

THE EFFECTS OF IMPLEMENTING A DISTRICT-WIDE WRITING MODEL
ON WRITING ACHIEVEMENT OF 11TH GRADE STUDENTS

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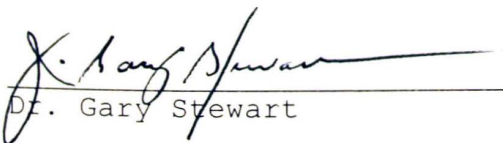
Graduate Committee:

I am submitting herewith a field study written by Kimberly A. Sigears entitled "The Effects of Implementing a District-Wide Writing Model on Writing Achievement of 11th Grade Students." I have examined the final copy of this field study for form and content and recommend that it be accepted in partial fulfillment of the requirement for the degree of Education Specialist, with a major in Administration and Supervision.

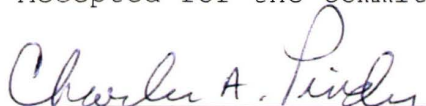


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Dr. Gary Stewart

Accepted for the Committee,


Dean of the Graduate School

THE EFFECTS OF IMPLEMENTING A DISTRICT-WIDE WRITING MODEL
ON WRITING ACHIEVEMENT OF 11TH GRADE STUDENTS

A Field Study

Presented to

The Faculty of the Graduate School

Austin Peay State University

by

Kimberly A. Sigears

In Partial Fulfillment
Of the Requirements for the Degree
EDUCATION SPECIALIST

December 2006

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Date: 12/06/06

DEDICATION

First, I want to thank God for giving me the strength and knowledge to obtain this degree.

Second, I want to thank my son Tanner for your patience and understanding while mommy worked to complete her degree program. You are truly a blessing!

Lastly, I want to thank my family and friends for your devotion and assistance with my son as I was working to complete my degree.

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ABSTRACT

This study researched and analyzed the effects of implementing 6 + 1 Trait writing model on 11th grade TCAP writing assessment scores. The primary focus centered on determining if the implementation of 6 + 1 Trait writing model across the curriculum increased TCAP writing assessment scores for 11th grade students.

The study group was composed of a sample of 11th grade students given the writing assessment in the selected school system from 2000-2006. This study represented a time series design where the data used to assess students progress and growth consisted of historical data in the targeted school system's archives.

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CHAPTER I

INTRODUCTION

Statement of the Problem

Accountability in education has gained the attention of many school system leaders and educators. Efforts have been implemented across the nation to create a quality educational environment that prepares students for future learning. New paradigms regarding accountability emphasize state standards and raising student achievement. According to research, the single most important factor in student learning is the quality of education (Brown, 1990). It is evident that accountability and student achievement are a reflection of each other. As the stakes are raised for accountability, more emphasis is placed on state standards, and the curriculum has been targeted as the ultimate focus in raising student achievement. However, changing the curriculum alone will not raise student achievement. School districts across the nation have started implementing district initiatives in order to meet the needs of the students, strengthening the curriculum and student outcomes. Educators today face many challenges in the classroom. One of the most prominent challenges for educators is effectively incorporating writing across the

curriculum in an effort to increase student's ability to write effectively.

Writing is a very important skill for students to learn. However, writing is not only important because it allows students to disseminate information. The process of writing is also critical to the process of learning because it demands analysis and synthesis at many levels, that can lead to personal breakthroughs in learning (Cotton, 1988). This may be due to the fact that writing, unlike reading, is an active process where the writer must supply everything as opposed to having everything provided as in reading (Cotton, 1988). However, the teaching of writing is an area in which there is a distinct separation between what research says and what teachers practice (Cotton, 1988).

The school district chosen for this study strives for all students to achieve proficiency on the Tennessee Comprehensive Assessment Program (TCAP). The selected school district has incorporated various initiatives across the system; most have a three-year implementation cycle. The 6 + 1 Trait writing model was implemented during the 2003-2004 school year. With assistance from the Stupski Foundation, the school district has instituted literacy initiatives district-wide. The 6 + 1 Trait writing model

was fully implemented for three years; data was available for comparing achievement before implementation in comparison to achievement after implementation.

Purpose of the Study

The rationale for developing this research study was the necessity for students to be able to write effectively in order to learn. The selected school district implemented the 6 + 1 Trait writing model during the 2003-2004 school year. School leaders devised a three-year implementation cycle for evaluation of data.

Therefore, the purpose of this research study was to determine if the incorporation of 6 + 1 Trait writing model across the curriculum increased TCAP writing assessment scores for 11th grade students in the selected school system. The focus was a sample of students who were given the writing assessment in 11th grade before implementation of the 6 + 1 Trait writing model in the selected school system in comparison to 11th grade students after being exposed to 6 + 1 Trait writing model.

Research Questions and Hypotheses

To better understand the relationship of implementing 6 + 1 Trait writing model and the effects implementation had on TCAP writing assessment scores, a literature review was conducted, exploring current research and practices

regarding this topic. Based on this literature review, four research questions were addressed in this study:

1. Does the implementation of a district-wide writing model across the curriculum increase TCAP writing assessment scores for 11th grade students?

2. Is there a difference in writing scores for 11th grade students using the 6+1 Trait writing model during the first year when compared to writing assessment scores for the year immediately prior to implementation of the writing model?

3. Is there a difference in TCAP writing assessment scores for 11th grade students after second year of 6 + 1 Trait writing model implementation when compared to the previous year's scores?

4. Is there a difference in TCAP writing assessment scores for 11th grade students after the third year of 6 + 1 Trait writing model implementation when compared to the previous year's scores?

Four hypotheses were proposed for this study:

1. There is no significant difference in student achievement on the TCAP writing assessment in the selected school district prior to implementing a district-wide writing model.

2. There is no significant difference in TCAP writing assessment scores for 11th grade students using the 6 + 1 Trait writing model when compared to TCAP writing assessment scores prior to implementation of the 6 + 1 Trait writing model.

3. There is no significant difference in TCAP writing assessment scores for 11th grade students using the 6 + 1 Trait model writing after the second year of implementation.

4. There is no significant difference in TCAP writing assessment scores for 11th grade students using 6 + 1 trait model writing after third year of implementation.

Limitations

The limitations of the study are as follows:

1. The research study applied to only a small population of the selected school system, focusing specifically on 11th grade students in area high schools and reflect limitations specific to the population.

2. Due to military deployment, there was a variation in student population in the selected school system.

3. The sample is limited to 11th grade students who have taken the TCAP writing assessment in the selected school system.

Assumptions

The following assumptions were made during research for this paper:

1. It was assumed that student's scores on the TCAP writing assessment are a reflection of their ability to write effectively.
2. It was assumed that the students have been exposed to the 6 + 1 Trait writing model for three consecutive years.
3. It was assumed that students have been enrolled in the selected school system for a three-year period.
4. It was assumed that the student data representative of the population in this study are a reflection of their ability to write effectively.
5. It was assumed that the setting and procedures in which students were tested are constant in the chosen schools in the selected district.

Definition of Terms

The following terms are used throughout this paper:

1. 6 + 1 Trait writing model- the 6 + 1 Trait writing model is a way to assess and teach writing. This model focuses on 6 qualities seen in outstanding written works. The six traits include: 1) Ideas: The content or main theme. Can be looked at as the heart of the message. 2)

Organization: The internal structure of the writing. 3) Voice: The personal voice of author comes through. This gives a sense of a real person speaking. 4) Word Choice: The use of precise, colorful and rich words to communicate. 5) Sentence Fluency: The writing flows together often with a rhythm or cadence. 6) Conventions: Mechanical correctness, including spelling and grammar.

2. TCAP writing assessment-The TCAP writing assessment is a performance-based test to assess progress toward achieving Tennessee Goals and Standards. The TCAP writing assessment requires students to write rough draft essays in response to an assigned prompt within a limited time frame.

3. Effect Size- is a measure of the strength of the relationship between two variables. It is a better practical difference that takes into account the size of the group because the larger the group the easier it is to find a significant difference.

4. Baseline score- in terms of the state's evaluation, four denotes achievement of the basic grade level writing competencies. The student's response to the writing prompt demonstrates adequate organization and development, explains or illustrates some of the key ideas, demonstrates adequate facility in the use of language, may display some

errors in mechanics, usage, or sentence structure. The baseline score for this study is four.

CHAPTER II

REVIEW OF RELATED LITERATURE

To determine the effect of implementing 6 + 1 Trait writing model in terms of writing assessment scores, it is proposed that a study of relevant research regarding this be conducted. Upon completion of the findings, appropriate recommendations were compiled regarding the effect of implementing 6 + 1 Trait writing model on student achievement and their ability to write effectively.

Understanding the Writing Process

The writing process is a progression of stages a writer goes through to create a product from conception to birth. Ideally it is flexible and allows a writer to try out ideas, play with them, reshape and reorder them, start over, cut and paste, tinker and toy with language use, and create beautiful and delicious new phrases and sentences (Culham, 1995).

Culham (1995) states:

"embedded into the writing process are two significant stages, revision and editing. If you need more active verbs in your writing, you revise for that. If your prose is flat you rework it to bring your voice to life. If you need more details to explain an idea, you add them" (p.3).

Research shows that writing must be taught as a process, not a final product. This process must be a cycle

of revision where students draft, edit, revise, and redraft several times (Patthey-Chavez, Matsumara, & Valdes, 2004). Cotton (1988) outlined steps of the writing process as pre-writing, drafting, revising, editing, and publication. Pre-writing can take many forms depending on the assignment. Drafting focuses mainly on the content of the paper. Revising is based on feedback from teachers and students and should deal with content and organizational flaws. Editing concentrates on grammatical and mechanical errors and is a final polishing. Cotton (1988) indicates that publishing is important because it enhances the student's motivation to have their work published, no matter how informally. Student achievement is higher when the writing is taught as a process rather than a product (Cotton, 1988).

What Impacts Students Writing

Ray (2004) states, "when young students see themselves as people make books, they develop an understanding about genre, craft, style, voice, organization, audience, process, and purpose." This sense of identity is key to much of their development as writers. Writing is the realm where children can attain literacy first and feel ownership and control over the written word (Jensen, 1993, p.291).

Writing is a way to work yourself into a subject and make it your own (Burns, 1988).

Voice is the key to helping our students develop into writers. We must give them the opportunities to hear their own written voices and the written voices of others—their peers, their teachers, and the best authors (Romano, 2004). Students who write with confidence will be more open to strategies that allow them to express their written voice. Fletcher (1993) states, "writing with voice has the same quirky cadence that makes human speech so impossible to resist listening to." The following are teaching qualities of voice: information, narrative, perception, surprise, and humor.

The emphasis on writing in the curriculum has been accompanied by the rapid growth of writing assessment. Most state assessments are linked directly to state standards and judge writing according to such elements as purpose, organization, style, and conventions including grammar, usage, and mechanics. States diverge in what skills they test and how they test them (Baldwin, 2004).

Another compelling aspect that affects how students write is the teacher's knowledge and ability. With this in mind, The National Writing Project has been established to ensure that teachers learn and are provided with

appropriate professional development to improve strategies for teaching writing. At the National Writing Project, teachers are encouraged to share, discuss, and critique in public forums.

In secondary schools, writing is most frequently used in two ways; as a means to evaluate students' mastery of content or the written form and as a means to engage students in learning (Applebee, 1981). Research about the most effective ways to improve the composition has found positive effects for such strategies as literacy models, free writing, sentence combinations, and rubrics. The strategy most solidly supported by research to improve composition is a process called inquiry (Hillcocks, 1986). Elbow & Belanoff (1989) states, "writing-to-learn activities are also known as "writing-to-read" strategies—means by which students can engage with text in order to understand it."

Impact of Using a Specific Writing Model

Elbow (2004) states that:

"the process of writing helps children comprehend understanding they need for reading and writing. Writing is a particularly powerful tool for helping adolescents listen, reflect, converse with themselves, and tackles both cultural messages and peer pressures. Students invariably read better if they write first—if they start by writing their own thoughts about a topic that the class will tackle in a text. Just as in writing,

clarity is not what we start with in reading but what we work toward" (p. 10).

We can use writing to help students comprehend this concept. When they understand it, they read better. This process flushes out the misreadings and wrong takes that are inevitable even with expert readers. (Elbow, 2004).

What is 6 + 1 Trait Writing, and What Does it Look Like?

The 6 + 1 Trait model is a form of analytic assessment, a method of looking at main characteristics of writing and assessing them independently. The 6 + 1 Trait Model was developed by Northwest Regional Educational Laboratory in Portland, Oregon. The program uses a common vocabulary and shared vision to teach writing. The following are the 6 + 1 Trait model components and their definitions:

1. Ideas: are the content of the message. When ideas are strong the overall message is clear. Ideas encompass the main theme of the writing and include relevant anecdotes and details.
2. Organization: is the internal structure of the piece, the thread of meaning, the logical pattern of the ideas.

3. Voice: is the soul of the piece. It's what makes the writer's style singular, as his or her feelings and convictions come out through the words.
4. Word Choice: is at its best when it includes the use of rich, colorful, precise language that moves and enlightens the reader.
5. Sentence Fluency: is the flow of the language, the sound of word patterns—the way the writing plays to the ear, not just to the eye.
6. Conventions: represents the piece's level of correctness—the extent to which the writer uses grammar and mechanics with precision.
7. Presentation: zeros in on the form and layout—how pleasing the piece is to the eye.

The Six Trait Writing Model is rated using a 1-5 scale. A one is the lowest score and indicates the writer is not yet showing control over their writing. A two means the writer is emerging. A three means the writer is developing. A four is effective and a five is strong (Culham, 2003).

Rationale for 6 + 1 Trait Writing Model

Perchemlides and Coutant (2004) states, "we have yet to find a teaching approach that addresses the need for a common language about quality writing better than the Six

Traits of Writing model." A group of teachers who believed in giving students an active role in assessing their own writing developed the Six Traits model in the 1980s. These instructors intensively analyzed hundreds of student writing samples from all grade levels and generated a list of elements common to all the pieces they considered excellent (Jarmer, Kozol, Nelson, & Salsberry (2000):

- Ideas (details, development, focus);
- Organization (internal structure);
- Voice (tone and attention to audience);
- Word Choice (precise language and phrasing);
- Sentence fluency (correctness, rhythm, and cadence);
- and
- Convention (mechanical correctness).

In classes using Six Traits approach, students learn to recognize these traits in strong writing before they consciously use them in a piece of their own. The Six Traits method recommends that teachers or students judge each element of a piece of writing as the writing progresses rather than give one overall grade on a finished piece. This approach shows students that all writing, even a finished draft, remains in progress, and that a piece may be excellent in one area but needs significant work in another. Student writers need a standard to work toward. An

instructional model is a visual map that breaks down a piece of writing to show how the parts are organized (Perchemlides & Coutant, 2004).

Need for a Writing Model

The National Assessment of Educational Progress weighs in on the status of writing skills with these statistics:

"Four out of five U.S. students in grades 4, 8, and 12 score at or above the basic level of writing. Only 22 percent of 12th graders achieve at or above the proficient level, and only one in 100 is rated as advanced. Thus, the National Commission on Writing concludes, Students can "write." The difficulty is that they cannot systematically produce writing at the high levels of skill, maturity, and sophistication required in a complex, modern economy" (p.16).

The key to good writing is meaningful sentences and paragraphs. Writing should involve discovering, analyzing, and evaluating. When teachers embed writing strategies in instruction, they enrich and enliven the required curriculum (Yell, 2002).

Effect Size and Meta-analysis

The effect size is the difference between the mean values of the two groups, divided by the standard deviation. The effect size measures practical differences. A correlation of 0.5 is large, 0.3 is moderate, and 0.1 is small (Cohen, 1988).

Student achievement scores are distributed in a "bell curve," also known as normal distribution. In other words, the majority of scores are clustered around the mid-point of the scale, or distributed symmetrically around the mean, with fewer scores occurring as the distance from the mean increases according to a specific mathematical equation (Boston, 2003). Standard deviation is the measurement of how scores are clustered or dispersed in relation to the mean. It is a measure of variability, something similar to an average distance from the mean. In order to show whether a particular technique or intervention helps raise student achievement on a test, a researcher would translate the results of a given study into a unit of measurement referred to as an effect size (Boston, 2003).

An effect size expresses the increase or decrease in achievement of the experimental group (the group of students who are exposed to a specific instructional technique) in standard deviation units. As Marzano, Pickering, and Pollock (2001) note, "Being able to translate effect sizes into percentile gains provides for a dramatic interpretation of the possible benefits of a given instructional strategy."

Given the growing demand for "evidenced-based research" to guide educational interventions, interest in

the research technique of meta-analysis has surged. Meta-analysis is a statistical technique that enables the results from a number of studies to be combined to determine the average effect of a given technique (Boston, 2003). Boston (2003), suggests comparisons can then be made about the relative effectiveness of various techniques for increasing student achievement. Meta-analysis is a more exacting and objective process that involves identifying, collecting, reviewing, coding, and interpreting scientific research studies.

CHAPTER III

METHODOLOGY

Introduction

After reviewing the literature, the need to evaluate the effectiveness of the implementation of 6 + 1 Trait model writing is necessary. For the purpose of this study, the researcher compared TCAP writing assessment scores from a select group of 11th grade students given the TCAP writing assessment three years prior to implementation of 6+1 Trait writing model as compared to a select group of 11th grade students three years following implementation to determine if scores improved. Time-series research was appropriate for exploring and interpreting the educational benefits of implementing the 6 + 1 Trait writing model.

This time-series research study seeks to determine whether the implementation of the 6 + 1 Trait writing model had an effect on student achievement through improving students ability to write effectively; to determine if there was a difference in writing scores for 11th grade students immediately following implementation of the 6+1 Trait writing model when compared to TCAP writing assessment scores immediately prior to implementation; to determine if there was a difference in TCAP writing assessment scores for 11th grade students after second year

of 6 + 1 Trait writing model implementation when compared to the previous year's scores; to determine if there was a difference in TCAP writing assessment scores for 11th grade students after the third year of 6 + 1 Trait writing model implementation when compared to the previous year's scores; and to determine if the implementation of the 6 + 1 Trait model writing changed the trend in TCAP writing assessment scores.

Research Design

Subjects

The chosen school system consists of 31 schools, serves more than 27,000 students and employs approximately 2,800 teachers, administrators and support staff. The sample frame for this study included historical data from the six high schools in the selected school system, stored on a database at the board of education in the selected school system. The researcher did not have direct contact with the selected participants.

The researcher used TCAP writing assessment scores of 11th grade students from the six area high schools, approximately 1800 students within the selected school system. A designated person at the school board was contacted and informed of the data needed. The designee provided historical data for the researcher to conduct this

field study. The historical data included TCAP writing assessment scores for a three-years prior to implementation of the district-wide writing model and a three-years following implementation of the district-wide writing model.

Instrument

The TCAP Writing Assessment is given each spring to 11th grade students. For assessment purposes, the students must draft an essay in response to a writing prompt during an allotted amount of time. The TCAP writing assessments are then scored using a rubric and students are grouped according to achievement bands. The achievement bands are as follows: (1) deficient, (2) flawed, (3) limited, (4) competent, (5) strong, and (6) outstanding. The scores are calculated as continuous scores, therefore, the data was compiled as continuous resulting in a mean average.

The quantitative data consisted of standardized norm-referenced TCAP writing assessment scores, a state mandated test. The researcher analyzed writing assessment data for the selected school district from 2001-2006.

Procedure

Prior to implementation of this research study, a letter requesting permission for the completion of the proposed field-study in the targeted school system was

submitted to the current Director of Curriculum and building administrators. An Institutional Review Board (IRB) report was filed, along with the study proposal, in order to receive approval from Austin Peay State University for completing research. Upon receiving approval from both the IRB and the school system, the researcher contacted the designee for collecting test data in the designated school system to request writing assessment scores for three years prior to implementation of the writing model and three year following the implementation of the writing model.

The 11th grade TCAP writing assessment scores were collected and analyzed for the six high schools in the designated area. For the purpose of preparation for the *t*-tests to be performed, the data was organized by individual schools, then by year students were tested, and lastly by mean score. The data was entered into a statistics program, StatView, where an Analysis of Variance (ANOVA) was used to determine if significant differences exist for each comparison. A significant difference was determined at the .05 level. The effect size was determined by *Cohen's d*.

CHAPTER IV

Results

The TCAP writing assessment scores were compared using a *t* test for 2000-2006. The data was organized based on research questions for this study. The quantitative data consisted of standardized norm-referenced writing assessment scores, a state mandated test. Analysis of research questions is below:

1. Does the implementation of a district-wide writing model across the curriculum increase TCAP writing assessment scores for 11th grade students?

A *t* test ($\alpha=.05$) was used to compare the TCAP cumulative writing assessment scores for a three-year period prior to implementation of 6 + 1 Trait writing model and a three-year period after implementation. Data is found in Table 1.

Table 1

Unpaired t-Test for 11th Grade TCAP Writing scores before and after the implementation of 6+1 Trait Writing Model

Variable	# of Students	Mean	SD	df	t
Scores Before	3,088	3.845	.165		
				8084	-5.241
Scores After	4,998	4.133	.250		

P= .0034*

$\Delta = 1.152$

The data indicated there was a statistically significant difference between the means at the $\alpha=.05$ level; therefore, you would reject the Null Hypothesis. The 11th Grade students achieved greater TCAP Writing scores after the implementation of the 6+1 Trait Writing Model.

The Effect size was calculated and is 1.152. For Delta effect size, the standard for determining that a difference would be considered of great practical significance is 0.5. Based on this standard, the results of the implementation of 6 + 1 Trait writing would be encouraging and considered of substantive significance as it is 1.152. Included in the effect size calculation is the population for the before

and after groups, as well as, the mean for each of the years before implementation and after implementation.

2. Is there a difference in writing scores for 11th grade students using the 6+1 Trait writing model during first year when compared to writing assessment scores for the year immediately prior to implementation of the writing model?

The question was analyzed using an A-nova comparing writing assessment scores after the first year of implementation in comparison to the previous years writing assessment scores. Data is found in Table 2.

Table 2

Unpaired t-Test for 11th grade Writing scores for 2002-2003 as compared to 2003-2004

Variable	# of Students	Mean	SD	df	t
sy 02-03	1,239	4.008	.322	2618	-4.201
sy 03-04	1,381	4.025	.187		

P= .7968

The data analysis indicates a rise in the mean score after the first year of implementing 6+1 Trait Model Writing, therefore rejecting the null hypothesis that there is no significant difference in writing scores after one year of implementing the writing model. During the first year of implementation, writing assessment scores increased from 4.008 during 2002-2003 school year to 4.025 during 2003-2004 school year, a difference of +.017. This indicates continuing improvement after use of the model.

3. Is there a difference in writing scores for 11th grade students after second year of writing model implementation when compared to the previous year's scores?

The question was analyzed using an A-nova comparing writing assessment scores after the second year of implementation in comparison to the previous years writing assessment scores. Data found in Table 3.

Table 3

Unpaired t-Test for 11th grade TCAP Writing scores for 2003-2004 as compared to 2004-2005.

Variable	# of Students	Mean	SD	df	t
sy 03-04	1,381	4.025	.187	2726	-4.201
sy 04-05	1,347	4.303	.189		

p= .0085*

An analysis of the mean score after two years of implementing the writing model indicated an increase of +.273, therefore, rejecting the null hypothesis that there is no significant difference in writing scores after two years of implementation.

4. Is there a difference in writing scores for 11th grade students after the third year of writing model implementation when compared to the previous year's scores?

The question was analyzed using an A-nova comparing writing assessment scores after the third year of implementation in comparison to the previous years writing assessment scores. Data found in Table 4.

Table 4

Unpaired t-Test for 11th grade TCAP Writing scores for 2004-2005 as compared to 2005-2006

Variable	# of Students	Mean	SD	df	t
sy 04-05	1,347	4.303	.189	2884	2.241
sy 05-06	1,539	4.153	.198		

p= .0751

An analysis of the mean score after three years of implementing the writing model indicated a decrease of -.150, therefore, supporting the null hypothesis that there is no significant difference in writing scores after three years of implementation. The data indicated that scores have improved significantly in the previous year's, however, during the third year of implementation improvement begins to level off.

CHAPTER V

Conclusion and Recommendations

The primary purpose of this study was to determine if implementing 6 + 1 Trait model writing increased students' writing scores on the TCAP writing assessment over a three-year period. The research questions for this study were:

1. Does the implementation of a district-wide writing model across the curriculum increase TCAP writing assessment scores for 11th grade students?
2. Is there a difference in writing scores for 11th grade students using the 6+1 Trait writing model during first year when compared to writing assessment scores for the year immediately prior to implementation of the writing model?
3. Is there a difference in TCAP writing assessment scores for 11th grade students after second year of 6 + 1 Trait writing model implementation when compared to the previous year's scores?
4. Is there a difference in TCAP writing assessment scores for 11th grade students after the third year of 6 + 1 Trait writing model implementation when compared to the previous year's scores?

The review of related literature provided an understanding of the writing process and how it impacts

students writing, as well as, provides an overview of 6 + 1 Trait writing model and the need for a writing model to guide students through the writing process. The rationale for implementing 6 + 1 Trait writing model was discussed in depth and common elements of the writing model were defined. The instrument utilized for the purpose of this study included an ANOVA.

The null hypothesis that there is no statistically significant difference between the TCAP writing assessment scores after implementation of 6 + 1 Trait writing model was supported for three of the four research questions and hypotheses formulated for this study.

Although the null hypotheses were accepted, trends in data provide some interest for educators. Trends in data show that the overall mean score for 11th grade students increased from 3.845 to 4.133. Although the difference in the third year of implementation does not denote significant improvement it was higher than previous year's. It should be noted during the 2005-2006 school year, there was significant mobility of students due to military deployment.

It is important to note that the results from this study could result from variations in the implementation of the model among teachers in a particular school. It is

assumed that Language arts teachers implement 6 + 1 Trait writing model with the greatest intensity since the model coincides with their content standards. However, all content areas have added writing across the curriculum at varying degrees.

Recommendations for Further Study

1. This study did not evaluate 11th grade students growth on TCAP writing assessment before implementation of 6 + 1 Trait writing model based on gender, ethnicity, or socioeconomic. Future studies should include a break down of writing assessment scores to identify achievement gaps.

2. Future research should be conducted to allow for comparison of TCAP writing assessment data for 4th and 7th grade students to determine effectiveness of 6 + 1 Trait writing model.

3. Students are given the TCAP writing assessment in 4th, 7th, and 11th grades. Additional studies should be conducted to track students from elementary (4th grade) through 11th grade to analyze individual growth.

4. Future research should be conducted with regards to 11th grade students achievement on the TCAP writing assessment for students who have been enrolled in the system for at least three consecutive years.

Conclusions

Why should the selected school system continue to use 6 + 1 Trait writing model after trend analysis indicated that students TCAP writing assessment scores were already improving prior to implementation?

1. In discussing the scores positive trend before the implementation of 6 + 1 Trait writing model, proficiency was 4 and pressure was on schools to implement procedures that would ensure minimum proficiency by all students. The scores were reported in the State Report Cards. The No-Child Left Behind influence began. Not only did the selected school system achieve a mean above the level of minimum proficiency, they continued to improve even with change in demographics. Thus, when you evaluate the data in terms of a times series framework, the three years before implementation and the three years after implementation, the mean difference is significant with greater positive achievement experienced after the implementation of 6 + 1 Trait writing model.

2. Even though the trend analysis indicates that students TCAP writing assessment scores were already improving prior to implementation, data indicates that students mean scores, a three year average of scores before and after implementation, denotes an improvement in TCAP

writing assessment scores after implementation of 6 + 1 Trait writing model.

3. The review of literature supports writing as the realm where children can attain literacy first and best feel on top of ownership and control over the written word (Jensen, 1993, p.291). Writing is a way to work yourself into a subject and make it your own (Burns, 1988).

4. 6 + 1 Trait writing model has been implemented in the selected school system for three consecutive years. More time should be allotted to adequately assess the trend lines.

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APPENDICES

Appendix A

School System Letter of Request

October 01, 2005

Kimberly Sigears
Assistant Principal, Kenwood Middle School
3701 Kendra Court S.
Clarksville, TN 37040

Dear Sallie Armstrong:

This letter is my request to conduct research in the Clarksville-Montgomery County School System. The target population of my study will be 11th grade students from all six high schools. TCAP writing assessment scores will be used. I am requesting three years before implementation and three years after implementation of 6 + 1 Trait writing model.

The purpose of this research study is to determine if the incorporation of 6 + 1 Trait writing model across the curriculum increases TCAP writing assessment scores for 11th grade students in the selected school system.

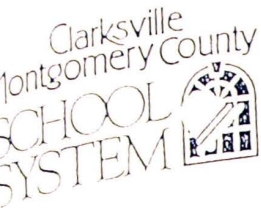
The information being used will be historical data, therefore, no surveys will be required. The results will be used for completion of my Austin Peay State University field study.

Kimberly Sigears
Kim.sigears@cmcss.net
Wk (931) 553-2080
Hm (931) 237-0571

Appendix B

School System Permission Letter

Appendix B



Sallie Armstrong
Curriculum & Instruction Director

Board of Education	621 Gracey Avenue	Clarksville, Tennessee 37040
931-920-7819	Fax: 931-920-9819	email: sallie.armstrong@cmcs.net

October 20, 2005

Ms. Kimberly Sigears
3701 Kendra Court N.
Clarksville, TN 37040

Dear Ms. Sigears:

Your research, survey, and/or research project proposal entitled "The Effect of Implementation of a District-wide Writing Model on Writing Achievement of 11th Grade Students" has been approved by the research committee. The date of approval was October 19, 2005.

Now that you have approval from the research committee, you may contact the principal(s) for approval. The principal(s) has the final authority and responsibility for approving or disapproving research conducted in their building.

Please read the Research Policy and Procedures Handbook for all information concerning research in Clarksville-Montgomery County Schools.

If you have questions, please call my office at (931) 920-7813.

Sincerely,

A handwritten signature in cursive script that reads "Sallie Armstrong".

Sallie Armstrong
Director of Curriculum and Instruction

Appendix C
IRB Approval



April 25, 2006

Kimberly Sigears
3701 Kendra Court South
Clarksville, TN 37040

RE: Your application regarding study number 06-020: The Effect Implementation of a District-Wide Writing Model on Writing Achievement of 11th Grade Students

Dear Ms. Sigears:

Thank you for your recent submission. We appreciate your cooperation with the human research review process. I have reviewed your request for expedited approval of the new study listed above. This type of study qualifies for expedited review under FDA and NIH (Office for Protection from Research Risks) regulations.

Congratulations! This is to confirm that I have approved your application through one calendar year. This approval is subject to APSU Policies and Procedures governing human subject research.

You are granted permission to conduct your study as described in your application effective immediately. The study is subject to continuing review on or before April 25, 2007, unless closed before that date. Enclosed please find the forms to report when your study has been completed and the form to request an annual review of a continuing study. Please submit the appropriate form prior to April 25, 2007.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. If you have any questions or require further information, contact me at (221-7415; fax 221-7641; email pinderc@apsu.edu). Again, thank you for your cooperation with the APSU IRB and the human research review process. Best wishes for a successful study!

Sincerely,

Charles A. Pinder, Ph.D.
Chair, Austin Peay Institutional Review Board
Cc: Dr. Donald Luck