

### Collection of Evidence 4

**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/Proficient.**

The writing samples each include a **logical thesis that conveys a central idea, position, or purpose**, although some **evidence** diminishes the **clarity of the thesis**. In the first writing sample, a clear, though formulaic, **position** is presented (*This paper will discuss how people cannot handle spontaneous social interactions because of their reliance on technology.*). In the second writing sample, the **purpose** of analyzing a career choice is clear (*Being a social worker is an amazing career choice.*), and the third writing sample takes a **clear, logical position** that provides the **central idea and purpose** for writing but does not fully **provide for the development of ideas** (*Vaccinations are a huge reason people stay protected....we should still be vaccinating.*).

The first writing sample provides **relevant evidence that elaborates the thesis**, and the writer's **viewpoint** is consistent; however, **organization** is affected by **digressions and lists of thoughts** (*Teens can barely maintain a conversation with each other. They just sit in silence or ignore each other....they do not know how to help or save the conversation....Too much of this screen time leads to eye problems in life and hand issues.*). The writing in samples two and three include more **precise, relevant evidence** to support the **purpose**, and each sample attempts to use embedded research that enhances and supports the central idea. Each writing sample presents **effective conclusions drawn from valid reasons, claims, or evidence** (*The more kids with vaccinations the greater the barrier to the illnesses, so it also helps other students be protected.*). The writing exhibits a **variety of sentence structures** (*Starting to look deeper into the field in highschool to make sure one wants to continue through life as a social worker is smart, and if the low pay is not problematic, then one should consider it.*), and the occasional elevated word choice is appropriate to **audience, purpose, and occasion** (*Regardless of the status quo, we should all still be vaccinating....Where the vaccination is for flu or chickenpox is of little relevance!*).

Each writing sample exhibits reasonable control of **sentence formation, usage, and mechanics**, including the appropriate use of a comma in a variety of sentence types. Occasionally **usage and mechanics** errors affect the clarity of an argument (*Therefore, are the more people wanting and learning how to become social workers and these professionals are having a greater impact on the world.*). Despite some inconsistencies, control of usage and mechanics supports the writing overall.

**The collection of evidence demonstrates reasonable control of the features expected for student writing at the end of the course, indicating a performance level of Pass/Proficient and resulting in a Verified Credit in Writing.**