

Education Quality and
Accountability Office



Ontario Secondary School Literacy Test

Released 2010 OSSLT

Item-Specific Rubrics and Sample

Student Responses with Annotations

EQAO, 2 Carlton Street, Suite 1200, Toronto, ON M5B 2M9 • 1-888-327-7377 • Web site: www.eqao.com • © 2008 Queen's Printer for Ontario

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

Q6: Should city officials in Rome be worried or pleased about the fad of putting locks on the lamppost? Explain your answer using details from the selection and your own ideas.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	<p>response is illegible</p> <p>An <u>illegible</u> response cannot be read.</p> <p>A <u>comment on the task</u> (e.g., I don't know.).</p>
Off topic/ Incorrect*	<p>response is off topic, irrelevant or incorrect</p> <p>A typical <u>off-topic</u> response provides no information from the reading selection.</p> <p>A typical <u>irrelevant</u> response comments on the reading selection or simply restates the question.</p> <p>A typical <u>incorrect</u> response provides</p> <ul style="list-style-type: none"> • an answer based on a misunderstanding of the question AND/OR the ideas in the reading selection. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • only an opinion about whether Roman officials should be worried or pleased with <u>no support</u>.
Code 10	<ul style="list-style-type: none"> • response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection <p>The response provides an opinion about whether Roman officials should be worried or pleased but explains it with</p> <ul style="list-style-type: none"> • irrelevant details from the reading selection. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • only own ideas. <p>The response provides a fact or list of facts from the reading selection with no opinion about whether Roman officials should be worried or pleased.</p>
Code 20	<ul style="list-style-type: none"> • response indicates some reading comprehension • response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection <p>The response provides <u>vague</u> support from the reading selection to explain whether Roman officials should be worried or pleased.</p> <p>The response often requires the reader to make the connection between the main idea and supporting detail(s).</p>
Code 30	<ul style="list-style-type: none"> • response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection <p>The response uses <u>specific and relevant</u> support from the reading selection to explain <u>clearly</u> whether Roman officials should be worried or pleased.</p>

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

10

- 6 Should city officials in Rome be worried or pleased about the fad of putting locks on the lamppost? Explain your answer using details from the selection and your own ideas.

I think they should be pleased about the fad of putting locks on the lamppost because it makes it look nicer.

Annotation:

The response states an opinion (*they should be pleased about the fad*) and provides only the student's own ideas as an explanation (*it look nicer*).

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

20

Should city officials in Rome be worried or pleased about the fad of putting locks on the lamppost? Explain your answer using details from the selection and your own ideas.

They should be worried because in the future alot
of people would visit that place and it would be crowded
with people and locks.

Annotation:

The response provides a vague explanation why city official should be worried (*alot of people would visit that place and it would be crowded with people and locks*).

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

30

Should city officials in Rome be worried or pleased about the fad of putting locks on the lamppost? Explain your answer using details from the selection and your own ideas.

The city officials in Rome should be worried about the fad of putting locks on the lampposts. The bridge was built 2200 years ago, therefore, we don't know how stable it may be. The city officials have already begun to worry as they said "wonder whether the ancient Roman pedestrian bridge is suited to such an overwhelming display of emotion". Officials should be worried about the safety of the tourists visiting the site.

Annotation:

The response provides a specific and relevant explanation why city official should be worried (*The bridge was built 2200 years ago ... we don't know how stable ... worried about the safety of the tourists*).

Scoring Guide for Short Writing Topic Development

Section III Short Writing

Writing Prompt: What would be the ideal job for you? Use specific details to explain your choice.

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

Scoring Guide for Short Writing Topic Development
Section III Short Writing

10

2 What would be the ideal job for you? Use specific details to explain your choice.

~~The owner of a worldwide company and/or~~
~~Industry.~~
The owner of a worldwide company and/or
Industry

Annotation:

This response identifies a job (*owner of a worldwide company and/or Industry*) but does not provide an explanation for the choice.

- 2 What would be the ideal job for you? Use specific details to explain your choice.

My ideal job would be to work in a place that helps people, interesting, and always learning new skills. I would love to either work at a restaurant or a clothing store.

Annotation:

This response identifies a job (*work either at a restaurant or a clothing store*). A vague explanation is provided (*helps people, interesting, always learning new skills*).

The reader must make the connection between the description of the work conditions and the identified jobs.

30

- 2 What would be the ideal job for you? Use specific details to explain your choice.

The ideal job for me is to one day become a social worker. I believe that this job is meant for me because of all the experience that I've had. I come from a country where abuse is really high, and I've seen people getting hurt physically and mentally and I've always wanted a job where I can help people feel better and help them see what kind of life they deserve to have.

Annotation:

This response identifies a job (*social worker*) and uses details that are specific and relevant to the job and the writer (*I come from a country where abuse is really high, and I've seen people getting hurt physically and mentally; a job where I can help people feel better*) to support the choice.

Scoring Guide for Short Writing Conventions Section III Short Writing

Writing Prompt: What would be the ideal job for you? Use specific details to explain your choice.

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

Scoring Guide for Short Writing Conventions
Section III Short Writing

10

- 2 What would be the ideal job for you? Use specific details to explain your choice.

My ideal for a job will be a computer Engineer
a like to become the one who makes the computer
and people come and buy my computer. Why do I
want to be a computer Engineer because I like to
know a lot about other things about computer
Engineer.

Annotation:

Errors in sentence structure, punctuation, usage, and spelling distract from communication (e.g., run-on sentence at beginning, missing question mark and periods, “a” for “I”, “thinks” for “things”, “by” for “be”).

Scoring Guide for Short Writing Conventions
Section III Short Writing

20

- 2 What would be the ideal job for you? Use specific details to explain your choice.

The ideal job for me would have to be anything working with children. I absolutely love kids! And I've noticed when ever I'm with a child, they seem to like me, which is also why I think it would be a good job because I enjoy them and they enjoy me.

Annotation:

Errors in spelling (*absolutly*, *when ever*), pronoun agreement (*child*, *they*), and the run-on sentence in the second half of the response do not distract from communication.

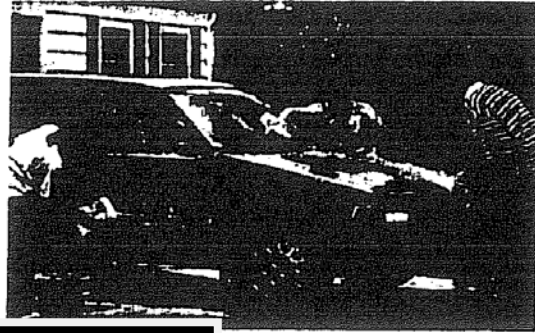
**Scoring Guide for Long Writing Topic Development
Section IV News Report Question 1**

Code	Descriptor
Blank	The page is blank with nothing written or drawn in the space provided.
Illegible	The response is illegible or irrelevant to the prompt.
Off topic	The response is off topic.
Code 10	<p>The response is related to headline and/or photo but is not a news report.</p> <p>OR</p> <p>The response is a news report related to the headline and/or photo. It identifies an event, but provides no supporting details, or provides details that are unrelated to the event. There is no evidence of organization.</p>
Code 20	<p>The response is related to headline and/or photo but only partly in the form of a news report.</p> <p>OR</p> <p>The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.</p>
Code 30	The response is a news report related to the headline and photo with a clear focus on an event. There are insufficient and/or vague supporting details or the connection of the details to the event is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient supporting details, however, only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details to develop the news report. The organization is logical.
Code 60	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details, which are thoughtfully chosen to develop the news report. The organization is coherent demonstrating a thoughtful progression of ideas.

10

Car wash a success

My dad was on his way from work on a rainy day he did not reach home on time because of traffic so he took a short-cut home and got his car all muddy, this happened



name of city

on sept. 6/08

he was a bit angry cause he did not like how his car looking so he call me and my two sister to wash the car with me. My sister wash the car and I was just rinsing. When I was finish this car was shining like the sun like it's ready to sell. My dad was so happy we learn up his car, He has take take wonderland, buy us pizza and throw a big party and invite my friends over to play video games with me just for washing his car. I have learn something from that washing cars

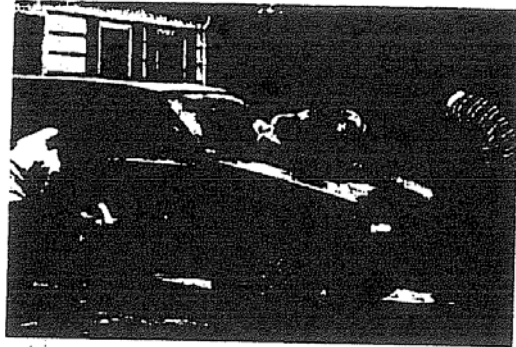
Annotation

The response is related to the headline and photo but is not a news report. It is a narrative.

20

Car wash a success

It was a sunny day.
The kids had raised
about 1600 dollars.
Couple of kids decided
they were going to have
fund raiser and wash
peoples cars. This all
took place on Wednesday March 2nd 2009.
It was only about 3 of them. They had adult supervision
and they just went to work.



Annotation:

The response is a news report related to the headline and photo but the focus is unclear. There are insufficient supporting details. Limited evidence of organization is shown.

30

Car wash a success

On a beautiful
afternoon kids had a car
wash fundraiser. Student
at [redacted] name [redacted] High
School raised enough money
for the Heart and Stroke
Foundation. They raised
1.5 million dollars by going to almost every neighborhood
in [redacted] city. It was on September 15 of 2009 when
they started this successful car wash fundraiser.



Annotation:

The response has a clear focus on an event (*car wash fundraiser*).

Supporting details are insufficient and vague (*enough money, going to almost every neighbourhood, successful car wash fundraiser*).

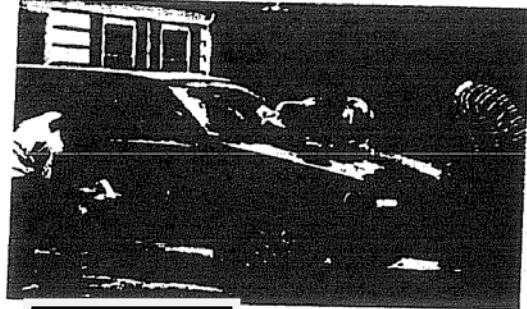
There is evidence of organization: two ideas—*enough money* and *1.5 million dollar*—are linked.

Scoring Guide for Long Writing Topic Development
Section IV News Report Question 1

40

Car wash a success

Children from
St. [name] elementary
School held a carwash
on June 29th 2009.
The kids gathered
at the [name]
Community Centre in [city], Ontario.



The carwash was a success,
raising over 2000 \$ to go towards
a local charity for autistic children.
"I was surprised, the students put all
this together on their own" Says
principal of St. [name] E.S.

45 kids came out to participate in
the carwash. They spent weeks preparing
posters and sending out notice about
where and when it was happening.
They plan to make this an annual
event.

Annotation:

The response is a news report related to the headline and photo with a clear and consistent focus on an event (carwash). There are sufficient supporting details. Some are specific (St. . . elementary school, June 29th 2009, 2000\$, 45 kids). Some are vague (local charity, I was surprised, to participate). The organization is mechanical. Paragraphs are used to organize ideas.

Scoring Guide for Long Writing Topic Development
Section IV News Report Question 1

50

Car wash a success

On Saturday, May 5, grade 8 students from [name] Public School in [city] ran a carwash to raise money for their upcoming grad trip to Ottawa. The ~~grade~~ students worked hard all day from 8 am to 4 pm outside of their teachers home.



Armed with borrowed hoses, brushes and sponges, the students arrived ready to work. Most of these kids had no prior experience in washing cars, however being students, they were ready to learn. "I had never done anything like this before, but it sure was fun!" This from 13 year old student Steve [name].

The students ask car owners for donations to support their trip, and were delighted by the outcome. Grade 8 teacher Chris [name] had this to say: "We came into this event hoping to receive donations to support us. We could have never imagined the amount of support and donations this community provided. We are very thankful."

Without a doubt, this event was a success. The students of [name] PS worked hard and are very deserving of their trip to Ottawa.

End of Section IV, continue to Section V

Annotation:

The response is a news report related to the headline and photo with a clear and consistent focus on an event (carwash...trip to Ottawa). There are sufficient and specific supporting details (Saturday, May 5, name of school, Ottawa, 8 am to 4 pm, student name). Quotations from two perspectives develop ideas. Organization is logical. The final paragraph returns to school's trip to Ottawa and provides an appropriate conclusion.

Scoring Guide for Long Writing Topic Development
Section IV News Report Question 1

60

Car wash a success

A group of city Ontario ~~was~~, who heard about the events in Haiti decided to hold a car wash to raise money on April 7th, 2010.

The teens put up signs in their neighbourhood to attract the cars passing by. "It feels great to do something for a good cause," says Angela name, one of the teens involved in washing the cars. ~~the teens~~ say that they plan to give the money to Canadian Red Cross, who will be sending more people to Haiti later this month.

As cars passed by, many drivers couldn't resist a good car cleaning and pitching in some money. "It's so nice to see kids that care about a cause and are willing to make a difference abroad," says Berta name who was one of the people to donate and have her car washed.

The teens saw what happened in Haiti on Television and called one another to get together and do something about it. Maria name parent of one of the teens says, "I'm so proud of them. They were shocked by what happened, and they did something spectacular."

The teens are very satisfied in the amount that they made and how they not only helped people in their community, but people hundreds of kilometres away.



Teens wash cars to raise money for Haiti.

End of Section E. Continue to Section F.

Annotation:

The response is a news report related to the headline and photo with a clear and consistent focus on an event (*car wash to raise money*). Sufficient specific supporting details are thoughtfully chosen to develop the news report (e.g., names of city, students, parent; *Haiti*, *Canadian Red Cross*, *drivers couldn't resist a good car cleaning*, *not only helped people in their community, but people hundreds of kilometres away*). Quotations from two perspectives are thoughtfully placed in the response. Organization is coherent. The opening lead connects effectively to the closing sentence.

**Scoring Guide for Long Writing Conventions
Section IV News Report Question 1**

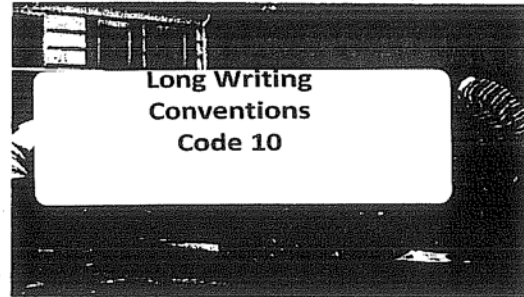
Code	Descriptor
Code 10	There is insufficient evidence to assess the use of conventions. OR Errors in conventions interfere with communication.
Code 20	Errors in conventions distract from communication.
Code 30	Errors in conventions do not distract from communication.
Code 40	Control of conventions is evident in written work.

Scoring Guide for Long Writing Conventions
Section IV News Report Question 1

Code
10

Car wash a success

CAR WASH
A SUCCESS
To Move The Vearis From The Car
By: Maneam name



On March braek 2010 The children lik to
Wash There cars To be cleen and success by
looking good and nicely and the children They
washing there car. "besid. There house like in
The grach. and Mary name saide, "I Love It.
wash my car To be nice and cleen and
move's The dird from The car and smils good
and we use all cind of mitearials for
The car bad we use that mitearials that
Cops can use with it" name name of thos children.
Mary name said, "We are doing
this for to move the vires from the cars
away because if we go somewhere in
are city and there is so much dird and
we dont know what is that is gone be bad
for as so we cleen the car mostly every week
and that vires can go way from the car."

Annotation:

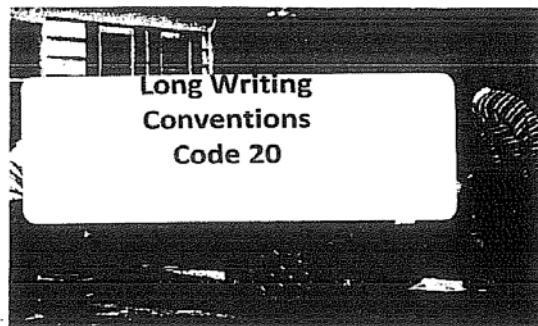
Errors in conventions interfere with communication (e.g., spelling: *vearis*, *braek*, *lik*, *there*, *cleen*, *besid*, *grach*, *saide*, *movie's*, *dird*, *smils*, *mitearials*, *vires*; lack of punctuation at the end of sentences, incorrect use of capital letters *The children They washing*; omitted words: *To be cleen and success*).

Scoring Guide for Long Writing Conventions
Section IV News Report Question 1

Code
20

Car wash a success

There is a car wash in town
at a car wash place near
metro this will take
place on april 25th
2010 for a low price
of only 2 dollars a
car this for a good
cause its for people in the hospital in
need of help and are really sick this a fun
raiser to help the kids in the hospital they
are really sick my name is B [name] S and
your car will be lookin good by the time
wher done if you will feel so glad that
you helped so many children in the hospital
they are gonna feel thankful that all you
guys helped you guys can come help its
near the gas station near metro we need
all the help we can get! ther will be
a free bbq for everyone that help with
the fun raiser and there will be coffe
and tea for the old citizens and
fun activities for the little kids



Annotation:

Frequency and nature of errors in conventions distract from communication (e.g., lack of punctuation at the end of sentences: *all you guys helped you guys*; missing words: *this for a good cause*; spelling: *coffe, ther, lookin, wher, fun raiser*; missing capitals: *metro, april*).

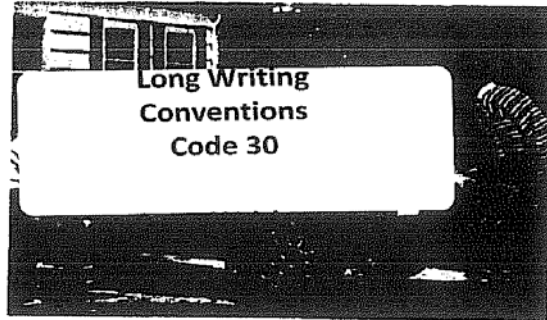
Scoring Guide for Long Writing Conventions
Section IV News Report Question 1

Code
30

Car wash a success

Kids Wash Cars for Charity

On April 7 2010 Kids Students will Setup a Carwash. They are doing this because they want to raise money for cancer reasearch. The car wash is located On Martingrove road and rexdale.



Local students ~~are~~ from [school name] are setting up a carwash. One student says "it is a great way of raising money." The carwash was a great way of raising money they raised 300 dollars. The money is going to the Terry Fox Foundation. A teacher from [school name] says it is great to see how much the students care."

The students are now planning another carwash. They say it is going to be bigger and better. They are charging 10 dollars for each car. It is going to be soon but the date is not decided.

In conclusion the carwash was a great success. The car wash raised a lot of money. The money is for a good cause and is going to help a lot of people.

By: Tejveer [name]

Annotation:

Errors in conventions (e.g., spelling: *reasearch*, *planning*; capitals missing: *road*, *local*, *rexdale*; missing commas in the date and dialogue) do not distract from communication.

Scoring Guide for Long Writing Conventions

Section IV News Report Question 1

Code
40

Car wash a success

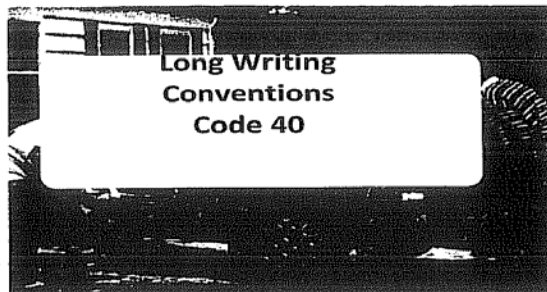
Last Sunday, over fifty students from **name** in High School, Ottawa, took part in a car wash to raise awareness for breast cancer. They raised over 1500\$.

This initiative was organized solely by student **name**, a teacher who supervised the event stated that, "a couple of students decided to start a committee that would further promote cancer awareness and collect funds for the Canadian Cancer Society. This car wash was their first initiative and a huge success".

"Our goal was to reach 1000\$, and we managed to surpass it", says **name** co-founder of the school's committee "Cancer Never after", "We had been advertising this event around the community a month prior to its occurrence and we are very pleased with the high level of participation" One hundred and six students were involved in the organization of the event, while fifty-four students took part in the car wash.

The car wash was done in a large parking lot, and many local businesses were present, donating generous amounts to the cause and giving out prizes to the volunteers.

"We may only be sixteen or seventeen years old but anyone in this world should have a say in what they believe is right", explains **name**, grade 11 student, "Our committee's goal is to demonstrate that no matter your age, you can make a difference. Our next event is a walk-a-thon and we hope it will be as successful as this one".



End of Section IV. Continue on next page.

Annotation:

Control of conventions is evident in use of punctuation, capitalization and spelling, despite the incorrect spelling (e.g., *comittee*, *it's*) and incorrect use of end punctuation outside quotations.

Scoring Guide for Reading Open-Response Section V Information Paragraph - Question 7

Q7: Summarize this selection. Include a main idea and one detail that supports it.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	<p>response is illegible</p> <p>An <u>illegible</u> response cannot be read. The response <u>comments on the task</u> (e.g., I don't know how to write a summary.).</p>
Off topic/ Incorrect*	<p>response is off topic, irrelevant or incorrect</p> <p>A typical <u>off-topic</u> response provides no information from the reading selection.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the reading selection.</p>
Code 10	<p>• response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection</p> <p>The response provides</p> <ul style="list-style-type: none"> • only a <u>main idea</u> from the reading selection. <p>OR</p> <ul style="list-style-type: none"> • only one or more <u>details</u> from the reading selection. <p>OR</p> <ul style="list-style-type: none"> • a <u>main idea</u> with one or more <u>irrelevant details</u> from the reading selection.
Code 20	<p>• response indicates some reading comprehension • response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</p> <p>The response provides</p> <ul style="list-style-type: none"> • a <u>correct main idea</u> and one or more <u>vague details</u> from the reading selection to support it. <p>OR</p> <ul style="list-style-type: none"> • a <u>vague main idea</u> and one or more <u>specific or vague details</u> from the reading selection to support it. <p>The response often requires the reader to make the connection between the main idea and supporting detail(s).</p>
Code 30	<p>• response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection</p> <p>The response provides a <u>correct main idea</u> and one or more <u>specific and relevant details</u> from the reading selection to support it.</p>

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

Correct main ideas:

- Rail cars were converted into schools/classrooms.
- Rail car classrooms provided education.

Scoring Guide for Reading Open-Response
Section V Information Paragraph - Question 7

Code
10

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

It is important that if kids can't get to school, the school comes to them. Since many towns couldn't afford to build their own schools, this was an easy way to still get their kids educated. Since the nearest schools were so far away, the kids had no way of getting there. But now, all it took them to get there were horses, sleds or their feet.

Annotation:

This response provides only details from the selection.

Scoring Guide for Reading Open-Response
Section V Information Paragraph - Question 7

Code
20

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

Passenger Rail cars were converted to classrooms,
they went from small town to small town to
teach children and adults. It was a huge
success.

Annotation:

This response provides a correct main idea (*Passenger Rail cars were converted to classrooms*) with vague supporting details (*e.g., to teach children and adults; huge success*).

Scoring Guide for Reading Open-Response
Section V Information Paragraph - Question 7

Code
30

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

In the 1920's, some Northern Ontario communities
could not afford schools. A North Bay
Superintendent came up with an idea to
convert a passenger car into a classroom and
bring the education to the adults and children.

Annotation:

This response provides a correct main idea (*convert a passenger car into a classroom*) and a specific detail from the selection that is relevant to that idea (*In the 1920's ... A North Bay superintendent came up with an idea*).

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

Code	Descriptor
Blank	The pages are blank with nothing written or drawn in the space provided.
Illegible	The response is illegible, or irrelevant to the prompt.
Off topic	The response is off topic.
Code 10	<p>The response is related to the prompt but does not express an opinion.</p> <p>OR</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>
Code 20	<p>The response is related to the prompt, but only part of the response expresses and supports an opinion.</p> <p>OR</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>
Code 30	The response is related to the prompt and expresses a clear opinion. There are insufficient and/or vague supporting details or the connection of the details to the opinion is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is related to the prompt. A clear and consistent opinion is developed with sufficient supporting details, however only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.
Code 60	The response is related to the assigned prompt. A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen. The organization is coherent demonstrating a thoughtful progression of ideas.

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

**Code
10**

**Opinion
Topic Development
Code 10**

Are cellphones necessary in teenagers' lives?

Sample 1

It is very important that a teenager have a cellphone.

Annotation:

The response expresses an opinion (*It is very important that a teenager have a cellphone.*) with no supporting details. There is no evidence of organization.

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

Code
20

Opinion
Topic Development
Code 20

Sample 1

Are cellphones necessary in teenagers' lives?

Yes I believe that a cellphone is completely
necessary in a teenagers life for many reasons.
keep in contact with friends and family - This is
an important thing to do

Annotation:

The response is related to the prompt, and expresses and supports an opinion (*Yes I believe that a cellphone is completely necessary in a teenagers life*). There are insufficient supporting details.

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

Code
30

Opinion
Topic Development
Code 30
Sample 1

Are cellphones necessary in teenagers' lives?

No, they aren't. Teenagers can live without cell phones. Talking and texting all the time isn't necessary. A lot of teenagers will text someone who is sitting beside them. That's silly!

Cell phones are valuable and lots of teens lose the phones. This to me is wasting money.

Families like to spend time with their kids and if the kids are texting or sending or getting calls it is annoying to their families.

Annotation:

The response is related to the prompt and expresses a clear opinion (*No, they aren't*).

There are insufficient and/or vague supporting details. Reasons (*teenagers will text someone who is sitting beside them; teens lose the phones; texting or sending or getting calls...is annoying to their families*) are listed but not developed.

There is evidence of organization. The introduction states the opinion. There is evidence of paragraphing. Some paragraphs have concluding sentences (*That's silly!*, *This to me is wasting money*). There is no conclusion to the response.

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

Code
40

Opinion
Topic Development
Code 40

Sample 2

Are cellphones necessary in teenagers' lives?

Cell phones are necessary in a teenagers' life because they can contact parents easily, in case of emergencies, and a simple way of talking to close friends and family.

Firstly, contacting our parents is a benefit cause then you won't have to use a friend's phone or a pay phone because you will have your own and even if your parents are looking for you they call you or text message.

Another reason why it's necessary in a teenager's life because if it's an emergency you have a phone to call help and then you would not wait. If you get in an accident you can call the police and they will come find you or you can give it to someone to call for help because it has all the important numbers that you need.

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

Lastly, having a cell phone is a simple way of contacting friends and family. It's another way of doing your homework on the cell phone without anyone picking up the house phone which is a distraction to you.

In conclusion, why cell phone are necessary in a teenagers' lives is for emergencies, easy way of telling our parents something and, contacting close friends and family.

Annotation:

A clear and consistent opinion is developed with sufficient supporting details (e.g., contacting parents, emergencies, contacting friends and family, avoiding distraction from interrupted calls). Only some are specific (*not need to use a friend's phone, call police if in an accident*).

The organization is mechanical (*Firstly, Another reason, Lastly, In conclusion*). There is an introduction, body and conclusion and any lapses (e.g., repetition of contact parents/contact friends and family) do not distract from the overall communication.

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

Code
50

Opinion
Topic Development
Code 50
Sample 2

Are cellphones necessary in teenagers' lives?

Yes cell phones are necessary in teenagers' lives. They are necessary because there are many advantages to having a cell phone. Without cellphones, teenagers wouldn't be able to communicate easy with their family, peers and in emergency situations.

Cell phones are necessary in teenagers' lives because, it is an easy way of contacting your family. If you have to stay at school longer for a specific reason, or your family is looking for you and you are out, cell phones make it easy to communicate. Without cell phones, your family would be worried sick, they wouldn't know exactly where you are, and how much longer you would be. With cellphones, they could contact you right away, without having to worry about anything.

Cellphones are also necessary for teenagers to contact each other. That is necessary because it is important to talk with your peers, and find out if you have any homework.

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

It is also important to contact your peers because, it is good to go out and get fresh air and exercise, instead of staying home and playing video games and going on the computer. Cell phones make it easier to contact one another, to make plans.

Another reason why cell phones are necessary in teenagers' lives is for emergency reason. If you are alone and walking somewhere, and suddenly have been attacked or have an allergic reaction or have fallen down and broken something, it would be life threatening, not having a cell phone. If you don't have a cell phone you couldn't call for help, and could be at risk.

So that is why it is essential for teenagers' to have cell phones, because without them, it could very difficult to enjoy life, and it could even be a short life, if something bad happens and you don't have a phone.

Annotation:

A clear and consistent opinion is developed with sufficient specific supporting details (e.g., contacting family, contact each other, contact peers to make plans, emergency call for help). Reasons are developed with examples and explanations.

The organization is logical. There is a clear introduction, body and conclusion. Ideas are clustered into paragraphs. Each paragraph includes a clear topic sentence. Links between ideas are indicated (*also, because, Another reason why..., So that is why...*).

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

Code
60

Opinion
Topic Development
Code 60
Sample 2

Are cellphones necessary in teenagers' lives?

In today's modern society, many feel as if having a cellphone is a necessity. Every where you go, there is constant texting and talking on cellphones. Recent studies have shown that the largest group of cellphone users is teenagers. Teenagers in the past have done just as well without cellphones, so why do teenagers now a days require cellphones? Cellphones are not necessary in teenagers' lives because they are distractions, cost up to a fortune, and can be misused in several ways.

Cellphones are becoming more and more developed, with far more abilities and applications ^{than} before. Cellphones can now be used for texting, talking, going on Facebook, taking pictures/videos, playing games, going on the internet, and millions more. Cellphones are becoming an alternative for computers. Teens are beginning to have cellphones on hand all the time. The average teen uses his/her cellphone for approximately eight hours on a day to day basis. With cellphones being used so much, when do teens have the time to focus on school work and their families? Cellphones play a major role as distractions in the typical lives of several teens.

With the increasing number of applications and uses of cell phones, the cost of using them and maintaining them is increasing. The average bill of one cellphone comes up to at least \$95 a month. Each application used on a phone has a cost. If a cellphone costs approximately \$95 a month to maintain, it would total up to more than \$1000 a year. Imagine how many uses one thousand dollars could pay for. The money spent on cellphones could be

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

used towards a teenager's education or another worthy cause. Why spend so much money on cell phones when you could just use your home phone? Cellphones are a waste of money.

The most immense disadvantage of cellphones is that they can be ~~used~~ misused fairly easily. Cellphones are easy to store in your pocket and are convenient to use on the go. This is why many teenagers use cellphones to cheat on their tests, cyberbully other teenagers, etc. Teenagers with cellphones know exactly how to function each and every aspect of their phones, from where to store cheat notes, to how to text others without their own numbers being shown. Cellphones enable teenagers to get away with such ~~unethical acts~~ unethical acts. Cellphones are danger threats to teenagers if they are ~~misused~~ used with wrong intentions.

Cellphones have their many benefits and advantages in deed, but their disadvantages outweigh their good purposes. Teenagers are ~~beginning~~ ^{beginning} to live their ~~lives~~ ^{lives} revolved around this latest technology trend, but little do they know that cellphones are ~~leading them~~ ^{leading them} to ~~unsatisfying lives~~ ^{unsatisfying lives}. Cellphones are not a necessity to teenagers because they only play as distractions in their lives, enable them to be unethical citizens, and empty their wallets or the wallets of ~~the~~ ^{their} parents. Cellphones are the ~~newest~~ ^{newest} technology gadgets leading teenagers to a downfall in life.

Annotation:

A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen (e.g., distractions, cost, misuse). Each reason is well developed with specific details (e.g., going on Facebook, eight hours a day, \$95 a month, store cheat notes).

The organization is coherent and demonstrates a thoughtful progression of ideas. The argument builds from less important to more important reasons (*The most immense disadvantage...*). The introduction hooks the reader and the conclusion goes beyond a restatement of the main points. Rhetorical questions are used effectively to emphasize the argument (...*when do teens have time to focus on school work and their families?*; *Imagine how many uses one thousand dollars could pay for.*; *Why spend so much money...when you could just use your home...phone?*).

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

Code	Descriptor
Code 10	There is insufficient evidence to assess the use of conventions. OR Errors in conventions interfere with communication.
Code 20	Errors in conventions distract from communication.
Code 30	Errors in conventions do not distract from communication.
Code 40	Control of conventions is evident in written work.

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

**Code
10**

Long Writing
Conventions
Code 10

Are cellphones necessary in teenagers' lives?

Yes, in case of emergency,

Annotation:

There is insufficient evidence to assess the use of conventions (fewer than 20 words).

Scoring Guide for Long Writing Conventions
Section VI Opinion Question 1

Code
20

Long Writing
Conventions
Code 20

Are cellphones necessary in teenagers' lives?

I would say and I would agree with anyone that a cellphone is necessary in any teenagers life because its a fast way to contact them, if they need to reach you and your not home, it helps the comunicate with there friends

A teenager with a cellphone is easy to reach, if there at their friends and decide to go to a party or to another friends they can call you or they could tell you to call them later when they find more information.

if your teenager is out and need to reach you and your not home and he decides to leave a message to call him back you actually can call him to make sure you know where he or she is going so then you dont have to worry where he or she is.

Some cell phone companies offer great deals with long distance calls

Scoring Guide for Long Writing Conventions
Section VI Opinion Question 1

or even some have my
five witch would allow you
to pick and change who those
five friends are and you can call
and text them at any time you
want and its free. they would have
a close connection with there friend.

these are the reason for my strongly
decided decision that cellphone are
a necessary for teenagers. I dont just
agree on teenagers use I also agree
on adults usage of a cell phone.

Annotation:

Errors in conventions distract from communication: e.g., lack of sentence punctuation; spelling: (comunicate, now, your, witch, there); capitalization: (if, these); possession (teenagers use); homophones (your for you're).

Scoring Guide for Long Writing Conventions
Section VI Opinion Question 1

Code
30

Long Writing
Conventions
Code 30

Are cellphones necessary in teenagers' lives?

In my opinion I think that cellphones are necessary in a teenagers live's. Cellphones have a variety of uses in a average teenagers lives and should not be overlooked by many as some sort of distraction. These variety of uses both help the teenager and accompany their needs. Cellphones are a vital piece of technology that are needed greatly in emergencies that put teenager's in a difficult situation. They are not only used for that but also provide teenagers with a valid and simple way of communicating with family and friends. Cellphones have more of a pros then con's and play a important role in a teenager's life.

Many people seem to say that cellphone's are a big distraction that interfere with a teenager's education. But that is simply not ~~the~~^{the} case as the cellphone can be controlled in order to prevent distractions in a average teenagers life. If parents seem to see the cellphone is becoming a distraction then they can easily make restrictions and changes to the usage of the cellphone. If that still does not work then arrangements can be made with the phone company. The problems that many say cellphones cause are simply not an issue if they can easily be changed to

Scoring Guide for Long Writing Conventions
Section VI Opinion Question 1

accompany a teenagers needs.

In many cases cellphones are a strong necessity for those who are being bullied or constantly need to phone parents about something important. For many cellphones act as "911" or a fall back option in the unfortunate event of an emergency. If the cellphones were not necessary in a teenagers life we would see many new problems and teens that would do anything to call friends or family. The cellphone is not only to ensure that the user is safe in the event of an emergency but it is also there so that the user can socialize, do homework, make arrangements and communicate with friends and family. The cellphone has more pros than cons and as a universal piece of technology it seems to be very necessary in a teenagers life.

Therefore in my honest opinion I think that the cellphone is a very necessary piece of technology in a teenagers life. Simply put the cellphone can provide the teenager with a way to communicate/socialize, ~~any~~ entertainment (music/camera), problems ~~are~~ resulting in a emergency and many more. The cellphone is something that I personally think is necessary in a teenagers life.

End of Section C. Continue to Section H.

Annotation:

Errors in conventions (e.g., possession: *teenagers live's*, *teenagers lives*, *cellphone's*; missing capital: *if*; missing commas for introductory phrases) do not distract from communication.

Scoring Guide for Long Writing Conventions
Section VI Opinion Question 1

Code
40

Long Writing
Conventions
Code 40

Are cellphones necessary in teenagers' lives?

In today's modern society, many feel as if having a cellphone is a necessity. Every where you go, there is constant texting and talking on cellphones. Recent studies have shown that the largest group of cellphone users is teenagers. Teenagers in the past have done just as well without cellphones, so why do teenagers now a days require cellphones? Cellphones are not necessary in teenagers' lives because they are distractions, cost up to a fortune, and can be misused in several ways.

Cellphones are becoming more and more developed, with far more abilities and applications ^{than} before. Cellphones can now be used for texting, talking, going on Facebook, taking pictures/videos, playing games, going on the internet, and millions more. Cellphones are becoming an alternative for computers. Teens are beginning to have cellphones on hand all the time. The average teen uses his/her cellphone for approximately eight hours on a day to day basis. With cellphones being used so much, when do teens have the time to focus on school work and their families? Cellphones play a major role as distractions in the typical lives of several teens.

With the increasing number of applications and uses of cell phones, the cost of using them and maintaining them is increasing. The average bill of one cellphone comes up to at least \$95 a month. Each application used on a phone has a cost. If a cellphone costs approximately \$95 a month to maintain, it would total up to more than \$1000 a year. Imagine how many uses one thousand dollars could pay for. The money spent on cellphones could be

Scoring Guide for Long Writing Conventions Section VI Opinion Question 1

used towards a teenager's education or another worthy cause. Why spend so much money on cell phones when you could just use your home phone? Cellphones are a waste of money.

The most immense disadvantage of cellphones is that they can be ~~used~~ misused fairly easily. Cellphones are easy to store in your pocket and are convenient to use on the go. This is why many teenagers use cellphones to cheat on their tests, cyberbully other teenagers, etc. Teenagers with cellphones know exactly how to function each and every aspect of their phones, from where to store cheat notes, to how to text others without their own numbers being shown. Cellphones enable teenagers to get away with such ~~unethical acts~~ unethical acts. Cellphones are danger threats to teenagers if they are ~~used~~ used with wrong intentions.

Cellphones have their many benefits and advantages in deed, but their disadvantages outweigh their good purposes. Teenagers are ~~beginning~~ ^{beginning} to live their ~~lives~~ ^{lives} revolved around this latest technology trend, but little do they know that cellphones are ~~leading them~~ ^{leading them} to ~~unsatisfying lives~~ ^{unsatisfying lives}. Cellphones are not a necessity to teenagers because they only play as distractions in their lives, enable them to be unethical citizens, and empty their wallets or the wallets of ~~the~~ ^{their} parents. Cellphones are the ~~newest~~ ^{newest} technology gadgets leading teenagers to a downfall in life.

Annotation:

Control of conventions is evident in written work: use of apostrophes for possession; use of commas for introductory phrases and items in a list; use of end punctuation. The incorrect spelling (e.g., *necessity*, *maintaing*) does not undermine overall control.

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

Q6: Describe how the store clerk’s attitude changes in this selection. Use specific details from the selection to support your answer.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	<p>response is illegible</p> <p>An <u>illegible</u> response cannot be read.</p> <p>A <u>comment on the task</u> (e.g., I don’t know.).</p>
Off topic/ Incorrect*	<p>response is off topic, irrelevant or incorrect</p> <p>A typical <u>off-topic</u> response provides no information from the reading selection.</p> <p>A typical <u>irrelevant</u> response comments on the reading selection or simply restates the question.</p> <p>A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the reading selection (e.g., Her attitude doesn’t change.).</p>
Code 10	<p>• response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection</p> <p>The response</p> <ul style="list-style-type: none"> • identifies a change in the store clerk’s attitude, but provides <u>irrelevant</u> or <u>no support</u> from the reading selection. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • provides a <u>retelling</u> of events in the reading selection that does not describe how the store clerk’s attitude changes in this selection.
Code 20	<p>• response indicates some reading comprehension • response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</p> <p>The response</p> <ul style="list-style-type: none"> • identifies a change in the store clerk’s attitude and uses <u>vague</u> support from the reading selection as support. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • provides a <u>vague</u> description of a change in the clerk’s attitude with support from the reading selection. <p>The response often requires the reader to make the connection between the main idea and supporting detail(s).</p>
Code 30	<p>• response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection</p> <p>The response uses <u>specific and relevant</u> support from the reading selection to show <u>clearly</u> how the store clerk’s attitude changes.</p>

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

10

Describe how the store clerk's attitude changes in this selection. Use specific details from the selection to support your answer.

The Clerk's attitude went
from Being a Grinch
To kind.

Annotation:

This response identifies a change in the clerk's attitude (*went from Being a Grinch To kind*) but does not provide support.

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

20

Describe how the store clerk's attitude changes in this selection. Use specific details from the selection to support your answer.

The store clerk's attitude changes from being demanding to being understanding like when the clerk said you can put it behind the counter so they wont get wet.

Annotation:

This response identifies how the clerk's attitude changes (*from being demanding to being understanding*) and provides a vague description for the idea of "understanding" (*the clerk said you can put it behind the counter so they wont get wet*).

The reader must make the connection between putting the backpacks behind the counter and an understanding attitude.

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

30

Describe how the store clerk's attitude changes in this selection. Use specific details from the selection to support your answer.

The store clerk's attitude changes for the better in this selection. She starts with a strict attitude, but then her attitude changes, and she becomes more understanding. For example, she demands them to leave their backpacks by the door in the beginning, but later she tries to be more understanding, and let them put their bags behind the counter.

Annotation:

This response describes how the clerk's attitude changes (*She starts with a strict attitude...she becomes more understanding*). The response uses specific and relevant details to support the description (*For example, she demands them to leave their backpacks by the door in the beginning, but later she...let them put their bags behind the counter*).

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

Q7: Explain whether or not Jacinta and Dave behave appropriately. Use specific details from the selection and your own ideas to support your answer.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	<p>response is illegible</p> <p>An <u>illegible</u> response cannot be read.</p> <p>A <u>comment on the task</u> (e.g., I don't know.).</p>
Off topic/ Incorrect*	<p>response is off topic, irrelevant or incorrect</p> <p>A typical <u>off-topic</u> response provides no information from the reading selection.</p> <p>A typical <u>irrelevant</u> response comments on the reading selection or simply restates the question.</p> <p>A typical <u>incorrect</u> response provides</p> <ul style="list-style-type: none"> • an answer based on a misunderstanding of the question AND/OR the ideas in the reading selection <p>OR</p> <ul style="list-style-type: none"> • an opinion about Jacinta and Dave's behavior with <u>no support</u> from the selection (e.g., yes/no) <p>OR</p> <ul style="list-style-type: none"> • a description or comment on appropriate behavior generally.
Code 10	<ul style="list-style-type: none"> • response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection <p>The response provides</p> <ul style="list-style-type: none"> • an opinion about Jacinta and Dave's behaviour with irrelevant support from the selection <p>OR</p> <ul style="list-style-type: none"> • a description of actions Jacinta and Dave could have done <p>OR</p> <ul style="list-style-type: none"> • a <u>retelling</u> of events in the selection that does not explain whether or not Jacinta and Dave behave appropriately.
Code 20	<ul style="list-style-type: none"> • response indicates some reading comprehension • response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection <p>The response provides <u>vague</u> support from the selection to explain whether or not Jacinta and Dave behave appropriately (e.g., a description of what each does).</p> <p>The response often requires the reader to make the connection between the main idea and supporting detail(s).</p>
Code 30	<ul style="list-style-type: none"> • response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection <p>The response uses <u>specific and relevant</u> support from the selection to explain <u>clearly</u> whether or not Jacinta and Dave behave appropriately.</p>

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

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

**Code
10**

- 7** Explain whether or not Jacinta and Dave behave appropriately. Use specific details from the selection and your own ideas to support your answer.

Jacinta need a newspaper for her assignment. The weather was snowy and wet. They need a place to have a rest. The clerk saw them shaking the snow from the boots and thought they were not come to buy things. Jacinta and Dave didn't behave appropriately because they didn't know what will the clerk think if they just came and bought a newspaper.

Rough Notes

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

Annotation:

The response provides irrelevant support from the selection (*they didn't know what will the clerk think*) to support the opinion that Jacinta and Dave didn't behave appropriately.

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

**Code
20**

Explain whether or not Jacinta and Dave behave appropriately. Use specific details from the selection and your own ideas to support your answer.

Jacinta and Dave compromised with the clerk which proves that they had behaved appropriately. They consulted with the sales clerk instead of being aggressive and they came to a compromise.

Annotation:

This response provides an opinion (*they had behaved appropriately*) and uses vague support from the selection to explain it (*They consulted with the sales clerk instead of being aggressive and they came to a compromise.*).

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

Code
30

- 7 Explain whether or not Jacinta and Dave behave appropriately. Use specific details from the selection and your own ideas to support your answer.

Jacinta and Dave do not behave appropriately in this selection. If the store's policy is to not allow backpacks they should comply. Even after the store clerk told them a second time that they are not allowed, they persisted. If all they are doing is getting a newspaper, that would take 30 seconds and they could afford to put their bags down.

Annotation:

This response provides an opinion (*Jacinta and Dave do not behave appropriately*) and uses specific and relevant support from the selection (*If the stores' policy is to not allow backpacks they should comply, the store clerk told them a second time...*).

Scoring Guide for Short Writing Topic Development Section X Short Writing

Writing Prompt: If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

Code	Description
Blank	nothing written or drawn in the lined space provided
Illegible*	<p>response is illegible</p> <p>An <u>illegible</u> response cannot be read.</p> <p>The response <u>comments on the task</u> (e.g., I don't care.).</p>
Off topic*	<p>response is off topic or irrelevant to the prompt</p> <p>A typical <u>off-topic</u> response does not identify something new to be learned or explain why the writer wants to learn it.</p> <p>A typical <u>irrelevant</u> response restates the question.</p>
Code 10	<p>response is not developed or is developed with irrelevant ideas and information</p> <p>The response</p> <ul style="list-style-type: none"> • identifies something new to be learned, but <u>does not provide an explanation</u> for why the writer wants to learn it. <p>OR</p> <ul style="list-style-type: none"> • identifies something new to be learned, but provides an <u>irrelevant explanation</u> for why the writer wants to learn it. <p>OR</p> <ul style="list-style-type: none"> • provides a general comment on the topic of learning (e.g., describes the difficulty of learning, the importance or value of learning).
Code 20	<p>response is developed with vague ideas and information; it may contain some irrelevant ideas and information</p> <p>The response identifies something new to be learned and provides a <u>vague</u> explanation for why the writer wants to learn it.</p> <p>The response often requires the reader to make the connection between the support provided and what is intended to prove.</p>
Code 30	<p>response is developed with clear, specific and relevant ideas and information</p> <p>The response identifies something new to be learned and uses <u>specific and relevant detail(s)</u> to clearly explain why the writer wants to learn it.</p>

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

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

**Code
10**

- 2 If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

IF I could learn to do something new, it
would be how to fly

Annotation:

This response identifies something new to be learned (*how to fly*) but does not provide an explanation for why the writer wants to learn it.

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

**Code
20**

If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

Skate board because it looks like
abot of fun and I think I would be
able to do it easily

Annotation:

This response identifies something new to be learned (*Skateboard*) and provides a vague explanation (*it looks like alot of fun, I would be able to do it easily*).

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

**Code
30**

- 2 If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

If I could learn how to do something new, it would be how to drive. I want to learn how to drive, so that I can get my license as soon as possible. When I get my license, I will be much more independant. I will be able to drive myself to school or to my friends houses. I will also be able to help my parents by transporting my brother, or running errands. This is why I want to learn to drive.

Annotation:

This response identifies something new to be learned (*how to drive*) and provides a clear explanation using specific and relevant details (*I will be much more independant, I will be able to drive myself to school...help my parents by transporting my brother, or running errands*).

Scoring Guide for Short Writing Conventions Section X Short Writing

Writing Prompt: If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

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

Scoring Guide for Short Writing Conventions
Section X Short Writing

Code
10

- 2 If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

I could learn how to do something new culture or history because they will help me to understand what they mean or tried teach us about their culture or history. They will make me to falling in love to learn culture and history. I could know as well about them.

Annotation:

Errors in usage distract from communication (*I could learn how to do something new culture or history, They will make me to falling in love to learn*).

Scoring Guide for Short Writing Conventions
Section X Short Writing

Code
20

- 2 If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

If I could learn how to do something new I would want to learn how to be a better individual. To be able to control myself better when I get angry, to be nicer and more respectful to my peers and classmates and more respectful to authority i.e teachers and principles.

Annotation:

The missing comma after “new”, a spelling error (*principles*) and the sentence fragment that makes up the second half of this response do not distract from communication.