

# Sample Assessment Booklet: New Layout Booklet 2

# QUESTIONS

# ANSWERS

- ✓ Check the identification numbers of the *Question* and *Answer* booklets to see that the final 12 digits all match. If they do not, report the problem to the teacher in charge.
- ✓ Check the pages of your *Question* and *Answer* booklets to see that they are in order. If they are not, report the problem to the teacher in charge.

**Note:**

You are not permitted to use cellphones, audio- or video-recording devices, digital music players or e-mail or text-messaging devices during the assessment.

KEY

No work in this booklet  
will be scored.

Education Quality and  
Accountability Office



Continue to follow along as your teacher  
reads the directions on the cover of  
*Answer Booklet 2.*

**Writing a Series of Paragraphs**

<b>1 Task:</b>	Write a minimum of three paragraphs expressing an opinion on the topic below. Develop your main idea with supporting details (proof, facts, examples, etc.).
<b>Purpose and Audience:</b>	an adult who is interested in your opinion
<b>Length:</b>	The lined space provided for your written work indicates the approximate length of the writing expected.
<b>Topic:</b>	Is participation in extracurricular activities an important part of secondary school life?

*Write your series of paragraphs on the lines provided on the following two pages.*

**Rough Notes**

*Use the space below for rough notes. Nothing you write in this space will be scored.*





**Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1**

<b>Code</b>	<b>Descriptor</b>
<b>Blank</b>	The pages are 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 the prompt but does not express an opinion.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response expresses an opinion with no supporting details or provides details unrelated to the opinion. There is no evidence of organization.</p>
<b>Code 20</b>	<p>The response is related to the prompt, but only part of the response expresses and supports an opinion.</p> <p style="text-align: center;"><b>OR</b></p> <p>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.</p>
<b>Code 30</b>	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.
<b>Code 40</b>	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.
<b>Code 50</b>	The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.
<b>Code 60</b>	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.

Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1

10

Opinion  
Topic Development  
Code 10

Is participation in extracurricular activities an important part of secondary school life?

Participation is very important, It shows you  
try your hardest and shows that you actually  
wanna Succeed.

**Annotation:**

The response expresses an opinion (*Participation is very important, It shows you try your hardest and shows that you actually wanna Succeed*) with no supporting details. There is no evidence of organization.

Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1

20

Opinion  
Topic Development  
Code 20

Is participation in extracurricular activities an important part of secondary school life?

Participation in extracurricular activities is an important part of secondary school life. Because you make friends, it's fun, and it's good for you. It can also get you healthy or if you would like to be healthy. That's why participation in extracurricular activities is an important part of secondary school life.

**Annotation:**

The response is related to the prompt, and expresses and supports an opinion (*Participation in extracurricular activities is an important part of secondary school life*). There are insufficient supporting details. There is limited evidence of organization.

Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1

30

Opinion  
Topic Development  
Code 30

Is participation in extracurricular activities an important part of secondary school life?

Participation in extracurricular activities are important part of secondary school life because. It is a way to meet new people, To make some new friends. It can be a lot of fun; and it deffentally keeps you out of trouble. Extra circular activities are a great way to get out of class a lot of the time. It is also a great way to become a lot better at what ever extracurricular event that you are participating in. Extracurricular activities are just an amazing way to have fun and just to fully experience Highschool. It has been prove that kids that participate in a fair amount of extre curricular activities are more likely to stay out of drugs, smoking, and other mischief.

**Annotation:**

The response is related to the prompt and expresses a clear opinion. (*Participation in extracurricular activities are important Part of secondary school life*). Reasons are listed but are not developed (*It is a way to meet new people. To make some new friends. It can be a lot of fun and it deffentally keeps you out of trouble*). Lapses in organization distract.



Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1

40

Opinion  
Topic Development  
Code 40

Is participation in extracurricular activities an important part of secondary school life?

In my own personal opinion having extracurricular involvement is not important for secondary student. But is a good idea to be involved in it if its right for that particular student.

One reason why I think extracurricular activities aren't necessary is because not all students are able to participate in these types of activities without their personal schooling is effected. This could happen either due to uncomplete homework, missed attendance because of functions and so forth.

My second reason is because majority of teenagers in this day and age aren't interested in taking up a hobbie or a sport, unless they have previously done so in past years. Most teens want to hang out with friends; and/or play video games usually.

In a different view sometimes it isn't bad for students to interact in extracurricular activities because it is healthy and active; and again it all just depends on the type of student.

So Overall I feel that extracurricular

Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1

activity involvement is unnecessary but useful  
for health reasons.

**Annotation:**

A clear and consistent opinion is developed with sufficient supporting details (*In my own personal opinion having extracurricular involvement is not important for secondary student. But is a good idea to be involved in if its right for that particular student*). There are sufficient supporting details; however, only some are specific (*uncomplete homework, missed attendance*).

The organization is mechanical (*One reason, My second reason*). There is an introduction, body and conclusion.

Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1

50

Opinion  
Topic Development  
Code 50

Is participation in extracurricular activities an important part of secondary school life?

Participation in extracurricular activities are not an important part of secondary school life. The following are reasons why I believe this.

The first reason why I believe this is because everyone tells you you'll get to meet ~~so~~ so many people when in reality you probably already know most of them. You could meet people thru friends you already have, class your locker partner or just going up and talking to them. Every extracurricular activity says "you'll get to meet so many new and exciting people" you're basically just meeting people you already know.

The second reason is that it could be very costly. For some activities you have to pay for a uniform, insurance, equipment, busing money (money to pay for a bus) tournament and registration. When you add it all up it could end up costing over two hundred dollars. Some people just can't afford that.

The third reason why extra circular activities are not an important part of secondary school life is because they don't really help your grades.

Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1

and you could have to miss school which really  
won't help. In order to join and stay in an  
extra curricular you have to maintain good grades and  
do your homework and assignments. Well when you  
have practice 4 times a week after school for almost  
two hours this could be very difficult.

Extracurricular activities may be fun and all  
but they are not an important part of a secondary  
school life.

**Annotation:**

A clear and consistent opinion (*Participation in extracurricular activities are not an important part of secondary school life*) is developed with sufficient specific supporting details (*everyone tells you you'll get to meet so many people when in reality you probably already know most of them, it could be very costly, they don't really help your grades*). Reasons are developed with specific examples and explanations (*meet people thru friends, uniform, insurance, equipment, have to miss school*).

The organization is logical. There is an introduction, body and conclusion.

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Section VI Opinion Question 1

60

Ontario Secondary School Literacy Test

Opinion  
Topic Development  
Code 60

Is participation in extracurricular activities an important part of secondary school life?

Students who participate in extracurricular activities in high school have greater advantages than those who do not, which is why participation in these activities is significant. Extracurricular activities such as sports, photography groups or book clubs are few of the many groups that can enhance a student's academic performance. It is important that a high school student joins an extracurricular activity to develop co-operation skills, organizational skills and to increase chances of receiving academic rewards.

Students who take part in book clubs or sports develop skills that allow them to work well with others. They learn skills that may not be taught at home or in the classroom. For instance a person who plays volleyball is able to negotiate, co-operate, compromise, share and socialize more confidently than one who is not used to stepping outside of their comfort zone. Extracurricular activities provide a way for young teens to get to know each other and improve their socializing skills to ultimately enhance their secondary school experience.

Not only do teens develop skills in interaction but they also improve their organizational skills. A student who is able to finish their homework and make practice on time is a student who can prioritize, set goals and manage their time. These qualities are highly beneficial to the student's future when it comes to finding their career path which is why mastering these attributes in high school is important. Extracurricular activities teach a student how to excel in that particular activity and how to

Scoring Guide for Long Writing Topic Development  
Section VI Opinion Question 1

use those skills in the classroom. If these tasks are practised well they will become good habits that can increase their chances of acceptance into a college or University of their choice.

Students who have experience in extracurricular activities have more options when it comes down to applying for college, University and for Scholarships. For example a student who gets good grades and is able to juggle a sport or club is more likely to possess the qualities needed in obtaining a scholarship that specializes in that sport or club in comparison to a student who did not have the same experience. Ultimately Universities want to see that you put effort into maintaining good grades but also that you went the extra mile to do your best.

As a result students who enhance their skills in communication and organization are more likely to receive a greater benefit such as getting accepted into an elite University or saving money by receiving a scholarship. Even after University and College the skills achieved from joining these activities will benefit in the long run because after all the more effort and hard work you put into something, the greater the award.

**Annotation:**

A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen (*expand their social groups, develop positive personality traits*). Reasons are developed with examples and explanations (*more understanding occurs, teamwork, determination, optimism*).

The organization is coherent and demonstrates a thoughtful progression of ideas. The third body paragraph is linked to the first body paragraph (*Because teenagers use cellphones to contact friends in the first place*).

The conclusion returns to the question of need emphasized in the introduction and threaded throughout the response.

**Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1**

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

Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

10

Long Writing  
Conventions  
Code 10

Is participation in extracurricular activities an important part of secondary school life?

It is very important part of secondary school students to participation in extracurricular. The secondary school students always have a lot of works; they should work at school, and after school they also need need a lot homeworks, it is very tired. They need join in some extracurricular club to relax themselves.

For instance, I'm a secondary school students. I can feel how press in our study, we have a lot work everyday, we need work hard and hard, because we should have a good mark to apply the university. I know how important the relax time, I need relax, every secondary school student needs relax.

But in fact, the secondary school student have no time to have party or participation in extracurricular, because we have no time, even the holiday, we should do our homework all the time. I'm scream for urge, we need more holidays.

Annotation:

Errors that interfere with communication include incorrect verb tenses ("to participation"), missing capitals, incorrect word endings ("after school they also need need a lot homeworks,") and incorrect pronouns ("it is very tired").



Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

20

Long Writing  
Conventions  
Code 20

Is participation in extracurricular activities an important part of secondary school life?

To me participation in extracurricular activities is an important part in high school because you can meet new people, maybe find something you like and having fun.

The first reason why participation in extracurricular activities is an important part of high school is because in high school a main thing to do is to get involved and make some more friends. Be a part of the school. This is the first reason why.

The second reason why is if you get involved then you can try different things out and you might just find something you like. That is the second reason.

The third reason is you work at home, at school and might even have a job you work at.

Continue writing your series of paragraphs on the next page.

Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

to do instead of working all  
the time you can have some  
fun.

So those are the three reasons  
why I think that participation  
in extracurricular activities  
are important in high school  
to make friends, to find something  
you like and to have fun.

**Annotation:**

Errors in punctuation (lack of capitals), run-on sentences, faulty sentence structure, lack of parallel structure ("meet new people, maybe find something you like and having fun") and missing words (is important part of high school) distract from communication.

Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

30

Long Writing  
Conventions  
Code 30

Is participation in extracurricular activities an important part of secondary school life?

I think that participation in activities are an important part of secondary school life. I think this because it keeps student in shape and off the xbox. Sometimes after school sports are good because you dont always have plans to do things and for them days it just makes time go by alot faster. In my own experiance, I have learned that after school sports keep you out of trouble. In grade ten I was getting in trouble at school getting into fights because I was angry but after I joined the football team I was able to let my anger out and not get in trouble for it. Some other reasons why I think that after school sports are good in secondary schools are that you meet people who are more like you that like the same things as you. Someone who you will get along with, that is why I think that extracurricular activities are an important part of secondary school life.

Annotation:

Spelling errors (*learned, angry, along*), some grammatical errors (*them days*) and a few punctuation errors (*dont*) do not distract from communication.

Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

40

Long Writing  
Conventions  
Code 40

Is participation in extracurricular activities an important part of secondary school life?

Participating in extracurricular activities is not an important part of secondary school life. Students do not have time, they might not have the interest and it would completely over work them.

Firstly, secondary school students do not have time for extracurricular activities. After school activities would take away from the little time students have to spend with friends. To be apart of extracurriculars and having time with friends would be impossible. Also, students need at least a couple of hours everyday to complete their homework. Homework is something that must be done everyday so students do not fall behind in classes. Finally, the parents of the students also have work for them. There are daily chores to be done which takes up even more of a student's time. Therefore, after everything needed to be done is completed, there is no extra time for extracurricular activities.

Secondly, for a lot of students there is a problem with lack of interest. All of the non-athletic students would not be happy doing sport related extracurriculars. They would feel

Scoring Guide for Long Writing Conventions  
Section VI Opinion Question 1

bored with playing with people of higher skill. In addition, students would rather be doing things they have chosen. Extracurriculars are run by adults who may not chose what interests that one student. Lastly, a lot of students are more independent and dislike working with others. Some students would rather be at home alone than around a lot of other students because they are shy. It would not be enjoyable for them to be there.

Thirdly, it would over work the students too much. Students are at school most of the day, they also have part-time jobs and volunteer hours to get. This is too much for them to handle alone, adding extracurriculars to that list would be over the top. Also, students would come home overly tired at night. This could cause them to be <sup>stressed</sup> or moody at times from lack of sleep. Moreover, it could be bad for their health. They would be losing sleep and possibly not have time to eat regularly. Therefore, extracurricular activities could over work the students.

In conclusion, extracurricular activities are not important in a student's school life because of little spare time, lack of interest and the fear of over working students.

Annotation:

Control of conventions is evident. Complex and compound sentences are correctly punctuated. Correct use of hyphens ("non-athletic students"). Spelling errors ("to be apart of . . .") do not undermine the overall control of conventions.

**Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)**

**1** What should the writer of the following paragraph do to improve its organization?

(1) The Comfort Maple tree stands in a field near Welland, Ontario. (2) It is over 30 metres high and eight metres around the trunk. (3) Today it is a local attraction. (4) The tree was already 300 years old when the Comfort family settled the land in 1816. (5) Few trees like it survive.

- a Break sentence 2 into two sentences.
- b Switch the order of sentences 3 and 4.
- c Insert "Since" at the start of sentence 4.
- d Move sentence 5 to the start of the paragraph.

**2** Which sentence is written correctly?

- a I travelled along the trans-Canada highway near North Bay.
- b I then continued toward Sudbury, passing the village of wahnapitei.
- c Once I got to Sudbury, I went to the lake laurentian conservation area.
- d Mayor Fortin greeted me at the park gate before my tour of the wetland.

**3** Choose the best closing sentence for the following paragraph.

Travel is exciting and educational, but preparation is necessary. You should book transportation ahead. Guide books will help you learn about attractions. Knowing about the weather will help you make good decisions when packing your suitcase.

- a Travel guides are exciting to read.
- b Summertime is a popular time to travel.
- c Updating travel documents might be necessary.
- d Planning will make your vacation enjoyable.

**4** Choose the sentence that is written correctly.

- a The flagpole stands on it's own.
- b The cat licked its wounded paw.
- c Because of the storm, it's roof caved in.
- d The game is cancelled because its raining.

End of Section VII. Continue to Section VIII.

**Section VII**

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

Read the selection below and answer the questions that follow it.

## A Labour of Love Sparks a Career



Terasa Hill did not intend to do something so impulsive. It began when Terasa, who had grown up around horses, was observing a horse auction. A chestnut racehorse was for sale. The mare had an injured leg, but that didn't matter. "She was the most gorgeous thing I'd ever seen," said Terasa.

When the bidding started, Terasa surprised herself by leaping in. There was no way she was going to allow that mare to have an uncertain future. At \$450, the bidding stopped! Terasa became the new owner of Sierra, a nervous racehorse with an unfortunate past.

Sierra, limping and wracked with pain from a fractured knee, became a labour of love for Terasa. After three long months of nursing her under the guidance of a local veterinarian, the leg healed and Terasa's most spectacular gamble began.

It wasn't only Sierra's leg that needed to heal; Sierra needed to relearn how to trust people. Terasa thought the best way to win Sierra's trust and affection was to feed her treats. Terasa plied Sierra with many treats, but none passed the sniff test—Sierra turned up her nose at all of them. Desperate, Terasa experimented by whipping up her own mixture of molasses and grains, which she baked in her own kitchen. The cookies were a hit with Sierra and her stablemates, sending Terasa's life in a new direction.

Terasa took her treats, called "Barnies," to a local store. They sold like hotcakes, and within months local retailers began clamouring for more. Terasa's kitchen was no longer big enough for the increased demand, which forced her to move her operation to an Oshawa company.

Then a serious health problem threatened to derail her plans. Terasa called upon the same determination that had helped her rehabilitate Sierra to help her overcome her own ailment. Family and friends came to her rescue and kept Barnies Ltd. going. Almost a year later, healthy and more resolute than ever, Terasa found a national distributor and Barnies began selling in 144 stores across Canada.

That same year, one of Terasa's daughters was watching a television program on which entrepreneurs compete for money to expand their businesses. On the show, a panel of five self-made millionaires listen to the entrepreneurs' business plans and sales proposals and decide which ones deserve money.



- "Mom, you can do that!" enthused her daughter. 8
- Terasa took up this challenge and beat out 4000 applicants who had auditioned to appear on the show. 9
- The day for the final televised presentation arrived. This show would decide if Terasa would get the money she needed to expand her business. Several inventors had already demonstrated their products only to leave disappointed. Opening her briefcase in preparation for her turn, Terasa was surprised as little handwritten notes saying "We believe in you!" from her four young daughters, all under the age of 11, flew out. 10
- Terasa delivered her product sales pitch persuasively and, some might say, "straight from the horse's mouth." The producers had brought her "four-legged prop" up to the 10th floor studio on a freight elevator to help her. The "prop" couldn't get enough of the Barnies treats. 11
- Terasa triumphed. The panel of judges became partners, investing in her company for a 51% profit share. Barnies treats are now available online and in stores. "Dream big, work hard... and anything's possible," says Terasa. 12
- And what about Sierra, the inspiration for all this success and change? The mare has fully recuperated and has become a wonderful riding horse. 13

**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Why did Terasa create her own cookies?
- a to be able to work from home
  - b to compete on a television show
  - c to find a way to bond with Sierra
  - d to provide a healthy diet for Sierra
- 2** What is emphasized by the use of the word “plied” (paragraph 4)?
- a Terasa’s trust
  - b Terasa’s fussiness
  - c Terasa’s frustration
  - d Terasa’s determination
- 3** When were Barnies available in 144 stores across Canada?
- a after Terasa appeared on TV
  - b after Terasa recovered from her illness
  - c while Terasa’s friends and family ran the business
  - d while Terasa was making them in her own kitchen
- 4** Between which paragraphs does the focus shift from Sierra to Terasa’s business?
- a paragraphs 2 and 3
  - b paragraphs 4 and 5
  - c paragraphs 5 and 6
  - d paragraphs 6 and 7
- 5** Why was it important for Terasa to deliver “her sales pitch persuasively” (paragraph 11)?
- a She hoped to impress the judges.
  - b Sierra’s health depended on her success.
  - c Her daughters had written encouraging notes.
  - d Four thousand applicants were auditioning for the show.
- 6** What did Terasa have to give up to attain greater success?
- a Sierra
  - b her health
  - c a part of her earnings
  - d time with her friends
- 7** Which of the following was most likely spoken?
- a “Barnies” (paragraph 5)
  - b “We believe in you!” (paragraph 10)
  - c “straight from the horse’s mouth” (paragraph 11)
  - d “Dream big, work hard...” (paragraph 12)
- 8** Why is paragraph 13 an effective conclusion?
- a It provides surprising information.
  - b It returns to the topic of the opening paragraph.
  - c It continues the focus of the paragraph before it.
  - d It builds suspense by asking an unanswered question.

**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

- 9** Which phrase indicates the popularity of Barnies?
- a "Terasa took up this challenge"
  - b "Terasa found a national distributor"
  - c "Terasa plied Sierra with many treats"
  - d "Terasa delivered her product sales pitch"

End of Section VIII. Continue to Section IX.

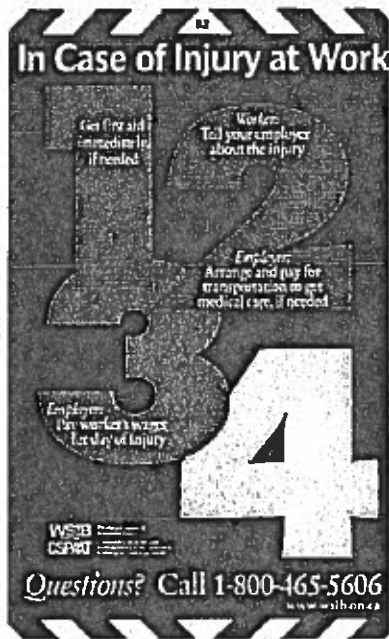
# A Labour of Love Sparks a Career



## Section VIII

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (a) (b) (c) (d)
4. (a) (b) (c) (d)
5. (a) (b) (c) (d)
6. (a) (b) (c) (d)
7. (a) (b) (c) (d)
8. (a) (b) (c) (d)
9. (a) (b) (c) (d)

Read the selection below and answer the questions that follow it.



Amy followed her co-worker into the lunchroom. “Stop worrying. You can’t lose your job.” 1

She walked over to the staff bulletin board. “Look, it says so right here in this brochure about the *Occupational Health and Safety Act*. Any worker can say no to work if ‘the physical condition of the workplace or the part thereof in which he or she works or is to work is likely to endanger him or her.’” 2

“And what exactly does that mean in everyday language?” asked Joe. 3

“It means that any worker has the right to refuse unsafe work. The shift supervisor asked you to clean the equipment with solvent in an unventilated space. That storeroom doesn’t even have a window to open. If you had obeyed her, you would have breathed harmful 4

fumes. So you were right to say no. Because Shauna is a supervisor, she really needs to know about what’s in the Act.”

“I’ve only worked here three weeks. I don’t want Shauna to think I’m a troublemaker,” Joe blurted in a rush. He collapsed into a chair. 5

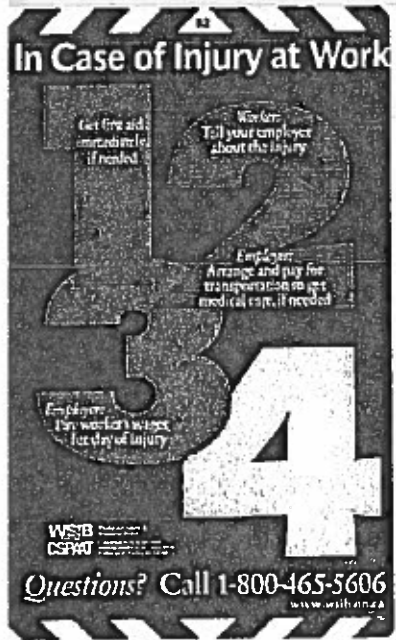
“When I did a research project at school, I found out that an average of 42 young workers are harmed on the job every day just in Ontario. You don’t want to be one of them.” 6

“I can see that knowing about workplace safety is essential for everyone.” Joe stood up with a smile. “Let’s talk to Shauna.” 7

**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Why does Joe ask Amy to use “everyday language” (paragraph 3)?
- a Joe is testing Amy’s understanding.
  - b The lunchroom is too noisy to hear her.
  - c The brochure uses complicated language.
  - d Amy is speaking too fast for him to understand.
- 2** What is the relationship between the information in paragraphs 2 and 4?
- a two contrasting ideas
  - b a question and its answer
  - c an opinion and supporting details
  - d a general idea and a specific example
- 3** Why does Joe collapse into the chair?
- a Working has tired him out.
  - b He doesn’t know what to do next.
  - c He feels sick from breathing fumes.
  - d Amy’s words help him feel relaxed.
- 4** Which phrase is quoted from the *Occupational Health and Safety Act*?
- a “any worker can say no to work” (paragraph 2)
  - b “is likely to endanger him or her” (paragraph 2)
  - c “any worker has the right to refuse unsafe work” (paragraph 4)
  - d “workplace safety is essential for everyone” (paragraph 7)
- 5** What does this selection indicate about Joe’s and Amy’s workplace?
- a Some employees lack safety training.
  - b Only men are in supervisory positions.
  - c New employees feel secure in their jobs.
  - d All storage areas are adequately ventilated.





**Section IX: Reading**

**Section IX**

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

**Written Answer**

**6** What is one character trait that describes Amy? Use specific details from this selection to support your answer.

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**7** Why should everyone learn about workplace safety? Use specific details from this selection and your own ideas to support your answer.

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**Rough Notes**

*Use the space below for rough notes. Nothing you write in this space will be scored.*

## Scoring Guide for Reading Open-Response Section IX Dialogue Question 6

**Q6:** What is one character trait that describes Amy? Use details from the selection to support your answer.

Code	Descriptor
Blank	<b>nothing written or drawn in the lined space provided</b>
Illegible*	<p><b>response is illegible</b></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><b>response is off-topic, irrelevant or incorrect</b></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 do not have a job) or only restates the question.</p> <p>A typical <u>incorrect</u> response</p> <ul style="list-style-type: none"> <li>• provides an answer based on a misunderstanding of the question <b>AND/OR</b> the ideas in the selection</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• states one character trait of Amy and provides <u>no support</u> from the selection (e.g. Amy is helpful).</li> </ul>
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 identifies or describes one character trait of Amy but provides <u>irrelevant</u> support from the selection (e.g., a retelling of events in the selection) to explain the response.</p>
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 identifies or describes one character trait of Amy but provides <u>vague</u> support from the selection to explain the response.</p> <p>The response often requires the reader to make the connection between the character trait 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 identifies one character trait of Amy and uses <u>specific and relevant</u> support from the reading selection to <u>clearly</u> explain the response.</p>



Scoring Guide for Reading Open-Response  
Section IX Dialogue Question 6

## Code 10

Amy is a nervous person. When she refused to do what she was told by her supervisor she thought she was going to get fired. Also she was nervous that her supervisor would think of her as a trouble maker.

**Annotation:**

This response identifies a character trait of Amy (*nervous*) but provides irrelevant support from the selection. The response incorrectly attributes Joe's actions to Amy.

Scoring Guide for Reading Open-Response  
Section IX Dialogue Question 6

## Code 20

- 6 What is one character trait that describes Amy? Use specific details from this selection to support your answer.

She seems to be a Very Caring person that doesn't want to see herself or one of her co-workers to get hurt on the job for something that shouldn't even be happening due to unsafe working environment.

**Annotation:**

This response identifies a trait (*Very Caring*) and provides vague support from the reading selection (*doesn't want to see herself or one of her co-workers to get hurt on the job for something that shouldn't even be happening due to unsafe working environment*).

Scoring Guide for Reading Open-Response  
Section IX Dialogue Question 6

## Code 30

- 6 What is one character trait that describes Amy? Use specific details from this selection to support your answer.

One character trait that defines Amy is bold. Amy is bold because she stands up for what she knows is right and she is not afraid of speaking up against hazardous areas and workplace safety violations. She is even more bold because she is standing up for a colleague not just herself.

**Annotation:**

This response identifies a trait of Amy (*bold*) and provides specific and relevant support from the reading selection (*she is not afraid of speaking up against hazardous areas and workplace safety violations. She is even more bold because she is standing up for a colleague not just herself to explain the response.*).

## Scoring Guide for Reading Open-Response Section IX Dialogue Question 7

**Q7:** Why should everyone learn about workplace safety? Use specific details from the selection and your own ideas to support your answer.

Code	Descriptor
Blank	<b>nothing written or drawn in the lined space provided</b>
Illegible*	<p><b>response is illegible</b></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><b>response is off-topic, irrelevant or incorrect</b></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 the topic (e.g., I do not have a job) or only restates the question (e.g., Everyone should learn about workplace safety) with no support.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question (e.g., does not provide a reason) <b>AND/OR</b> of 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 a reason why everyone should learn about workplace safety supported by</p> <ul style="list-style-type: none"> <li>• no support</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <u>no</u> details from the reading selection (e.g., only own ideas only)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <u>irrelevant</u> details from the selection (e.g., a retelling of events in 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 <u>vague</u> support from the reading selection to explain why everyone should learn about workplace safety.</p> <p>The response often requires the reader to make the connection between the reason 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 reason and uses <u>specific and relevant</u> details from the selection to explain <u>clearly</u> why everyone should learn about workplace safety.</p>

Scoring Guide for Reading Open-Response  
Section IX Dialogue Question 7

# Code 10

- 7 Why should everyone learn about workplace safety? Use specific details from this selection and your own ideas to support your answer.

Everyone should learn about workplace safety because it may save a life. If one is ignorant about workplace safety they could be putting their lives, or even worse, another person's life at danger. Also, many people do work not knowing that the working environment is dangerous, and unfortunately end up getting a disease or sickness.

**Annotation:**

This response provides a reason why everyone should learn about workplace safety (*it may save a life*) but uses only own ideas as support (*if one is ignorant about workplace safety they could be putting their lives, or even worse, another person's life at danger. Also, many people do work not knowing that the working environment is dangerous, and unfortunately end up getting a disease or sickness*). The response does not include any detail from the selection.

Scoring Guide for Reading Open-Response  
Section IX Dialogue Question 7

## Code 20

- 7** Why should everyone learn about workplace safety? Use specific details from this selection and your own ideas to support your answer.

Everyone should learn about workplace safety because you would know what to do if you were in Joe's position. Another thing, it's for your benefit not to get abused by your manager and supervisor. Also, to know that you don't have to put your life at risk for a particular job.

**Annotation:**

This response uses vague support from the reading selection to explain why everyone should learn about workplace safety (*you would know what to do if you were in Joe's position... it's for your benefit not to get abused by your manager and supervisor*). The reader must make the connection between the reason and the supporting detail.

Scoring Guide for Reading Open-Response  
Section IX Dialogue Question 7

## Code 30

- 7 Why should everyone learn about workplace safety? Use specific details from this selection and your own ideas to support your answer.

It is important for everyone to know about workplace safety because you want to take care of your employees; ~~and~~ you need to make sure what they're doing is safe for them. If Joe had obeyed Shauna's request and cleaned an unventilated area with solvent, he would've breathed in toxic fumes. So it is essential that everyone (especially supervisors & bosses) know how to be safe.

**Annotation:**

This response uses specific and relevant details from the reading selection (*If Joe had obeyed Shauna's request and cleaned an unventilated area with solvent, he would've breathed in toxic fumes*) to explain why everyone should learn about workplace safety (*you want to take care of your employees; you need to make sure what they're doing is safe for them*).

## Scoring Guide for Short Writing Topic Development Section X Short Writing

**Writing Prompt:** Identify the ideal destination for a high school field trip. Explain your choice with specific details.

Code	Description
Blank	<b>nothing written or drawn in the lined space provided</b>
Illegible*	<b>response is illegible</b>  An <u>illegible</u> response cannot be read.  The response <u>comments on the task</u> (e.g., I don't know.).
Off topic*	<b>response is off-topic or irrelevant to the prompt</b>  A typical <u>off-topic</u> response does not identify or describe the characteristics of an ideal destination for a high school field trip or explain the choice.  A typical <u>irrelevant</u> response comments on the topic or simply restates the question.
Code 10	<b>response is not developed or is developed with irrelevant ideas and information</b>  The response <ul style="list-style-type: none"> <li>• identifies or describes the characteristics of an ideal destination for a high school field trip but does <u>not provide an explanation</u> for the choice</li> <li style="text-align: center;"><b>OR</b></li> <li>• identifies or describes the characteristics of an ideal destination for a high school field trip but provides an <u>irrelevant explanation</u> for the choice</li> <li style="text-align: center;"><b>OR</b></li> <li>• describes the benefits of a field trip.</li> </ul>
Code 20	<b>response is developed with vague ideas and information; it may contain some irrelevant ideas and information</b>  The response identifies or describes the characteristics of an ideal destination for a high school field trip and provides a <u>vague</u> explanation for the choice.  The response often requires the reader to make the connection between the support provided and what is intended to prove.
Code 30	<b>response is developed with clear, specific and relevant ideas and information</b>  The response identifies an ideal destination or describes the characteristics of an ideal destination for a high school field trip and uses <u>specific and relevant details</u> to <u>clearly</u> explain the choice.



Scoring Guide for Short Writing Topic Development  
Section X Short Writing

## Code 10

- 2 Identify the ideal destination for a high school field trip. Explain your choice with specific details.

Destination for a high school field trip to the Toronto Zoo. Take the 401 until you reach Toronto take a right so you can exit off the highway at the 87 exit then you take a left and you find yourself at the Toronto Zoo.

**Annotation:**

This response identifies an ideal destination for a high school field trip (*Toronto Zoo*) but provides an irrelevant explanation for the choice. The response provides directions to the zoo.

Scoring Guide for Short Writing Topic Development  
Section X Short Writing

## Code 20

- 2 Identify the ideal destination for a high school field trip. Explain your choice with specific details.

Someewhere I would like to go on a school trip  
would be a science centre because they are extremely  
fun and educational

**Annotation:**

This response identifies an ideal destination for a high school field trip (*a science centre*) and provides a vague explanation for the choice (*they are extremely fun and educational*).

Scoring Guide for Short Writing Topic Development  
Section X Short Writing

## Code 30

- 2 Identify the ideal destination for a high school field trip. Explain your choice with specific details.

An ideal destination for a high school trip would be to Quebec City. Here, students could observe a new culture & practice their French language skills, while learning about Canada's history. Furthermore, Quebec City is a provincial capital, so student's can learn about & understand Canadian politics.

**Annotation:**

This response identifies an ideal destination for a high school field trip (*Quebec City*) and provides details that are specific and relevant to the destination (*practice their French language skills...Quebec City is a provincial capital, so student's can learn about & understand Canadian politics*) to clearly explain this choice.

**Scoring Guide for Short Writing Conventions  
Section X Short Writing**

**Writing Prompt:** Identify the ideal destination for a high school field trip. Explain your choice with specific details.

<b>Code</b>	<b>Use of Conventions</b>
<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>

Scoring Guide for Short Writing Conventions  
Section X Short Writing

# Code 10

- ☒ Identify the ideal destination for a high school field trip. Explain your choice with specific details.

In my high school life, I remember I just get a field trip for once time. And the trip is fun.

**Annotation:**

Errors in spelling, usage, and verb tense (*I remmber I just get a field trip for once time. And the trip is fun.*) distract from communication.

Scoring Guide for Short Writing Conventions  
Section X Short Writing

## Code 20

- 2 Identify the ideal destination for a high school field trip. Explain your choice with specific details.

The ideal destination for a high school trip would be Europe, because there is so many educational fun things to do there. Such as castles, musiums and old paroliment buildings.

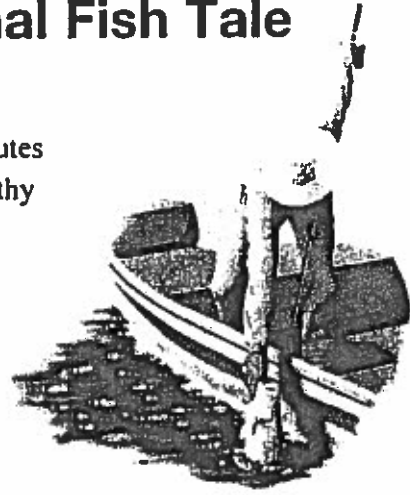
**Annotation:**

Errors in subject-verb agreement (*there is so many educational fun things to do there*) and spelling errors (*musiums, paroliment*) do not distract from communication.

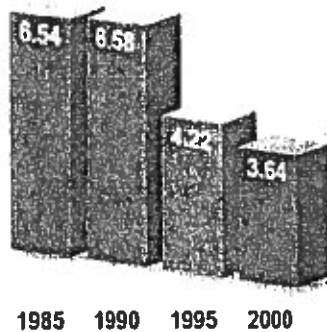
Read the selection below and answer the questions that follow it.

## Canada's Recreational Fish Tale

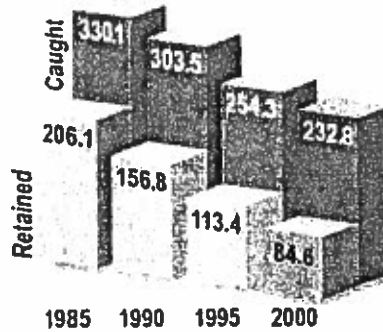
The recreational fishing industry in Canada, which contributes billions of dollars each year to the economy, relies on healthy freshwater ecosystems. Studies done every five years by Fisheries and Oceans Canada show that, while the number of anglers (people who fish) has dropped dramatically, fishing-related spending has remained relatively steady. Here's a look at recent statistics.



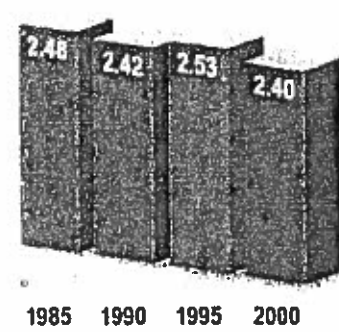
**Total number of anglers**  
Shown in millions of resident and non-resident anglers



**Total fish caught and retained**  
Shown in millions of fish



**Direct fishing-related expenditures\***  
Shown in billions of dollars



\*Direct fishing-related expenditures include food and lodging, transportation, fishing services and fishing supplies.

### Why are anglers releasing so many more fish?



Barbless hook

In 1985, anglers released fewer than 38% of all fish they caught. By 2000, that number had climbed to 64%. In part, this is because many recreational anglers have adopted the "catch and release" approach to fishing. By using barbless hooks and carefully releasing fish, they help to ensure the continued sustainability of Canada's recreational fishing industry.

Source: "Canada's recreational fish tale," [http://www.ec.gc.ca/water/images/info/facts/e-Canada\\_recreational\\_fishing.htm](http://www.ec.gc.ca/water/images/info/facts/e-Canada_recreational_fishing.htm). © Environment Canada, 2004. Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2008.

**Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)**

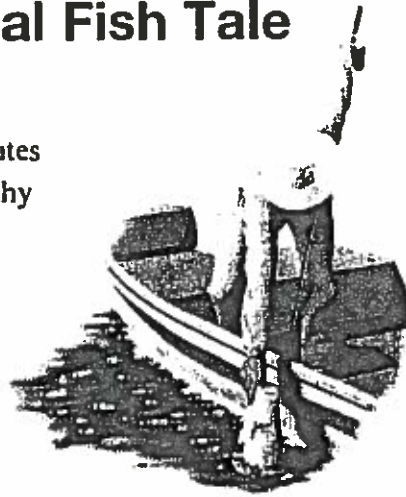
- 1** What does the increasing use of barbless hooks suggest about anglers?
- a They want to help maintain fish populations.
  - b They want to retain as many fish as possible.
  - c They want to make a lot of money selling fish.
  - d They want to make sure the fish are securely hooked.
- 2** If the trends shown in the graphs continue, what is a logical prediction?
- a The number of fish caught decreases.
  - b The number of anglers rises to 1985 levels.
  - c In 2005, anglers spend less than one billion dollars on fishing.
  - d In 2005, the number of retained fish reaches 150 million.
- 3** What is the purpose of the asterisk (\*) beside "Direct fishing-related expenditures"?
- a to direct the reader to the graph
  - b to indicate the importance of the section
  - c to connect the heading to other information
  - d to emphasize the amount of fishing-related expenditures
- 4** Which part of the selection relates most closely to the final paragraph?
- a the introductory paragraph
  - b the "Total number of anglers" graph
  - c the "Total fish caught and retained" graph
  - d the "Direct fishing-related expenditures" graph
- 5** What is the meaning of "adopted" as used in the final paragraph?
- a used
  - b noticed
  - c suggested
  - d abandoned
- 6** Which part of the selection shows that the recreational fishing industry contributes to the economy?
- a the picture of the angler
  - b the "Total number of anglers" graph
  - c the "Total fish caught and retained" graph
  - d the "Direct fishing-related expenditures" graph

End of Section XI. Continue to Section XII.

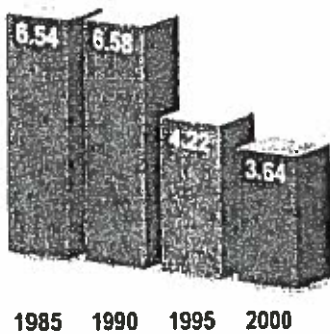


# Canada's Recreational Fish Tale

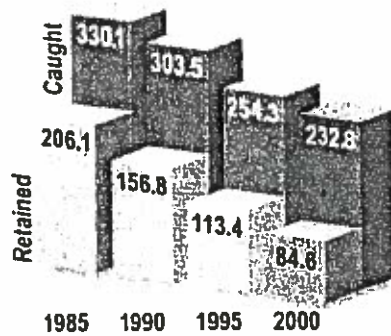
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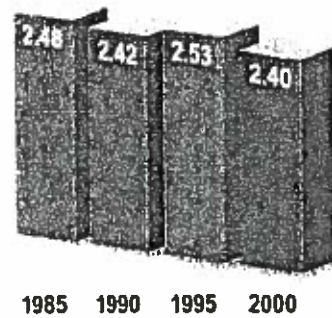
**Total number of anglers**  
Shown in millions of resident and non-resident anglers



**Total fish caught and retained**  
Shown in millions of fish



**Direct fishing-related expenditures\***  
Shown in billions of dollars



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### Section XI

1.  a  b  c  d
2.  a  b  c  d
3.  a  b  c  d
4.  a  b  c  d
5.  a  b  c  d
6.  a  b  c  d