

### Collection of Evidence 9

**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.**

Though some weakness appears, a **logical thesis that conveys a central idea, position, or purpose** is apparent in each of the writing samples, including a **thesis** that more clearly **provides for the development of ideas** in the third sample (*The disciplinary actions from administration should be in school suspension, out of school suspension, or an alternative learning center. This way the students will understand that what they did was unacceptable.*). The first sample illustrates a **clear position** without relying on a formulaic thesis statement (*The American Dream is dead especially for Immigrants. . . . because of the raising in taxes and the economic decline [that began with the] recession in the 1980's*), despite **support becoming repetitive** throughout the writing. Though a thin **central idea** is present, the **thesis** in the second sample is weak and **does not provide for the development of ideas** outside of summarizing plot events (*[S]uspense and mystery, decay and failing light source. . . . are very important to this story because they represent key points of what's happening in this story.*). Control of composing a logical thesis is reasonable in this collection of evidence.

**Accurate, relevant evidence** to support each thesis is present but significantly weakened by the repetition of information. For example, although the fifth paragraph of the third writing sample serves to address a **counterclaim**, it is almost entirely one rephrased thought (*Some people may say that having the discipline as yoga and meditation is great. . . . On the other hand, students now want to get in trouble and get detention because they want to be able to do yoga and meditation.*). The writing includes attempts to **draw conclusions from reasons, claims, or evidence** (*It made a lot of people lose faith because it was a time where a lot of people were unemployed and were lacking wealth.*), though some **conclusions are limited** (*Failing light source is kind of interesting because it's creepy and mysterious most of the time when it is used.*). The first writing sample includes a subtle **call to action that supports the position** (*Unless in the future the taxes go down and the criteria to get a job is the same for all people then that could help make the American Dream reachable again.*). **Ideas are connected in a clear progression to show unity**, with some weakness in the second writing sample when the quotations are explained but **not fully connected to the central idea**. Although the inclusion of precise evidence and relevant conclusions are areas of weakness that affect the overall quality of the writing, reasonable to consistent control of additional features of the performance level allows this collection to be considered proficient.

The collection of evidence includes examples of **varied and effective sentence structures** (*A lot of people use to believe in the American Dream, but after the worst recession in almost a century many feel*

*the dream is in jeopardy. The American Dream is dead especially for Immigrants.*), including the use of short, purposeful sentences that support the position in the third writing sample (*Students do not need to be able to do fun things when they misbehave. This is not discipline. If administration doesn't give students the disciplinary actions that they deserve for their actions that the students chose to do, they will never learn from their mistakes.*) **Word choice and language** in the third writing sample also show **awareness of audience and mode of writing** (*Students are getting away with bad behavior. Schools and administration are replacing discipline with fun things.*) Each writing sample includes sentences that consistently, though not perfectly, maintain **standard usage**, and control of **mechanics** is reasonable, though some weakness appears.

**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.**