Guidelines for Classroom Displays
Ontario Secondary School Literacy Test, OSSLT

EQAO is committed to modernizing its assessment programs to further support students, educators and parents in Ontario. The goal is to better align the OSSLT assessment environment with regular classroom practices experienced by students throughout the year.

The following resource and examples are meant to clarify which items can be displayed and which ones must be removed or covered during the OSSLT. Teachers should feel confident about leaving up classroom resources, tips and student work that are non-instructional in nature and that will not help students answer a reading or writing question.

Thank you to our community of educators and our committee members for your feedback, assistance in the creation of this resource and continued dedication to the students of this province.
## Non-Instructional Materials

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<thead>
<tr>
<th>Can Be Displayed</th>
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<td>Classroom materials that do not provide explicit instruction of knowledge and</td>
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<td>skills required for reading or writing can be displayed.</td>
<td>for reading or writing (e.g., materials that define, explain or provide examples that</td>
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<td>help a student answer a reading or writing question) must be removed from view or</td>
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### Graphic Organizers

- graphic organizer templates that include only titles or headings but do not contain explicit guidance on how to complete the graphic organizer (e.g., sentence starters)
- completed graphic organizers (e.g., sentence starters filled in with examples)

### Word Walls

- word walls, terms or labelled images (without definitions, examples or explanations)
- word walls, terms or images with definitions, examples or explanations

### Classroom Tips

- EQAO “classroom tips” or similar generic tips
- classroom tips that contain samples of student work related to reading or writing, including past EQAO assessment questions with responses

### Other Classroom Resources

- general classroom resources (e.g., classroom rules, learning goals, success criteria, levels of achievement charts)
- specific classroom resources (e.g., anchor charts) that outline the steps or processes to answer a question related to reading or writing
### Graphic Organizers

#### Non-Instructional Materials

**Can Be Displayed**

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#### Instructional Materials

**Shall Be Covered or Removed**

- completed graphic organizers (e.g., sentence starters filled in with examples)

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#### Example

**Outline**

- **Topic Sentence:** Extra-curriculars should be a part of the high school experience.
- **Reason:** Makes it more fun.
- **Proof:** Always say "get involved, it will be more fun!"
- **Explanation:** Student stay engaged; gives them a reason to come to school, stay in school.

**Sample Paragraph**

Extra-curriculars should be a part of the high school experience. First, they make highschool more fun. Parents, teachers, and older students always say "get involved to make highschool more fun." (Brady) By participating in extra-curriculars, student stay more engaged. They enjoy school more and this will give them a reason to come to school and stay in school. (Sead) (continue with reasons 2+3). That is why high schools need to continue providing extra-curricular activities.
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### But what does that mean?

#### Question Term Definitions

**Compare:**
- Response includes similarities, differences or both.

**Define:**
- Response states the meaning of the word or phrase/term
- Response cannot include the word or a form of the word
- A definition is NOT an example.

**Describe:**
- Response creates a mental picture focusing on specific details using correct terminology.

**Determine:**
- Response must use/show logical reasoning and the appropriate steps to solve the problem and come to a conclusion.

**Explain:**
- Response must use symbols or words to make the answer clear.

**Identify:**
- Response provides specific information (person, place, thing or detail).

**Justify:**
- Response must give reasons, evidence and/or calculations to show why an answer, argument or conclusion is correct.

**List:**
- Response must include information/details in point form.

**Predict:**
- Response must identify what may happen based on the information provided.

**Summarize:**
- Response must concisely express the main idea(s) based on details from the text.
- Does NOT include personal opinion or outside sources.
## Classroom Tips

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