

Collection of Evidence 10

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 Fail/Does Not Meet.

Each of the three pieces of evidence **attempts a simple thesis** rather than providing a logical thesis with a central idea, position, or purpose. In the first writing sample, the student **develops a simple thesis** that, while present, is weak and **does not provide a clear central idea** (*Cell phones sometimes are not all that great*). In the second sample, **a thesis is implied** throughout the writing, but any attempt at analysis is weakened by the tendency to summarize, **preventing a clear purpose for writing from emerging**. The third writing sample begins with a question (*Should schools ditch detention and find more therapeutic ways to discipline students?*) that remains unanswered, **making the position of this writing difficult to discern**.

Though **accurate, relevant evidence** is effectively provided in the first sample (*In the middle of the movie your phone rings and causes a giant distraction*) and third sample (*Also the academic performance of middle schoolers worsened at schools that tried restorative justice. Meaning that restorative justice may not work for every grade level or every school the way it does for others*), more often **the support is basic or limited**. **Elaboration** in the second sample, while relevant to the topic, **does not show relationships between and among the ideas** listed; rather, the writing includes quotations from a text that are then rephrased **instead of used to draw conclusions or support an analysis** (*The narrator also says “but for almost six months she did not appear on the streets”. (7) This indicates that the narrator stayed couped up in her house and never went out to do anything*). While the third writing sample **attempts to provide a solution drawn from reasonable conclusions** (*If students feel that teachers are seeing them more as humans and respecting them, then they are a lot more likely to obey the teacher and not get into trouble which would reduce the referral and detention rates*), it is overshadowed by **the lack of focused, relevant support**. There is **evidence of unity** between sentences within the second paragraph of the third writing sample, but overall, **unity is affected by simple or improper transitions between sentences and paragraphs**. There is evidence of **voice** throughout the sample, but it is **often inappropriate to audience and purpose** (*Here is an example you are walking around the mall with your face in your phone texting and what not and you bump into somebody*), and the **variety of sentence structures is limited**, with instances of repetitive construction throughout (*The narrator explains... This implies... The narrator also states... This means*).

Though each writing sample includes sentences that consistently, though not perfectly, maintain **standard usage**, there are instances when **sentence structure and mechanics** do not fully support the writing (*If students had to stay after school to participate in a yoga class rather than miss recess or sit at silent lunch Im sure they would without a doubt be much happier*). While control of usage and

mechanics enhances the collection of evidence, overall weakness shown in the features of composing and written expression prevent this collection from reaching a level of Pass/Proficient.

The collection of evidence demonstrates inconsistent control of the features expected for student writing at the end of the course, indicating a performance level of Fail/Does Not Meet. The collection of evidence does not meet the requirements for awarding a Verified Credit in Writing.