

# Collection of Evidence 7

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.

At a young age we're asked what we want to be when we grow up. As little kids we answer back with answers like a teacher, a police officer, or a chef. As we get older we start to realize, what am I going to be? Time has flew by and now your in high school. So much pressure is put on you to pick a career and have your life planned out. Entering high school and having to commit to a career at a young age kind of seems crazy right? Do you think it's a good idea for students to commit to a career at a young age?

Freshly out of middle school we enter high school. Still with a middle schoolers mentality we are asked questions like, what career path are you heading towards? What are you planning to do when you graduate and so on and so forth. Being so young and having to know what career we'd like to commit to is something kind of out of the ordinary. In my opinion as a high school student I usually tend to very indecisive in making a decision. So when it comes to making a decision and committing to it is very difficult for me. High school students often change their interest and thoughts throughout their four years of high school. For example let's say a freshman has her mind set up for what she wants to do when she gets out of high school but then as a sophomore she realizes what she once was passionate for she is no longer interested in. So now the sophomore that was once a freshman is now lost and does not know what career path to go in. High school students should not have to commit to a career so early on in high school. This can leave highschool students without a career to commit to when graduating due to the pressure put on them by schools and their indecisive thoughts. Now there are those who will disagree with my opinion and say it's good to have a

career to commit to at a young age because it helps you to know what you want to do in life at a young age and helps you set up your future. Not every high school student knows what they want and what career to commit to it yet. Yes there are some students who do know what career they want to go into and have it planned out life after high school but what about those who do not know what career they want to do or does not know what they enjoy. It does not seem right for a student to have to commit to a career at a young age it will only cause despair and confusion to them.

Finally high school students should not have to commit to a career at such a young age. It will only cause students to be upset and confused on what they want to do and pressured to choose a career before graduating. Students should just take their time in high school and towards the end choose carefully a career path they want and enjoy doing. Schools should enforce a more positive and enjoyable time for students at school so that when it is time to choose a career path students would feel like it's not a confusing and pressured thing.

### “The Ravens Gothic Literature

“The Raven” is a narrative poem by Edgar Allan Poe that talks about the narrator at home alone at night feeling sad and lonely. He’s reading to try to forget about his sorrow for the loss of his wife Lenore. Next, the Raven mysterious visit enters the narrator’s home bringing the narrator grief through the way the Raven expresses and portrays himself to be. Furthermore, a distraught lover tracing the mans slow fall into madness. “The Raven” has significant Gothic elements to it such as Isolation, Mental illness, and Depression. All three of these elements tie into Gothic Literature.

In “The Raven” isolation is repeatedly demonstrated as a key factor of a gothic element. Isolated means the cause of a person to be or remain alone or apart from others. For example “The Raven” states “Other friends have flown before on the morrow he will leave me, as my hopes have flown before” (line 10). One can infer that he is saying the Raven will leave as all others have left him, conveying isolation. In addition to that, “The Raven” also states “Desolate yet all undaunted, on this desert land enchanted-On this home by horror haunted” this implies to yet another isolation factor showing that the narrator feels alone and deserted he wonders if there’s a cure.

Mental illness is also another great key factor in Gothic elements tying into Gothic Literature. Mental illness is a behavioral or mental patterns that causes significant distress or impairment of personal functioning usually defined by a combination of how a person behaves, feels, percieves, or thinks. In “The Raven” the narrator states “Startled at the stillness broken by reply so aptly spoken, “doubtless,” said I, “what it utters is its only stock in store caught from

some unhappy master whom unmerciful disaster” (line 11). One can infer that the narrator assures himself that just the bird knows. The raven must have learned it from a previous unhappy owner. The narrator is conveying a big sign of mental illness in the way that he is thinking, understanding, and imagining things. In addition to that, another great example of mental illness that is being portrayed in “The Raven” is when the narrator states “Wretch, I cried, thy God hath lent thee-by these angles he hath sent thee respite-respite and nepenthe from thy memories of Lenore” (line 14). The narrator imagines the air filling perfume and angles walking around. He compares perfume to a mythological drink-nepenthe- that one would drink to forget his or her pain. In reality to a regular human being this would not occur to their thoughts but because of the mental illness that causes behavioral and mental impairment this can switch up on how they start to view their surroundings.

The last major gothic element that accompanies all three of the gothic elements is depression. The verb to depression is depressed, meaning feeling utterly dispirited or dejected as well as reducing the level or strength of activity in something especially an economic or biological system. In “The Raven” the narrator demonstrates him being in that state of depression stating “And each separate dying ember wrought its ghost upon the floor. Eagerly I wished the morrow; vainly I had sought to borrow from my books surcease of sorrow- sorrow for the lost Lenore.” (line 2). This means the narrator is scared and wishing for morning. He is also reading because the grief he feels over the loss of his wife keeps him awake. The narrator shows a deep feeling of severe despondency and dejection. In addition to that “The Raven” also states

Finally from Isolation to Mental Illness and Depression it all ties in together the Gothic Literature and its elements. All three very important factors to what makes “The Raven” a Gothic Literature. At the end of “The Raven”, the Raven also known as the bird is still there and his soul will never be freed of its anguish. This reflects to the narrator as well. The Raven symbolizes everlasting grief and the mood of the poem is despair. To sum this all up “The Raven’s” Gothic elements all tie into one thing which is its symbol of grief which finally ties that into Gothic Literature.

**Is in school suspension always way of handling the most effective alternative for handling disciplinary actions?**

Having to be in an isolated classroom all school day due to a wrongdoing is baffling. Every defiant action has a consequence but is it an effective disciplinary act to place students in an in-school suspension due to their actions? Many schools have replaced in-school suspensions with meditation, yoga, and other therapeutic activities. Therefore, these Alternatives can be so much more effective when handling disciplinary actions then in-school suspensions.

Most schools tend to enforce disciplinary actions by giving the students in-school suspension. However, some schools have begun using other alternatives for disciplinary actions. In the article, “Ditching detention for yoga: Schools Embrace Mindfulness to Curb Discipline Problems” by Sasha Jones, it states “ Alternative discipline can build trust between students and staff that traditional discipline can fracture’. For example, if a student is defiant they’re most likely being sent to the office. The teacher will send the student off not engaging in any conversation with the student, having student angry or upset. What exactly is being solved when giving a student in-school suspension due to their actions? Giving the student in-school suspension is not solving anything, they are still upset and angry. However, with the right alternative such as a cool down room it can help the student express to the teacher how they feel without having in-school suspension as an option. This is when restorative justice comes into play, in the article “The Promise’ of restorative justice’ starts to flutter under rigorous research” It states the definition of restorative justice, “restorative justice is a set of practices that originated in the criminal justice sector in the 1970s to help victims and offenders reconcile or come to some sort of agreement on reparations.” Restorative justice is a great way to have students sit in a circle or any environment where their feelings and thoughts are being shared and discussed with one another. However, many may say that this type of restorative justice is certainly time consuming. In the article, “The promise of ‘restorative justice’ starts to falter under rigorous research” it states that “With restorative practices, it’s a process. You actually have to sit down, get them in a circle and talk it through. It’s tough. That’s why you have coaches and coordinators. You need some training. You can just react.” In contrast to that, others say that the benefits from encouraging the discussion method between students at school and not rushing to punish every infraction can lead to feeling more connected with their peers.

Finally to sum up all of my key points of the effectiveness of a greater alternative for in-school suspension. As a student who goes to a school where in-school suspension is enforced it would certainly be incredible for all schools to actually implement an alternative for in-school suspension. Therefore, schools should begin to enforce some type of mechanism where students can at least have a chance to express how they feel about their situation. For instance having a

discussion with whoever the incident happen with and voicing out their feelings can help manage the situation in an orderly manner. So that further disciplinary actions such as in-school suspension doesn't have to be needed.