

Collection of Evidence 1

When reviewed against the End-of-Course (EOC) Writing Performance Level Descriptors (2017), the overall writing quality of this collection of evidence demonstrates the achievement level of Pass/Advanced.

Each sample includes a **clear, logical thesis that conveys a central idea, position, or purpose**. In the first writing sample, a clear **position** is presented (*Students, at such a young age, are constantly changing and moving to different interest and ideas. Because of this, it is a poor idea to put the choice of a career specific path into high schools.*) that **provides for the development of ideas** (*Specific career paths are rigid and unmoving. The stiffness is a stark change from the constant evolution and change of young teenagers.*). The second sample provides a more formulaic **thesis** (*Throughout the poem, three examples of Gothic Literature are frequently in use: the supernatural, mystery and suspense, and the dark side of humanity. . . .All together, Edgar Allan Poe’s “The Raven” includes multiple accounts of examples of Gothic Literature and the poem exemplifies the requirement to be such literature.*) that **does not fully provide for literary analysis**; however, it remains **clear and logical**. In the third sample, a **concise thesis statement focuses the writing and provides support for the argument and central idea** (*Restorative justice is not an effective way to solve discipline problems in school because it is proven impractical in countless studies, hard to implement, and poorly received by students.*).

Each sample includes **precise, relevant evidence that clearly elaborates the thesis and supports the purpose for writing** with few, if any digressions. **Evidence** provided in the first sample becomes repetitive at times but does not detract from the overall quality of writing (*Students, at such a young age, are constantly changing and moving to different interest and ideas. . . .students are also shifting ideas and interests. . . .The students are young and constantly changing their ideas and interests. . . .*). The second writing sample is strengthened by the attempts at literary analysis (*The use of mystery and suspense made the reader feel tense in anticipation of what may the narrator hears outside his chamber door.*), and the third sample demonstrates the use of **evidence to draw effective conclusions** to further support the thesis (*The Pittsburg study shows how the new change is simply not practical and consistent as some studies make it out to be. Restorative justice needs to significantly out-perform traditional ways consistently for it to be a worthwhile addition. . . .*). The first and third samples **provide and refute a counterclaim** (*They see it as an early start for teenagers....I disagree with that statement because, again, students at this young age are constantly changing. . . .*) (*Early attempts at restorative justice seemingly work....However, the thought-provoking information is regarded as inconclusive because similar results cannot be replicated in all studies.*), and the first sample also includes a **call to action** (*Students, if you do not want to be restricted to a specific course selection...please, be against choosing the specific career pathway at your school.*), though it is **not entirely appropriate to the audience or occasion**. **Ideas are connected within and across paragraphs, maintaining a consistent point of view and exhibiting unity** in writing (*All together, an echoed whisper and the change of surrounds are two instances of supernatural events that display an example of Gothic Literature and the narrator’s*

unnatural mindset on Lenore. In addition to the supernatural, mystery and suspense is another example of Gothic Literature found in the poem. Mystery and suspense heightens tension and creates an unnerving feeling that throws off the reader.). The writing includes a **variety of sentence structures** that enhance the writing, and **word choice and tone** are generally appropriate, with a few minor lapses (*Putting a decision with such importance on teenagers is a big ask*).

Each writing sample exhibits consistent, though not perfect, control of **sentence formation, usage, and mechanics**, including attempts at **composing and punctuating complex sentences** (*Restorative justice seems like a perfect idea to solve school suspensions but, with the factors of lack of practicality, troubling implementation, and poor reception, it is an overall negative alternative to traditional methods*). Overall, usage and mechanics support and enhance the writing.

The collection of evidence demonstrates consistent, though not perfect, control of the features expected for student writing at the end of the course, indicating a performance level of Pass/Advanced and resulting in a Verified Credit in Writing.