



# Grade 10 Literacy Assessment

## SAMPLE A KEY, RUBRICS, AND SCORING GUIDE



Ministry of  
Education and  
Child Care





## Grade 10 Literacy Assessment SAMPLE A KEY

| Question Number | Depth of Knowledge Level | Point Value | Critical Reading | Correct Response  |
|-----------------|--------------------------|-------------|------------------|---|
| A-1             | 1                        | 1           |                  | <b>Era:</b> Cainozoic / <b>Period:</b> Tertiary / <b>Epoch:</b> Pliocene  |
| A-2             | 2                        | 1           | ✓                | C   |
| A-3             | 1                        | 2           |                  | Holocene / Anthropocene / Atomic Age / Cyanobacteria  |
| A-4             | 2                        | 1           |                  | A and C   |
| A-5             | 2                        | 1           |                  | 1 100 years ago   |
| A-6             | 1                        | 1           |                  | C   |
| A-7             | 3                        | 1           | ✓                | A   |
| A-8             | 3                        | 1           | ✓                | A   |
| A-9             | 2                        | 1           | ✓                | We depend on the oceans...  |
| A-10            | 1                        | 1           |                  | A   |
| A-11            | 2                        | 1           |                  | B   |
| A-12            | 3                        | 1           |                  | C   |
| A-13            | 3                        | 1           |                  | C*  |
| A-14            | 3                        | 1           |                  | D   |
| A-15            | 3                        | 6           |                  | constructed response question (see Scoring Guide)   |
| A-16            | 3                        | 12          |                  | constructed response question (see Scoring Guide)   |
| B-1             | 2                        | 1           |                  | <ul style="list-style-type: none"> <li>• ADHD – C: encourage walking in nature</li> <li>• Asthma – A: plant more trees</li> </ul> |
| B-2             | 3                        | 1           | ✓                | C   |
| B-3             | 1                        | 2           |                  | A:A:B:A   |
| B-4             | 1                        | 1           |                  | A:B:Z:Z**   |
| B-5             | 3                        | 1           | ✓                | A   |
| B-6             | 2                        | 2           |                  | C:E:D:B:A   |
| B-7             | 3                        | 1           | ✓                | C   |
| B-8             | 3                        | 1           |                  | C   |
| B-9             | 2                        | 1           |                  | A:B:A   |
| B-10            | 1                        | 1           | ✓                | A   |
| B-11            | 1                        | 1           |                  | B   |
| B-12            | 2                        | 1           | ✓                | A   |
| B-13            | 3                        | 1           |                  | B   |
| B-14            | 3                        | 12          |                  | constructed response question (see Scoring Guide)   |

\* 

|   |   |
|---|---|
| A | B |
| C | D |

\*\* Z indicates that the response must not be selected.

# Grade 10 Graduation Literacy Assessment SAMPLE A RUBRICS AND SCORING GUIDE

## Part A: Graphic Organizer – Rubric

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|           |   |
|-----------|---|
| <b>3</b>  | The three response is <b>proficient</b> and demonstrates a complete understanding of the texts and task. <ul style="list-style-type: none"><li>• <i>extracts and clearly communicates relevant information from texts and summarizes ideas</i></li><li>• <i>provides evidence and draws conclusions from the texts</i></li><li>• <i>expresses meaningful judgments and interpretations of the texts</i></li></ul> |
| <b>2</b>  | The two response is <b>competent</b> and demonstrates a straightforward understanding of the texts and task. <ul style="list-style-type: none"><li>• <i>extracts and communicates some information from texts and lists ideas</i></li><li>• <i>offers adequate evidence for simple conclusions</i></li><li>• <i>expresses judgments about ideas from the texts</i></li></ul>                                      |
| <b>1</b>  | The one response is <b>developing</b> and demonstrates a limited understanding of the texts and task. <ul style="list-style-type: none"><li>• <i>extracts relevant words and phrases from the texts</i></li><li>• <i>attempts to draw conclusions</i></li><li>• <i>judgments may be unrelated to the texts or task</i></li></ul>  |
| <b>0</b>  | The zero response is <b>unacceptable</b> and demonstrates a lack of understanding of texts and task. <ul style="list-style-type: none"><li>• <i>The response is too short or is unrelated to the task.</i></li></ul>  |
| <b>NR</b> | No response.  |

## Question A-15 (Graphic Organizer) – Scoring Guide

Graphic Organizer (A-15)

Directions: Read the text(s) and complete the graphic organizer.

Prompt: Read the text(s) and complete the graphic organizer.

Texts: What examples from these texts support your summary statement?

Write a concluding statement about why these ideas matter.

Based on your understanding of the texts, write a statement that summarizes the impact that humans have on the natural world.

- Because their actions can have permanent consequences in the natural world, humans must take responsibility for the choices they make.
- Humans must recognize their responsibility to care for the environment and other living species.
- Humans must acknowledge their interdependence with other living species in the world.

### What examples from these texts support your summary statement?

#### *What is the Anthropocene and Are We in It?*

- Humans have had such a significant impact on our planet that it may be necessary to identify a new period in the Geological time scale. The suggested new name represents the negative effects human behaviour has had on the natural world.
- Scientists disagree about whether or not “Anthropocene” should replace “Holocene” as the name of the current geological time period. The names have typically been assigned in response to geological evidence found in the strata, but conflicting evidence makes the start date imprecise.
- Perhaps the exact naming of a new time period is less important than having a discussion about whether or not the name change is necessary. Humans are the only species that is aware of the effect it is having on the planet.

#### *The Losing World*

- Thousands of species face extinction. The loss will be devastating to all living creatures, including humans.
- Human survival depends upon other species in the natural environment. People must make a better effort to protect these important natural resources.
- The graphic suggests a pessimistic point of view given human’s willingness to take action to preserve the natural environment.

#### *Living with Bears*

- Traditional knowledge calls upon humans to see themselves as a species no more than equal to other species in the natural world. This point of view leads to greater understanding and respect for all living things.
- Humans must recognize the essential characteristics of other species around them. By understanding their habits and needs, humans are better prepared to co-exist with them.
- Attitudes that suggest humans are superior to other living species are certain to produce conflict. In seeing themselves as equals with other species, humans will learn to live in harmony with them.

### Write a concluding statement about why these ideas matter.

- As humans become more aware of the devastating effects their actions are having on the natural world, they will finally make changes to help protect the environment.
- Although human activity is damaging the natural world permanently, many are taking steps to recognize and resolve the problem.
- Once humans recognize the problems they have created through ignorance or arrogance, they will begin to take responsibility for their actions.

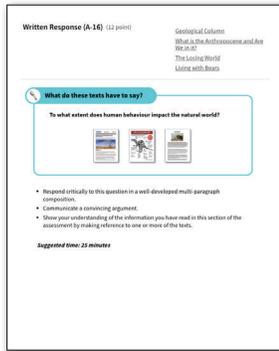
## Part A: Written Response – Rubric

### *What do these texts have to say?*

|           |   |
|-----------|---|
| <b>6</b>  | <p>The six response is <b>superior</b> in terms of content, understanding and/or written expression:</p> <ul style="list-style-type: none"><li>• Demonstrates an insightful understanding of the text(s) at an interpretive level.</li><li>• Response is engaging and is supported with thoroughly developed details from the text(s); insightful conclusions are drawn.</li><li>• The format and writing style are effective and demonstrate skillful control of language; despite its clarity and precision, the response need not be error-free.</li></ul> |
| <b>5</b>  | <p>The five response is <b>proficient</b> in terms of content, understanding and/or written expression:</p> <ul style="list-style-type: none"><li>• Demonstrates a clear understanding of the text(s) at an interpretive level.</li><li>• Response is convincing and is supported with purposefully chosen details from the text(s); effective conclusions are drawn.</li><li>• The writing is well organized and reflects a strong command of the conventions of language; errors may be present but are not distracting.</li></ul>                          |
| <b>4</b>  | <p>The four response is <b>competent</b> in terms of content, understanding and/or written expression:</p> <ul style="list-style-type: none"><li>• Demonstrates a clear understanding of the text(s); may be literal.</li><li>• Response displays appropriate textual support; may rely heavily on paraphrasing; adequate conclusions are drawn.</li><li>• The writing is organized and straightforward; conventions of language are usually followed, but some errors are evident.</li></ul>   |
| <b>3</b>  | <p>The three response is <b>minimally acceptable</b> in terms of content, understanding and/or written expression:</p> <ul style="list-style-type: none"><li>• Understanding of the text(s) may be superficial or partially flawed.</li><li>• Response may be somewhat undeveloped and textual support may be meagre; conclusions are weak.</li><li>• Writing communicates a sense of purpose, but errors in diction and/or conventions of language can be distracting.</li></ul>   |
| <b>2</b>  | <p>The two response is <b>limited</b> in terms of content, understanding and/or written expression:</p> <ul style="list-style-type: none"><li>• There is an attempt to address the topic but understanding of the text(s) or the task may be flawed.</li><li>• Response and/or conclusions may be seriously underdeveloped and lacking sufficient textual support.</li><li>• The meaning of the writing may be unclear due to recurring or distracting errors in diction and/or conventions of language.</li></ul>  |
| <b>1</b>  | <p>The one response is <b>insufficient</b> in terms of content, understanding and/or written expression:</p> <ul style="list-style-type: none"><li>• Topic is acknowledged but response is too brief to demonstrate understanding.</li><li>• Response lacks textual support.</li><li>• Errors in writing may render meaning unintelligible.</li></ul>   |
| <b>0</b>  | <p>The zero response is <b>unacceptable</b> in terms of content, understanding and/or written expression:</p> <ul style="list-style-type: none"><li>• Does not address the topic or simply restates the question.</li></ul>   |
| <b>NR</b> | No response.  |

## Question A-16 (What do these texts have to say?) – Scoring Guide

Note: The examples below are not exhaustive and students may find other evidence to support their ideas.



To what extent does human behaviour impact the natural world?

What is the Anthropocene and Are We in It?

- Human impact on the environment is of such magnitude that it may require the declaration of a new time period in geological history. (paragraph 2)
- The current period label may be outdated “because human-kind has caused mass extinctions...polluted the oceans...altered the atmosphere.” (paragraph 3)

- Limited evidence of human activity appears in the rock strata. This leads to questions about when a new period would be considered to begin. “...atomic era...radiation in soils...agriculture’s signature in Europe...A.D. 900” (paragraph 5)
- The start date may be irrelevant to the message. “...strong reminder to the general public that we are now having undeniable impacts...” (paragraph 6)
- The important idea is that humans are having a profound impact on the planet. “We’re the first species that’s become a planet-scale influence...” (paragraph 7)

### The Losing World

- “experts from 193 countries agreed...imminent crisis”
- “58% of the coral reefs are potentially threatened by human activity”
- “40% of the oceans have been affected by human activities such as fishing and pollution”
- “\$500 billion is the contribution of ocean-based businesses to the global economy” but “0.8% of the world’s oceans are protected, and 0.08% constitute marine reserves.”

### Living with Bears

- Humans should consider their attitude toward other living things. “...see yourself as an essential part of something larger.” (paragraph 1)
- Humans must recognize their place in the natural world. “...there are no greater or lesser beings or things.” (paragraph 1)
- The author urges the reader to accept a humble rather than confrontational role. “When you reside in bear country, you make a soul compact to coexist with them.” (paragraph 2)
- The author acknowledges the ability of humans to control the natural world, “When you’re out in the wild—or what’s left of the wild in the Western world...” (paragraph 3) but suggests that they have exerted this control to their own detriment. “Long before our world...driven, noisy, overpopulated place...many beings found respite in wild places.” (paragraph 3)
- The author feels negative emotions about human control over the natural world. “What does trouble me...bears losing their lives” (paragraph 5)
- The author lists negative effects of human life on the planet and reminds the reader that all living things experience these negative outcomes. (paragraph 8)
- The author suggests that bears teach us our place of belonging in “a web of life that needs all its parts to sustain itself.” (paragraph 9) The bear’s gift to humans is the reminder that we have the power to exercise our ability to control the natural environment in positive ways.

## Part B: Written Response – Rubric

### *What do you have to say?*

|           |   |
|-----------|---|
| <b>6</b>  | <p>The six response is <b>superior</b> in terms of approach to topic, originality of thought and/or use of language:</p> <ul style="list-style-type: none"><li>• addresses the topic with creative insight, sophisticated understanding</li><li>• perspective is unique; ideas are convincing and skillfully developed</li><li>• writing style is effective and engaging; despite its clarity and precision, the response need not be error-free</li></ul>      |
| <b>5</b>  | <p>The five response is <b>proficient</b> in terms of approach to topic, originality of thought and/or use of language:</p> <ul style="list-style-type: none"><li>• addresses the topic with some insight and in-depth understanding</li><li>• perspective demonstrates maturity; ideas are interesting and well developed</li><li>• writing reflects a strong command of the conventions of language; errors may be present, but are not distracting</li></ul> |
| <b>4</b>  | <p>The four response is <b>competent</b> in terms of approach to topic, originality of thought and/or use of language:</p> <ul style="list-style-type: none"><li>• addresses the topic with clear understanding</li><li>• perspective is consistent; ideas are supported but may be predictable or formulaic</li><li>• writing is straightforward but lacks variety; conventions of language are usually followed, but some errors are evident</li></ul>        |
| <b>3</b>  | <p>The three response is <b>minimally acceptable</b> in terms of approach to topic, originality of thought and/or use of language:</p> <ul style="list-style-type: none"><li>• addresses the topic with some understanding</li><li>• perspective may be vague; ideas may be underdeveloped or disconnected</li><li>• writing communicates a sense of purpose but is simplistic; errors can be distracting</li></ul>   |
| <b>2</b>  | <p>The two response is <b>limited</b> in terms of approach to topic, originality of thought and/or use of language:</p> <ul style="list-style-type: none"><li>• attempts to address the topic but understanding may be flawed</li><li>• perspective is missing or obscure; ideas are unsupported and/or unrelated</li><li>• writing may be unclear; recurring errors impede meaning</li></ul>   |
| <b>1</b>  | <p>The one response is <b>insufficient</b> in terms of approach to topic, originality of thought and/or use of language:</p> <ul style="list-style-type: none"><li>• acknowledges the topic but is too brief to demonstrate understanding</li><li>• perspective and ideas are difficult to discern due to the brevity or limited scope of the response</li><li>• errors in writing may render meaning unintelligible</li></ul>                                  |
| <b>0</b>  | <p>The zero response is <b>unacceptable</b> in terms of approach to topic, originality of thought and/or use of language.</p> <ul style="list-style-type: none"><li>• does not address the topic or simply restates the question</li></ul>  |
| <b>NR</b> | No response.  |