Collection of Evidence 2

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/Advanced.

The first writing sample presents a **clear, logical thesis that conveys a position** ([Although the rapper's lyrics are explicit,] *Amir Parker, known in the rap game as "Omelly", is the best rapper in the "deep rap" game because he uses his choice of words to create depth or feeling of which he longs for his audience to understand.*). The **thesis** of the second sample is **logical** and skillfully embedded throughout the writing, and it presents a **clear purpose** (*Both a CD player or turntable has the ability to assist me on my journey to support my favorite musicians, but my preferred choice of the two would be the turntable.*). Although more formulaic, a **clear thesis statement** appears in the third writing sample (*I disagree with Nicholas Carr's* Tracking is an Assault on Liberty *because the internet was created as a helpful tool and should be used in that was and personal privacy is a sacrifice that is needed in order to satisfy the needs and wants of human beings.*). Each example in this collection of evidence contains a **thesis** that clearly **focuses the central idea, purpose, or position** of the writing **and provides for the development of ideas**.

In the first sample, the writer **attempts to include relevant evidence** that is then used to **draw effective conclusions**, further supporting the thesis (*He is trying to tell his audience to watch their tracks and learn from other mistakes to keep yourself from making the same. That deep, explicit, feeling is in his lyrics and he paints his words to a picture for all people who listen to his "artwork."*). The second sample provides **precise, relevant evidence**, including the price, features, and reviews for both music players in the analysis, allowing for **effective conclusions drawn from valid reasons** (*Turntables have the ability to make you feel like the music is bring played live because it isn't necessarily perfect. I think that even though CD players are often more convenient, turntables have the superpower of transporting you into the music.*). In the third sample, the writer skillfully embeds research and personal anecdotes to **address a counterclaim**, resulting in **conclusions relevant to the thesis** (*With every refresh, the internet is advocating for the better future of humankind by giving consumers the wants and needs that the web was programmed to provide.*). The first sample includes an effective **call to action** that is relevant to the purpose and audience (…*I encourage you all to go out and listen to him for yourself.*). All writing samples maintain a **consistent point of view, with ideas presented in a clear progression, exhibiting unity**. The writing within the collection exhibits a **variety of sentence structures** that enhance the writing, and **word choice and tone** are appropriate to the chosen **audience and occasion** (…*you automatically turn your attention to "life sentence". Which most people know, but if you don't, is a reference to a kind of punishment you may receive from a judge and/or jury….*).

Each writing sample exhibits consistent, though not perfect, control of **sentence formation, usage, and mechanics** (*At first, it was alarming to see that what I was doing was not private, but the more I thought*

about it, the more I realized that the internet was simply trying to appeal to my preferences as a user.), with the density of errors rarely affecting the quality of writing (*That way, we won't spend money on a new piece of technology, just for me to break it when I am learning how to use it.*). Overall, usage and mechanics support and enhance the writing.

The collection of evidence demonstrates consistent, though not perfect, control of the features expected for student writing at the end of the course, indicating a performance level of Pass/Advanced and resulting in a Verified Credit in Writing.