

BOOKLET

Sample Test Booklet
2009

1

Ontario Secondary School Literacy Test

SESSION 1

Read carefully before writing the test:

- Check the identification numbers of your three documents to see that the final 12 digits all match. If they do not, report the problem to the teacher in charge.
- Check the pages of this *Test Booklet* to see that they are in order. If they are not, report the problem to the teacher in charge.
- Read all instructions before responding to the questions.
- Use only HB pencil or blue or black pen in the *Test Booklet* and on the Student Answer Sheet.
- Attempt all questions. If you leave a question blank, the question will be scored zero.

Multiple-Choice

- Choose the best or most correct answer for each question.
- You must record your multiple-choice answers on the Student Answer Sheet. Multiple-choice answers recorded in the *Test Booklet* will not be scored.

To indicate your answer, **fill in the circle completely**, as shown below.

Like this: ● **Not like this:** ⊗ ✓ ◐ ⊙

- If you fill in more than one circle for a question, the question will be scored incorrect.
- If you wish to change a multiple-choice answer, erase or cross out your answer and fill in the circle for your new answer. Ensure that your final answer is clear.

Written Answers

- For all questions that ask for a written answer, **write legibly on the lined space provided** in the *Test Booklet*.
- For the writing sections, pay attention to clarity, organization, spelling, grammar and punctuation.
- The lined space provided for your written work indicates the approximate length of the writing expected.
- There is space in the *Test Booklet* for rough notes. Nothing you write in these spaces will be scored.

You are now ready to start *Test Booklet 1: Session 1*.

Remember to record all your multiple-choice answers on the Student Answer Sheet.

Ontario Secondary School Literacy Test

Session 1

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

Blind Teen Makes History at Queen’s Park

Thirteen-year-old Roisin Hartnett and her guide dog, Penny, made history in the Ontario Legislative Building at Queen’s Park. The Oakville student became the first blind person to be assigned duties as a page in the provincial parliament.

Ontario students may apply for positions as legislative pages for a term of three to six weeks. Pages act as messengers during parliamentary sessions, meet with politicians and officials, learn how laws are made and learn how the province is governed.

“There are 103 seats in the house and I had to memorize all the members’ names and where they sit. And I learned my way around the building,” said Roisin. She memorized both government and opposition sides in an hour.

On their first day in the legislative chamber, Roisin and Penny had to deliver notes and bills and perform other duties, all the time having to manoeuvre around desks and people. They were very successful.

Roisin was a bit worried that her blindness might affect her chances of getting into the page program, which is very competitive.

“She’s a very brave and courageous person. She did a great job and we’re all very proud of her,” said Speaker Gary Carr. He added, “Of course, Penny is doing a great job as well.”



Adapted from “Blind teen makes history as a page at Queen’s Park” by Richard Brennan, *Toronto Star*, May 27, 2003. Reproduced with permission from Torstar Syndication Services.

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

1 Which of the following is **not** answered in the opening paragraph?

- A Who?
- B What?
- C When?
- D Where?

2 This news report was written about Roisin Hartnett because she

- F is a competitive student.
- G memorized 103 names in an hour.
- H brought a dog to the Ontario legislature.
- J was the first Ontario legislative page who is blind.

3 The Queen's Park page program

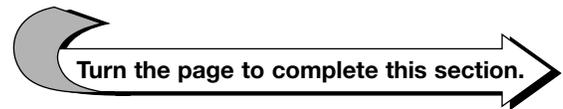
- A demands bravery and courage.
- B accepts any student in Ontario.
- C involves a three- to six-week term.
- D requires students to give speeches in parliament.

4 Which of the following is the best meaning for the word "manoeuvre" as used in paragraph 4?

- F steer
- G sneak
- H search
- J squeeze

5 Speaker of the House Gary Carr

- A gave a compliment to Penny.
- B assigned Roisin the position as page.
- C worried that Roisin would not do well.
- D asked Penny to deliver notes to members.



Written Answer

- 6** Explain how the legislative page program would help a student who is studying about government in school. Use information from the news report and your own ideas to support your answer.

Rough Notes

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

End of Section A. Continue to Section B. 

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

1 Choose the sentence that uses capitalization correctly.

- A My cousin from alberta, whose name is paul, earns money by delivering the *calgary herald*.
- B My cousin from Alberta, whose name is Paul, earns money by delivering the *calgary herald*.
- C My cousin from alberta, whose name is Paul, earns money by delivering the *Calgary Herald*.
- D My cousin from Alberta, whose name is Paul, earns money by delivering the *Calgary Herald*.

2 Choose the sentence that has correct punctuation.

- F My friend asked me, have you ever been to Quebec City?
- G My friend asked me? Have you ever been to Quebec City?"
- H My friend asked me, "Have you ever been to Quebec City?"
- J My friend asked me, "Have you ever been to Quebec City"?

3 Choose the correct option to fill in the blank.

Like his father, the artist George Berthon

- A painted portraits to support his family.
- B his paintings of portraits supported his family.
- C and also painted portraits to support his family.
- D whose famous portraits were painted to support his family.

4 Choose the option that best combines all the information in the boldfaced sentences.

We were late for school.

The bus had a flat tire.

We had to wait for another bus.

- F The flat tire on the bus made us late for school so we had to wait for another bus.
- G The bus had a flat tire and had to wait for another bus so we were late for school.
- H We were late for school because the bus had a flat tire and we had to wait for another bus.
- J When we were late, for school, it was because the bus had a flat tire and we had to wait for another bus.

5 Choose the best closing sentence for the paragraph.

When the Canadian government decided in 1878 to connect Montreal and Vancouver with a railway, it faced a difficult task. A railway would cost a great deal of money to build. Workers had to push through the rocks and swamps of northern Ontario. Tracks had to cross vast stretches of the prairie. It was uncertain whether suitable passes through British Columbia's mountain ranges could be found.

- A The loans weren't repaid for many years.
- B Many wondered if these obstacles could be overcome.
- C British Columbia became a popular tourist destination.
- D The United States had built many railways by this time.

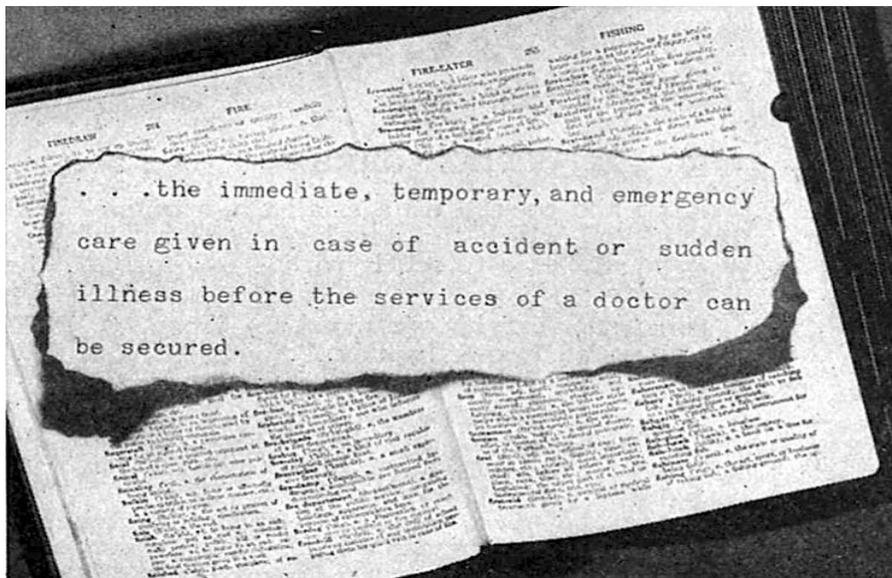
End of Section B. Continue to Section C. 

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

Want to know what a “jambuster” is? A “puck hog”? An “all-dressed” potato chip? You won’t find them in any American dictionary. They’re purely Canadian terms. Luckily, there’s now a place to find them: in 2004 a second edition of the *Canadian Oxford Dictionary* was published. The first edition, which appeared in 1998, was a rousing success, selling 190 000 copies and spending a year on the *Globe and Mail’s* bestseller list. Editor Katherine Barber and her team didn’t stop there though. They’ve been scouring books, newspapers, flyers and Web sites, analyzing 20 million words in the process. And they’ve accumulated 5000 official new words, like “seat sale” and “cube farm.” However, you won’t find last week’s slang in there. Barber explains that it takes about ten years of usage for a word to be dictionary-worthy. She likes to see a word at least 15 times in 15 different sources before adding it. So, if you want to know whether or not to put a *u* in “colour” or what “March break” is, your first stop should be the new *Canadian Oxford Dictionary*. With a whopping 1830 pages and 2250 uniquely Canadian words, this dictionary defines what it is to be Canadian.

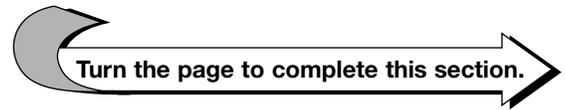
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Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** The questions at the beginning of the selection are used to
- A test the reader.
 - B engage the reader.
 - C analyze new ideas.
 - D review optional concepts.
- 2** In this selection, the word “scouring” means
- F finding.
 - G cleaning.
 - H studying.
 - J publishing.
- 3** Which idea from the selection is best supported by the fact that 190 000 copies of the *Canadian Oxford Dictionary* were sold?
- A The dictionary was a rousing success.
 - B The authors analyzed millions of words.
 - C The dictionary contains a whopping 1830 pages.
 - D The authors accumulated 5000 official new words.
- 4** Since the first edition of the *Canadian Oxford Dictionary* spent a year on the bestseller list, it can be inferred that
- F the first edition was available on the *Globe and Mail’s* Web site.
 - G it is important to Canadians to have access to their own dictionary.
 - H the second edition will not include many uniquely Canadian words.
 - J thousands of new Canadian slang words were included for the first time.
- 5** At the end of the selection, the letter “u” in italics
- A replaces the word “you.”
 - B shows the correct spelling.
 - C highlights a specific spelling.
 - D shows the letter is unimportant.
- 6** The phrase “a whopping 1830 pages and 2250 uniquely Canadian words” is used in the last sentence to emphasize that the *Canadian Oxford Dictionary*
- F is worth buying despite its cost.
 - G clearly defines Canadian terms.
 - H makes a useful resource for students.
 - J is large enough to impress Canadians.



Written Answer

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

Rough Notes

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

End of Section C. Continue to Section D. 

Short Writing Task (Answer in full and correctly written sentences.)

1 Name a person you admire and explain why you admire him or her.

Rough Notes

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

End of Section D. Continue to Section E. 

Writing a News Report

- 1 Task:** Write a **news report** based on the headline and picture on the next page.
- You will have to make up the facts and information, answering some or all of the following questions: Who? What? Where? When? Why? How?
 - You must relate your newspaper report to **both** the headline **and** the picture.
- Purpose and Audience:** to report on an event for the readers of a newspaper
- Length:** The lined space provided for your written work indicates the approximate length of the writing expected.

School receives computers as a reward



Rough Notes

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

Write your report on the lines provided on the following page.

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



Researchers at the University of New Brunswick (UNB) have solved a mystery that has baffled candy-makers for more than 100 years. Confectioners wanted to understand why it takes up to two days for jellybeans to dry before they can be polished. They believed that jellybeans dried as moisture from the outer layers evaporated. Several years ago, candy-makers asked food scientists

5

at Pennsylvania's Penn State University to help find ways of speeding up the jellybean manufacturing process, but the scientists' tests and chemicals ruined the jellybeans. Then, they heard about a lab in Canada that used magnetic resonance imaging technology, commonly known as MRI—often used to detect tumours in humans—to peer inside things like concrete, pharmaceuticals and wood for industrial applications. A Penn State scientist flew to Fredericton and made jellybeans in the lab. For almost three days, UNB researchers took MRI images of the insides of a jellybean, which showed waves of moisture moving toward the centre. Scientists at UNB had figured out why nothing had worked: the moisture in a jellybean travels in, not out. That is why a jellybean centre is moist and why the manufacturing process can't be speeded up—a jellybean takes time to age to perfection.

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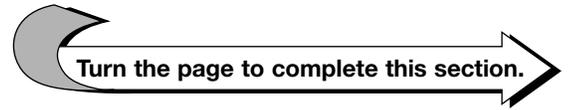
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Adapted from "Secret of jellybean's soft centre uncovered" by David Stonehouse, published in the *National Post*, Saturday, October 23, 1999. Reproduced with the permission of the author.

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

- 1** Food scientists from Penn State University “ruined the jellybeans” when they tried to
- A add moisture.
 - B improve the taste.
 - C soften the candy’s centres.
 - D perform tests and use chemicals.
- 2** In line 12 of this selection, who is meant by “they”?
- F jellybeans
 - G candy-makers
 - H labs that use MRI technology
 - J scientists at the University of New Brunswick
- 3** Why is the dash used in the last sentence?
- A to make a compound word
 - B to introduce new information
 - C to create a contrast with the first part of the sentence
 - D to emphasize the idea in the final part of the sentence
- 4** From this selection, one can conclude that medical technology
- F is difficult to use.
 - G can have industrial applications.
 - H should be used only by researchers.
 - J should be restricted to medical uses.
- 5** Which of the following ideas links the first and last sentences of this paragraph?
- A Candy-makers need to do more research.
 - B Candy-makers were following the wrong lead.
 - C Candy-makers need a more efficient manufacturing process.
 - D Candy-makers must respect the time factor in manufacturing jellybeans.
- 6** What do confectioners do?
- F They make sweets.
 - G They research mysteries.
 - H They study food science.
 - J They test drying processes.



Written Answer

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

Rough Notes

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

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Nothing you write in this space will be scored.

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