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**Grade 6 Assessment of Reading, Writing  
and Mathematics, Spring 2006**

*Student Booklet: Language 2*

Scoring Guide

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**EQAO Grade 6 Assessment  
Scoring Guide – Reading – Open Response  
Dorothy Livesay**

Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, "?", "I", "I don't know")</li> <li>Off topic: no relationship of written work to the question, no mention of Dorothy or details from the text.</li> </ul>
10	<ul style="list-style-type: none"> <li>Response may refer to aspects of the question but indicates a significant misunderstanding of how Dorothy's home environment contributed to her love of writing.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response includes a detail about Dorothy's home environment and connects it to her love of writing.</li> <li>References from the text may be vague or irrelevant.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response explains a connection between Dorothy's home environment and her love of writing.</li> <li>Response contains some specific and accurate supporting details from the reading selection.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response provides a thorough explanation that connects Dorothy's home environment to her love of writing.</li> <li>Response is developed with accurate, specific and relevant supporting details.</li> </ul>

Question 6	Code 10
<p>Explain how Dorothy's childhood home environment may have contributed to her love of writing. Use information from the text and your own ideas to support your answer.</p> <p><i>dorothy's environment was so clean her child hood was a long time ago</i></p>	
<p><b>Rationale:</b> Response comments on aspect of the question but indicates a misunderstanding of question. Ideas from the selection are inaccurate.</p>	

Question 6	Code 20
<p>Explain how Dorothy's childhood home environment may have contributed to her love of writing. Use information from the text and your own ideas to support your answer.</p> <p><i>I think that her living environment did contribute to her do her future career because if all she had to do was read she would eventually learn how to right well. so yes I believe her growing up environment helped contribute to her career.</i></p>	
<p><b>Rationale:</b> Response includes a detail about the home environment and connects it to a love of writing. Ideas and information are vague.</p>	

Question 6	Code 10
<p>Explain how Dorothy's childhood home environment may have contributed to her love of writing. Use information from the text and your own ideas to support your answer.</p> <p><i>Dorothy's childhood home environment helped her to write because it was so clean, clear and more.</i></p>	
<p><b>Rationale:</b> Response indicates a misunderstanding of how Dorothy's home environment contributed to her love of writing. Ideas from selection are inaccurate</p>	

Question 6	Code 20
<p>Explain how Dorothy's childhood home environment may have contributed to her love of writing. Use information from the text and your own ideas to support your answer.</p> <p><i>On one is that the peace of her environment would at home but to make her more better and she would be had alot of support.</i></p>	
<p><b>Rationale:</b> Response is limited but connects a detail about her home environment to her writing in a vague way.</p>	

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Scoring Guide – Reading – Open Response  
Dorothy Livesay**

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10	<ul style="list-style-type: none"> <li>Response may refer to aspects of the question but indicates a significant misunderstanding of how Dorothy's home environment contributed to her love of writing.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response includes a detail about Dorothy's home environment and connects it to her love of writing.</li> <li>References from the text may be vague or irrelevant.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response explains a connection between Dorothy's home environment and her love of writing.</li> <li>Response contains some specific and accurate supporting details from the reading selection.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response provides a thorough explanation that connects Dorothy's home environment to her love of writing.</li> <li>Response is developed with accurate, specific and relevant supporting details.</li> </ul>

Question 6	Code 30
<p>Explain how Dorothy's childhood home environment may have contributed to her love of writing. Use information from the text and your own ideas to support your answer.</p> <p><i>Her home environment may have contributed to her love of writing because her environment was peaceful and everybody was trying her poetry and her parents were journalists.</i></p>	<p><b>Rationale:</b> Response identifies a detail from her environment and explains how it contributed to her love of writing with some specific and accurate and relevant supporting detail</p>
Question 6	Code 40
<p>Explain how Dorothy's childhood home environment may have contributed to her love of writing. Use information from the text and your own ideas to support your answer.</p> <p><i>Growing up Dorothy was always around some sort of writing so that probably really inspired Dorothy to write. Her parents were successful writers so she probably wanted to make them proud by following in their footsteps. Dorothy's parents were very supportive of her writing so that probably encouraged her and made her</i></p>	<p><b>Rationale:</b> Response thoroughly explains the connection between the environment and Dorothy's love of writing developed with accurate, specific and relevant ideas and information.</p>

Question 6	Code 30
<p>Explain how Dorothy's childhood home environment may have contributed to her love of writing. Use information from the text and your own ideas to support your answer.</p> <p><i>She loved writing poems because her mom and dad were journalists so she wanted to be like her mom and dad.</i></p>	<p><b>Rationale:</b> Response explains a connection between the home environment and a love of writing with some specific and accurate supporting detail from text.</p>
Question 6	Code 40
<p>Explain how Dorothy's childhood home environment may have contributed to her love of writing. Use information from the text and your own ideas to support your answer.</p> <p><i>Dorothy's childhood home environment may have contributed to her love of writing because everyone is very supportive about her writing poetry. Her mother was very excited and proud of her, her best friend and dad helped her and because of her parents are journalists they have really inspired her. Dorothy came home from school to find her mother clutching a pile of poems and excitedly reading one after another.</i></p>	<p><b>Rationale:</b> Response provides a thorough explanation that connects Dorothy's home environment to her love of writing. Ideas and information are specific and relevant.</p>

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**Scoring Guide – Reading – Open Response**  
**Dorothy Livesay**

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10	<ul style="list-style-type: none"> <li>Response may refer to the magazine or Dorothy's friends but indicates a significant misunderstanding of why Dorothy's friends enjoyed the magazine.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response is limited but provides a plausible reason Dorothy's friends enjoyed <i>Fortnightly Frolics</i>.</li> <li>References from the text may be vague or irrelevant.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response explains a reason Dorothy's friends enjoyed <i>Fortnightly Frolics</i>.</li> <li>Response contains some accurate and specific supporting details from the reading selection.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response provides a thorough explanation of why Dorothy's friends enjoyed <i>Fortnightly Frolics</i>.</li> <li>Response is developed with accurate and specific supporting details.</li> </ul>

Question 8	Code 10
<p>Explain why Dorothy's friends enjoyed the magazine <i>Fortnightly Frolics of the Lower Fifth</i>. Use information from the text and your own ideas to support your answer.</p> <p><u>Dorothy's friend enjoyed the magazine fortnightly Frolics of the lower fifth</u></p>	
<p>Rationale: Response indicates a significant misunderstanding of the selection. Ideas in the response are inaccurate.</p>	
Question 8	Code 20
<p>Explain why Dorothy's friends enjoyed the magazine <i>Fortnightly Frolics of the Lower Fifth</i>. Use information from the text and your own ideas to support your answer.</p> <p><u>Dorothy's friends enjoyed the magazine Fortnightly Frolics of the Lower Fifth because the probley got a say in it.</u></p>	
<p>Rationale: Response provides a plausible reason with minimal explanation.</p>	

Question 8	Code 10
<p>Explain why Dorothy's friends enjoyed the magazine <i>Fortnightly Frolics of the Lower Fifth</i>. Use information from the text and your own ideas to support your answer.</p> <p><u>Dorothy's friend enjoyed the magazine Fortnightly OF the lower Fifth because they helped her write that</u></p>	
<p>Rationale: Response comments on an aspect of the question but indicates a significant misunderstanding of the selection. References from the text are inaccurate.</p>	
Question 8	Code 20
<p>Explain why Dorothy's friends enjoyed the magazine <i>Fortnightly Frolics of the Lower Fifth</i>. Use information from the text and your own ideas to support your answer.</p> <p><u>Because it had pictures. and it describes her school.</u></p>	
<p>Rationale: Response provides a plausible reason in a vague and minimal way.</p>	

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10	<ul style="list-style-type: none"> <li>Response may refer to the magazine or Dorothy’s friends but indicates a significant misunderstanding of why Dorothy’s friends enjoyed the magazine.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response is limited but provides a plausible reason Dorothy’s friends enjoyed <i>Fortnightly Frolics</i>.</li> <li>References from the text may be vague or irrelevant.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response explains a reason Dorothy’s friends enjoyed <i>Fortnightly Frolics</i>.</li> <li>Response contains some accurate and specific supporting details from the reading selection.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response provides a thorough explanation of why Dorothy’s friends enjoyed <i>Fortnightly Frolics</i>.</li> <li>Response is developed with accurate and specific supporting details.</li> </ul>

Question 8	Code 30
<p>Explain why Dorothy’s friends enjoyed the magazine <i>Fortnightly Frolics of the Lower Fifth</i>. Use information from the text and your own ideas to support your answer.</p> <p><i>Dorothy’s friends enjoyed the magazine “Fortnightly Frolics of the Lower Fifth,” because of the gossip around school.</i></p>	<p>Rationale: Response explains a reason why her friends enjoyed the magazine with some specific, accurate and relevant supporting details.</p>
Question 8	Code 40
<p>Explain why Dorothy’s friends enjoyed the magazine <i>Fortnightly Frolics of the Lower Fifth</i>. Use information from the text and your own ideas to support your answer.</p> <p><i>They liked the magazine because it had character sketches and it was about school gossip. They probably thought that the gossip was about themselves so they would read it.</i></p>	<p>Rationale: Response provides a thorough explanation of why Dorothy’s friends enjoyed <i>Fortnightly Frolics</i> and is developed with accurate and specific supporting details.</p>

Question 8	Code 30
<p>Explain why Dorothy’s friends enjoyed the magazine <i>Fortnightly Frolics of the Lower Fifth</i>. Use information from the text and your own ideas to support your answer.</p> <p><i>They enjoyed the magazine because it was about school gossip which is something that all her friends can relate to.</i></p>	<p>Rationale: Response includes some specific, accurate and relevant ideas and information to explain a reason why her friends enjoyed the magazine.</p>
Question 8	Code 40
<p>Explain why Dorothy’s friends enjoyed the magazine <i>Fortnightly Frolics of the Lower Fifth</i>. Use information from the text and your own ideas to support your answer.</p> <p><i>In “Fortnightly Frolics of the Lower Fifth” there was also character sketches and school gossip, so they could read school gossip and character sketches or enjoy Dorothy’s writing.</i></p>	<p>Rationale: Response uses specific, accurate and relevant supporting details to explain why Dorothy’s friends enjoyed <i>Fortnightly Frolics</i>.</p>

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10	<ul style="list-style-type: none"> <li>Response indicates a significant misunderstanding of why Dorothy had so many jobs between 1936 and 1963.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response is limited but provides a plausible reason for why Dorothy had so many jobs.</li> <li>Ideas and information from the text may be minimal, vague or irrelevant.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response explains a reason Dorothy had so many jobs between 1936 and 1963.</li> <li>Response contains some accurate and specific supporting details from the reading selection, or ideas from personal knowledge.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response provides a thorough explanation for why Dorothy had so many jobs between 1936 and 1963.</li> <li>Response is developed with accurate and specific supporting details from the text or from personal knowledge.</li> </ul>

Question 12	Code 10
<p>Explain why Dorothy may have had so many different jobs between 1936 and 1963. Use information from the text and your own ideas to support your answer.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Rationale: Response responds to the question but does not provide a plausible reason. Ideas and information are inaccurate.</p>	
Question 12	Code 20
<p>Explain why Dorothy may have had so many different jobs between 1936 and 1963. Use information from the text and your own ideas to support your answer.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Rationale: Provides a plausible reason for why she had so many jobs. Support is limited and vague.</p>	

Question 12	Code 10
<p>Explain why Dorothy may have had so many different jobs between 1936 and 1963. Use information from the text and your own ideas to support your answer.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Rationale: Response indicates a significant misunderstanding and includes inaccurate ideas and information.</p>	
Question 12	Code 20
<p>Explain why Dorothy may have had so many different jobs between 1936 and 1963. Use information from the text and your own ideas to support your answer.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Rationale: Response provides a minimal explanation with vague references from the text.</p>	

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10	<ul style="list-style-type: none"> <li>Response indicates a significant misunderstanding of why Dorothy had so many jobs between 1936 and 1963.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response is limited but provides a plausible reason for why Dorothy had so many jobs.</li> <li>Ideas and information from the text may be minimal, vague or irrelevant.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response explains a reason Dorothy had so many jobs between 1936 and 1963.</li> <li>Response contains some accurate and specific supporting details from the reading selection, and ideas from personal knowledge.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response provides a thorough explanation for why Dorothy had so many jobs between 1936 and 1963.</li> <li>Response is developed with accurate and specific supporting details from the text and ideas from personal knowledge.</li> </ul>

Question 12	Code 30
<p>Explain why Dorothy may have had so many different jobs between 1936 and 1963. Use information from the text and your own ideas to support your answer.</p> <p><u>Dorothy may have had so many jobs because at about that age you need to make a living on your own, and need to make money and help the world.</u></p>	
<p>Rationale: Response explains a reason why Dorothy had so many jobs with some specific and accurate supporting details.</p>	
Question 12	Code 40
<p>Explain why Dorothy may have had so many different jobs between 1936 and 1963. Use information from the text and your own ideas to support your answer.</p> <p><u>Dorothy may have had so many different jobs because she needed the money and she wanted to train teachers in Africa. Also because she wanted time to write poems and articles.</u></p>	
<p>Rationale: Explanation is developed with accurate, specific and relevant supporting ideas and information.</p>	

Question 12	Code 30
<p>Explain why Dorothy may have had so many different jobs between 1936 and 1963. Use information from the text and your own ideas to support your answer.</p> <p><u>Between 1936 - 1963 Dorothy had many different jobs all at the same time. She probably had to be so busy because she couldn't make a living off of just writing poetry so she had to get a few more jobs just to keep food on the table.</u></p>	
<p>Rationale: Response explains why Dorothy had many jobs with some specific and accurate supporting details.</p>	
Question 12	Code 40
<p>Explain why Dorothy may have had so many different jobs between 1936 and 1963. Use information from the text and your own ideas to support your answer.</p> <p><u>Dorothy may have had so many jobs between 1936 and 1963 because she needed money. These jobs may have only been temporary so in order to live she had to keep changing. Also Dorothy may have wanted to experience different work in different cities so she had to do this she would need to change jobs.</u></p>	
<p>Rationale: Response provides a thorough explanation developed with specific, accurate and relevant ideas and information.</p>	

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10	<ul style="list-style-type: none"> <li>Response indicates a significant misunderstanding of how Dorothy’s achievements paved the way for other Canadian writers.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response is limited but provides a plausible reason for the connection between Dorothy’s achievements and other writers.</li> <li>References from the text may be vague or irrelevant.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response explains a reason for how Dorothy’s achievements paved the way for other Canadian writers.</li> <li>Response contains some specific and accurate supporting details from the reading selection and ideas from personal knowledge.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response thoroughly explains how Dorothy’s achievements paved the way for other Canadian writers.</li> <li>Response is developed with accurate, specific and relevant supporting details from the text and ideas from personal knowledge.</li> </ul>

Question 15	Code 10
<p>Explain how Dorothy Livesay’s achievements paved the way for other Canadian writers. Use information from the text and your own ideas to support your answer.</p> <p><i>She gets paid alot because she creates a lot of poems.</i></p>	
<p>Rationale: Response indicates a significant misunderstanding of how achievements paved the way. Ideas and information are inaccurate.</p>	
Question 15	Code 20
<p>Explain how Dorothy Livesay’s achievements paved the way for other Canadian writers. Use information from the text and your own ideas to support your answer.</p> <p><i>so that they could know how to write their poems and stories based on what Dorothy writes</i></p>	
<p>Rationale: Response provides a plausible reason in a minimal and vague way.</p>	

Question 15	Code 10
<p>Explain how Dorothy Livesay’s achievements paved the way for other Canadian writers. Use information from the text and your own ideas to support your answer.</p> <p><i>She was a verr y good poet and mad e the newspaper and magazine.</i></p>	
<p>Rationale: Response does not refer to how Dorothy’s achievements paved the way for other Canadian writers.</p>	
Question 15	Code 20
<p>Explain how Dorothy Livesay’s achievements paved the way for other Canadian writers. Use information from the text and your own ideas to support your answer.</p> <p><i>lets see people like to write and receive like sharing her ideas with people.</i></p>	
<p>Rationale: Response is limited with vague and minimal ideas and information.</p>	



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10	<ul style="list-style-type: none"> <li>Response indicates a significant misunderstanding of how Dorothy’s achievements paved the way for other Canadian writers.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
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30	<ul style="list-style-type: none"> <li>Response explains a reason for how Dorothy’s achievements paved the way for other Canadian writers.</li> <li>Response contains some specific and accurate supporting details from the reading selection and ideas from personal knowledge.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response thoroughly explains how Dorothy’s achievements paved the way for other Canadian writers.</li> <li>Response is developed with accurate, specific and relevant supporting details from the text and ideas from personal knowledge.</li> </ul>

**Question 15** **Code 30**

Explain how Dorothy Livesay’s achievements paved the way for other Canadian writers. Use information from the text and your own ideas to support your answer.

*It would encourage other writers to show of their work and make them more self-confident.*

Rationale: Response explains a reason for how Dorothy’s achievements paved the way for other Canadian writers with some specific and accurate ideas and information.

**Question 15** **Code 40**

Explain how Dorothy Livesay’s achievements paved the way for other Canadian writers. Use information from the text and your own ideas to support your answer.

*Dorothy Livesay’s achievements paved the way for other Canadian writers to do what they had had follow their dreams. Dorothy began writing at a time when there were few female and almost no recognized Canadian writers – male or female. Her achievements paved the way for generations to come.*

Rationale: Response thoroughly explains how Dorothy’s achievements paved the way for other Canadian writers supported with accurate and specific ideas and information.

**Question 15** **Code 30**

Explain how Dorothy Livesay’s achievements paved the way for other Canadian writers. Use information from the text and your own ideas to support your answer.

*Dorothy Livesay’s achievements paved the way for other Canadians because younger kids that loved to write would follow her and she would be their idol.*

Rationale: Response explains a reason why Dorothy paved the way using some accurate and specific supporting details.

**Question 15** **Code 40**

Explain how Dorothy Livesay’s achievements paved the way for other Canadian writers. Use information from the text and your own ideas to support your answer.

*Dorothy was one of the 1st <sup>female or male</sup> Canadian writers to be recognized globally. Because of all that she accomplished, she became popular. Most people would have been on the lookout for other promising writers in Canada.*

Rationale: Explanation is thoroughly developed with accurate, specific and relevant supporting details from the text and ideas from personal knowledge.

**EQAO Grade 6 Assessment**  
**Scoring Guide – Reading – Open Response**  
**Flowers and Frost**

Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, "?", "!", "I don't know")</li> <li>Off topic: no relationship of written work to the question, no mention of flowers or frost or any other information from the text</li> </ul>
10	<ul style="list-style-type: none"> <li>Response does not identify a way in which King Frost is cruel.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response identifies at least one way in which King Frost is cruel.</li> <li>Description is limited with details from the text that may be vague or irrelevant.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response identifies at least two ways in which King Frost is cruel.</li> <li>Description is developed with some accurate and specific supporting details from the reading selection, or ideas from personal knowledge and experience.</li> <li>Some references to the selection may be inaccurate, vague or irrelevant.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response identifies three ways in which King Frost is cruel.</li> <li>Description is developed with accurate and specific supporting details from the text or ideas from personal knowledge and experience.</li> </ul>

Question 26	Code 10
Describe three ways in which King Frost is "cruel." Use information from the text and your own ideas to support your answer.	<p>because he likes winter alot.</p>
Rationale: Response does not identify a way that King Frost is cruel. Ideas are inaccurate.	
Question 26	Code 20
Describe three ways in which King Frost is "cruel." Use information from the text and your own ideas to support your answer.	<p>He blows out cold air, he turns everything in to ice and he doesn't like spring.</p>
Rationale: Response lists three ways King Frost is cruel but provides no description.	

Question 26	Code 10
Describe three ways in which King Frost is "cruel." Use information from the text and your own ideas to support your answer.	<p>If means it had, it cold and hart because cruel is like that.</p>
Rationale: Response does not identify a way that King Frost is cruel. Ideas are inaccurate.	
Question 26	Code 20
Describe three ways in which King Frost is "cruel." Use information from the text and your own ideas to support your answer.	<p>King frost is cruel because he blew his icy breath and made all of the flowers shivel away and made summer get lost again.</p>
Rationale: Response describes ways in which King Frost is cruel but does not provide support from the text.	

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Code	Descriptor
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I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, "?", "!", "I don't know")</li> <li>Off topic: no relationship of written work to the question, no mention of flowers or frost or any other information from the text</li> </ul>
10	<ul style="list-style-type: none"> <li>Response does not identify a way in which King Frost is cruel.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response identifies at least one way in which King Frost is cruel.</li> <li>Description is limited with details from the text that may be vague or irrelevant.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response identifies at least two ways in which King Frost is cruel.</li> <li>Description is developed with some accurate and specific supporting details from the reading selection, or ideas from personal knowledge and experience.</li> <li>Some references to the selection may be inaccurate, vague or irrelevant.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response identifies three ways in which King Frost is cruel.</li> <li>Description is developed with accurate and specific supporting details from the text or ideas from personal knowledge and experience.</li> </ul>

**Question 26**

**Code 30**

Describe three ways in which King Frost is "cruel." Use information from the text and your own ideas to support your answer.

King Frost is "cruel" because he places his "icy breath on everything" meaning that cold winds blow on every thing. He also "stiffens the ponds" and "whitens the hedges."

Rationale: Response identifies two ways that King Frost is cruel.

**Question 26**

**Code 40**

Describe three ways in which King Frost is "cruel." Use information from the text and your own ideas to support your answer.

"White are the fields where King Frost reigns;" states lines 13 and 14. King Frost is cruel because all the grasses and flowers, are covered with snow by him. "White are the hedges and stiff are the ponds." This means King Frost is cruel because not only is everything covered with snow, but all ponds freeze over. "Winter's king with his icy breath on everything." This means King Frost is cruel because cold winds are blown everywhere by him.

Rationale: Response thoroughly describes three ways King Frost is cruel. Response includes accurate and specific supporting details.

**Question 26**

**Code 30**

Describe three ways in which King Frost is "cruel." Use information from the text and your own ideas to support your answer.

I think the King Frost is "cruel" is "he breathes out cold wind, which makes things cold. Another way it is "cruel" is "it freezes the pond. In the 2nd stanza, it tells all about how King Frost is "cruel." It explains what he does to the pond, his breath etc....

Rationale: Response identifies two ways King Frost is cruel ("makes things cold", "freezes the pond"). Description is repetitive with some specific, accurate and relevant details.

**Question 26**

**Code 40**

Describe three ways in which King Frost is "cruel." Use information from the text and your own ideas to support your answer.

King Frost is cruel because when he comes, all of the flowers and trees die. He is also cruel because he freezes all of the ponds during his time in reign as king. He is also cruel because he casts his icy breath over everyone to make them cold.

Rationale: Response thoroughly describes how King Frost is cruel and uses accurate, specific and relevant supporting details.

**EQAO Grade 6 Assessment**  
**Scoring Guide – Reading – Open Response**  
**Flowers and Frost**

Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, "?", "I", "I don't know")</li> <li>Off topic: no relationship of written work to the question, no mention of flowers or frost or any other information from the text.</li> </ul>
10	<ul style="list-style-type: none"> <li>Response may indicate an opinion but does not support it or connect it to how King Frost is portrayed in the poem.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response indicates an opinion about how King Frost is portrayed in the poem</li> <li>Response provides minimal support with vague and/or irrelevant references from the text.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response indicates and supports an opinion about how King Frost is portrayed in the poem</li> <li>Response is developed with some specific and accurate ideas and information from the reading selection and may include ideas from personal knowledge.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response indicates and supports an opinion about how King Frost is portrayed in the poem</li> <li>Response is thoroughly developed with accurate and specific ideas and information from the reading selection and may include ideas from personal knowledge.</li> </ul>

**Question 27** **Code 10**

Do you agree with how "King Frost" is portrayed in the poem? Use information from the poem and your own ideas to support your answer.

*I do not agree with how "king frost" is portrayed in the poem*

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Rationale: Response provides an unsupported opinion.

**Question 27** **Code 20**

Do you agree with how "King Frost" is portrayed in the poem? Use information from the poem and your own ideas to support your answer.

*I agree because in real life the flowers do die snow comes down and ponds do freeze.*

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Rationale: Response indicates an opinion with minimal and vague supporting details.

**Question 27** **Code 10**

Do you agree with how "King Frost" is portrayed in the poem? Use information from the poem and your own ideas to support your answer.

*itsaid he was cruel and an Arcandly. I think that he should stop causing every thing-*

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Rationale: Response does not indicate an opinion about how King Frost is portrayed.

**Question 27** **Code 20**

Do you agree with how "King Frost" is portrayed in the poem? Use information from the poem and your own ideas to support your answer.

*no i dont because he is using his icy breath to fizzle every thing up no Noooooo!*

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Rationale: Response indicates an opinion with minimal and vague supporting details.

**EQAO Grade 6 Assessment  
Scoring Guide – Reading – Open Response  
Flowers and Frost**

Code	Descriptor
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10	<ul style="list-style-type: none"> <li>Response may indicate an opinion but does not support it or connect it to how King Frost is portrayed in the poem.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response indicates an opinion about how King Frost is portrayed in the poem.</li> <li>Response provides minimal support with vague and/or irrelevant references from the text.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response indicates and supports an opinion about how King Frost is portrayed in the poem.</li> <li>Response is developed with some specific and accurate ideas and information from the reading selection and may include ideas from personal knowledge.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response indicates and supports an opinion about how King Frost is portrayed in the poem.</li> <li>Response is thoroughly developed with accurate and specific ideas and information from the reading selection and may include ideas from personal knowledge.</li> </ul>

**Question 27**

**Code 30**

Do you agree with how “King Frost” is portrayed in the poem? Use information from the poem and your own ideas to support your answer.

Yes because a snow king would freeze everything if he got the chance. The text says where he ferns he draws plants on the window to fool people

Rationale: Response indicates and supports an opinion about how King Frost is portrayed in the poem with some specific and accurate ideas and information from the reading selection and includes ideas from personal knowledge.

**Question 27**

**Code 40**

Do you agree with how “King Frost” is portrayed in the poem? Use information from the poem and your own ideas to support your answer.

Yes I agree how he is portrayed because I love summer and spring but then King Frost ruins all the colours and turns everything white. “White are the fields where King Frost reigns.” “White are the hedges and stiff are the ponds.”

Rationale: Response indicates and thoroughly supports an opinion about how King Frost is portrayed in the poem.

**Question 27**

**Code 30**

Do you agree with how “King Frost” is portrayed in the poem? Use information from the poem and your own ideas to support your answer.

No, because there can be a lot of good sides to winter as well. It is like Ying and Yang. There cannot be good without bad, just like there cannot be summer without winter. Everything has a good side to it.

Rationale: Response indicates and supports an opinion with some specific and accurate ideas and information from the reading selection and includes ideas from personal knowledge.

**Question 27**

**Code 40**

Do you agree with how “King Frost” is portrayed in the poem? Use information from the poem and your own ideas to support your answer.

No, I don't think he was portrayed properly. Though he make nature die, he brings joy to children, so we can play in the snow go tobogganing, or even go ice-skating I think king frost is not cruel.

Rationale: Response is thoroughly developed with accurate and specific ideas and information from the reading selection and may include ideas from personal knowledge.

**EQAO Grade 6 Assessment**  
**Scoring Guide – Reading – Open Response**  
**The Secret**

Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, “?”, “!”, “I don’t know”)</li> <li>Off topic: no relationship of written work to the question, no mention of Samuel, fossils or other details from the text.</li> </ul>
10	<ul style="list-style-type: none"> <li>Response does not identify or describe a previous event that would explain how Samuel found the fossil.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response identifies a previous event that would explain how Samuel found the fossil.</li> <li>Response is limited with minimal, vague and/or irrelevant ideas and information from the text.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response describes a previous event that would explain how Samuel found the fossil.</li> <li>Response is developed with some specific and accurate ideas and information from the reading selection and may include ideas from personal knowledge.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response identifies and describes a previous event that would explain how Samuel found the fossil.</li> <li>Response is developed with accurate and specific ideas and information from the reading selection and ideas from personal knowledge.</li> </ul>

**Question 38** **Code 10**

What previous event could explain how Samuel found the rock with the fossil? Use information from the text and your own ideas to support your answer.

*There are many previous events that took place that could explain how Samuel found the rock with the fossil. It may be that years ago, the fossil may have been covered by things and then over the years the covering may have turned hard into a rock.*

Rationale: Response does not identify a previous event in the story to explain how Samuel found the fossil (describes an unrelated event).

**Question 38** **Code 20**

*He asked her "I thought you wanted me to show you what I found". This explains that he found the rock and wanted to show the rock to Janet. Janet wanted to see it and did in the end.*

Rationale: Response identifies an event that could explain how Samuel found the fossil. Ideas and information from the text are vague and/or irrelevant (e.g., vague reference to the conversation between Samuel and Janet).

**Question 38** **Code 10**

What previous event could explain how Samuel found the rock with the fossil? Use information from the text and your own ideas to support your answer.

*Samuel found a rock with the fossil. Then went to Janet and they both examine it, and then they wanted know one to know about the fossil. So they both found a hidden place to keep the rock. Because rather of them wanted to take it home.*

Rationale: Response describes an event that might have happened after Samuel found the rock.

**Question 38** **Code 20**

What previous event could explain how Samuel found the rock with the fossil? Use information from the text and your own ideas to support your answer.

*Samuel found the rock with the fossil is maybe he was walking and saw a rock that looks so interesting.*

Rationale: Response identifies a possible event that could explain how Samuel found the fossil. Response is developed with limited support.

**EQAO Grade 6 Assessment**  
**Scoring Guide – Reading – Open Response**  
**The Secret**

Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
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10	<ul style="list-style-type: none"> <li>Response does not identify or describe a previous event that would explain how Samuel found the fossil.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response identifies a previous event that would explain how Samuel found the fossil.</li> <li>Response is limited with minimal, vague and/or irrelevant ideas and information from the text.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response describes a previous event that would explain how Samuel found the fossil.</li> <li>Response is developed with some specific and accurate ideas and information from the reading selection and may include ideas from personal knowledge.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response identifies and describes a previous event that would explain how Samuel found the fossil.</li> <li>Response is developed with accurate and specific ideas and information from the reading selection and ideas from personal knowledge.</li> </ul>

<b>Question 38</b>	<b>Code 30</b>
<p>What previous event could explain how Samuel found the rock with the fossil? Use information from the text and your own ideas to support your answer.</p>	<p>Samuel could have been walking into school when he saw the tulip, then he noticed that rock. So he flipped it over and there it was.</p>
<p>Rationale: Response describes a relevant previous event in the story with some specific and accurate ideas and information.</p>	
<b>Question 38</b>	<b>Code 40</b>
<p>What previous event could explain how Samuel found the rock with the fossil? Use information from the text and your own ideas to support your answer.</p>	<p>Samuel could have found the rock when he was tending to the garden because he brought Janet to the rock garden and she thought he was showing her the tulips the class planted last year.</p>
<p>Rationale: Response identifies and describes a previous event using specific, accurate and relevant ideas and information from the selection (specific reference to the class garden).</p>	

<b>Question 38</b>	<b>Code 30</b>
<p>What previous event could explain how Samuel found the rock with the fossil? Use information from the text and your own ideas to support your answer.</p>	<p>Maybe? when it was raining it was shiny, so he picked the rock up. And he saw there was a fossil.</p>
<p>Rationale: Response describes a previous event with some specific and accurate ideas and information from the story.</p>	
<b>Question 38</b>	<b>Code 40</b>
<p>What previous event could explain how Samuel found the rock with the fossil? Use information from the text and your own ideas to support your answer.</p>	<p>When Samuel had gotten the rock garden a year before he could have been cleaning the rocks and noticed a unusual rock. He might of realized later on that it was a fossil and he didn't want to tell anyone.</p>
<p>Rationale: Response is developed with specific ideas (there is reference to the year before when the class made the rock garden).</p>	

**EQAO Grade 6 Assessment**  
**Scoring Guide – Reading – Open Response**  
**The Secret**

Code	Descriptor
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10	<ul style="list-style-type: none"> <li>Response may indicate an opinion but does not connect it to Samuel’s decision to keep the fossil a secret.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response indicates an opinion about Samuel’s decision to keep the fossil a secret.</li> <li>Response provides minimal support with vague and/or irrelevant references from the text.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response indicates and supports an opinion about Samuel’s decision to keep the fossil a secret.</li> <li>Response is developed with some specific and accurate ideas and information from the reading selection and may include ideas from personal knowledge.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response indicates and supports an opinion about Samuel’s decision to keep the fossil a secret.</li> <li>Response is thoroughly developed with accurate and specific ideas and information from the reading selection and may include ideas from personal knowledge.</li> </ul>

**Question 39** **Code 10**

Has Samuel made the right decision to keep the fossil a secret? Use information from the text and your own ideas to support your answer.

*No because anyone could of look at the bottom of that rock and he say to the girl why did you tell and be mad at her*

Rationale: Response states an opinion, however, ideas and information are inaccurate.

**Question 39** **Code 20**

Has Samuel made the right decision to keep the fossil a secret? Use information from the text and your own ideas to support your answer.

*he made a good decision because if he didn't keep it a secret every on would try to fake it.*

Rationale: Response provides minimal support for an opinion with vague and/or irrelevant references from the text.

**Question 39** **Code 10**

Has Samuel made the right decision to keep the fossil a secret? Use information from the text and your own ideas to support your answer.

*Yes it was because she isn't going to tell anyone about the rock it there secret.*

Rationale: Response states an opinion that does relate to Samuel’s decision; ideas and information are inaccurate.

**Question 39** **Code 20**

Has Samuel made the right decision to keep the fossil a secret? Use information from the text and your own ideas to support your answer.

*"No" it won't be the right disision to keep a secret about the fossil because maybe someone lost it and they can't find it.*

Rationale: Response provides minimal support for an opinion with vague and/or irrelevant references from the text.



**EQAO Grade 6 Assessment**  
**Scoring Guide – Reading – Open Response**  
**The Secret**

Code	Descriptor
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10	<ul style="list-style-type: none"> <li>Response may indicate an opinion but does not connect it to Samuel’s decision to keep the fossil a secret.</li> <li>Ideas and information from the reading selection are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response indicates an opinion about Samuel’s decision to keep the fossil a secret.</li> <li>Response provides minimal support with vague and/or irrelevant references from the text.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response indicates and supports an opinion about Samuel’s decision to keep the fossil a secret.</li> <li>Response is developed with some specific and accurate ideas and information from the reading selection and may include ideas from personal knowledge.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response indicates and supports an opinion about Samuel’s decision to keep the fossil a secret.</li> <li>Response is thoroughly developed with accurate and specific ideas and information from the reading selection and may include ideas from personal knowledge.</li> </ul>

Question 39	Code 30
<p>Has Samuel made the right decision to keep the fossil a secret? Use information from the text and your own ideas to support your answer.</p> <p><i>Yes Samuel made the right decision to keep the fossil a secret because if he told other people which he don't trust them maybe they would have ruined the seashell.</i></p>	
<p>Rationale: Response indicates and supports an opinion about Samuel’s decision to keep the fossil a secret with some specific and accurate ideas and information.</p>	
Question 39	Code 40
<p>Has Samuel made the right decision to keep the fossil a secret? Use information from the text and your own ideas to support your answer.</p> <p><i>He didn't make the right decision about keeping the fossil a secret because it could have been a new species of a dinosaur that existed millions of years ago and they could've donated it to the museum and been a fun</i></p>	
<p>Rationale: Response provides thorough support for an opinion about Samuel’s decision to keep the fossil a secret.</p>	

Question 39	Code 30
<p>Has Samuel made the right decision to keep the fossil a secret? Use information from the text and your own ideas to support your answer.</p> <p><i>Yes, because if she told everyone then they would take it home. No because she could have gave it to the museum.</i></p>	
<p>Rationale: Response indicates and supports an opinion about Samuel’s decision to keep the fossil a secret with some specific and accurate ideas and information.</p>	
Question 39	Code 40
<p>Has Samuel made the right decision to keep the fossil a secret? Use information from the text and your own ideas to support your answer.</p> <p><i>Yes, because if they had shown it to someone people might have come and decided to dig up the school yard to see if they could find more.</i></p>	
<p>Rationale: Response indicates and opinion and is developed with specific, accurate and relevant ideas and information.</p>	