people. Overall, most of them has done so many bad things such as drugs, smoking, etc that are not acceptable for a role model to do. Because of this fact, teenagers think this is acceptable and that everyone does it. As a result, only a small portion of young people (as in teenagers) live righteously, without doing anything illegal.

Famous people are changing the world, from very young children to even adults. Too many unacceptable things are done by them, which will eventually be copied by young people. From now on, any bad images should be concerned in being famous and they should only give good images.

### Annotation

A clear and consistent opinion is developed with sufficient specific supporting details. Response builds a position through the use of details, examples and explanations.

The organization is logical (introduction, each of the four paragraphs in the body relate back to the opinion, conclusion), and the response develops smoothly through the use of transitions.

## Descriptor

- 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.

### Sample Student Response

The lives and faces of famous people and celebrities are spread around everywhere from television and the internet to magazines and billboard. Young people see famous people everywhere, and naturally they become the people youth look up to. With this, famous people are handed the power and great responsibility of being examples for and influencing young people everywhere. Some of them do an excellent job. However, others do not fulfill the role of role model so well. Sadly, it is also those people who are often highlighted most by the media. You can't give famous people a generic description as either good or bad role models as some are, and some are not.

Some celebrities are excellent role models for young people. They realize that what they do influences young people, and sets a standard. They take this role seriously and are in general just good, sensible people. Brad Pitt and Angelina Jolie are perhaps the most famous couple in Hollywood. They are also an example of how celebrities can be good role models. They are red carpet stars that are also loving, nurturing parents. They are there for their children, a good example for us. Also, in 2007 alone, Brad and Angelina donated a jaw dropping \$8 million to different charities. They illustrate the importance of responsibility and also, giving back for all their success with their charitable donations. Brad and Angelina are just two of many famous people who have a positive influence on the young

Continued on the next page.

### Sample Student Response (continued)

people who idolize them.

While some celebrities are outstanding role models, some are not very great. There are often reports in the media about famous people who are arrested for drug use or drinking and driving. Many famous people live luxurious lifestyles of partying, clubbing and substance abuse. They glorify these things that are actually incredibly negative and bad to do. Sadly, the media highlight these stars because that is how they sell magazines and make money. One example is the young pop star Britney Spears. She is constantly bombarded by paparazzi, and her life is splashed across the tabloids. Britney parties a lot and often spends her nights out on the town in revealing outfits. She has recently been admitted into a psychiatric hospital for an evaluation. She is at risk of losing her two young children to her ex-husband because the courts may deem her an unfit parent because of all the trouble she is surrounded by. The media love this, and they just eat it up as they do with all troubled stars. It is for this reason that things like drug use and partying have been glorified. Stars like Britney should be left alone, but they aren't. They are constantly in the public eye. For this reason, they should recognize the impact their actions have, and perhaps re-evaluate their lives.

It is no question that famous people have great influence on youth. Some are good role models, some are not so good role models. I think perhaps that we may just need to hope that young people have the sense to tell the difference.

### Annotation

Response is well developed with clear and sufficient specific supporting details that are thoughtfully chosen (thoughtfulness of examples is demonstrated by the carefully chosen descriptive details: “nurturing parents,” “there for their children,” “jaw dropping \$8 million to different charities”).

The organization is coherent (use of transitions to indicate relationships among ideas: “however,” “others do not,” “also,” “are just two of many,” “for this reason”) and demonstrates a thoughtful progression of ideas to a thoughtful conclusion (“hope that young people have the sense to tell the difference”).

10

**Descriptor**

- There is insufficient evidence to assess the use of conventions.
- or
- Errors in conventions interfere with communication.

**Sample Student Response**

Today's famous people are not

**Annotation**

There is insufficient evidence to assess the use of conventions.

**Descriptor**

- Errors in conventions distract from communication.

**Sample Student Response**

I think that some of them are good but others no because they do drugs and other bad stuff but the kids might like them even though they could be high or drunk the adults should be telling there kids that they can watch it or not and if the kids say why not all the adult would have to say is no because they can tell them that is a bad show and they won't want there kids to grow up to that kind of stuff they could tell there kids to find another show to watch or to go and do some thing else well the parent watches TV the little kid shows are all right to watch and shows like a singing show but shows with guns in it kids should not watch until they are old enough to they should be allowed to started to watch them type of shows when they get into grade.

Continued on the next page.

### Sample Student Response (continued)

six because by then they will started to under stand that it is all a act and that alot of it is not for Real life shows like american idol they can watch when they are in grade 4 because no one gets killed in it and they might like some of the peopple that are singing in it OR they could watch shows like treehouse because the peopple that run the show make it for kids there would be no guns, swearing, OR murdering in it because the show teaches little kids how to read and laugh and how to make stuff not like adult shows where peopple are getting killed all the time they would probly like tree house better then they would CST, M-CRIME Scene Investigation miamme when they started to get older they might like shows with guns in them in steac of watching treehouse again for a long time until they have kids

### Annotation

Frequency and nature of errors distract from communication (e.g., lack of sentence punctuation, spelling of "because," "waitch," "wan't").

## Descriptor

- Errors in conventions do not distract from communication.

### Sample Student Response

Some of Today's role models for young people become or miss many things: drugs, the way that they dress, their actions.

Personally, I think that famous people should be caring about what both their fans and haters think about them. A famous person's actions may have a lot of importance in a fan's life. For example, let's say that you had a favourite actor or actress. You might want to be just like them, they are your idol. Everything in this famous person's life is all nice, and everything is perfect. But now what if the celebrity starts lashing out at people; you might start to do that also because you want to be just like them. All people's actions have an impact on someone's life.

Another reason why I don't think that some people that are famous are not good role models for young people are the clothes that they wear. For this point, let's say that there is a little girl about 9 years old and she really likes this one girl popstar. This little girl will probably style herself after this popstar. Now when this girl is watching the kids choice awards she sees her favorite popstar wearing this really tiny short skirt, with a tiny t-shirt and high heels. This little girl is gonna think that she wants to dress like this and she

Continued on the next page.

### Sample Student Response (continued)

probably will, and she probably end up dressing like someone in their 20's. That's a big reason for what I think of famous people not being good role models for young people.

Now the biggest reason of all, of why I don't think that famous people are good role models for young people is the excessive amount of drinking, partying, and last but not least drugs. When times get tough in a stars life they will most likely resort to either drinking, partying, or taking a lot of drugs, too often. This sets the example that it's okay to do these things when life get rough. But it's not. That's what family is for.

The famous people of today get caught up in what everyone else is doing. They have to stop and think about what's watching them, and how they are going to interpret their actions. They should be worried about what they do at what their reputations are, and should try to make the best out of everything that happens. And the rest of the world should stop trying to be other people and be their own person. If everyone did that it would be a better world.

### Annotation

Despite errors (e.g., "alot," "persons life," "someones life," "dont," "gonna"), errors in conventions do not distract from communication. The reader easily follows the student's train of thought.

**Descriptor**

- Control of conventions is evident in written work.

**Sample Student Response**

famous people well-known to young  
people of today. This, in and of itself, is not an obvious  
problem. The problem lies in the poor example these  
famed and revered celebrities of today are setting  
for our youth. Youth are highly impressionable as they  
have not yet found their identities, and so they are  
heavily influenced by these celebrities' personalities  
and behaviours. This is becoming an increasingly  
dangerous development in modern-day society.  
Celebrities are constantly in the media, often for  
reasons involving scandal, wrongdoing, and carelessness.  
These examples are inappropriate for the youth of  
today. Teens should not strive to be like Britney  
Spears, for instance. She is constantly in the spotlight  
and has a truly horrendous life. No privacy accompanies  
her, she has problems with drugs and alcohol, and she  
cannot even gain custody of her children. This  
example teaches youth to be shocking, revealing, and  
outrageous. It also teaches our youth that addictions  
and problems like this are acceptable, even revered in  
society. This example, as well as many others,  
overshadows the traditional values and morals upheld  
by society. Other celebrities, such as Nicole Richie and  
Paris Hilton, do no better by advocating constant

Continued on the next page.

**Sample Student Response (continued)**

partying and becoming intoxicated.

Celebrities do additional harm in influencing today's youth, girls in particular, in the area of body image. Most stars are extremely thin, often with eating disorders such as anorexia or bulimia. Why must they foist this distorted perception of beauty onto the masses of youth who adore them? Youth of today should be taught that inner beauty is much more valuable and important than what lies on the outside. Instead, society's good intentions have been infiltrated by celebrities, who endorse incessantly their brand of size zero, blond, plastic beauty. Who do you think youth are listening to? Because of celebrity examples, many young women and men have a dangerously low self-esteem because they are not "perfect" enough. Nicole Richie is not "perfect". Emaciated is not a good look for anyone. Teenagers tend to overlook the fact that these rail-thin famous people have expensive stylists who manage to make anorexic look good.

Celebrities simply do not endorse positive values and morals anymore. Youth should not be fooled by this transparent facade of fame. The youth of today should look up to parents, friends, and others; in other words: real people.

**Annotation**

Control of conventions is evident in written work (e.g., correct use of apostrophe in "celebrities' personalities," of the hyphen in "modern-day," of the comma around phrases, of the question mark with rhetorical questions).

10

**Question**

Explain why the final sentence is an effective conclusion to the selection. Use relevant and specific information from the selection to support your answer.

**Descriptor**

The response attempts to answer the question, but does not link the meaning of the final sentence to the events of the dialogue (e.g., it explains why they were so rude).

or

The explanation is based on irrelevant support from the selection (e.g., there are quotations in the last sentence to indicate Ben is talking).

**Sample Student Response**

because it explains why he was kind of  
rude to them, but it's also not a good  
enough excuse to be rude to them.

**Annotation**

This response is Code 10 because it attempts to answer the question (“because it explains why he was kind of rude to them”), but does not link the final sentence to events in the dialogue. As well, it includes irrelevant information (“it’s also not a good enough excuse to be rude to them”).

20

**Descriptor**

The response provides vague support consistent with the reading selection to explain why the final sentence of the selection is effective.

The response usually requires the reader to make the connection between the explanation and what it is intended to support.

**Sample Student Response**

The final sentence is an affective conclusion to the selection because, it explains why the "couple" were so eager to wait in the cold for hours just to get a table in Ben's section.

**Annotation**

This response is Code 20 because it explains why the conclusion is effective by referring to an event from the selection ("It explains why the "couple" were so eager to wait in the cold for hours just to get a table in Ben's section"). The response is vague because it does not develop the relationship between their waiting in the cold and the ending.

30

## Descriptor

Response clearly explains why the final sentence is an effective conclusion to the selection, using specific and relevant support from the selection (e.g., By learning that Ali and Dana are Ben's siblings, it answers many questions such as why they were being rude and why they waited so long for a table in his section.).

### Sample Student Response

The final sentence in this selection is effective because it clears up all of the confusion. There are parts in the story where people talk to each other in a rude manner, like when Ben says "That's it? You waited twenty minutes in the cold to order one plate of fries?". Normally, a waiter know he would get in trouble for this, but because they are all related, it makes the situation more ethical.

## Annotation

This response is Code 30 because it gives a reason why the conclusion is effective ("because it clears up all the confusion"). The response uses specific and relevant support from the selection to clearly explain what is confusing ("people talk to each other in a rude manner, like when Ben says...") and then explains how this behaviour links to an effective conclusion ("Normally, a waiter know he would get in trouble for this but because they are all related, it makes the situation more ethical.").

10

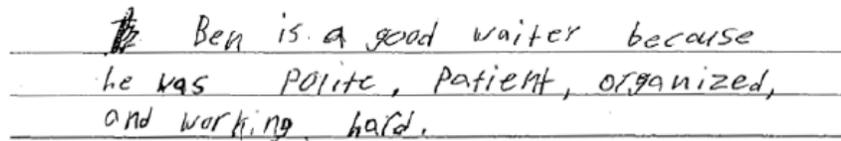
**Question**

Explain whether or not Ben is a good waiter. Use specific details and examples from the selection to support your explanation.

**Descriptor**

Response attempts to answer the question, but provides

- a list of one or more characteristics/qualities or actions with no explanation for whether or not Ben is a good waiter (e.g., Ben is patient and polite).
- or
- an irrelevant explanation based on the selection (e.g., Ben is a good waiter and his boss probably likes to have him work at the busy time).

**Sample Student Response**

~~The~~ Ben is a good waiter because  
he was polite, patient, organized,  
and working hard.

**Annotation**

This response is Code 10 because it lists the qualities of Ben (“polite, patient, organized, and working hard”) with no explanation for whether Ben is a good waiter.

20

**Descriptor**

Response explains whether or not Ben is a good waiter, but

- uses vague support from the reading selection to justify the characteristic(s) (e.g., even though he knows the people, he still acts in a good manner).

The response usually requires the reader to make the connection between the support provided and what it is intended to prove.

**Sample Student Response**

I personally think he was a good waiter, he was very nice and did his job perfectly. Other than the remark about the french fries but is understandable under the circumstances that they are his younger siblings.

**Annotation**

This response is Code 20 because it uses vague support to explain why Ben is a good waiter (“he was very nice,” “did his job perfectly”).

30

## Descriptor

Response clearly explains whether or not Ben is a good waiter by using specific and relevant support from the reading selection (e.g., He recited the specials without forgetting them and didn't let the rude customers mix him up.).

### Sample Student Response

Ben is a good waiter because when the author reveals that they are all siblings, Ben knew before, and he still used a polite waiter manner when they complained about the service. In paragraph 6, Ben apologizes that they had to wait when siblings usually just go on without saying sorry.

## Annotation

This response is Code 30 because it clearly explains why Ben is a good waiter using specific and relevant support from the reading selection (“Ben knew before, and he still used a polite waiter manner when they complained about the service,” “In paragraph 6, Ben apologizes that they had to wait, when siblings usually go on without saying sorry.”).

10

**Question**

Describe two positive features of living in Canada. Give reasons to support your answer.

This writing task is scored for both Topic Development and Conventions (grammar, punctuation, etc.) using two separate rubrics.

**Descriptor**

Response identifies one or more positive features of living in Canada but

- does not provide an explanation for any of the choices

or

- the explanation is irrelevant.

**Sample Student Response**

Two positive features of living in Canada  
are that there are many activities  
to partake in all year round, and there  
is a rather small population in  
all of Canada.

**Annotation**

This response is Code 10 because it identifies two positive features of living in Canada ("there are many activities," "rather small population"), but does not provide support for why they are positive for either of these choices.

20

## Descriptor

Response identifies one positive feature of living in Canada and provides a vague or specific explanation for that choice.

or

Response identifies two positive features but provides

- a vague explanation for one or both of them (e.g., free health care because we need it)

or

- a specific explanation for only one of the features.

The response usually requires the reader to make the connection between the main idea and the support.

### Sample Student Response

Living in Canada is probably the best place to live in the world, because there's so much stuff to do, and there are so many trees and animals. I love how you can just walk out our front door and see a deer or two.

## Annotation

This response is Code 20 because it identifies two positive features of living in Canada. One feature (“so much stuff to do”) is not supported. Relevant support is provided for the second feature: “so many trees and animals” is supported with “I love how you can just walk out our front door and see a deer or two.”

30

## Descriptor

Response identifies two positive features and clearly explains these choices by providing one or more specific and relevant reasons as support for each choice (e.g., four seasons give us a variety of sports. For example, we can ski in winter and golf in the summer).

### Sample Student Response

Freedom and snow, these are two great things about living in Canada. Having the freedom to wear what you want, eat what you want, and express yourself the way you want to is very important in life. Being told how to live your life wouldn't be very fun. Also, the snow in Canada makes you feel happy when you go snowmobiling or snowboarding. It's nice to have different kinds of weather in Canada. Having freedom and snow are two great things about Canada.

## Annotation

This response is Code 30 because it identifies two positive features of living in Canada ("Freedom and snow"). Both choices are supported with specific and relevant information explaining how each is a positive feature.

10

**Descriptor**

- errors in conventions distract from communication

**Sample Student Response**

To live in Canada is hard and sepasileay  
 when you come from a diffeard ~~canteray~~  
 canteray. living in Canada is so hard  
 becaus the Calgear is differant the canteray  
 is differant evry thing is differant from  
 whar you came from but it hard to live wear  
 you came from to becaus some cantireas thar is  
 setil war so i am **Rough Notes** hapey that i am in Canad  
 Use the space below for rough notes. Nothing you write in this space will be scored.  
 But i want ~~to~~ for get my Calgear in Canad

**Annotation**

This response is Code 10 for conventions because errors in spelling ("sepasileay," "diffeard," "canteray") and in sentence construction distract from communication.

20

**Descriptor**

- errors in conventions do not distract from communication

**Sample Student Response**

There are many positive features of living in Canada. One of them is our friendliness. In many places in the world, people aren't very friendly but in Canada we have a reputation of being friendly. Another feature is our healthcare system because it allows us to go to the doctor's or the hospital without having to pay as much.

**Annotation**

This response is Code 20 because an error in spelling ("friendliness") does not distract from communication.