

“In their own words...”

Using Student Work Samples to Motivate, Model, and Improve Writing Skills

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Abstract

Prior research has documented that students' involvement, engagement, and interest is enhanced when the content of the instruction is personally relevant. The purpose of this project was to explore the generalizability of these findings with 3rd graders in writing. Specifically, I examined the extent to which the use of students' own written work as the focus of writing instruction mediated students' future writing scores. Using a pretest-posttest, single-group design, I analyzed differences in students' writing scores over time in three different text structures (i.e., persuasive, narrative, and informational). In addition, all instruction was delivered through the use of a touch sensitive board (SmartBoard) and an LCD projector.

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Background Information

Context

This inquiry project dealt with a simple situation that faces all teachers regardless of grade level of student. Simply put, this project examined the potential of one possible mechanism for motivating students to excel and succeed in a particular lesson or possibly a content area. Specifically, this project focused on motivating students to excel in writing. Early in the year, I noticed that students did not seem to have a significant degree of affect toward what was being taught about writing as is sometimes evident in other content areas like science and math. It has been my perception that other areas seem to have more intrinsic value to learners and that the subject of writing is often viewed as a nuance or inconvenience. A learner in a science setting quickly values the observation of scientific content because they are entertained by watching the change that occurs to various matter and materials. For example, what student doesn't like to watch things melt, explode, or just change color due to a simple chemical reaction. Students even find more immediate value in reading because the materials chosen for or by the students are entertained by the content (both in fiction and non-fiction genres). In writing however, students seem to find it more difficult to find the inherent value of their hard work. This situation, in my estimation, is compounded by the fact that writing is an extremely complex process involving multiple skills (e.g., spelling, grammar, or simple punctuation). In addition, most writing in elementary grades also involves multi-part format in lone with a particular genre (e.g., expository writing and main idea).

Given the difficulty of writing as well as students' low affect toward writing, it is extremely important that students receive constructive instruction that motivates them to self-regulate the writing process. I have personally seen even the most accomplished writers brought to tears by their own writing because it did not meet their own personal expectations or that of their teachers. I feel that this stems from the fact that it is so hard for many people, especially students, to be able to take criticism of their work. Understanding and accepting criticism is very difficult for young learners. Despite the complexities of writing and the difficulty of motivating students to learn from their writing, I remain convinced that steps can be taken to enhance this process in young learners. It is just this problem that I set out to explore in my inquiry project.

Inquiry Development

During the beginning of my internship, I noticed that my mentor teacher and I were both experiencing difficulty in motivating the students during writing. Moreover, the students were simply not motivated to rewrite their papers after they received constructive criticism. I also noticed that the lack of motivation was localized to writing. In a math lesson on division the students were motivated to learn by using examples that were personally relevant. For instance, the students were interested in examples like dividing a set number of cupcakes evenly over a select group of students in the classroom chosen at random. The students are eager to pay attention and participate in the example even though the example was fictitious because it involved them as well as something that pertained to their interests (i.e., food). In writing, however, we did not employ similar types of personally-relevant examples because we felt constrained by the rules of writing and parameters established in our own classroom.

In our classroom, we have established a number of rules that we think protect the students. First, students are not allowed to write about others (e.g., students) because this can

lead to other students being portrayed negatively or them being left out entirely. The second rule is that they can not write about anything using people or characters from other stories or television shows because this leads to students copying the hard work and ideas of others. In essence, we are trying to encourage originality. These guiding rules made it necessary to think of ways to motivate students in the writing and revising process. I sought to find a new methodology that would be just as motivating as the personally-relevant examples used in other content areas, while still retaining the integrity of the writing process as outlined in our classroom.

To solve this I thought back to my previous experiences from my teaching and the times and methods I used to foster motivation. My initial thoughts were those of my own grade school days and the techniques used by teachers to help me get motivated. Most of my thoughts centered on a 6th grade math teacher who sought to demonstrate every example in class by using our names and interests. She talked about having a pizza party and how we could figure out how much pizza to buy by multiplying fractions (19 students each eating $\frac{1}{3}$ rd of a pizza = how many pizzas). While I credit this teacher for my love of mathematics, she was clearly using personally-relevant examples that could not really be used in our writing examples.

I then thought about how I motivated students during my lessons and once again I found myself focusing on how I used students names and interests much like the math teacher I hold in so high regard did. I did notice however during one segment of my regular calendar activity how I would have a student give me a story that illustrates a certain concept that we had been discussing over the month. For example I might ask a student to tell me a story to match an array on the board (like “I have six packs of baseball cards, and each pack holds five cards, so I have 30 cards all together). I also had the students aiding me in solving problems on the board

where I would say something like “We need to add 27 dollars to 156 dollars, what do I need to do first. I noticed that in the first example I was able to motivate students to answer without having to use anyone’s name, and in the second example I was able to give an example without having to use something based on their interests. I then thought that if there was any particular way that I could blend these two together then it might be something that I could use in my writing lessons.

Then one day during another calendar activity it struck me. I was having a student write a math sentence on the board when it ended up being incorrect. Another student happened to blurt out that the answer was wrong and then started to correct it. I stopped them and asked the original student to look at their answer again. The original student paused and then went wide-eyed as the concept suddenly hit them...I could tell that the student had gotten it. I then tried to replicate this in other calendar activities and it seemed to work albeit on a limited scale. I then thought that the same process might work in writing. That is, I should try to use students’ work in writing. My thought was that I could use a sample of a student’s work and have the class look over it and edit it through some process that I would have to create. If my plan worked, then the original student would be motivated to take their time and would do her very best job in future work. I also thought that the other students would be motivated to find and make corrections on these sample works more than others because it would involve someone they knew rather than some ambiguous textbook author that they could neither put name nor face too. With my observations and initial plan thought out, I went to the literature to explore how others had investigated similar problems. I was particularly curious as to whether or not any researchers had explored this problem through the use of student work samples.

Literature Review

To review relevant literature, I conducted a search of two online databases including ERIC and PsychInfo. I searched those databases using several keywords. My main keyword was *writing* and I paired this word with a number of other keywords including *motivation*, *student work sample*, *peer and group editing*, and *technology-enhanced*. In most cases I also refined my search by using the term *elementary school*. My search revealed a number of published articles that informed my study, but I was unable to find any study exploring my exact problem. My search also revealed many more articles on various methodologies for teaching writing. Even among those articles, however, I found no articles in which someone had used an individual student's work sample as a demonstration piece for a lesson or mini-lesson. For example, Hodges (1994) was about various writing strategies for improving the skills of at-risk students, but the scope of the research focused mainly on the secondary education level of students. As such, the suggestions of this author were beyond the abilities of my students. Indeed, the implementation of a verbose portfolio with various genres of writing styles seemed to be too intense for my third graders. However, I was taken by the idea of using different genres. We had been working with the students on how you vary writing styles to fit particular genres. I thought this would be a nice aspect to add to my study.

The second article (Burke, Henkels, Klene, & Pfister, 2002) undergirding this work dealt with many of the things that I was already observing in my classroom. This study actually confirmed some of my initial hypotheses. Based on their own review of the literature, the researchers pointed out that there were significant factors contributing to the failure of many writing programs across the country. Among those factors were the poor attitude many students had toward writing, the inconsistent modeling of writing skills, the infrequency of dedicated

writing times and the idea to have pretest and posttest assessments of writing to ensure better instruction. In pointing out those weaknesses, the authors suggested that good writing programs would need to specifically address each of the weaknesses. I decided to incorporate several elements and suggestions from this study into my own inquiry project. First, I decided that I would examine students writing in the various genres through the use pretests and posttests. We already had established writing times in our classroom, but I thought that I would make sure that this remained consistent. In addition, I thought that the use of peer editing might increase students' motivation and provide more consistent modeling of the writing process.

As my search progressed I began to focus more on the editing aspect of the writing and revising process. As mentioned previously, I wanted to create a situation much like had occurred with the calendar lessons. That is, I wanted to incorporate peer review of work. The next article by Jeske (2005) dealt with the idea of editing work as a group. I found the idea of peer-group editing to be fascinating. Indeed, my initial conceptualization of editing was peer dyads in which two students would edit each others' work. This process is quite common in elementary schools. One problem with such a process is that the pairs might end up not editing each others work at all due to the fact that they lack the skills do much editing.

As such, I was relieved to find the Jeske (2005) article which dealt with what was called peer-group editing. Much as it sounds, the article pertained to peer editing of a sample of work using a large group (classroom size) rather than pairs. With this method it was important to lay down some basic ground rules for others to follow. Such ground rules might include what kinds of feedback or responses to others work would be appropriate, who has final say on possible edits, and ensuring that there are specific goals for selected pieces. The goals for editing should be very clear and focus on skill development. This article was very influential in my project and

the methodology that I would use later for my inquiry project. Granted, many of the conclusions mentioned in it can be intuitive, but seeing them written down and fleshed out really made me feel more comfortable about the process. Moreover, the article helped me clarify how would ensure the proper implementation of my developing strategy.

The last set of articles dealt with the method I would use to edit students work in the peer-group setting. Having a technological background, I immediately focused on using a computer to implement edits in real-time with students so that they would be able to see the results of their revisions clearly and quickly. Much like the article I found by McKay (1998) supported, I felt that the ability to use a computer to cut and paste segments of writing along with the ability to utilize tools like “spell check” and an integrated thesaurus would enhance the writing process. Using technology, students could quickly recognize the need for something like adding details, use a thesaurus to look up possible descriptions, or spell check their work afterward if they did not look correct. Students could also easily reorganize the individual events in a story to get them to be more sequentially accurate via the “Cut and Paste” or “Drag and Drop” methods. Moreover, McKay suggested, as I had observed, that students were more motivated to write and revise when using a computer.

A final article I discovered that was written by Vincent (2001) backed up my initial ideas. In his study, he used technology to get students motivated to write through the use of a computer. He specifically used the writing program with a select group of students who were having difficulty with their writing skills. Using this medium he observed how the students were able to write more in content and better in ability level. Granted these students had a strong preference for visual learning, but I feel as though my strategy should be effective for all types of learners. In essence, I plan to complement writing and computer editing with peer discussion which

incorporates auditory and verbal aspects of learning. I just needed to find a way to incorporate some sort of kinesthetic aspect into the lesson.

Wonderings:

My main wondering was “What can I do to enhance the motivation of students in a writing lesson?” From that question I thought about: Will the use of samples of students work motivate only the individual student, or will it be able to motivate the whole class? What basic ground rules will I have for peer-group editing and how will I address them with the students? Will I have my lessons be whole class or focused mini-lessons with select students? How will I make sure to address the students’ diverse learning styles? How will I deem my methodology effective and what assessments will I employ? Will my examples be from students who need improvement or will I incorporate samples that will serve as models of successful writing from other students? How will students feel about having their work be edited in a group setting? These issues remained unaddressed after my review of relevant literature.

Inquiry Methodology

Basic Plan

Scoring. After studying the research I had reviewed, I set about developing my basic plan. After careful deliberation I settled on the following methodology. First, I would need to assess the current skills of my students. To do this I took three writing samples from each student, one from each particular style of writing genre. The three styles were informational, persuasion, and narrative. I then scored each of the samples on four categories (i.e., spelling, grammar, details, and logic), with each category being assessed along a four point scale. The first category was “Spelling” where the more accurate spelling would be scored toward the higher end of the scale. If a student attempted words that are significantly above their grade level, then I was more lenient with them on those words. The inverse of this was also true. If students misspelled anything that has been a common word, or “No excuse Word,” then I was more firm on my scoring of their spelling.

The second category was “Grammar,” which was a catch all for multiple areas in writing. Some of the things that I would look at for were how the student did in following various punctuation rules, if they wrote sentences with subject-verb agreement, and if they followed the rules we had covered on basic capitalization (e.g., in “My father...” vs. “Then Dad...”). I also looked at how students’ modification of words when adding suffixes to them (e.g., “drop the ‘y’ and add ‘ied’”). If student’s writings had good grammar then they scored higher in this category.

The third category was “Details” where the more descriptions and the degree of vividness that those descriptions had, then the higher the score in this category. If the students tended to use the same descriptions over and over again (e.g., “the house was very big, very noisy, very

dark, and very creepy”), then I counted all of those as one occurrence of a vivid description instead of multiple occurrences. Conversely, when students wrote very vivid descriptions (e.g., the “cold, echoing howl of the tired, lonely dog...”), then I weighted those more heavily.

The last category was “Logic.” In this category, I was interested in the extent to which the pieces of writing had a logical flow to them and/or the extent to which the pieces of writing had logical arguments. If a student had solid reasoning in their writing (e.g., “I was upset because I forgot my umbrella on the rainy day”), then they scored higher in this category. Of course, students whose writing was characterized by significant jumps in either reasoning or justified answers without supporting evidence received a lower score in this category.

I then took an average of these scores and compared it to the rubric that the school district uses to assess students writings (see below). I did this to ensure the validity of the assessments that I was employing.

INFORMATIONAL WRITING RUBRIC FOR THE EXPANDING STAGE
(End-of-Year Benchmark for 3rd Grade)

1 Below Basic	<ul style="list-style-type: none"> • Uses inappropriate and/or offensive/violent language, <i>and/or</i> • Does not address one of the prompts, <i>and/or</i> • Does not contain complete thoughts that can be understood, <i>and/or</i> • Is not complete because the ideas are restatements or a list of unconnected thoughts
2 Basic	<ul style="list-style-type: none"> • Missing an introduction, body, or conclusion and/or the ideas are out of sequence, <i>and/or</i> • Difficult to read and understand due to poor letter formation, word spacing and/or sound spelling, <i>and/or</i> • Does not use sentences of differing lengths and complexities according to grade level standards, <i>and/or</i> • Does not show evidence of descriptive language (interesting adjectives, adverbs, action verbs)
Spelling Deficiency SD3 SD4	<ul style="list-style-type: none"> • Would be a 3 if benchmark words were spelled correctly • Would be a 4 if benchmark words were spelled correctly
3 Proficient	<ul style="list-style-type: none"> • Complete piece (introduction, body, and conclusion) and can be understood, <i>and</i> • Uses sentences of differing lengths and complexities according to grade level standards, <i>and</i> • Uses descriptive language (interesting adjectives, adverbs, action verbs), <i>and</i> • Meets all grade level benchmark standards for: Spelling Punctuation Capitalization <i>but</i> • May lack a compelling message that sustains reader's attention
4 Advanced	<ul style="list-style-type: none"> • Meets all criteria for a 3 rating <i>plus</i> • Conveys a compelling message that sustains reader's attention, <i>and</i> • Uses descriptive language (interesting adjectives, adverbs, action verbs) throughout the piece, <i>and</i> • Contains creative thinking or creative language, <i>and</i> • Contains characteristics such as insight, vitality, richness of expression

Fall, 2003 (First Year to Use "3" Benchmark Rating)

NARRATIVE WRITING RUBRIC FOR THE EXPANDING STAGE
(End-of-Year Benchmark for 3rd Grade)

1 Below Basic	<ul style="list-style-type: none"> • Uses inappropriate and/or offensive/violent language, <i>and/or</i> • Does not address one of the prompts, <i>and/or</i> • Does not contain complete thoughts that can be understood, <i>and/or</i> • Is not complete because the ideas are restatements or a list of unconnected thoughts
2 Basic	<ul style="list-style-type: none"> • Missing a beginning or middle or end and/or the ideas are out of sequence, <i>and/or</i> • Difficult to read and understand due to poor letter formation, word spacing and/or sound spelling, <i>and/or</i> • Does not use sentences of differing lengths and complexities according to grade level standards, <i>and/or</i> • Does not show evidence of descriptive language (interesting adjectives, adverbs, action verbs)
Spelling Deficiency SD3 SD4	<ul style="list-style-type: none"> • Would be a 3 if benchmark words were spelled correctly • Would be a 4 if benchmark words were spelled correctly
3 Proficient	<ul style="list-style-type: none"> • Complete story (beginning, middle, and end); can be understood; includes character, setting (time and/or place), problem, major events, solution, <i>and</i> • Uses sentences of differing lengths and complexities according to grade level standards, <i>and</i> • Uses descriptive language (interesting adjectives, adverbs, action verbs), <i>and</i> • Meets all grade level benchmark standards for: Spelling Punctuation Capitalization <i>but</i> • May lack an engaging story line that sustains reader's attention
4 Advanced	<ul style="list-style-type: none"> • Meets all criteria for a 3 rating <i>plus</i> • Contains an engaging story line that sustains reader's attention, <i>and</i> • Uses descriptive language (interesting adjectives, adverbs, action verbs) throughout the piece, <i>and</i> • Contains creative thinking or creative language, <i>and</i> • Contains characteristics such as insight, vitality, richness of expression

Fall, 2003 (First Year to Use "3" Benchmark Rating)

Above are the State College School District's Rubrics for Assessing Third Grader's Writing

The next step was to analyze the scores and to look for trends. I entered all of the scores into a spreadsheet and looked at the data in terms of areas that a particular student was having trouble in as well as the areas that the students in general were having problem in. This data is discussed in the next section.

Lessons and Procedure. After looking at the pretest data, I determined that it would be best to structure my lessons in small groups where specific, targeted mini-lessons could be directed at those students. After looking at my initial data I decided to create five lessons in total. The first two were on punctuation, where the first lesson focused on combining sentences using commas and conjunctions while the second dealt with breaking up very long sentences into multiple ones. The next lesson's topic was on grammar, specifically subject-verb agreement ("She was went to the store"). The next two lessons focused on the details in a paragraph, the first was simply adding them in while the second was enhancing the ones already there to make them more vivid.

At this point, I stopped with the mini-lessons to allow for the PSSA standardized test. Once the week of the tests was over, I began to conduct the final assessments of the students writings along the same criteria and methods used in the initial assessment. I assessed their writing in the same three genres as before, informational, persuasion, and narrative. As I did with the pretest, I graded students' work on a four-point scale along four discrete categories (i.e., Spelling, Grammar, Details, and, Logic). Again, I compiled the scores into an average and compared that average to the school district's rubric to ensure validity.

Data Collected

The raw data collected are at the end of this paper. Please go there to view them.

Analysis

A cursory look at the results from the raw data look as if the methodology I used was effective. For the most part, every student's score seems to have increased. After analyzing the data I determined that on average the students increased their scores by .33, or by about 8%. However, I am skeptical about this analysis. Indeed, there was variation in the improvement by individual students. For example, while Student 9's score increased by .85 points (or 21%), Student 13 attended the same number and types of sessions and they ended up having their score increase by .08, or about 2%. Granted most student's scores increased, but 6 of the 18 students (33%) showed negligible improvement ($< .25$ points) or no improvement at all.

Also, the research design of this project did not include a control group, and therefore, I cannot say, unequivocally, that my intervention had any impact on the students at all. It is quite reasonable to state that the increase in scores could have come from the standard development typical of students during this time frame. It is also just as reasonable to state that there was an increase in scores because the mini-lessons were focused on the areas that individual students needed to improve on.

I did notice that regardless of the genre that the increase of scores was effectively equal between each individual style. No particular style seemed to lend itself to more improved scores than others. That is, students' improvement was about the same for each genre.

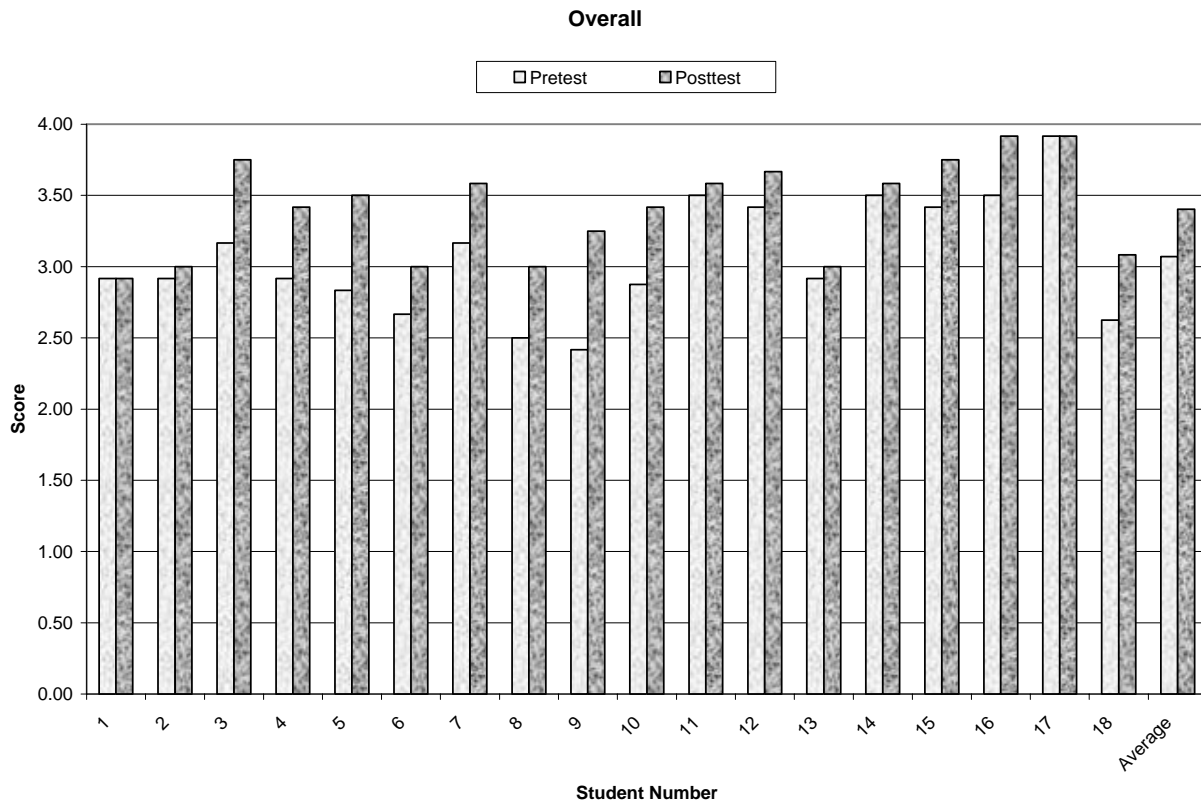
Outcomes

Claims:

The scores between the initial assessment and the post assessment increased for most students. For those that did not increase, the effects were negligible.

Evidence:

- Sixteen of Eighteen students had an increase in their scores from Pretest to Posttest.
- Two Students had no changes in their scores.
- On average the students had an increase in their scores of .33.

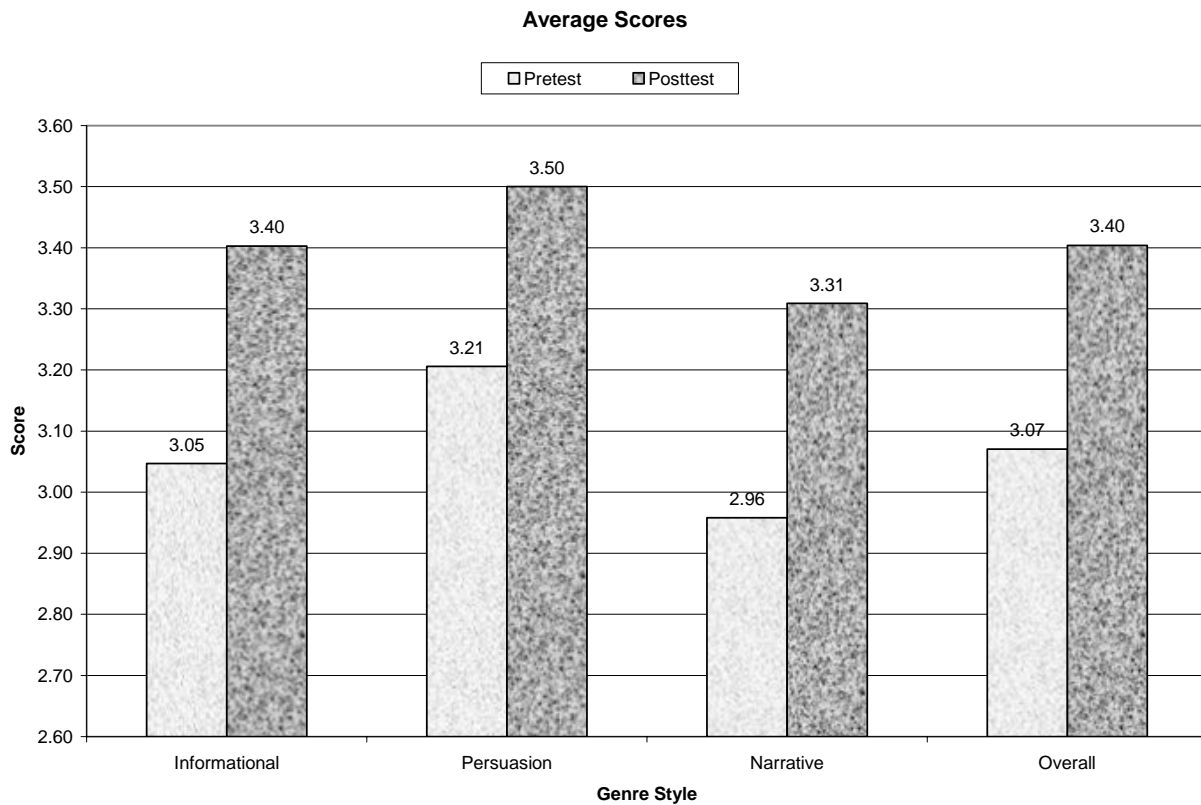


Claim:

Students' scores did not increase differentially due to the genre of writing. In essence, the peer editing did not differentially improve students' writing in any one genre.

Evidence:

- Each genre saw about the same amount of increase in scores from pretest to posttest.
- Each increase was within .04 points of the average, or within a 1% margin
- Each increase was about .34 points, the same as the average increase per individual student scores.

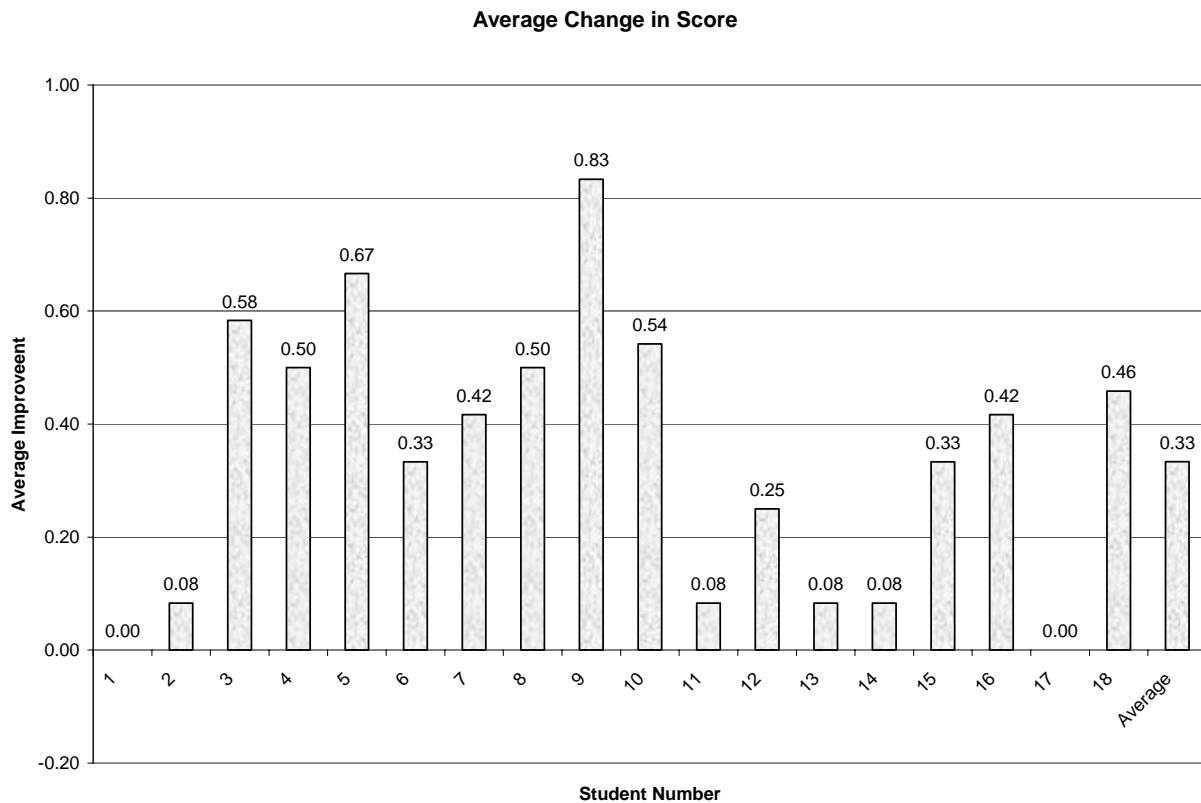


Claims:

Most students kept within a small margin with the increase of their scores.

Evidence:

- Sixteen students had their average posttest scores keep within a margin from the average of their pretests scores between .5 points to .25 points
- The highest increase in scores was .83 points by student 9, and the second highest increase came from student 5 at .67 percent.
- The majority of the students (11) had an increase in their scores from Pretest to posttest of at least .33 points, or by about 8%



Conclusions

Implications

I wish that I could say that I know for sure that the teaching intervention that I developed was an effective way to enhance writing lessons by increasing the motivation of students.

Although I observed the students being excited in the mini-lessons, and while I have statistical information that shows an increase in their scores (however negligible they may be), I cannot compare the students that were part of this project to others that were not. Because I cannot make this comparison I also cannot justify any evidence of this intervention may have as an advantage or disadvantage over another interventions or even the absence of any intervention at all.

Despite this limitation, I still feel that the students and I enjoyed this style of writing instruction, so I hope that I will be able to continue it in some form or another until I am able to determine the validity of this intervention by comparing it to other students in a similar situation. In future work, I will also ask the students about their levels of confidence in writing and the degree to which they enjoyed the lessons. I was so focused on their pretest and posttest writing scores, that I did not think about assessing their levels of affect. I know that affect plays a strong role in all aspects of learning, and in the future I will also attend to this side of student learning.

New wonderings

My additional wonderings focus on the aspects of the component variables in comparison to a standardized norm population. I wonder if I were able to have four possible groups to compare for the next time I may try this methodology how those groups might compare to each

other. Would I find that my intervention was just as effective as those following a regular classroom instruction? Would my intervention be more effective with the absence of a SmartBoard and just projecting the examples on a screen for everyone to view? What if I had the whole class in the peer-group editing discussions? Would the presence of more people, even those who have no reason to be at the lesson because they are at a mastery level of understanding, be more or less beneficial to the students versus pulling out select students for targeted mini-lessons?

I also wonder about the emotive response of those who had their work on display for others to dissect. How do they feel before and after their work was edited? Did they see a positive effect in their writing the next time, or did they give in and do poorly?

In the final analysis, I am glad that I had the opportunity to think about my teaching and ways that I can improve it. Even though my project was not as earth shattering as I hoped it would be, I could still see the positive effect it had on the students both statistically and emotionally. I know that this will be a technique that I will revisit again in my instruction.

Inquiry Lessons

Name: John Alexander

Date: 3/22/2005

Subject/Concept: Writing

Estimated Time: Two 45 min lessons

Standards:

Expected Learner Outcomes: The students will see examples of their own writing and the errors therein, and while giving direct input into its correction, they will have a better understanding of their own common mistakes and have more ownership in the writing process.

Lesson Sequence:

Introduction: I will take approximately six students into the computer lab where I will have the smart board set up with a copy of a piece of writing that one of the student's did now typed into the computer being projected in front of them. These copies will have gotten permission from the authors to be used in an anonymous capacity. The students will sit in front of the smart board as we enter the room. I will let them know that I wanted to try a new kind of way to help them with various problems that they might be having with their writing and that everyone in the room at that time are having the same problem that we will be working on that day. I will emphasize this fact again by talking about appropriate behavior in the lab and that everything that we will be discussing should be done constructively (helpful, not hurtful). I will then begin the lesson by pulling up the first example.

Lesson: For each example used I will start out by having the students read each sample silently (while I read it aloud?). Then I will give the students ample opportunity to suggest corrections orally, then if they are appropriate I will allow them to touch the board to place the cursor at the appropriate spot so I can type it in. This will continue until the students have stopped trying to do additional corrections, at which point I will do it myself. When all the corrections are done I will move on to the next piece of work.

Closure: At the end of the lesson I will review the rules that came up while we were doing corrections citing specific examples from the works used in the lesson. I will also thank everyone for their appropriate behavior and their participation. I will finally leave them with the notion that when they look over their work that they should think about it as if they were correcting it on the smart board. They might want to touch the corrections with one hand/finger and then correcting it with the other.

Assessment of Learning: The students will be assessed later on along the same rubric and criteria that their initial samples were collected on. If these new pieces of work demonstrate a better understanding of writing and therefore less errors, then this lesson would be considered successful.

Analysis/Reflection: (On Back)

General Raw Data

Students	Informational 1	Informational 2	Persuasion 1	Persuasion 2	Narrative 1	Narrative 2	Overall 1	Overall 2	Change
1	2.75	2.75	3.25	3.00	2.75	3.00	2.92	2.92	0.00
2	2.75	2.25	3.25	3.50	2.75	3.25	2.92	3.00	0.08
3	2.75	3.75	3.50	3.75	3.25	3.75	3.17	3.75	0.58
4	3.00	3.25	3.25	3.75	2.50	3.25	2.92	3.42	0.50
5	3.25	3.50	3.00	3.50	2.25	X	2.83	3.50	0.67
6	3.00	3.50	2.75	2.75	2.25	2.75	2.67	3.00	0.33
7	3.25	3.50	3.25	3.75	3.00	3.50	3.17	3.58	0.42
8	2.25	3.25	3.00	3.50	2.25	2.25	2.50	3.00	0.50
9	2.50	3.25	2.00	3.25	2.75	3.25	2.42	3.25	0.83
10	2.75	3.50	X	3.50	3.00	3.25	2.88	3.42	0.54
11	3.50	3.75	3.50	3.50	3.50	3.50	3.50	3.58	0.08
12	3.25	4.00	3.50	3.50	3.50	3.50	3.42	3.67	0.25
13	2.75	3.00	3.25	3.50	2.75	2.50	2.92	3.00	0.08
14	X	3.25	3.50	3.75	3.50	3.75	3.50	3.58	0.08
15	3.50	3.75	3.00	3.50	3.75	4.00	3.42	3.75	0.33
16	3.50	4.00	3.25	3.75	3.75	4.00	3.50	3.92	0.42
17	4.00	4.00	4.00	3.75	3.75	4.00	3.92	3.92	0.00
18	X	3.00	3.25	3.50	2.00	2.75	2.63	3.08	0.46
Average	3.05	3.40	3.21	3.50	2.96	3.31	3.07	3.40	0.33
StDev	0.45	0.46	0.42	0.27	0.58	0.53	0.41	0.34	0.25

Informational Raw Data

Informational						Informational					
	Details	Spelling	Logic	Grammar	Score		Details	Spelling	Logic	Grammar	Score
1	4	2	3	2	2.75	1	3	2	4	2	2.75
2	3	3	3	2	2.75	2	2	3	3	1	2.25
3	3	3	3	2	2.75	3	4	3	4	4	3.75
4	4	2	3	3	3.00	4	4	3	4	2	3.25
5	3	4	3	3	3.25	5	4	2	4	4	3.50
6	3	3	2	4	3.00	6	3	3	4	4	3.50
7	4	3	4	2	3.25	7	3	4	3	4	3.50
8	2	3	2	2	2.25	8	2	4	3	4	3.25
9	3	2	3	2	2.50	9	4	2	4	3	3.25
10	2	3	3	3	2.75	10	3	4	4	3	3.50
11	4	4	3	3	3.50	11	4	4	4	3	3.75
12	3	4	3	3	3.25	12	4	4	4	4	4.00
13	3	3	2	3	2.75	13	3	3	3	3	3.00
14					0.00	14	4	4	3	2	3.25
15	4	3	4	3	3.50	15	3	4	4	4	3.75
16	3	4	3	4	3.50	16	4	4	4	4	4.00
17	4	4	4	4	4.00	17	4	4	4	4	4.00
18					0.00	18	3	4	3	2	3.00
Average	3.25	3.13	3.00	2.81	3.05	Average	3.39	3.39	3.67	3.17	3.40

Persuasive Raw Data

Persuasion						Persuasion					
	Details	Spelling	Logic	Grammar	Score		Details	Spelling	Logic	Grammar	Score
1	4	3	4	2	3.25	1	3	3	3	3	3.00
2	3	4	3	3	3.25	2	4	3	4	3	3.50
3	3	4	4	3	3.50	3	4	3	4	4	3.75
4	4	2	4	3	3.25	4	3	4	4	4	3.75
5	2	3	3	4	3.00	5	3	4	4	3	3.50
6	3	2	3	3	2.75	6	2	4	2	3	2.75
7	3	4	3	2	3.25	7	4	4	3	4	3.75
8	3	3	4	2	3.00	8	4	3	4	3	3.50
9	2	2	2	2	2.00	9	3	3	3	4	3.25
10					0.00	10	3	4	3	4	3.50
11	3	4	3	4	3.50	11	3	4	3	4	3.50
12	3	4	3	4	3.50	12	3	4	3	4	3.50
13	3	4	3	3	3.25	13	3	4	3	4	3.50
14	4	4	3	3	3.50	14	3	4	4	4	3.75
15	3	4	2	3	3.00	15	3	3	4	4	3.50
16	2	3	4	4	3.25	16	4	4	4	3	3.75
17	4	4	4	4	4.00	17	3	4	4	4	3.75
18	3	3	3	4	3.25	18	3	4	4	3	3.50
Average	3.06	3.35	3.24	3.12	3.21	Average	3.22	3.67	3.50	3.61	3.50

Narrative Raw Data

Narrative						Narrative					
	Details	Spelling	Logic	Grammar	Score		Details	Spelling	Logic	Grammar	Score
1	2	2	3	4	2.75	1	2	3	4	3	3.00
2	2	4	2	3	2.75	2	3	4	3	3	3.25
3	4	4	2	3	3.25	3	4	4	4	3	3.75
4	3	2	3	2	2.50	4	4	3	4	2	3.25
5	3	2	2	2	2.25	5					0.00
6	3	2	2	2	2.25	6	3	3	3	2	2.75
7	4	3	2	3	3.00	7	3	4	3	4	3.50
8	3	2	2	2	2.25	8	2	2	2	3	2.25
9	3	3	2	3	2.75	9	4	3	3	3	3.25
10	2	4	2	4	3.00	10	4	4	2	3	3.25
11	3	4	4	3	3.50	11	3	4	4	3	3.50
12	4	4	3	3	3.50	12	3	4	3	4	3.50
13	3	3	3	2	2.75	13	2	3	3	2	2.50
14	3	4	3	4	3.50	14	4	4	4	3	3.75
15	4	4	3	4	3.75	15	4	4	4	4	4.00
16	4	3	4	4	3.75	16	4	4	4	4	4.00
17	3	4	4	4	3.75	17	4	4	4	4	4.00
18	2	3	1	2	2.00	18	3	3	2	3	2.75
Average	3.06	3.17	2.61	3.00	2.96	Average	3.29	3.53	3.29	3.12	3.31

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