

# OSSLT Key Terms – from Past Tests

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The following terms are commonly used in questions:

## Compare

The response (your answer) must state **what is the same** in the two things being compared or **what is different** between them. The comparison should include **examples** that show **how the things are similar** or **different** in one or more important ways.

## Define

The response (your answer) must state the **meaning of the word** or **phrase** being defined. The response should include the meaning and **sufficient detail** to **distinguish** the meaning **from similar words** or **phrases**.

## Describe

Questions can ask for a description of something, someone or an idea or the sequence in which a series of things happens or a problem is solved. The response (your answer) must use words to **create a mental picture** of what is being described in an **organized manner**.

## Determine

The response (your answer) must show a **solution** to a **problem** using **logical reasoning**.

## Explain

The response (your answer) must provide **specific** and **relevant supporting details** and show the link between the explanation and the idea or point being explained to make the answer clear. The response must use words to make clear how something (or someone) works, what something (or someone) is like, or why something happens or works the way it does (emphasis is on cause-effect relationships or step-by-step sequences).

## Identify

Questions can ask for the **name** of a **person, place, or thing**, or for a reason. The response (your answer) must use information from the reading selection.

## Justify

The response (your answer) must **give reasons, evidence** and/or calculations to show **why an answer, argument or conclusion is correct**.

## List

The response (your answer) must include **information in point form**.

## Predict

The response (your answer) must identify **what may happen** based on the information provided in the reading selection.

## Summarize

The response (your answer) must **concisely identify the main idea** and **give relevant details supporting it** in the original text.

## Use Information From The Reading Selection To Support Your Answer

The response (your answer) must use **specific details** from the reading selection to **prove the main idea** (point) of the **answer**.

## Use Your Own Ideas To Support Your Answer

The response (your answer) should include the **your prior knowledge** and **experience** of the topic of the reading selection **to develop the main idea** (point) of the answer.

# OSSLT Common Vocabulary – from Past Tests

The following words have multiple meanings.

The meaning given in the definition column is the one most commonly used on the Literacy Test (OSSLT) and in an academic context.

Directions: A) Based on the definition given, determine the part of speech (noun, adjective, verb, preposition). B) Make your own sentence.

Word	Part of Speech	Definition	In a sentence	In your own sentence
1. <b>focus</b>		the center of interest or activity	This generation has made the environment a <b>focus</b> of attention.	
2. <b>quote</b>		direct speech from a person recorded in a text, report, or video	The <b>quote</b> used in line 5 indicates that the character was surprised.	
3. <b>indicate</b>		point out; show.	He always <b>indicates</b> when he is turning his car by using the turning signal.	
4. <b>recognize</b>		acknowledge the existence, validity, or truth about something; to realize:	Literacy has long been <b>recognized</b> as the key to student success.	
5. <b>according to</b>		as stated, reported, or recorded by (someone or something)	<b>According to</b> the author, freedom is the most important aspect of life.	
6. <b>chronological order</b>		the arrangement of things following one after another in time:	This story is in <b>chronological order</b> because what happened first in time comes first in the story.	
7. <b>revision</b>		a change or a set of changes that makes something better	The teacher said, "Make the <b>revisions</b> to the essay and then show me the improvements."	
8. <b>insert</b>		put something into, fit (something) into another thing	Make sure to <b>insert</b> quotation marks into the sentence because the character is speaking.	

9. <b>prepare</b>		make (something or someone) ready for use, for a task, or for consideration.	The best way to <b>prepare</b> for the Literacy test is to go to the practice sessions.	
10. <b>interview</b>		a reporter asks questions in order to gather information for an article, report, or broadcast	The reporter did an <b>interview</b> with the witness after the event.	
11. <b>benefit</b>		receive an advantage; profit; gain.	You will <b>benefit</b> by coming to class on time.	
12. <b>improvement</b>		a thing or action that makes something better	A recent <b>improvement</b> to the school building is the new solar panel on the roof.	
13. <b>volunteer</b>		freely offer to do something for the benefit of a person, group or society	Jenny <b>volunteers</b> at the homeless shelter every Saturday afternoon.	
14. <b>community</b>		a group of people living in the same place or having common interests or religion	The police try to keep the <b>community</b> safe.	
15. <b>environmental</b>		relating to the natural world and the impact of human activity on its condition.	The <b>environmental</b> effects of pollution include global warming and toxic water.	
16. <b>issue</b>		an important topic or problem for debate or discussion.	<b>Issues</b> such as poverty, war, and global warming affect all people.	
17. <b>participate</b>		take part, become a part of an activity or task.	All students in the group must <b>participate</b> in order to make an effective presentation.	
18. <b>purpose</b>		the reason for which something is done or created or for which something exists.	The <b>purpose</b> of this e-mail is to tell you about my son's learning needs.	
19. <b>audience</b>		the group of people for which the communication (book, video etc.) is intended	Which <b>audience</b> are you writing for; teenagers or teachers?	
20. <b>survive</b>		continue to live or exist, especially in spite of danger or hardship.	Some animals <b>survive</b> the winter by sleeping a lot so that they only have to eat small amounts.	

21. <b>option</b>		a thing that is or may be chosen	There are so many course <b>options</b> so I don't know which ones to choose.	
22. <b>present</b>		to formally talk about / teach about something you wrote or studied to a group of people	You may <b>present</b> the information through PPT, a dialogue, a skit, or a video.	
23. <b>refer</b>		mention or allude to	What was the narrator referring to when he said, "Those were dark times."?	
24. <b>provide</b>		to make available, to give	Please <b>provide</b> more details so that I know more about the event.	
25. <b>express</b>		convey (a thought or feeling) in words or by gestures and conduct	I always <b>express</b> my opinion in a respectful way.	
26. <b>demonstrate</b>		clearly show the existence or truth of (something) by giving proof or evidence.	Please <b>demonstrate</b> how to change the tire so that I can copy what you are doing.	
27. <b>impact</b>		have a strong effect on someone or something.	War has a negative <b>impact</b> on communities as it destroys health care, education, and government.	
28. <b>appropriate</b>		Suitable, fitting or proper for a particular person, purpose, or occasion	When someone says "thank you" the <b>appropriate</b> response is "you're welcome."	
29. <b>suggest</b>		state or express indirectly.	Is the author <b>suggesting</b> that the character made the wrong choice?	
30. <b>relationship</b>		The way in which two or more concepts, objects, or people are connected	What is the <b>relationship</b> between these two diseases: sickle cell anemia and malaria?	
31. <b>related to</b>		being connected either logically or causally or by shared characteristics	How is that example you provided <b>related to</b> the previous statement?	
32. <b>contribute</b>		help to cause or bring about	Students can <b>contribute</b> to the school community through being a part of a club.	

33. <b>accurate</b>		correct in all details; exact.	It's sunny and warm but the thermometer says negative 15 degrees Celsius. That's not <b>accurate</b> .	
34. <b>conclusion</b>		a judgment or decision reached by reasoning or the final comment on a topic	Always end the essay by summing up your arguments and drawing a <b>conclusion</b> about the topic.	
35. <b>effective</b>		successful in producing a desired or intended result	Your plan to reduce paper waste was <b>effective</b> . It resulted in a 20 percent reduction in paper use.	
36. <b>promote</b>		further the progress of a cause, venture; support or actively encourage.	Let's <b>promote</b> the missions collection through announcements, videos, and a guest speaker during an assembly.	
37. <b>message</b>		a piece of information sent or given to someone; an important idea expressed in a book, ad, etc.	The story's moral <b>message</b> was to always tell the truth.	
38. <b>represent</b>		To serve to express, stand for, or symbolize something through the use of a word, symbol or image.	The open window in the painting <b>represents</b> change or a new opportunity.	
39. <b>mention</b>		to refer to something briefly without going into detail	I forgot to <b>mention</b> that I had an appointment on Tuesday so that's why I couldn't write the test.	
40. <b>organize</b>		arrange into a structured whole; order.	Should I <b>organize</b> the points in this paragraph by time or by order of importance?	
41. <b>persuasive</b>		able to cause people to do or believe something or change their mind; able to persuade	A <b>persuasive</b> opinion essay includes specific reasons with examples and relevant facts.	
42. <b>solution</b>		a means of solving a problem or dealing with a difficult situation.	A <b>solution</b> for too much garbage is to reduce, reuse and recycle.	
43. <b>advice</b>		guidance or recommendations concerning future action.	My <b>advice</b> is go to bed earlier, set an alarm, and ask your mom to force you out of bed.	

44. <b>factor</b>		a circumstance, fact, or influence that contributes to a result or outcome.	Two of the <b>factors</b> that caused the war were conflicts over land and different political ideas.	
45. <b>combine</b>		unite; merge; put together	If you <b>combine</b> the words star and fish you get the word “starfish”.	
46. <b>feature</b>		a distinctive attribute or aspect of something	I like the <b>features</b> on this new phone such as the larger keypad, improved speaker, and quality camera.	
47. <b>characteristic</b>		a feature or quality belonging typically to a person, place, or thing and serving to identify it.	The <b>characteristics</b> of monkeys include flat noses, human like fingers and tails, and fur.	
48. <b>relevant</b>		connected to, important to a topic, issue, task	Why did you ask a math question in history class? Next time ask a question that is <b>relevant</b> to our discussion of human rights.	
49. <b>connect</b>		to join, link, bring together	You might not <b>connect</b> a movie with a historical event until your teacher points it out.	
50. <b>similar</b>		resembling without being identical	Many dance songs sound very <b>similar</b> to each other with similar lyrics and almost the same beat.	

# OSSLT – Types of Questions from Past Tests

These questions or directives may be in the open response or in a multiple choice section

<p><b>Comprehension (<i>explicit</i>)</b> questions:</p> <p>What is the cause of the problem?          What are the steps in the sequence?          What are the benefits of volunteering according to the students?</p>	<p><b>Comprehension (<i>implicit / inferred</i>)</b> questions:</p> <p>Which ideas are compared in this selection?          Which of the following is likely to occur if....?          In paragraph 3, what is the author suggesting might change soon?          What is an accurate conclusion that can be drawn based on the pie charts?          Why is Robert a good choice for this internship? Use specific details from the selection to explain your answer.</p>
<p><b>Organization</b> questions:</p> <p>How is the information in paragraphs 1 to 3 organized?          Which paragraph presents information in chronological order?          Which revision will improve the organization of the following paragraph?</p>	<p><b>Features of print and graphic text</b> questions:</p> <p>Which feature in this graphic text identifies the problem and its solution?          Which feature, if added, would improve the diagram?          Why are there numbers in the subheadings?</p>
<p><b>Paragraph format</b> questions:</p> <p>What would be the most appropriate title for this selection?          Which option is the best concluding sentence for this paragraph?          Which option is the best topic sentence for this paragraph?          What idea connects the introductory paragraph to the conclusion?          In which paragraph is a general idea supported with specific information?</p>	<p><b>Punctuation</b> questions:</p> <p>Which sentence uses a comma correctly?          What is indicated by the single quotation marks in paragraph 2?          Why are the words <i>Edmund Fitzgerald</i> in italics in this narrative?</p>
<p><b>Grammar</b> questions:</p> <p>Which sentence is written correctly?          Which sentence needs revision?          What does “it” refer to in paragraph 3?</p>	<p><b>Word meaning</b> questions:</p> <p>What is the best meaning for _____ as used in line10?          What word is closest in meaning to _____ as used in the 1<sup>st</sup> paragraph?</p>
<p><b>Synthesis</b> questions:</p> <p>Choose the option that best combines all the information in the boldfaced sentences.          Choose the sentence that does not belong in the paragraph.          Which sentence should be inserted into the paragraph?          Which option is the most effective solution to the problem?</p>	<p><b>Purpose</b> questions:</p> <p>How are the questions in paragraph 7 used?          Why is a bar graph appropriate for the data?          What is the purpose of the dashes in paragraph 1?          What do the arrows in this selection show?</p>