Collection of Evidence 8

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 collection of writing demonstrates reasonable control of developing a **logical thesis**, though some weakness appears. A **thesis statement** appears in the first writing sample that, while formulaic, **clearly states a position** (*. . . E-cigarettes and vaping are not better* [than smoking] *because it can cause an addiction to nicotine, it can cause popcorn lungs, and it also encourages bad habits to young teens by looking cool*). The **purpose** for writing in the second writing sample is less clear due to the sample alternating between a personal essay (*I would like my career to be a mental health counselor. . . .I find that there are far more positive effects to this job than negative.*) and a descriptive essay (*Mental health counselors help others with their problems whether it be drug abuse, depression, anxiety, or other major issues*). A **clear position** appears in the third writing sample, beginning with the title (*Parents should vaccinate their children*). Though the **thesis is logical**, the final sentence of the first paragraph lists three reasons that are similar and repetitive, **limiting support and the development of ideas for the argument**.

While most, if not all, **evidence is relevant**, **organization and unity are severely lacking**. Each writing sample in the collection of evidence shows **limited control of using transitions and making connections within and among ideas**. While the first writing sample takes a clear, though formulaic, approach to **organization** (*The first reason. . . . The second reason*), and **information seems relevant to the thesis** overall, it is often **not fully connected** to the stated topic of each paragraph. The addition of hypothetical situations that are **not fully elaborated or connected to the purpose** in the first sample is also ineffective. Information in the third sample **elaborates the position, but transitions among ideas are weak**. (*Now that vaccines are around diseases like measles, influenza, and many other diseases have majorly declined since vaccinations have come into play. Not only could this particular situation been avoided but many others like it as well if only people had chosen to get properly vaccinated.*). **Unity** is affected in the second sample by **an overall lack of organization** (*Most mental health counselors tend to work in an office. . . . Many of the workers find that this job can take a negative mental effect on themself, so it is difficult to always have to be mentally present when doing this job.*), though some attempts are evident (*There are many positives and negatives to committing to this job. For example the positives include. . . . Negatives may include. . . .*). Weakness in organization affects the overall quality of writing, though reasonable to consistent control of additional features of the performance level allows this collection to be considered proficient.

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The collection of evidence includes examples of **varied and effective sentence structures**. There is occasional evidence of **voice and tone appropriate to the audience and purpose** (*If the mothers and infants were vaccinated to prevent the measles from spiraling out of control then there would not have been such a high death rate. Why wait to catch a disease that could potentially kill millions when there are ways to prevent it?*) Each writing sample includes sentences that consistently, though not perfectly, maintain **standard usage**. Control of usage and **mechanics** is reasonable, though at times inconsistent.

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.