

## Collection of Evidence 12

**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.**

Each writing sample fails to establish a **logical thesis due to the lack of a clear position or purpose**. In the first and third samples, the writing tends to advocate or argue for both sides of an issue (*So basically what I'm trying to tell you is that there's no point having a curfew, well I understand having a curfew at 11 or at 12.*) (*The meditation and therapeutic activities are understandable for the child. It can also help the child but, children will need punishments for his or her actions.*), though a **simple thesis** is more apparent in the third sample (*Removing suspensions in schools would be a really bad idea because the child would not learn to not do it again.*). The second writing sample makes an attempt to provide a **central idea** (*Gothic elements are the building blocks to Gothic literature....Gothic elements can differ from many things to architecture, tyrannical, depression, mental illness, and many more.*), but the **purpose** is weakened due to **limited supporting evidence and illogical relationships between and among ideas**.

The quoted material included in the second and third writing samples detracts from the volume of original student work, and often it is not used to **provide relevant evidence, support claims, or draw conclusions**. The first sample contains some **basic information and limited evidence** (*I had experiences in the past were I came late home and it was past curfew and sometimes I feel there should not be a curfew for teenagers or anyone, because it stops people from having fun or worst, What if I had an emergency were I had to come outside of my house.*), but **relationships between and among ideas** are difficult to discern (*I could also say that having curfews could help teenagers get some sleep, people say teenagers should get more sleep than a toddlers and a adult.*). All samples contain instances of information that become off-topic due to a **lack of support or connection to established ideas** (*School's should also not include yoga because it's expensive and also it takes away time for the child to learn.*); however, organization to **demonstrate unity** is apparent, though limited, in the second sample (*...a perfect example of a gothic elements is mental illness...Another example of gothicism is supernatural*). The samples contain a **limited variety of sentence structures**, with some repetitive constructions that detract from the writing (*he was....He heard...he thinks....He opens....He asks....*) (*This can cause....It can also help....This also can be solved....This will help....*), and **word choice often lacks specificity or awareness to audience** (*In conclusion gothicism is a very good literature to read, it's very interesting and mischievous, It's also mysterious.*).

Control of **sentence formation, usage, and mechanics** is inconsistent in the samples. Run-on sentences in the first sample and vague pronouns in the third sample diminish the writing, causing some points to become incoherent. Sentences that do not maintain **standard usage** also detract from the overall quality

of the writing (*School can also learn kids to not do bad things....*), and control of **mechanics** is present, but inconsistent.

**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.**