

### Collection of Evidence 5

**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 writing samples demonstrate consistent, though not perfect, control of developing a logical **thesis**. The first sample begins with a rhetorical question that is narrowed into a more **specific, though simple, thesis** (*Committing to a career in high school is important because you can focus on what credits you need to get the degree for the career you want.*). The second sample provides a **clear, logical thesis that provides for the development of ideas** (*The story uses [isolation, fear of the unknown, and supernatural] to enhance the readers knowledge [and] make the readers experience more lively*). The third sample, while also beginning with a rhetorical question, contains a **thesis that illustrates a clear position**, addressing the topic in the context of a particular group (*From my standpoint, it would be harder for this strategy to work for upperclassmen in highschool or middle school.*). **Overall, control of composing a logical thesis is proficient.**

The collection is strengthened by the inclusion of **precise, relevant evidence** in each of the three writing samples. Though the first two body paragraphs of the first sample present **similar evidence** as two different ideas (credits vs. classes), the information included **further supports the argument**. The first sample is weakened by including a full paragraph focused on a **counterclaim that is not entirely refuted**. The second writing sample skillfully embeds quotations from literature and, on most occasions, ties those quotations to an analysis of the text (*The figure was standing within the shadow casted by the clock which creates an eerie feeling for the reader and also helps them visualize what that might look like.*). The third writing sample demonstrates proficient to advanced ability of **drawing conclusions from valid reasons, claims, and evidence** (*A majority of times, there was no real reasons as to why they would fight. So if there is no exact reason or cause, then what are the students involved supposed to reflect upon?*). The third sample also **addresses counterclaims** by first evaluating a source (*But some authors and journalists aren't including all, if not any of the downsides of this strategy.*), acknowledging that there are some instances where restorative justice may be more effective, and arguing that overall it is not the best method of student discipline (*In some cases, this strategy has a strong chance of working. If it is only a worded altercation in class, caused by a personal issue or belief, then it could simply be revised and discussed with the teacher, principal, and the student or students involved.*). **Unity** is evident throughout the collection as the writing remains on **topic and ideas are connected in a clear progression within and across paragraphs**.

The collection demonstrates consistent, though not perfect, control of forming and punctuating a **variety of sentences** to support the writing (*Most honors or advanced classes give out more homework than normal classes, and if you take the normal ones, you wouldn't have as much homework.*). **Word choice and language** are consistently, though not perfectly, adapted to **audience and purpose** (*From Virginia Department of Education Department of Student Assessment, Accountability & ESEA Programs Department of Learning and Innovation*

*Annotation for Collection of Evidence 5*  
*Performance Assessment to Verify Credits in Writing (End-of-Course)*

*experiences in my past as a middle school student, almost any form of an altercation between two or more students escalated to a fight.). Control of **usage and mechanics** is proficient, though at times inconsistent (*The figure was standing within the shadow casted by the clock which creates an eerie feeling for the reader and also helps them visualize what that might look like.*).*

**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.**