

### Collection of Evidence 11

**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 Fail/Does Not Meet.**

The samples demonstrate an attempt to **develop a simple thesis**, though often the **central idea, purpose, or position** is not clear due to the inclusion of unrelated or off-topic **evidence** for support. In the first sample, the **thesis** (...*technology can help you do many things in life...*) is more clear as the writing progresses, but it is then weakened in the last two paragraphs (*Social Media is very addictive to teens and young adults....We should let people keep their own opinions.*). The structure of the second sample attempts an analysis of a career choice; however, **evidence provided weakens the purpose** of the writing (*Dancing is something all ages do from 1 year olds to 100 years old do.*). Similarly, the **position** of the third sample is unclear due to a lack of focus.

In the third sample, source material is embedded to **support the position** that guardians may not approve of homeschooling due to cost (*According to their data, homeschooling can be either just as expensive or more expensive than public school.*), and though examples of **elaboration** appear across the samples, overall the writing presents **basic information and limited evidence related to the topic**. Throughout the collection, **evidence** provided is more general than focused to the purpose for writing, weakening **relationships between and among ideas** (*Texting could ruin eye to eye contact or writing a essay or school paper....If people didn't take the easy way out of life. If we all use proper grammar then we could possibly improve our grammar.*). Similarly, **major digressions** also appear across all samples, **affecting unity** (*Dancing can help someone stay in shape*). The writing exhibits a **variety of sentence structures** that enhance the writing, and **word choice and tone** are generally **appropriate to the audience and purpose** (*Online calendars, for example, help coordinate everyone's schedules and can be accessed by a variety of devices.*). While the collection of evidence demonstrates reasonable control of written expression, the variety and density of errors in composing prevent overall comprehension of the samples, showing significant weakness.

Control of **sentence formation, usage, and mechanics** is inconsistent in the samples. Instances of **maintaining parallel structure** (...*getting to see their guardians more, not having to buy so many clothes when it's time to go back to school, and not worrying about people...*) and **correctly punctuating complex sentences** appear (*Teachers, as well as other professionals, are able to use class websites or apps like Class Dojo and Google Classroom to keep parents updated about school or workers informed about work sites/expectations.*). However, sentences demonstrating **basic usage and mechanics errors** also appear (*When they say something funny or walk for the first time.*); in this example, *the[y]* is considered only a miscue within the sentence fragment. Though the variety and

density of errors do not affect the overall clarity of writing, they demonstrate weakness in usage and mechanics.

**The collection of evidence demonstrates inconsistent control of the features expected for student writing at the end of the course, indicating a performance level of Fail/Does Not Meet. The collection of evidence does not meet the requirements for awarding a Verified Credit in Writing.**