

OSSLT MSIP Prep

Day 1

Friday March 23, 2012

When Is the Literacy Test?

- Thursday, March 29
- Test begins at 8:30 am
- Will finish by 11:40 am
- No regular classroom instruction on that day
- You may choose to go home after the test, or stay for extra help from your classroom teachers
- Buses run at the usual times

Who Has to Take the Literacy Test?

- All Ontario students who entered Grade 9 in Sept. 2000 or later
- Students are first eligible to take the test in their Grade 10 year
- Students must pass the test to graduate with a Secondary School Diploma

How Long Is the Test?

- Two sessions
- Each session is 1 hour, 15 minutes
- There will be a short break in the middle

What If I'm Absent?

- If you are absent for any reason, you will write the test next year
- There is no opportunity to make up the test this year

Did I Pass?

- You will be mailed a report letting you know if you have passed or failed
- Students received reports before the end of June last year

What If I Fail?

- If you fail, you will be able to write the test again next year
- If you fail a second time, you may choose to take the Ontario Literacy Course, which may or may not be offered at this school
- In order to graduate with an Ontario Secondary School Diploma, you must pass either the test or the literacy course

Reading Tips for the Literacy Test

- You will be reading 5 different kinds of text:
 - An information paragraph
 - A news report
 - A story containing dialogue
 - A real-life narrative (featuring someone's life story)
 - A graphic selection (using pictures and text)

Reading Tips for the Literacy Test

- There are two kinds of questions:
 - Multiple choice
 - Open response
- You will be asked to:
 - Show understanding of **directly** stated information (the answer is in the text)
 - Show understanding of **indirectly** stated information (making an "educated guess")
 - **Make connections** between information and ideas in the reading selection, and your own personal knowledge and experience


Reading Tips for the Literacy Test

- How to answer multiple choice questions:
 - Read and re-read the question carefully
 - Read the four answers and rule out any that are obviously wrong
 - If necessary, go back to the text and review to find the **best** answer
 - Shade in the whole bubble on your answer sheet
 - If you change your mind, follow the instruction on the MC answer sheet for corrections. (If two answers are shaded in, test evaluators will give you a zero on the question, even if one answer is correct)
 - If you don't know the answer, just guess! You have a 25% chance of getting the right answer.
 - **Key Point Each MC question is worth 5 points. Most failures are often one MC question, makesure you answer them all (it makes a difference in passing)**

Reading Practice: Graphic Text

- Complete the reading task on page 14 of booklet 2 (full text next slide)

Canada's Recreational Fish Tale

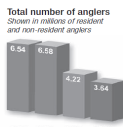


The recreational fishing industry in Canada, which contributes billions of dollars each year to the economy, relies on healthy freshwater ecosystems. Studies done every five years by Fisheries and Oceans Canada show that, while the number of anglers (people who fish) has dropped dramatically, fishing-related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

Canada's Recreational Fish Tale

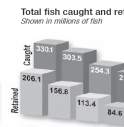
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Total number of anglers
Shown in millions of resident and non-resident anglers



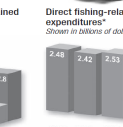
Year	Anglers (millions)
1985	6.54
1990	6.88
1995	4.22
2000	3.64

Total fish caught and retained
Shown in millions of fish




Year	Caught	Retained
1985	3301	266.1
1990	3035	154.8
1995	2563	112.4
2000	232.8	84.6

Direct fishing-related expenditures*
Shown in billions of dollars



Year	Expenditures (billions)
1985	2.48
1990	2.42
1995	2.51
2000	2.49

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



Barbless hook

Why are anglers releasing so many more fish?

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.

Reading Practice: Answers

1. What does the increasing use of barbless hooks suggest about anglers?

A They want to help maintain fish populations.

Rationale:

Barbless hooks do not harm fish so fish can be easily released

Teacher Insights –

This is an explicit answer have the students find the quote in the last line on page 14 and ensure the students are able to define the term 'barbless'.

Reading Practice: Answers

2. If the trends shown in the graphs continue, what is a logical prediction?

A The number of fish caught decreases.

Rationale:

The graph "Total fish caught & retained" is the only graph that looks at number of fish, also all graphs show a decline.

Reading Practice: Answers

3. What is the purpose of the asterisk (*) beside "Direct fishing-related expenditures"?

C to connect the headings to other information.

Rationale:

The asterisk (*) indicates to the reader there is more information to be read for clarification.

Reading Practice: Answers

4. Which part of the selection relates most closely to the final paragraph?

C The "Total fish caught and retained"

Rationale:

This is the only graph that relates to the final paragraph, in that it shows the number of fish that are caught by anglers and fish that are kept by anglers

Teacher Insights –

Explain the word 'retained'.

Reading Practice: Answers

5. What is the meaning of "adopted" as used in the final paragraph?

A Used

Rationale:

The other options do not explain the meaning of "adopted"

Teacher Insights –

Have the students try the other words to see if they work in the context of the question.

Reading Practice: Answers

6. Which part of the selection shows that recreational fishing industry contributes to the economy?

D the "Direct fishing-related expenditures" graph

Rationale:

The picture and the other 2 graphs do not discuss money.

Language Conventions Practice

- Read the multiple choice questions on page 5 of booklet 1

Language Conventions: Answers

1. Choose the option that best combines all the information in the following sentences.

C I love basketball and hope the Bears, my favorite team, win the championship this year.

Rationale:

A: leaves out the part about the favorite team

B: uses the wrong conjunction ("because")

D: Poor use of commas made this sentence a run-on.

Language Conventions: Answers

2. Which option tells how to make the following sentence correct?

B Add a comma after "Kapuskasiging."

Rationale:

A: no capital needed on mayor

C: The sentence is not a question

D: Quotations are not required.

Language Conventions: Answers

3. Choose the sentence that is written correctly.

B Each of the students is going on the bus.

Rationale:

Sentences A,C,D should replace "is" with "are" to be grammatically correct.

Teacher Insights – refers to each (singular)

Language Conventions: Answers

4. Choose the sentence that does not belong in the following paragraph.

B Sentence 3

Rationale:

The paragraph is about healthy eating and sentence 3 discusses exercise.

Language Conventions Practice

- Complete the multiple choice questions on page 5 of booklet 2

Language Conventions: Answers

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

B Switch the order of sentences 3 and 4.

Rationale:

The suggestion in A, C, D did not add to the flow of the paragraph (Sentence 4) continues description of tree (Sentence 3) breaks the description

Language Conventions: Answers

2. Which sentence is written correctly?

D Mayor Fortin greeted me at the park gate before my tour of the wetland.

Rationale:

Sentence A required capitals for the Trans-Canada
Sentence B required capitals for the village Wahnapipei
Sentence C required capitals for the name of the lake
Sentence D has proper capitalization

Language Conventions: Answers

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

D Planning will make your vacation enjoyable.

Rationale:

This statement covers all the key ideas in the paragraph.

Teacher Insight – Remember there will be other correct answers but you must choose the BEST one. C is a possible answer but does not summarize the entire paragraph

Language Conventions: Answers

4. Choose the sentence that is written correctly.

B The cat licked its wounded paw.

Rationale:

In the other sentences the incorrect forms of it's and its were used. (shows possession)

How to Write a Summary

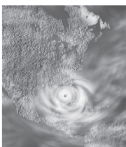
- Focus on the main idea
- Use one main example or supporting point from the text to go along with the main idea
- Explain how the example proves the point
- Use the Rough Work area to plan
- Try to only use the space provided for your answer
- Spelling and grammar count, so make sure you correct any mistakes

How to Write a Summary


- **Sample Question:**
- *Summarize the Literacy Test Preparation that Huron Heights does for its Grade 10 students.*
- **Sample Answer:**
- *Huron Heights prepares its students by going through an entire sample test as practice. **(main idea)** For example, students have to write a sample news report for the writing part and practice multiple choice questions for the reading part. **(example)** By practicing with actual test questions, students learn what is expected of them on the test. **(explains how it proves the point)***

Writing Practice: Information Paragraph

- The following reading is not in your booklet please read the next slide entitled "Atlantic Basin Hurricanes" (untitled) and complete this Summary question
- State a main idea of this selection and provide one specific detail from the selection that supports it.



"Atlantic Basin Hurricanes"



The methods of naming Atlantic basin hurricanes have varied over time, but all have encountered problems. Originally, a hurricane in the West Indies took its name from the particular saint who was celebrated on the day on which it occurred. Confusion arose when there was a recurrence. For example, on September 13, 1876, the day of San Felipe, a hurricane hit Puerto Rico. More than 50 years later, another hurricane struck on the same day. It was named "San Felipe II." In 1953 the World Meteorological Organization (WMO) adopted the alphabetical system of women's names, retiring names of significant storms to avoid this duplication. When demands for gender equality arose, the WMO added men's names in 1979. The male-female-male-female alphabetic naming pattern has continued since then. Twenty-one names are designated for each year, skipping the letters q, u, x, y and z. Names of major storms such as Hugo and Katrina are retired, and the WMO chooses new names to replace the retired ones. Storm activity increases and decreases in cycles over decades, but today, a new problem has developed. Hurricane activity has increased so much since 1995 that the WMO may need more than 21 names for a season. The 2005 season was the busiest on record, with 26 named storms, including 13 hurricanes. One proposal is to include the Greek alphabet, which adds 24 more names to the WMO roster. This idea is the latest in a series of solutions to the challenge of naming hurricanes.

Summary: Mark Rationale

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

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	response is illegible An illegible response cannot be read. The response comments on the task (e.g., "I don't know how to answer this.").
Off topic/incorrect*	response is off-topic, irrelevant or incorrect A typical off-topic response has no connection to the selection or the question. A typical incorrect response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.

Summary: Mark Rationale

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 The response provides <ul style="list-style-type: none"> only a main idea from the selection OR <ul style="list-style-type: none"> only one or more details from the selection OR <ul style="list-style-type: none"> a main idea with one or more irrelevant details from the selection.
Code 20	<ul style="list-style-type: none"> response indicates some reading comprehension response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection The response provides <ul style="list-style-type: none"> a correct main idea and one or more vague details from the selection to support it. OR <ul style="list-style-type: none"> a vague main idea and one or more specific or vague details from the selection to support it. The response often requires the reader to make the connection between the main idea and supporting detail(s).
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 The response provides a correct main idea and one or more specific and relevant details from the selection to support it.

Summary: Answers Code 10 Response

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

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

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

Summary: Answers Code 20 Response

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

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

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

Summary: Answers Code 30 Response

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

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

Annotation:

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

End of the session #1

- Collect all Materials
- See you on **Monday**