

# Collection of Evidence 1

Performance Assessments to Verify Credit in Writing

Achievement Level: Pass/Advanced

This collection of student writing should be used in conjunction with the VDOE-provided annotation and the *Performance Level Descriptors (2017)* to evaluate collections of evidence and determine if a verified credit in writing is to be awarded.

“I don't know Mom! I just don't know what I want to do with my life yet!” “Well, you better hurry up and decide because the school needs to know. This will be the career you commit to.” Around the world, some students are expected to identify and commit to a career when they are entering high school. Putting a decision with such importance on teenagers is a big ask and could result in an undesirable answer. Students, at such a young age, are constantly changing and moving to different interest and ideas. Because of this, it is a poor idea to put the choice of a career specific path into high schools.

The choice of a career path is an easy one if you know exactly what you want to be, but many students do not. By not knowing what career or pathway a student wants to take, many problems arise. For one, the student is forced to make an ill-advised selection of a pathway that will continue with them for the rest of their life in the form of higher education or a job. Being in high school, I can relate to this because I do not have a grasp of what I might want to do for a career. Consequently, I would be put into a pathway that I had no intentions of being in. My future life could be altered for the worse because of my poor choice of career at a young age. Owing to the fact of young age and the mystery of future career paths, students should not be given a choice to move onto specific career paths.

Specific career paths are rigid and unmoving. The stiffness is a stark change from the constant evolution and change of young teenagers. Along with changing from a maturity standpoint, students are also shifting ideas and interests. The change of heart and preference causes a monumental problem for students who have chosen a fixed learning path. I would personally be upset if I saw my child lose interest in a subject, but also be stuck in that

pathway for the rest of their school years. Students should not given such a life-altering choice so early in their life. Additionally, teenagers bodies change quickly so, their minds and interest do the same. All together, students, who are constantly shifting ideas, should not be restricted to one specific pathway. For that reason, it is an illegitimate idea for students to be given the choice and put into these career paths.

Although I see it as a poor idea to force students to commit to a career path, many others do not. They see it as an early start for teenagers. An early career choice commitment could solidify any doubts in the students and could open up job opportunities for them as well. I disagree with that statement because, again, students at this young age are constantly changing so, making them commit to a pathway will result in unwanted answers. The fact of undesired pathways is not only a detriment to the students, but also the teachers and school officials as well. Teachers and other members of society have to provide schooling and, most importantly, lots of money to fund these specific paths. It would all go to waste on a poor, immature decision by a student who did not really know what choice to make.

I would regret making an enormous decision for my career path only to become disinterested later on. Without a doubt, it is an unfair proposition to put the choice of a specific career path for students. The students are young and constantly changing their ideas and interests so, placing them in a rigid class sector is a poor decision.

Additionally, many teenagers, like myself, have not the faintest clue of what they want to pursue in their life. Both of these reasons combined result in a lot of horrible ideas,

decisions, and outcomes for students and teachers. Students, if you do not want to be restricted to a specific course selection or you just do not know what you want to do, please, be against choosing the specific career pathway at your school. Teenage years are about new found freedoms and maturity. Imagine all that being taken away by being placed in a specific school path that you no longer enjoy.

## Examples of Gothic Literature in Edgar Allan Poe's "The Raven"

In the poem "The Raven" by Edgar Allan Poe, multiple forms of Gothic Literature create a structure for a piece that displays the qualities of a work of Gothic Literature.

The poem begins with the narrator on a cold and dreary night and he is depressed from the death of his true love. He is met by a raven who constantly belittles him, shutting down his quest to move on from his lover by repeating the word "nevermore!" The narrator is in perpetual heartbreak and by the end of the poem, the narrator's soul is destined to heal nevermore. Throughout the poem, three examples of Gothic Literature are frequently in use: the supernatural, mystery and suspense, and the dark side of humanity.

Many times throughout the poem, an element of Gothic Literature, the supernatural, occurs in the reading. The supernatural displays something confusing or illogical to the reader. In the first stages of the poem, the narrator is hearing a tapping noise coming from outside his chamber door and hopes it was his lover Lenore. He says, "And the only word there spoken was the whispered word, 'Lenore?'" This I whispered, and an echo murmured back the word 'Lenore'" (xxviii-xxiv) In the quote, the narrator calls out to the air, asking if Lenore is the one making the tapping at his door which is not possible as she has passed away. Nevertheless, he hears a ghostly response in hopes of filling the void of the passing of his lover. The inclusion of the quote exemplifies the narrator's overwhelming lust for Lenore. He is at the point of hearing fictitious responses to his call if it means to be with his lover Lenore. Later in the poem, the narrator feels the air change and feels angels coming down at his thought of Lenore. He says, "Then, methought, the air grew denser, perfumed from an unseen censer Swung by seraphim whose foot-falls tinkled on the tufted floor" (lxxix-lxxxii).

The perfume comes from an unknown source and angels are thought of coming down on the narrator's house. Further after the quote, the narrator asks the raven if he can forget Lenore as the thought of her changes his mood as it changes the air around him. The air became dense and a perfume permeates throughout to signify the narrator's feelings of Lenore and how he wishes to simply forget her. The raven denies his request and the narrator must remain alone and in grief. All together, an echoed whisper and the change of surroundings are two instances of supernatural events that display an example of Gothic Literature and the narrator's unnatural mindset on Lenore.

In addition to supernatural, mystery and suspense is another example of Gothic Literature found in the poem. Mystery and suspense heightens tension and creates an unnerving feeling that throws off the reader. Poe uses the element multiple times, most notably in the first stanza of the poem. The narrator says, "As some one gently rapping, rapping at my chamber door. 'Tis some visiter' I muttered, "tapping at my chamber door"" (iv-v). He later continues to hear more sounds and rustling in his home, resulting in thoughts of who could be out there. The narrator's heart beats faster and he becomes afraid of what lurks in the darkness. The use of mystery and suspense made the reader feel tense in anticipation of what may the narrator hears outside his chamber door. Later in the poem, a similar feeling is given when the door is opened. In lines 24 through 27, the narrator opens the chamber door only to find nothing behind it, his thoughts run rampant, and he dreams unimaginable horrors of what made the tapping. What was making the noise? The reader is left in shock and tension from the mystery of what has occurred. Poe uses the element of mystery and suspense to achieve this feeling of horror in the reader, making the poem a form of Gothic Literature.

During the poem, Poe writes of examples of grizzly topics that excite dark ideas of society. The element of a dark side of humanity are these such topics such as loneliness, murder or depression. The narrator experiences the dark side of humanity multiple times in the poem as he thinks of his lover Lenore. He says, “Is there balm in Gilead? - tell me - tell me, I implore! Quoth the raven ‘Nevermore’” (lxxxiv-xc). The narrator asks if his soul will be saved and find relief when he goes to heaven. The raven replies with “Nevermore” meaning he will continue to grieve, all his days, even in the calmness of his sanctum. The quote exemplifies constant grief and depression. A dark person is needed to be in perpetual heartbreak, making this an example of a dark side of humanity. Also in the poem, when the narrator first meets the raven, he is frightened that the raven will leave. He says, “Till I scarcely more than muttered ‘Other friends have flown before -- On the morrow he will leave me, as my Hopes have flown before’” (lviii-lix). The narrator is scared that the raven will leave just as his friends have left him lonely before. He is in deep sadness as all hopes and dreams have flown away. The death of Lenore causes him to feel lonely and secluded so, he does not want the raven to fly away and leave him alone again. Dark side of humanity is in the narrator’s feelings as he will be in grief forever, even after his death, in his constant loneliness and in his seclusion after the death of Lenore.

Mystery and suspense, the supernatural, and a dark side of humanity are three of the many examples of Gothic Literature in the poem “The Raven.” Firstly, mystery and suspense create tension and evoke a sense of urgency in the reader’s mind. It is used throughout the story as the narrator hears tapping outside his chamber door. Also, the supernatural is another

example and it shows confusion or a change in the poem. The narrator experiences the supernatural as he thinks of Lenore and wants to see her again. Lastly, a dark side of humanity is a third example of Gothic Literature and displays the ravaging and often saddening side of human life and thought. All together, Edgar Allan Poe’s “The Raven” includes multiple accounts of examples of Gothic Literature and the poem exemplifies the requirements to be such literature.

#### Work Cited

Poe, Edgar Allan. “The Raven.”



### **The Unfortunate Problems With Restorative Justice.**

According to a study by the Journal of Youth and Adolescence there was “no difference in school climate between middle schools that tried restorative justice than those that did not.” Restorative justice is the use of alternative methods of discipline that aim to progress the social well-being of students by talking out problems in the classroom. It sounds like a worthwhile idea but, it is unfortunately not practical in a real world environment. Restorative justice is not an effective way to solve discipline problems in school because it is proven impractical in countless studies, hard to implement, and poorly received by students.

Early attempts at restorative justice seemingly work like a study by Kansas State professor Tonnie Martinez. She saw a decrease of office referrals in a small sample of middle schoolers. However, the thought-provoking information is regarded as inconclusive because similar results cannot be replicated in all studies. For example, a Pittsburgh study by the RAND Corporation says “The academic performance of middle schoolers actually worsened at schools that tried restorative justice.” The Pittsburgh study shows how the new change is simply not as practical and consistent as some studies make it out to be. Restorative justice needs to significantly out-perform traditional ways consistently for it to be a worthwhile addition and, in the places it’s been implemented, it is rarely beneficial.

Max Eden, in his article titled “Restorative justice isn't working, but that’s not what the media is reporting,” tallied reviews of studies in restorative justice from around the nation and found only one positive review of the implementation: a teacher’s survey in Pittsburgh. With only

one good response, that leaves eighteen negative reviews of restorative justice. The margins do not look good for yoga and deep-breathing so far, but maybe the students like it?

Unfortunately, the students are not taking this easy.

Of the eighteen reviews Eden tallied, four had negative student reviews of restorative justice. The poor reception is attributed to the fact that students felt the teacher's control of the class fell, and fellow classmates were less respectful or supportive of each other. On the other hand, teachers felt they had better class management in the classroom and, as a result, school safety improved. All together, Teachers like the new discipline but, students do not. Conflicting results are not a good sign of success and if students are the ones being negatively affected, restorative justice is better off not implemented. Students are the most important element of the classroom. It is their social and educational well-being that is affected by the different ways of discipline, so it is important to make a decision on whether or not to keep this change.

Students do not like the changes in the classroom. What's new? Students also do not like being given more homework but, teachers still give it out. What makes restorative justice a harsher change than more homework?

Change can sometimes be good in the classroom, however, when the benefits of a drastic change like restorative justice is not seen in two or more years, there is a problem. The problem is that restorative justice is simply too hard to implement in the classroom. It takes

consistency, a high amount of precious school time and an experienced set of teachers that are comfortable with the process. “It’s not like a suspension where you send a child out and your done with it.” said associate professor Francis Huange at the University of Missouri’s College of Education. Restorative justice requires more attention and effort. Teachers are not successful in creating a solid environment for students to open up and it would take many, many years to achieve that environment.

Restorative justice seems like a perfect idea to solve school suspensions but, with the factors of lack of practicality, troubling implementation, and poor reception, it is an overall negative alternative to traditional methods. Not enough studies have been done to see the effects of restorative justice on a large scale but, the few studies available show negative or little change in the school system. Also, with such a drastic change, teachers and students have trouble adapting and using restorative justice. Above all however, the students are taking the change harshly. They do not like restorative justice and it hurts their academic accomplishments. If your child began to lose grasp of their successful school career because of a new, tide-shifting change, how would you feel?

Barshay, Jill. “The promise of ‘restorative justice’ starts to falter under rigorous research”

Eden, Max. “Restorative justice isn't working, but that's not what the media is reporting.”

Jones, Sasha. “Ditching Detention for yoga: Schools Embrace Mindfulness to Curb Discipline Problems”

Yuhas, Daisy. “Restorative justice is about more than just reducing suspensions.”