

### Collection of Evidence 3

**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 writing sample demonstrates consistent, though not perfect, control of developing a **clear, logical thesis**. A formulaic thesis statement appears in the first writing sample (*The decrease of social interaction due to electronics has had a negative impact for the following reasons:*) that lists a reason never addressed in the writing (*technology is becoming more dangerous.*); however, the **position and purpose** for writing are clear. The second writing sample includes a **thesis statement with reasonable conclusions and fully provides for the development of ideas**. A reasonable attempt at analysis is made in the third writing sample, with a **clear, sophisticated introduction and central idea** ([The texts] *differ greatly when it comes to points of view and figurative language; however, the two pieces were written for similar purposes.*); however, the effects of different writing styles, while summarized, are not connected to the author's purpose for writing each of the analyzed texts.

**Evidence is precise and relevant**, clearly, though not perfectly, **elaborating the thesis in each sample**. The first and second sample demonstrate effective use of quotations, embedding the information appropriately and **drawing conclusions** from the source material (*Individuals do not realize how precious time is. . . . One day some family members will not be here, and society will wish they would have spent more time with their loved ones and not on a phone.*), though some **repetition and off-topic claims** also appear (*Children need to grow up and grow into being a teenager, and part of that is becoming independent. Adolescents will make mistakes and mature from them, and that how is how they grow up, so it is important they are not deterred from being independent.*). The third writing sample **connects ideas within paragraphs in a clear progression, though unity across paragraphs is weak**. **Unity** is stronger in the first and second samples, as **ideas are connected in a clear progression** as well as to the overall **purpose and position**. The second sample demonstrates reasonable control of **acknowledging and refuting an appropriate counterclaim** (*On the other hand, many people believe parents should be able to track their teenager's location. They believe teenagers often make impetuous decisions and do not realize the consequences of their actions. This is true; however, it is a necessary part of growing up and becoming independent.*).

The writing demonstrates consistent control of **usage**. Examples of **purposeful, varied, and effective sentence structures** are evident throughout the writing. **Vocabulary and specific word choice** create a **voice and tone appropriate to both the audience and the purpose**. Each writing sample demonstrates control of mechanics, including correctly punctuating complex sentences (*For example, Lockie is a seventeen-year-old girl who is very shy; consequently, she developed social anxiety and is having a hard time finding a part-time job. If Lockie would have had more face-to-face conversations, they she would*

*not be having the problems she is today.*). 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.**