

Collection of Evidence 7

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.

Each of the three pieces of evidence contains a **logical thesis**, though evidence of a **central idea, position, or purpose** is inconsistent. A clear **position** is included in the first sample; however, the **purpose** is weakened by the use of rhetorical questions that are not skillfully presented and create an inappropriate shift in tone (*Entering high school and having to commit to a career at a young age kind of seems crazy right? Do you think it's a good idea for students to commit to a career at a young age?*). Similarly, the second sample has a clear **central idea**, but the **purpose** is weakened due to a formulaic thesis statement that **does not fully provide for the development of ideas** (*All three of these elements tie into Gothic Literature.*). The third writing sample states a **position** that, though not effectively connected to the introductory information, is **clear and logical** (*Many schools have replaced in-school suspensions with mediation, yoga, and other therapeutic activities. Therefore, these Alternatives can be so much more effective when handling disciplinary actions than in-school suspensions. . . . This is when restorative justice comes into play*). Control of composing a logical thesis is reasonable, though not consistent, due to overall weakness in conveying a purpose and providing for the full development of ideas.

General, repetitive information appears within and across sentences (*In my opinion as a high school student I usually tend to very indecisive in making a decision. So when it comes to making a decision and committing to it is very difficult for me.*), but overall **support** for the thesis in each writing sample remains **accurate and relevant**. The second writing sample contains quotations from literature that are summarized but not fully integrated into an analysis (*One can infer that he is saying the Raven will leave as all others have left him, conveying isolation.*) alongside a more sophisticated attempt at analysis (*The Raven symbolizes everlasting grief and the mood of the poem is despair. To sum this all up "The Raven's" Gothic elements all tie into one thing which is its symbol of grief which finally ties that into Gothic Literature.*), though **unity** is affected due to the information being introduced in the concluding sentences. The third writing sample shows more skillful embedding of source material, seen in the body paragraph. There are examples of **conclusions drawn from reasons, claims, and evidence** in each sample. The first and third writing samples attempt to **acknowledge and refute counterclaims** (*However, many may say that this type of restorative justice is certainly time consuming. . . . In contrast to that, others say that the benefits from encouraging the discussion method between students at school and not rushing to punish every infraction can lead to feeling more connected with their peers.*), and overall, ideas in the samples are presented in a **clear progression, demonstrating unity**. **Word choice** is at times inconsistently adapted to **audience and purpose**, though it remains appropriate overall. In the second writing sample, definitions for the three isolated gothic elements (*Isolation, Mental illness, and Depression*) would show awareness of audience, but because they are not the student's original

work and lack citations, these sentences cannot be considered when evaluating the collection of evidence.

The collection of evidence includes examples of **varied and effective sentence structures** alongside sentences that demonstrate less control of the feature, including **sentence fragments**. Each writing sample includes sentences that reasonably, though not consistently, maintain control of **usage and mechanics** (*He compares perfume to a mythological drink-nepenthe- that one would drink to forget his or her pain. In reality to a regular human being this would not occur to their thoughts but because of the mental illness that causes behavioral and mental impairment this can switch up on how they start to view their surroundings.*).

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.