

Collection of Evidence 6

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 demonstrate **reasonable, though not consistent, control of developing a logical thesis**. A **central idea, purpose, or position** becomes evident in each sample, but the thesis is weakened at times by a **lack of organization** or the inclusion of off-topic or contradictory information, as seen in the first sample (*All of these forms of social media show that they don't harm but inform society. Despite all the positives that are listed above, the negatives have hampered our social skills.*). The second writing sample shows greater control of forming a **thesis**, and **elaboration** is more consistent (*So, in order to be informed properly, people must go to a college where the main study is in medical diagnosis and anatomy. The athletic trainer must know what they are doing for every injured athlete. If they do not know the material, for this job very well, then they are going to be fired quickly for harming someone critically.*). Though the **position is clear** in the third sample, the writing again demonstrates weakness in developing an overall thesis due to instances of **inconsistent elaboration** and **illogical conclusions** (*[Homeschooling] could possibly end their children's education before it even starts.*).

Relevant evidence is provided in the first sample, though information is occasionally **not connected to the central idea** (*Social media hasn't been around for a very long time. It used to be when a person wanted to get in touch with someone else, people would have to send letters and packages on horseback to communicate with each other. Social media can even make a person's product better known.*). The first sample also embeds source material in an **attempt to support the thesis**, though the information is then misinterpreted (*... social media users are having more conversations with people online and off!*... *So, if there is technology there are fewer people communicating face-to-face.*). **Organization, including the use of transitions between and among ideas**, is greatly improved in the second sample. For example, after a weak introduction (*Not every person qualifies to be an athletic trainer, but they will have some type of specific job title.*), the writing in the second sample demonstrates more consistent control of **organization and elaboration** in the first through third body paragraphs. Though **elaboration** is occasionally thin, **evidence** included in the third sample is overall appropriate to the topic, and the **progression of ideas is consistent, allowing unity to emerge** (*For example, according to Google, people spend on average an astonishing "50 minutes" on their social media. Everyone believes other people's lives are better than their own; for example, everyone likes to see what goes on in others lives. They also only live online; therefore, they keep themselves from their families and friends because they think that what's on their phones or game consoles is more important than their actual lives.*). However, there are instances of **illogical conclusions alongside more reasonable conclusions**, demonstrating inconsistent control of the feature (*The reason why this may happen is because both the mom and the dad might not understand the material as well; therefore, the child becomes confused and*

Annotation for Collection of Evidence 6
Performance Assessment to Verify Credits in Writing (End-of-Course)

not able to keep up with the classes that are required for him/her to graduate on time. . . . Another example could be that getting in contact with the child's teachers could be complicated and frustrating because the child is struggling. Or when the child grows up and goes out for a job he/she will not . . . have a good vocabulary to communicate).

The collection of evidence includes examples of correctly punctuated, **varied and effective sentence structures** alongside occasional **run-on sentences and sentence fragments** (*Something is not right about social media it is a waste of time and takes away valuable time that can be used for family members and friends.*). Each writing sample includes sentences that consistently (*The job pays well, and if they enjoy being an athletic trainer, it will be as if they don't have a job at all. These medical requirements give one the opportunity to go wherever he/she wants, and if one stays with being an athletic trainer, he/she could get higher in the business to become an owner or better.*), though not perfectly, maintain control of **usage and mechanics**.

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.