Grade 3 EQAO

Scoring Open-ended Questions

Teacher Resource for Understanding Rubrics

This resource is available online at www.summeradvantage.ca in a printable pdf file. Please feel free to download and print as many or as few pages as you need.

Logos

The Key: A quick overview of the essence of what is asked for in each open-ended question.

"Opportunity": Dr. Don suggests ways that you might use to expand students' awareness as a result of questions in the Practice Test.

A reminder that unexpected or extraordinary answers should be accepted.

A. Language/Reading

On the next page is the Generic Reading Rubric provided by the Ministry of Education, and used by EQAO officials to create the specific rubrics for the open-ended questions on the EQAO test.

After the generic rubric, you will find several pages of examples of possible answers to the specific questions in the Prep4Success Primary Division Practice test. Of course, Dr. Don has used the same generic rubric in developing the scoring rubrics for the open-ended questions on our EQAO Practice Test.

Generic Reading Rubric for EQAO Assessment

B	• blank: nothing written or drawn in the space provided
I	• illegible: cannot be read; completely crossed out/erased; not written in English • irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, "?", "!", "I don't know") • off topic: no relationship of written work to the question
10	• response does not refer to ideas and information from the reading selection • response indicates a significant misunderstanding of the reading selection; ideas and information from the reading selection are inaccurate
20	• response addresses only part of the question • response is developed with limited support; ideas and information from the reading selection are minimal, vague and/or irrelevan
30	• response addresses the complete question • response is developed with some accurate, specific and relevant ideas and information from the reading selection; some ideas and information are inaccurate, vague and/or irrelevant
40	• response addresses the complete question • response is developed with accurate, specific and relevant ideas and information from the reading selection

Let's see if we can simplify these rubrics for you.

B	• blank: nothing written or drawn in the space provided

This is easy: B stands for "blank." The student has given no response. The mark is zero.

Students should be encouraged to attempt every question. Some students who feel that they don't know the "whole" answer are reluctant to give a partial response. As you will see from the scoring rubrics, almost any response to a question, even a very poor response, earns a score of 10. Encourage your students to use Dr. Don's strategy of underlining the key words in the question as a method of getting started on an answer.

I	• illegible: cannot be read; completely crossed out/erased; not written in English • irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, "?", "!", "I don't know") • off topic: no relationship of written work to the question

While the EQAO markers will make every effort to decipher poor handwriting, in the end they can't mark what they can't read.

There are numerous handwriting practice units available for free on the internet. Encourage parents to do some homework with their child.

For the scoring rubrics 10-40, think **poor** (10), **fair** (20), **good** (30), **excellent** (40). This terminology is not used by EQAO, but I feel you'll find it quite helpful, especially when communicating with parents. It's amazing how this "easy to use" mindset ends up being very reliable.

Being an experienced teacher, you can review an answer to a question and usually quickly determine if it's a poor answer that doesn't answer the question well, or an excellent answer that fully answers the question.

And with a little experience and practice, you could do this quite reliably, even without the formal descriptors.

The descriptors in the scoring rubrics will guide you in determining if an answer is "better than poor" (that is, *fair*), but not quite excellent (and so, *good*).

Dr. Don has provided a series of sample answers for most of the open-ended questions on the Primary EQAO Practice Test. It is important to remember that they are sample answers, and not models for comparison to the acceptability of student responses.

Dr. Don's Suggested Procedure For Scoring

1. Evaluate the students' answers on a "per story" basis. For example, do questions 3 and 7 about "A Gift For Grandfather" together, and score the whole class before moving on to questions about other stories.
   This will mean that you'll have to handle each booklet many times. However, the trade-off is that you can focus on the one story, and quickly become attuned to suitable answers, thus finding it easier to determine whether an answer merits a score of 10 (poor), 20 (fair), 30 (good) or 30 (excellent).

2. Before you begin marking, you should:
   a) read the story twice;
   b) read the question and formulate your own answer;
   c) review the key information;
   d) study the descriptors.

3. **A word of caution**
   The descriptors might give the impression that in-depth answers are required, but keep in mind that the size and format of the test booklets tends to restrict students' answers to two or three sentences – an almost impossible challenge to present "full" support for a concept or rationale within the allotted space.
   If in doubt about scoring, favour the student.

A Gift for Grandfather

Question 3: Describe the setting for the story "A Gift for Grandfather." Use information from the text and your own ideas in your answer.

The key to this question is the extent to which students understand the concept of **setting**.

10 (poor) The student attempts to answer the question, but really doesn't understand what "setting" means.

20 (fair) The student identifies the setting as "grandfather's house" or "Kosters," but adds

no additional information or insight.

30 (good) The student's response indicates an understanding of "setting," and includes reference to the kitchen and the family room in grandfather's house.

40 (excellent) As above, but the student refers to the kitchen for the scene of eating dinner, and

the family room for playing the piano and singing.

It would also be acceptable if the answer about "setting" includes mention of

place where the piano lessons take place.

Besides "setting," students may be required to understand such concepts as "main character," "main idea," "plot," etc. Some review of those concepts before the official test might benefit many students in your class.

Sample Answers

10 (poor) Grandfather got a chocolate cake and people singing for his birthday.

20 (fair) The family went to their grandfather's house to eat dinner and sing songs.

30 (good) It was in the family room of his grandfather's house that the author gave his gift of playing the piano.

40 (excellent) The setting of the story is in the kitchen and family room of the grandparents' house. There they had dinner and people sang songs.

A Gift for Grandfather

Question 7: How does the author feel about music? Use information from the text and your

own ideas in your answer.

Students need to decide whether the author likes or dislikes music, and they should give reasons to support their opinion.

10 (poor)   Student doesn't indicate an understanding of feelings,
doesn't refer to the selection, or
provides inaccurate support (e.g. "he loves using the computer")

20 (fair)   The student indicates whether the author likes or dislikes music/playing the piano,

but gives no or poor support from the selection.

30 (good)   The student states how the author felt, and gives support for the statement.

40 (excellent)   As above, but includes reference to the gift.

Sample Answers

10 (poor)   She liked to spend her time talking to her friends on the computer.

20 (fair)   She didn't like music very much because she didn't like to practice.

30 (good)   The author said she liked music a little, but I don't think so, because she couldn't sing and didn't like to practice.

40 (excellent)   At first the author didn't like music very much, but this changed when she

learned to play as a gift for her grandfather.

The Blind Men and the Elephant

Question 10: Why do you think "The Blind Men and the Elephant" is a good title for this poem? Use information from the text and your own ideas in your answer.

The key to this question is that the students understand that the poem is about the limitations that blind people would experience when they have to rely only on the sense of touch to describe an elephant.

Specific Rubrics

10 (poor) The student answers part of the question ("It is a good title.") but gives inaccurate support ("Everyone loves elephants.").

20 (fair) The student's response shows vague support for the statement ("The blind man thought the trunk was a rope.")

30 (good) The student refers to different blind men touching different parts of the elephant, and thinking they are different things.

40 (excellent) As above, and the student explains that because the men were blind, they couldn't see the whole elephant.

It would also be acceptable if the student thought that the title was not appropriate, as long as the student could defend that position.

Sample Answers

10 (poor) I think it is a good title because it tells people about elephants.

20 (fair) Yes, it's a good title, because the blind men are always talking about the elephant.

30 (good)   "The Blind Men and the Elephant" is a good title because it tells about how each

blind man thought the elephant was something else.

40 (excellent)   "The Blind Men and the Elephant" is a good title because it tells about blind men

arguing that the elephant was something else, like a rope or a wall, because they

couldn't see the whole elephant.

The Blind Men and the Elephant

Question 14: After reading the poem, what are your feelings about elephants?
Use information from the text and your own ideas in your answer.

The key to this question is whether students can use the information about elephants in the poem to help describe their own feelings about elephants.

10 (poor)   The student doesn't express anything about personal feelings (like, dislike, think they look funny…), or gives irrelevant support ("I'm sorry the men were blind.")

20 (fair)   The student expresses feelings ("I like elephants.") but gives minimal support ("I like to visit them in the zoo/circus.")

30 (good)   The student gives more specific reasons for her/his feelings (shape of ears, trunk,

tail, etc.)

40 (excellent)   The student gives reasons for feelings (elephants can do tricks, shoot water from

their nose, etc.)

Sample Answers

10 (poor)   I saw an elephant on TV last week.

20 (fair)   I think elephants are funny because they can lift logs and carry people.

30 (good)   I am afraid of elephants. They are very big, and have sharp tusks that they could stab you with.

40 (excellent)   I enjoy watching elephants. Their big ears are very funny, and I like it when they

spray water through their trunk.

Language Test #2: School Fun Fair

Question 3: What is the purpose of this poster? Use information from the text and your own ideas in your answer.

Students need to understand that the purpose of the poster is to encourage people to come to the school fun fair.

10 (poor) Student refers to the poster and/or the Fun Fair, but doesn't refer to its purpose.

20 (fair) The student refers to the purpose of the poster to tell about the Fun Fair, but gives little or no other pertinent information.

30 (good) The student mentions activities (e.g. fish pond) that are on the poster.

40 (excellent) As above, but adds that the purpose of the Fun Fair is to raise money for computers.

Sample Answers

10 (poor) The purpose of the poster is for families to meet teachers.

20 (fair) The poster tells people all about the school fun fair.

30 (good) The purpose of the poster is to invite people to come to the school on Saturday
and do lots of activities such as fish pond, ring toss, and to have their face painted.

40 (excellent) The purpose of the poster is to encourage people to come to the school's Fun Fair,
so they can help the school buy some new computers.

Language Test #2: School Fun Fair

Question 7: The money from the Fun Fair will be used to buy computers for your school. Explain why this is a good idea. Use information from the text and your own ideas in your answer.

Students will need to rely on their own ideas. Expect a wide range of responses.

10 (poor) Student attempts to answer, but no good reason is given.

20 (fair) The student gives a vague reason, such as "more computers are good."

30 (good) The student gives specific reasons about the value of computers.

40 (excellent) The student adds a personal comment. ("Computers help kids learn more.")

It would also be acceptable if the student thought that buying more puters
is a bad idea, as long as a rationale is provided. ("We need more books in the
library, or more playground equipment.")

Sample Answers

10 (poor) I like computers because I can talk to my friends and play video games.

20 (fair) It is a good idea because you can buy more computers for the school.

30 (good) Using the money to buy new computers is a good idea, because if they buy more computers, students will have more to use.

40 (excellent) It is a good idea because some kids like to use a computer to do their school work,
and to look things up. More computers will help me to learn better.

Billy Joe's Big Day

Question 10: Why was having his very own lamb important to Billy Joe? Use information from the text and your own ideas in your answer.

 The key is that students must understand that Billy Joe never had anything new
of his own.

10 (poor) Responses refer to the new lamb but give no reason for its importance to Billy Joe. ("Lambs are soft.")

20 (fair) The student refers to Billy Joe never owning anything new of his own.

30 (good) The student refers to used clothes, broken toys, and shared room.

40 (excellent) The student refers to Billy Joe's feelings, or adds a personal comment. ("Everyone wants to have something of their own.")

Sample Answers

10 (poor) Billy Joe saw the new lamb in the barn.

20 (fair) The lamb was important to Billy Joe because his father gave it to him.

30 (good) The lamb was the first of anything that Billy Joe every owned.

40 (excellent) Billy Joe never had anything new. His clothes and toys were broken or worn cast-offs used by his brothers or sisters. The lamb was the first thing that belonged just to him.

Billy Joe's Big Day

Question 14: Is "Billy Joe's Big Day" a fiction or a non-fiction piece of writing? Use information from the text and your own ideas in your answer.

Students need to have a basic understanding of the difference between fiction and non-fiction.

10 (poor)   Response does not refer to fiction or non-fiction, or states that the story is "non-fiction."

20 (fair)   The student states that it is fiction, but gives a very limited reason.

30 (good)   The student states that the story is fiction, and gives some rationale, perhaps explaining why it isn't non-fiction. (It has no facts, etc.)

40 (excellent)   The student gives a clear rationale for the story being fiction.

Sample Answers

10 (poor)   I'm glad Billy Joe got a lamb. I once had a dog for a pet.

20 (fair)   It is fiction because it is a made-up story.

30 (good)   It is fiction because Billy Joe is not a real person and never lived and didn't get a new lamb.

40 (excellent)   It is fiction because it didn't really happen, but stories can teach us about how other people think and feel, and we can imagine how we would feel if that happened to us.

The Early Settlers

Question 22: Predict how early settlers, who have been in Canada for a couple of years, would greet new settlers. Use information from the text and your own ideas in your answer.

The key is for students to visualize a meeting between the early settlers and new settlers.

10 (poor)   Response relates to the reading selection, but not the question.

20 (fair)   General response on helping, but no or vague examples.

30 (good)   The student gives specific examples of helping (tools, guns, seeds).

40 (excellent)   The student expresses the concepts of co-operation, neighbourliness. ("We will help you clear your land.")

Sample Answers

10 (poor)   The early settlers learned a lot of things from the Aboriginal people.

20 (fair)   The early settlers would tell the new settlers that they would help them do things.

30 (good)   They would give them stuff like guns, seeds, food and tents.

40 (excellent)   They would tell the new settlers not to worry, that they were here to help them clear their land, build their house and plant their crops.

The Early Settlers

Question 25: List five ways that the story shows that the early settlers received help from the Aboriginal people and other pioneers.

The key is for students to identify the helpful things in the selection, and make a list of five.

10 (poor)   Response relates to the reading selection, but not the helpful things.

20 (fair)   Response includes helpful activities ("best way to travel") but not in list form.

30 (good)   The student uses a list format, but doesn't include five helpful things.

40 (excellent)   Five helpful things in a list format.

Sample Answers

10 (poor)   The Aboriginal people helped the early settlers live in the new land.

20 (fair)   The early settlers got roots, plants and maple syrup from the Aboriginal people.

30 (good)   From the Aboriginal people:
- food
- medication

From the pioneers:
- Guns
- Tents

40 (excellent)   Helpful things from the Aboriginal people and other settlers:
1. Best way to travel
2. Roots and plants
3. Maple syrup
4. Tools
5. Supplies

The Early Settlers

Question 26: Explain why cooperation among the settlers was a big part of their success.

 The key is for students to understand that cooperation means working together.

10 (poor)   Response relates to what settlers did, but no reference to cooperation.

20 (fair)   Response refers to cooperation and gives and example, but doesn't state how it helps the settlers succeed.

30 (good)   The student refers to how jobs were easier when people help each other (planting crops, clearing land).

40 (excellent)   The student refers to the necessity of cooperation for survival of the first winter.

Sample Answers

10 (poor)   The early settlers had to cut down trees to make their home.

20 (fair)   The early settlers got tools from their neighbours, so they could cut down trees to build their home.

30 (good)   It takes a lot of people to clear land, build homes and plant crops.

40 (excellent)   If the new settlers didn't have the help of early settlers, they would not have had a home for the winter, and they might have died.

The Early Settlers

Question 29: Explain what kind of person and early settler would be, and tell why you think this. Use information from the text and your own ideas in your answer.

This question will be a challenge for many students. It requires that they take information about settlers from the text, and match with character traits from their own experience.

10 (poor)   Answers an aspect of the question but doesn't refer to the reading selection.

20 (fair)   Refers only to the activities of the early settlers (i.e. clearing land, building homes), or refers only to character traits (hard working, liked the cold).

30 (good)   The student makes a connection between the activities of the early settlers and character traits.

40 (excellent)   The student fully explains with reference to the selection the kind of person ann early settler would be, puts more than one concept together (e.g. clearing land to plant crops before winter requires a hard-working person who never gives up)

Sample Answers

10 (poor)   The early settlers had to build homes to stay out of the cold.

20 (fair)   The early settlers are men and women who worked hard.

30 (good)   Early settlers would have been hard-working people. It would take a lot of work to clear land and build homes.

40 (excellent)   The early settlers would be hard-working and determined people. They had to clear their land and build their homes before winter came.

B. Language/Writing

Evaluating Writing: Open-Ended Response

This will be quite different from evaluating the reading of open-ended questions because there isn't any text to send the student to for answers or ideas. The students will be given different types of prompts to create their responses.

There are three types of prompts in EQAO open-ended writing questions:
a) Logic... for example: "why the school needs new computers;"
b) Imagination… for example: "the interesting bottle;"
c) Memory ... for example: "what I did last summer."

Remember the evaluation is not about the level of creativity of the work but rather the **form and structure of the response**.

For these questions, you'll be giving two scores.
The first scoring scale, from B to 40, will be for **Topic Development**
and the second, from B to 30, is for **Use of Conventions**.

Again, different from the reading evaluation, you will not need or use specific scoring rubrics for each question. Instead, the generic Ministry model will be enough to guide you.

Topic Development - Generic Rubric

Blank	Blank: nothing written or drawn in the space provided
Illegible/ Off topic	Illegible: cannot be read; completely crossed out/erased; not written in English OR Irrelevant content: does not attempt assigned prompt (e.g., comment on the task, drawings, "?", "!", "I don't know") OR Off topic: no relationship of written work to assigned prompt OR Errors in conventions prevent communication
Code 10	Response is not developed; ideas and information are limited and unclear. Organization* is random with no links between ideas. Response has a limited relationship to the assigned task.**
Code 20	Response is minimally developed with few ideas and little information. Organization* is minimal with weak links between ideas. Response is partly related to the assigned task.**
Code 30	Response has a clear focus, adequately developed with ideas and supporting details. Organization* is simple or mechanical with adequate links between ideas. Response is clearly related to the assigned task.**
Code 40	Response has a clear focus, well-developed with sufficient specific and relevant ideas and supporting details. Organization* is logical and coherent with effective links between ideas. Response has a thorough relationship to the assigned task.**

Let's simplify

B - I ... as in reading, a blank or "cannot read or understand" (illegible, irrelevant) rates a zero.

For the rest, I suggest you continue with the informal rating scale of poor (10), fair (20), good (30) and excellent (40)

Keep in mind that you are evaluating topic development...thus a very "dull" account of the interesting bottle (writing 1 question # 15) but well formatted etc. should earn high marks.

If you need some practice before tackling your students' responses feel free to go to the Appendix. I've included some examples from pass tests and the marking schemes.

Conventions – General Rubric

Conventions refer to grammar, usage, spelling and punctuation.

Here's the EQAO's generic rubric. It is based on a B to 30 scale.

Blank	Blank: nothing written or drawn in the space provided
Illegible/ Off topic	Illegible: cannot be read; completely crossed out / erased; not written in English OR Errors in conventions prevent communication
Code 10	Errors in conventions interfere with communication OR Insufficient evidence to assess the use of conventions
Code 20	Errors in conventions do not interfere with communication
Code 30	Conventions are used appropriately to communicate

Clarification of Descriptors for Conventions

1. PREVENT…Too many errors prevent a clear understanding. The reader cannot determine what the piece of writing is saying.

2.INTERFERE...Reading rhythm is constantly stopped. There is so much re-reading that the reader has difficulty recalling what the piece of writing said overall.

3. INSUFFICIENT EVIDENCE…The student has not written enough to assess his/her use of conventions. A minimum of two sentences is required.

4. INTERFERE…Reading rhythm is not interrupted. There may be errors but they do not often slow down the reader. The errors do not impede the reader.
Let's simplify

B - I...as in all rubrics, rates zero

And for the rest…

There isn't any formula, such as, 5 spelling mistakes rates a score of 20 and 12 mistakes a score of 10. The degree that the errors influence the reading and understanding of the student's work is how the piece should be evaluated. That is READABILITY.

Dr. Don suggests that you use the informal scale of below average (10) average (20) and above average (30)

Keep in mind that some errors, such as its for it's, will rarely slow down the reader and thus should have a minimal impact on the marking.

If you read the students piece and

    a) You need to stop the flow of the reading to interpret words (spelling) or understanding the meaning or reread a sentence…this would be rated below average or 10.

    b) There are errors in spelling, punctuation, grammar and/or usage that tend to slow down the reader but not stop the reading and in the end generally communicate the student's ideas. This would be rated as average or 20.

    c) The use of convention, especially punctuation and/or usage, that adds to the clarity of the students ideas and allows the reader to smoothly read and understand what is written from beginning to end would be rated as above average or 30.

A couple of exceptions:

    1. Length in itself is not a criteria, however the student's work must be of sufficient length to demonstrate knowledge of conventions. EQAO suggests a minimum of 2 sentences. Dr. Don thinks you'll find that three will be for most students the minimum.

    2. If a reader pauses because of the content of the work, this is not to be rated as a negative.

    For example, the sentence..."Wayne Gretzky isn't the greatest hockey player who ever lived, its my mother." ... will likely cause most readers to pause and think. Here the pause is a result of creative writing and not errors in conventions. Dr. Don expects that most readers would not have noticed the error of *its for it's.*

Practice scoring grade three writing open-ended questions

Here's the question: "Write instructions that explain how to prepare for school"

Here are some students' answers for you to evaluate (Practice scoring chart is found after these seven smaple responses; refer to the generic rubrics on previous pages for guidance.):

EXAMPLE A

Code
20

Write your instructions here.

First, you should pack your lunch box
with lots of food. Second, you put your
lunch box (or bag) in your backpack
and wait for the bus, drive, walk or
bike to school.

EXAMPLE B:

Code
40

Write your instructions here.

Start by checking the homework that the teacher gave you and put it inside your backpack. Prepare a healthy lunch and put it in a lunch bag or in a plastic bag. Bring a bottle of water to school so you don't have to go up to the drinking fountain lots of time. Also bring a toy (if you want to) for recess. Bring an extra pencil so you don't have to waste time sharpening it. Now you're ready for school.

EXAMPLE C:

Scoring Guide for Short Writing Topic Development
Instructions (Preparing for School) Question 13

Code
10

Write your instructions here.

When I prepare for
School I prepare my close
and prepare my things.
for school. Then I get
ready.

EXAMPLE D:

Code
30

Write your instructions here.

① I get up from bed then I have a shower.
② Then I put on my clothson. ③ When I am done putting my cloths on I brush my teeth.
④ After that I have breakfast and watch t.v.
⑤ Again I brush my teeth after breakfast
⑥ Then I go into the hallway and get my bag
⑦ After that I put on my coat and my shoes. ⑧ Then I walk to school till the bell rings. ⑨ Then go in your classroo

EXAMPLE E:

Code
20

Write your instructions here.

First I wake up.
next go down stairs get
brekfast go up stairs
get drest brush teeth
then I watch t.v. and play
vidieo games go to my Nannys
watch more t.v.
finanaly I go outside and
play then at 8:30 I ushualy get
on the Bus.

EXAMPLE F:

Code
10

Write your instructions here.

fort wake up and get drate
for shoole. go down sarse and
eHt brsfit. get all your safe
for shoole for you can
be rade for shoole. and wak
to shoole of you bowt you
will not get to shoole.

EXAMPLE G:

Code
30

Write your instructions here. This is 9 things that you do before school

First, wake up and get out of bed. Next, go to the kitchen and get breakfast. Then, when you finished your breakfast, go go brush your teeth. Next, brush the inside and outside of your teeth. Then, get changed out of your pj's and brush your hair. Next, get your shoes and sweatshirt on. Finally go out for the bus. These are the 9 things to in the morning before school.

Practice Scoring chart

Topic Development

Score (poor - excellent) and (10-40)

Example A score _____ _____

rationale_____

_____

Example B score _____ _____

rationale_____

_____

Example C score _____ _____

rationale_____

_____

Example D score _____ _____

rationale_____

Use of conventions

Score (below average-above average) and (10-30)

Example E score _____ _____

rationale_____

_____

_____

Example F score _____ _____

rationale_____

_____

_____

Example G score _____ _____

rationale_____

_____

_____

EQAO Ratings

Topic Development:

EXAMPLE A: Scored 20 by EQAO (fair)

Annotation:
Response is minimally developed with few ideas and little information (e.g., …*pack your lunchbox; …put your lunch box (or bag) in your backpack*). Organization is minimal.

EXAMPLE B: Scored 40 by EQAO (excellent)

Annotation:
Response is well developed with sufficient specific and relevant ideas and supporting details (e.g., *Bring a bottle of water to school so you don't have to go up to the drinking fountain lots of times.*). Organization is logical and coherent (e.g., *Start by…; Bring…; Also bring…*).

EXAMPLE C: Scored 10 by EQAO (poor)

Annotation:
Response is not developed; ideas and information are limited (e.g., *I prepare my close and prepare my things.)*

EXAMPLE D: Scored 30 by EQAO (good)

Annotation:
Response is adequately developed with ideas and supporting details (e.g., *I get up from bed then I have a shower. Then I put my cloths on.*). Organization is simple and mechanical with adequate links between ideas (e.g., *…1 I get up…; 2 Then I…; 3 When I…; 4 After that I…*).

Use of Conventions:

EXAMPLE E: Scored 20 by EQAO (average)

Annotation:
Response has errors in conventions (e.g.; misspelled words: *breakfast, vidieo, ushualy*; omission of capitals at the beginning of sentences: *first…; next…then I…*; run-on sentences) that do not interfere with communication.

EXAMPLE F: Scored 10 by EQAO (below average)

Annotation:
Response has errors in conventions (e.g., misspelled words: *fort, drate, sarse, wake*; omission of capitals at the beginning of sentences: *go all*…; vand…; letter reversals: *bowt*) that interfere with communication.

EXAMPLE G: Scored 30 by EQAO (above average)

Annotation:
Response uses conventions appropriately to communicate (e.g., capitals and end punctuation; proper placement of commas in sentences: *First, wake up…; Then, when…;* variety of sentences).