

The OSSLT

The Ontario Secondary School Literacy Test (OSSLT) measures whether students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9. Successful completion of the literacy test is one of the requirements to earn an Ontario Secondary School Diploma.

The administration of the OSSLT at Wexford CSA will take place from:

The 2024 administration will fall on the following dates: **Tuesday November 25th and Thursday November 27th**

What is assessed by the OSSLT?

In the reading component of the test, students use strategies to interact with a variety of reading selections and demonstrate their understanding by responding to selected-response questions and one open-response question. These reading selections focus on three reading skills:

1. understanding explicitly stated information and ideas
2. understanding implicitly stated information and ideas (making inferences)
3. making connections between information and ideas in a reading selection and personal knowledge and experience (interpreting reading selections by integrating information and ideas in a reading selection and personal knowledge and experience)

In the writing component, students respond to selected-response questions and demonstrate their ability to communicate ideas and information clearly and coherently through an opinion essay.

The combination of these written and selected-response questions focuses on three writing skills:

1. developing a main idea with sufficient supporting details
2. organizing information and ideas in a coherent manner
3. using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

Since a large-scale assessment does not allow for a complete revision and refinement process, written work on the OSSLT is scored as first-draft (unpolished) writing.

Administration User Guide

All students will have access to a Practice Test to familiarize themselves with the overall appearance and features of the online OSSLT. Support materials are available for all students once they log in to the online OSSLT. A set of accessibility tools, located in the student toolbar, is available for every student taking the OSSLT and includes the following tools:

- A help menu
- A text-to-speech function that reads the text on the screen out loud
- Zoom in and zoom out capabilities
- A line reader that helps students focus on one line of text at a time
- A high-contrast view
- Annotation tools (highlighter, line, eraser) and rough notes
- All students will also have access to virtual breathing exercises, reminders of test-taking strategies and a minds-on activity to help them as they launch into the modernized OSSLT.

School administrators and teachers can create a plan for any students who require the following:

- Additional time
- A quiet, individual and/or small group setting
- Preferential seating
- Prompts (for students who are off task)

If an accommodation that is described in a student's IEP is also one that is permitted in accordance with the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions, the principal must ensure that the accommodation is available to the student during the OSSLT.

Accommodations for Students on an IEP

Any person who is engaged to assist with the accommodations of one or more students and who is not a teacher must work under the direct supervision of a teacher. Only adult persons who are not relatives of students writing the test may provide assistance in these circumstances. It is important that such individuals be given training and that the guidelines below be followed:

- ◆ The role of individuals who assist with the implementation of accommodations for students with special education needs is to ensure that the student is properly supervised during the administration of the test and that the accommodations are appropriately implemented.
- ◆ These individuals shall not provide students with any assistance that would compromise the validity of the test; that is, they shall not provide assistance that helps students to understand the questions or to formulate their answers, or give any instructions or suggestions (for example, suggestions about pacing their work) not given to all students writing the test.
- ◆ It is generally an advantage if the student knows the person who assists with the implementation of accommodations. However, as noted above, the person must not be a relative (for example, a scribe cannot be a relative of a student writing the test)

See more at: <https://files.ontario.ca/edu-ontario-schools-policy-programs-2016-en-2022-01-19.pdf>

Accommodations for each student with special education needs must be consistent with assessment accommodations on the student's Individual Education Plan (IEP) and can include, but are not limited to, the following:

- Extended periodic supervised breaks
- Sign language or an oral interpreter
- A Unified English Braille version of the test with or without the audio version
- Additional assistive technology
- Verbatim scribing of answers

The e-assessment system has a built-in text-to-speech function. The following is a list of third-party software that are also supported by the e-assessment platform:

- Read&Write for Google Chrome
- Dragon NaturallySpeaking
- Kurzweil 3000
- NVDA Screen Reader
- Provisions for English-language learners can include the following:
- Extended periodic supervised breaks

The following alternative formats of the test have been created for students with special education needs, including students with a visual impairment:

- A Unified English Braille version of the test (contracted or uncontracted)
- MP3s with audio descriptions
- An alternative version of the test in the e-assessment system with audio descriptions

See more at: <https://www.egao.com/frequently-asked-questions/>

All students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, must work toward the literacy graduation requirement by participating in the OSSLT or completing the Ontario Secondary School Literacy Course (OSSLC).

To provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students enrolled in remote learning, students can be enrolled in the OSSLC without having attempted the OSSLT in 2025–2026.

Roles and Responsibilities

for teachers: accessing and navigating accounts, managing classrooms, preparing students for the assessment and administering the assessment sessions

for school administrators: accessing and navigating accounts, managing student lists and teacher accounts, overseeing assessment sessions and functioning as a primary point of contact for teachers

for students and families: ensure that this memo is reviewed regularly, as it will be updated in accordance with EQAO releases. As a student, ensure you are familiar with the OSSLT by taking the practice test. Carefully completing and submitting the full practice test will ensure you receive immediate results for the non-written sections. Here: [Online OSSLT Practice Test](#)

for students with an IEP: consult with the student's assigned Special education teacher and the Assistant Curriculum Leader of Special Education to ensure accommodations stated on the IEP are met on OSSLT test day.

See more about the Framework [here](#).