

# Collection of Evidence 10

Performance Assessments to Verify Credit in Writing

Achievement Level: Fail/Does Not Meet

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.

Some people think that we should not be aloud to use cell phones everywhere we go. Some people say its a distraction others say it's rude to always have a phone in your hand. Here is an example say you are walking around at the beach with your family and you are on your phone not even paying attention to the conversation they are trying to have with you. You can't even put your phone down for one minute to talk to your family that's pretty rude. Cell phones sometimes are not all that great.

Cell phones can also cause other people to get distracted. Let me give you an example. Your mom drops you off at the movie theater with some of you friends you go in an get your ticket popcorn and drink. You realize that there is like 30 minutes until the movie starts so you and your friend decide to go find a seat when you get in there it's very crowded but you spot a seat and go sit down. You start to play on your phone and you lose track of time so when the movie start you forget to silence your phone. In the middle of the movie your phone rings and causes a giant distraction and you have to answer it and it ruins that part of the movie and everybody looks at you and you caused everyone to miss the best part in the movie.

Cell phones can also cause you to be disrespectful. When you go to a public place like the mall you are expected to be polite and use your manners. Here is an example you are walking around the mall with your face in your phone texting and what not and you

bump into somebody. You look up and don't even apologize you just keep on walking. That is very disrespectful you could have at least said sorry and put your phone away.

There are also people who think using your phone anywhere and everywhere doesn't matter. Well here is why they are wrong. Cellphones are great sometimes but not all the time. People need to learn to get out and not be stuck on a phone. Also people tend to not listen as well when they are on a phone all the time. You don't need to have your phone attached to you at all times.

Some people think that we should not be aloud to use cell phones everywhere we go. Some people say its a distraction others say it's rude to always have a phone in your hand. Cell phones are great in some ways and horibe in others You don't always have to have a phone. This is why cell phone usage should be taken away in some places.

In the story "A Rose for Emily", the narrator's father passes away and she becomes very isolated. Her husband leaves her behind and she eventually finds a new man and ends up killing him. After it is all over she ends up passing away as well. This story starts off as a flashback because it begins with the end of the narrator's story at the beginning. By the end of the story Faulkner states, with the narrator having to cope with her father's passing and the townspeople ridiculing her choices of who she is seen with, the narrator ends up killing her boyfriend and she also passes away.

In the story the narrator states, "Women mostly out of curiosity to see the inside of her house, which no one save an old man-servant--a combined gardener and cook--had seen in at least ten years".(1) This means that she never let anyone in to visit or to see her house because she was so isolated. The narrator also says "but for almost six months she did not appear on the streets".(7) This indicates that the narrator stayed couped up in her house and never went out to do anything. This is isolation at its very best, not letting anyone in and not going out are all major signs.

The next thing the narrator talks about is the darkside of humanity . The narrator explains "so the next day we all said, she will kill herself: and it will be the best thing". (6) This implies that the people in her town didn't care about her at all they could care less if she died. The narrator also states "It got about that the house was all that was

left to her; and in a way, people were glad".(4) This means that people wanted her to feel upset so they could pity her so she could now know what it felt like.

The last thing the narrator talks about is decay. The narrator explains, "a dim hall from which a stairway mounted into still more shadow. It smelled of dust and disease a close, dank smell." (2) This means that the narrator's house was old and the smell was coming from the decaying walls and furniture. The narrator also states, "we watched the negro grow grayer and more stooped, going in and out with the market basket".(8) This implies that the negro was mentally and physically decaying from having to do the same routine over and over again every day.

In conclusion, Faulkner states, with the narrator being criticized by the people in her town, and having to deal with the loss of her father, the only person she had to support her, along with losing her father she also lost the life he made for her. In the end she ended up passing away. The isolation comes from her never leaving the house and never having any social interaction. The darkside of humanity comes from the townspeople being happy when her father died and she had nothing so now instead of her pitying them they pity her and it makes them feel good. Lastly the decay comes from her home where there is dust everywhere and it also has a dank smell.

Works Cited

Faulkner, William. "A Rose for Emily,"

## Trying More Therapeutic Ways Of Discipline

Should schools ditch detention and find more therapeutic ways to discipline students? Sasha Jones suggests, In many ways schools when kids see their behavior card flipped from green, to yellow , and finally, to red they know to expect some form of punishment. For example sitting out at recess having silent lunch, or not being able to participate in gym class.

Does using more therapeutic ways actually work? For example having silent lunch doesn't solve anything it just makes the kids more angry because they have to sit by themselves at lunch or have to miss out on an exciting class activity. Instead it will most likely cause them to be unhappy and defiant for the rest of the school day. Alternatively we could try something like yoga which is peaceful and can help the students relax. If students had to stay after school to participate in a yoga class rather than miss recess or sit at silent lunch Im sure they would without a doubt be much happier.

Andres Gonzalez, "Holistic Life Foundations Co-Founder and director of marketing and communication." States, he saw the impact that yoga and meditation had on what were previously seen as "problem kids" in the school. In another 2018 study by Kansas state university professor Tonnie Martinez and graduate student Yuanyuan Zhao explains. For those who participated in meditation, office referrals dropped significantly, from 6.33 to 1.78 between September 2016 and April 2017.

According to Tonnie Martinez, alternative discipline can build trust between students and staff that traditional discipline can fracture. However, a 2018 review of 183 peer-reviewed articles and studies on school discipline issues found that alternative approaches to discipline do not effectively reduce discipline disparities.

There are more negatives than positives. Jill Barshay states, for proponents of restorative justice, the first two studies are not especially promising. With both failing to show clear benefits for these non-punitive approaches to discipline. Also the academic performance of middle schoolers worsened at schools that tried restorative justice. Meaning that restorative justice may not work for every grade level or every school the way it does for others.

According to a 2019 Gallup poll conducted on behalf of communities in schools. 90 percent said increased efforts to foster a positive school environment would be somewhat or very effective. “ Students don't feel as much as targets because they realize that teachers are seeing them more as humans” states Tonnie Martinez. For example, some students say they feel like numbers or test scores, some also say that they feel invisible and that they aren't respected by the teachers . If students feel like the teachers aren't seeing them as humans or respecting them, then why should they be respectful and do what the teacher asks. If students feel that teachers are seeing them more as humans and respecting them, then they are a lot more likely to obey the teacher and not get into trouble which would reduce the referral and detention rates.



## References

- Barshay, Jill. "The promise of 'Restorative justice' Starts to falter under rigorous research."
- Jones, Shasha "Ditching Detention for Yoga: Schools Embrace Mindfulness to Curb Discipline Problems."