

Collection of Evidence 5

Performance Assessments to Verify Credit in Writing

Achievement Level: Pass/Proficient

This collection of student writing should be used in conjunction with the VDOE-provided annotation and the *Performance Level Descriptors (2017)* to evaluate collections of evidence and determine if a verified credit in writing is to be awarded.

Should high school students commit to a career early on? Or should they focus on getting through school as quick and easy as possible? It is very important to commit to a career or career type in high school.

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. If you change your mind, then you might not get the chance to go back and get those credits. Some colleges won't let you apply if you don't meet certain requirements. Some of those requirements are things like the type of diploma you pick, grades or GPA, or even what classes you picked to get the credits you need. If someone doesn't commit to the career that they want, then they might not meet these requirements and there's very rarely a second chance.

If you commit to a certain career, then you will most likely have more options of where and what you would be doing in the field of a career. Enrolling in the right classes for a career is important also. If someone wants to have a career as an architect, then some of the classes that use skills for from this job could include building trades or computer aided design work. Not only would it help but you could have experience working with the programs but you would also know how simple buildings are built.

Some people also choose to not commit to a career and instead choose to try to get through school as quick and easy as possible. However there can be upsides to this. You wouldn't have to deal with the stress of homework or projects. Most honors or advanced classes give out more homework than the normal classes, and if you take the normal ones, you wouldn't have as much homework. This can leave time to hang out with your friends or find and work a job to have some money in your pocket.

Even though there are upsides to both points of view, committing to a career early on is a good idea and can point you in the right direction to prepare you for your future. No matter what type of career you want, there is always more benefits from committing early on. At the end of the day, a class can seem to be useless, but one day there will be benefits from it. So choose to push through the harder classes or to care about your grades in a certain class because in the future it could help you make your dream job a reality.

“The Mask of the Red Death” by Edgar Allen Poe is a story about a prince who invites a bunch of guests to his castle and barricades them along with himself inside to try to survive the Red Death. An uninvited guest appears and the prince tries to stab the guest with a dagger. The prince's dagger falls to the ground, signifying that he has died and soon after this, everyone else dies of the Red Death. The story uses a few gothic elements to enhance the readers knowledge of what's happening in the story. Three of these elements are Isolation, fear of the unknown, and supernatural.

The author uses the isolation element a few times in the story to help the reader develop some sense of awareness. It makes reading the story more suspenseful. In the story, the author states that they “welded the bolts”.(1) This shows the reader that no one is going to get in or out of the castle. Another example of isolation is when the author writes “All these and security were within.”(1) Everyone is inside the castle and they are all secure. It also shows again that no one is getting inside the castle.

The author uses a few elements of fear of the unknown. One example is when the story says “The musicians looked at each other and smiled as if at their own nervousness and folly, and made whispering vows, each to the other, that the next chiming of the clock should produce them with no similar emotion.”(2) This falls under this element because the chiming of the clock gives them an uneasy feeling. Another example is when it says “And thus too, it happened, that before the last echoes of the last chime had utterly sunk into silence, there were many individuals in the crowd

who had found leisure to become aware of the presence of a masked figure which had arrested the attention of no single individual before.”(3) The guests are afraid because the one masked figure that no one noticed before, had gotten everyone’s attention and no one knows who or what it is.

The last element of the three main ones used is the supernatural element. This is used a little less than the others. One example of it being used is when the author describes what’s going on by writing “Then, summoning the wild courage of despair, a throng of the revellers at once threw themselves into the black apartment, and, seizing the mummer, whose tall figure stood erect and motionless within the shadow of the ebony clock, gasped in unutterable horror at finding the grave ceremonies and corpse-like mask which they handled with so violent a rudeness, untenanted by any tangible form.”(4) 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. Some other examples are when the author tells about the clock chiming and the band pausing to hear it chime. The clocks chiming signifies life. When the clock doesn’t chime at the ending, it symbolizes death or a time of death.(4)

With the three elements described, the story seems to fit the gothic category, using its dark elements. Isolation, fear of the unknown, and supernatural elements enhance the story to make the readers experience more lively and helps to make sense of the story. They all bring the story together and help give it a certain mood or tone.

Many teachers and schools are beginning to implement yoga as a way to help students reflect upon themselves as a substitute for punishments such as in school suspension. Is this strategy actually working? Will it help students reflect on their outbursts, or will it only worsen the situation.

From my standpoint, it would be harder for this strategy to work for upperclassmen in highschool or middle school. From experiences in my past as a middle school student, almost any form of an altercation between two or more students escalated to a fight. A majority of times, there was no real reason 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? As a student who has been placed in an alternate learning center or in school suspension, the traditional punishments pushed a greater effect on the students behavior. For some students, there is no exact solution to the problem, in which a longer period of suspension or a larger consequence would be a better option.

In some reports, Restorative Justice is seeming to be glorified and made to seem like it is actually working greatly. But some authors and journalists aren't including all, if not any of the downsides to this strategy. In a control study of this strategy, the amount of suspensions in elementary schools lowered, but did not change for middle schools. Max Eden states "Teachers reported to have seen more improvement in school safety, professional environment, and classroom management. But students disagreed. They thought their teachers classroom management deteriorated, and that students were less respectful and supportive of each other; at a lower confidence interval, they

reported bullying and more instructional time lost to disruption.” It sounds like the traditional punishments would work better in most situations.

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. In an article by The Hechinger report, the author states that “Instead, the vice principal came into the classroom. He dismissed most students for their lunch break while inviting anyone who felt personally affected by the incident to remain in the room with the teacher and the outspoken student. Then the smaller group, under the vice principals guidance, discussed what had just happened.” Later in the article, it stated that they came up with a few tasks for the student to assist his teacher with during class.

In the end, most small incidents can be overcome, but in some cases, like fights or assaulting actions, are harder to overcome and traditional acts of punishment should be implemented. If two people were fighting, a punishment of suspension would be more appropriate in that situation. As this strategy would be harder to use in middle and highschool, it should be used in elementary schools as a way to show how to talk about incidents with your peers.