The Effects of the Write Source 2000 Program on Adolescent Students with Learning Disabilities in the Area of Writing

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Running Head: Write Source 2000
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Abstract

The purpose of this study was to investigate the effects of the Write Source 2000 Program on adolescent students with learning disabilities in the area of writing. A single-subject was used in this A-B design. In the study the subject was exposed to various writing techniques found in the Write Source 2000 Program. A pre-writing sample was taken before treatment began. This writing sample was assessed with a Rubric Writing Assessment. Mid-way through treatment another writing sample was taken and assessed with the Rubric Writing Assessment. The student was also at this time placed into a regular education classroom where the Write Source 2000 Program was being used in addition to the one-on-one instruction that was being received. A final writing sample was taken at the end of the treatment and assessed with the Rubric Writing Assessment. The results of the subject's writing samples were analyzed and indicate an increase in writing skills in all components in the Rubric Writing Assessment.
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Introduction

Many students have difficulty communicating ideas, expressing feelings, and persuading others when writing (Applebee, Langer, Jenkins, Mullins, & Foertsch, 1990). According to Graham & Harris (1992), this difficulty is particularly evident among students with learning problems. Their writing is typically brief, full of errors, poorly organized, and incomplete. Harris & Graham (1992) studied the needs of students with learning problems. They investigated how these students compose and what they know about the process of writing.

According to Graves (1985), in teaching writing the emphasis has shifted from the product of writing to the process involved in creating that product. Tompkins (1990) stated that the product approach focuses primarily on grammar, spelling, capitalization, punctuation and handwriting. The process approach stresses meaning first and then skills in the context of meaning. Students work through various stages (e.g. prewriting, drafting, revising, editing, sharing) and focus their attention on one stage at a time.
The Write Source Program is a program that promotes writing as a student-centered learning activity. It focuses on the multi-approach technique in that it is individualized; that is, it considers the needs of the individual student and then designs ways in which to meet these needs. This program is also integrated so that learning skills are not taught in isolation, but rather are developed, reinforced, and strengthened throughout the school day.

**Review of Related Literature**

According to Crealock & Sitko (1988), many students with learning disabilities have problems with narrative writing. These writing problems are manifested by difficulties in the following areas: (a) generating ideas, (b) organizing thoughts into a coherent story, (c) starting to write a story, and (d) revising the story once it is written.

Other researchers also agree that students with learning disabilities find it difficult to write. They recognize writing difficulties as including mechanical errors (Thomas, Englert, & Gregg, 1987), inability to conform to a topic (Englert & Thomas, 1987), inability to produce a cohesive story (Barenbaum, Newcomer, & Nodine, 1987), inability to use organizing strategies (Englert, Raphael, Fear, & Anderson, 1988), and low productivity (Nodine, Barenbaum, & Newcomer, 1985).
The writings of students with learning disabilities are characterized not only by limited or disorganized content and deficient grammatical structure, but also by poor spelling, handwriting, and/or use of punctuation and capitalization (Duques, 1986).

Englert, Raphael, Anderson, Anthony, Fear, and Gregg (1988) reported that students with learning disabilities experience a number of difficulties that impede the development of advanced writing skills. These relate to their ability to write fluently, sustain their writing, and use basic thinking and organizational strategies to compose their ideas.

Graham, Schwartz, and MacArthur (1993) stated the writing of students with learning disabilities does not fare well when compared to the writing produced by their normally achieving counterparts. Their papers are shorter, less cohesive, and more confusing than those generated by their regular classmates. They often leave out such critical parts as how the story ends or basic premise underlying an opinion essay. Their papers are also marred by an inordinate number of mechanical and grammatical errors, words are often misspelled and capitalization and punctuation error usually occur.

Thomas, Englert, and Gregg (1987) also found significant difficulties in sustaining expository writing in students with learning disabilities. These difficulties were found at least in these three areas.
First the structures of expository prose often are unfamiliar, varied, or ill-defined. Students with learning disabilities lack goal-related planning and have as their primary concern "what to say next" rather than "how does this relate back to the major premise."

The second major difficulty posed by expository is that it requires the writer to continually hold in memory at least two pieces of information: memory of the text structure and the intention of the whole text, and memory of the preceding utterance. When students do not hold these pieces of information in memory the following problems occur: (a) redundancies, (b) early terminations, and (c) irrelevancies.

The third difficulty is that expository text requires the student to demonstrate a knowledge of the various types of text structures. (e.g., comparison/contrast description, sequence, enumeration), and have facility in signaling text structure and relationships through the use of pointer or keywords such as, "however", "therefore", and "in contrast to".

Meese (1994) stated that written expression is the most complex area of all the language arts. To write, children with learning disabilities must combine knowledge of oral language, reading, spelling, and handwriting. In order to communicate through writing,
children with learning disabilities also must understand the various purposes for writing as well as various text structures. Teachers can help these students learn to write by providing them with numerous opportunities to engage in purposeful writing. Prewriting, drafting, revising, and editing activities focused on the content rather than on the structural aspects of writing, are important ways to improve a child’s written expression.

Englert and colleagues (1988) addressed fluency, sustained writing and use of thinking and organizational strategies by suggesting such problems can be remedied by using "The Grid Model." This model incorporates the use of prompting strategies in both structure and content areas to improve narrative writing skills of students with learning disabilities. The Grid model has been tested with students with learning disabilities and found to improve their narrative writing.

Cicci (1980) presented an alternative instructional approach that has proved successful with learning disabled students with deficiencies in organization and grammatical structure. This approach addressed students' writing needs in two ways - by building on their speech strengths and by limiting the cognitive demands of the writing process. The language competence that has enabled these students to develop relatively adequate oral language production can be used to help them improve their written language production. Initially, through the
techniques described here, they are guided to see writing roughly as "talk written down" (p. 249). Limits are set for the cognitive demands of the writing process by focusing on only one aspect of the process at a time and by reducing cognitive demands extraneous to the writing process. Instructional techniques should follow these principles:

1. Instruction is introduced by oral presentation with oral student response and gradually transferred to written presentation with written student response.

2. Instruction is introduced as a group activity that each individual student gradually learns to master independently.

3. Instruction is at first highly structured, gradually becoming less structured as the student achieves mastery. (Duques, 1986, p. 214)

Williams and Wason (1977) introduced a remediation approach referred to as "collaborative writing" or "shared writing." This is a method by which a student shares the actual process of composition with the teacher, another student, or a group of students. The co-authors alternate turns to produce the composition.

Several aspects of shared writing incorporate principles outlined in the process approach to teaching writing (Graves, 1983; 1985). The principles common to this technique include (a) student choice of
writing topic; (b) emphasis on what a student knows; (c) immediate response to a student's writing; (d) emphasis on basic skill in the context of meaning; and (e) establishment of a community of writers. Qualitative data gathered indicated that the method fostered cooperation between students. Students with learning disabilities were successful in this method due to overcoming the anxiety associated with writing.

Most writing tasks that students are assigned in school can best be described as ill-defined problems; the rules, or methods, for completing the task are often unclear to students and they may have no systematic way to tell whether a particular solution is correct. Graham, MacArthur, Schwartz, and Page-Voth (1992) identified two strategies that can be beneficial in working with ill-defined problems or add more structure to the situation. The first procedure in a writing assignment might be subdivided into several subproblems: (a) planning what to say in advance, (b) writing the paper, and (c) polishing it by making final changes.

The second procedure involves limiting or restricting the possible solutions to the problems. This procedure should be particularly effective with students with learning disabilities for several reasons. First, goal-setting is a critical component of effective writing. The second reason that the strategy should be successful is that it provides
students with the mechanism for executing and managing many of the mental operations considered important to planning and writing text.

Thomas, Englert, and Gregg (1987) documented the mechanical and story narrative writing skills of learning disabled students. They stated that few investigations have examined the organizational skills, and problems of learning disabled students engaged in expository composition. Given the unique structures underlying expository discourse, research on story narrative writing skills may be insufficient to address the range of questions concerning the competencies and difficulties of learning disabled students in generating expository discourse.

Issacson (1990) discussed four characteristics of the process approach in which students are introduced to the entire process of writing, from initial idea to editing of the final draft.

1. The process should be modeled.
2. The process can be collaborative.
3. The process can be prompted.
4. The process should become self-initiated and self-monitored.

For students with academic learning problems, Kameenui and Simmons (1990) recommended a skill-based approach to expressive writing instruction. This approach focused on a scope and sequence of basic skills and systematically develops these skills for advanced
exercises and applications. In this approach, the instructional emphasis centers first on the writing and editing phases (teacher-directed), and then the process of planning (student-initiated) is introduced and developed.

Kameenui & Simmons (1990) stated that a writing program for students with learning disabilities should include a range of writing experiences in both functional and creative writing. Functional writing refers to conveying information in a structured form such as writing answers to chapter questions, social and business letters, invitations, reports, or essays, or minutes of a meeting. Creative writing is the personal expression of thoughts and experiences in a unique manner, as in poetry, story writing, and personal narratives.

Hammill (1990) stated three goals of individualized instruction in written composition:

The first goal is to teach students at least the minimum competencies that they will need to succeed in the school curriculum. The second goal is to instruct them in those forms of writing in which ability will be required for success outside the school (letter writing, completion of forms, note-taking, etc). The third goal is to teach them to express their creativity in writing poetry, fantasies, and stories. (p. 196)
The student must organize thoughts logically and follow the proper mechanics of writing to communicate clearly and accurately. One of the most effective means of teaching writing skills to learners with mild disabilities is through spontaneous written expression (Cohen & Plaskon, 1980). Each student's writing samples can be used as a base from which to introduce instruction in various writing skills.

Graham and Harris (1988) offered ten instructional recommendations for developing an effective writing program for students with written-expression difficulty:

1. Allocate time for writing instruction.
2. Expose students to a broad range of writing tasks.
3. Create a social climate conducive to writing development.
4. Integrate writing with other academic subjects.
5. Help students develop the processes central to effective writing.
6. Automatize skills for getting language onto paper.
7. Help students develop explicit knowledge about the characteristics of good writing.
8. Help students develop the skills and abilities to carry out more sophisticated composing processes.
9. Assist students in the development of goals for improving their written products.
10. Avoid instructional practices that do not improve students' writing performances.

One holistic approach that has been shown to be effective with students who do not have a learning disability is the process approach or conferencing method (Graves, 1983). In this approach, writing is presented as a thinking activity rather than a mechanical one, an activity in which errors are to be expected and learned from. Students are taught to view writing as a process involving planning, drafting, editing, and revising. They also receive instruction in how to develop and organize their ideas. Rules of grammar, punctuation, capitalization, and spelling are taught as needed within the context of composing. Most important, students are given extensive opportunities to write so that they will have plenty of practice in each stage of the writing process.

Although the process approach has not been used extensively to date with students who have learning disabilities, its benefits seem promising. It has been shown to have a positive impact on both the length of the compositions these students write and the overall quality of their writing (Fern, 1981; Roit & McKenzie, 1985; Stires, 1983). This approach also appears to be effective in helping students with learning disabilities improve the thematic maturity of their writing and the vocabulary level (Bos, 1988).
The issues and remediation approaches discussed earlier suggested that a writing program for students with learning disabilities, should include instruction regarding how to plan, organize, draft, and revise written work to meet the needs of various readers, as well as instruction in mechanical skills to improve fluency. Little research has been done on the Write Source 2000 Program. However, the Write Source 2000 Program has many of the components mentioned in the above programs and, therefore, should prove to be beneficial to the needs of children with learning disabilities. This particular program is not based solely on the writing process approach or on whole language learning. Instead, it is a blend or combination of approaches. The purpose of this study was to investigate the writing strategies used in the Write Source 2000 Program (1993). It analyzed the effectiveness of this program in addressing writing difficulties of students with learning disabilities.

**Statement of the Hypothesis**

The Write Source 2000 Program uses a multi-approach in teaching writing, therefore, it was hypothesized that students with learning disabilities, who participate in the Write Source 2000 Program will also improve skills in these same areas as mentioned in the literature.
Method

Experimental Design

The design used in this study was the experimental single-subject design. The type of single-subject design used is A-B design. The subject was pretested (with a Rubric Writing Assessment), then exposed to treatment one-on-one instruction for three weeks (various writing techniques using the Write Source Program), and tested with a Rubric Writing Assessment. The subject was then placed in a regular classroom setting (in addition to the one-on-one instruction) for the last three weeks where he also received instruction from the Write Source 2000. The subject was posttested with a Rubric Writing Assessment at the end of this three week period.

Subject

The subject for this study was selected from a total population of 90 eighth-grade students with learning disabilities at a rural middle school in the Southwestern part of Virginia. The subject was a 14 year-old white male from a middle class family. He has been identified "learning disabled" according to local and state guidelines. The subject was chosen because he has failed to pass the writing
section of the Literacy Passport Test, four times. Some of the writing
difficulties exhibited by the subject are misspellings, lack of details,
omitting words, and lack of closure.

The results of this study is confidential and participation is
voluntary. A copy of the consent letters are included in Appendix D
and E.

Instrument

A Rubric Writing Assessment (Franklin Co., 1994) was used as the
measuring instrument. This assessment is based on the five
components that are also found in the writing portion of the Literacy
weights (points for scoring) are as follows:

Composing (C) carries three weights. The Composing Domain
includes the focusing, structuring, and elaborating that a writer does to
construct an effective message for a reader. It is the creation of a
product, the building of a writing intended to be read. The writer
crafts his/her message for the reader by focusing on a central idea,
providing elaboration of the central idea, and delivering the central
idea and its elaboration in an organized text. The features of the
Composing Domain are central idea, unity, elaboration, and
organization.
Style (S) carries two weights. The Style Domain comprises those features that show the writer purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity and rhythm of the piece and the writer's attitude and presence. The features of the Style Domain are selected vocabulary, selected information, sentence variety, tone, and voice.

Sentence Formation (F) carries one weight. The Sentences Formation Domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. The features of the Sentence Domain are completeness, non-enjambment, expansion through standard coordination and modifiers, embedding through standard subordination and modifiers, and standard word order.

Usage (U) carries one weight. The Usage Domain comprises the writer's use of word level features that cause written language to be acceptable and effective for standard discourse. The features Usage Domain are standard inflections, agreement, word meaning, and conventions.

Mechanics (M) carries one weight. The Mechanics Domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. The features of the Mechanics Domain are capitalization, punctuation, formatting, and spelling.
Every grade level in the rubric has four levels of competency which are Consistent Control, Reasonable Control, Inconsistent Control, and Little or No Control. Anchor papers are attached to each level of the rubric. An anchor is a paper used to further clarify the quality of writing that is expected at each of these levels. The rubric is designed as a tool that teachers can use to improve their instruction as well as facilitate conferences with both students and parents. The rubric also brings a consistency to the expectations and evaluations of students' writing. Teachers should share the rubric and anchor papers with their students so they are aware of the quality of writing that is expected.

The rubric allows teachers, students, and parents to see the strengths and weaknesses of students' writing development. It should help teachers and students direct their instruction and learning.

Teachers' professional judgment in the use of the rubric is expected. Not all pieces of the writing will fit exactly on a certain level. For example, a piece of writing may fit all the descriptors of Consistent Control but lack a closure. The teacher would need to note on the paper that it is Consistent Control except it's missing the closure. Teachers at this point would need to note that this child needed some instruction on closure. The competencies that were used for eighth grade assessment may be found in Appendix A.
techniques using the Write Source Program), and tested with a Rubric Writing Assessment. The subject was then placed in a regular classroom setting (in addition to the one on one instruction) for the last three weeks where he also received instruction from the Write Source 2000. The subject was posttested with a Rubric Writing Assessment at the end of this three week period.

Procedure

The parent of the subject was contacted by telephone to inform her of the study. An explanation was given as to what would be done, why her son was chosen for this particular study. She was also informed that she would be receiving a written letter asking her for permission to work with her son. See Appendix D for a copy of the consent letter. Written permission was then obtained from the institution where the study would be conducted. See Appendix E.

This program consisted of 45 lessons in a six week period. A writing sample was taken from the subject before treatment began. The writing sample was assessed using the Rubric Writing Assessment. The subject was then exposed to treatment for a period of three weeks. One-on-one instruction was conducted with the subject. Another writing sample was taken and assessed with the Rubric Writing Assessment. The last three weeks, in addition to the
one-on-one instruction, the subject was placed in a classroom setting with regular education students also receiving instruction from the Write Source 2000. A final writing sample was taken at the end of the treatment and assessed with the Rubric Writing Assessment. The lessons lasted 45 minutes wherein the subject was exposed to a combination of the "process" approach, the "whole language" approach, the "personal experience" approach and the "writing workshop" approach, all of which may be found in the Write Source 2000 Program.

The Write Source 2000 Program (1993) helped the subject to understand the process of developing paragraphs, stories, and essays, from selecting subjects to revising first drafts. As the subject completed his work, he learned about and practiced valuable skills and strategies that he may apply to all of the writings he does. He covered such skills as:

1. grammar
2. writing portfolios
3. revising
4. first drafts
5. proof-reading
6. peer evaluation
7. daily oral practice
The subject began each lesson by completing a mugshot. A mugshot is used 1) to identify skills the subject is misusing; and 2) to maintain skills. The subject was given a sentence full of errors. The subject then copied the sentence and made the necessary corrections.

The subject was asked to explain the reasons for each correction (a copy of the mugshot may be found in Appendix C).

The subject then participated in active reading which lead to learning and thinking writing strategies. Active reading consisted of the subject having 1) access to popular young adult and classic titles; 2) class time to read; 3) time to react to his reading; 4) feedback to his thoughts and feelings from his classmates and teacher (Write Source, 1993).

Various learning and thinking strategies were used throughout the 45 lessons:

1) Exit slips: the subject was asked to write a short piece at the end of the lesson in which he summarized, evaluated, or questioned something about the lesson.

2) First thoughts: the subject wrote or listed his immediate impressions about a topic he was preparing to study.

3) Free writing: the subject wrote nonstop on a particular topic for a given amount of time.
4) How-to write: the subject was asked to write instructions or directions on how to perform a certain task.

5) Journals: subject kept personal writings, including any of the writing-to-learn activities (Write Source, 1993).

After the lessons were completed the subject was given a Rubric Writing Assessment.

Data Analysis

The subject's writing were compared to the "anchor papers" at the eighth grade level. The examples of anchor paper are shown in Appendix A. These anchor papers were given to the teacher as a guideline for determining the student's weaknesses and strengths. The results of the Rubric Writing Assessment pretest, mid-test (given midway between treatment), and posttest were then compared with each other to determine if there were any improvements. A chart of the results is shown in Figure I.
The subject's first writing measurement sample was assessed at the "Little or No Control" competency on the Rubric Writing Assessment. An analysis of the sample indicated errors in the following areas: Composing - no elaboration and no closure; the subject did not or provide elaboration on a central idea. The selection was unclear and unorganized. There was no evidence of closure. Style - the selection demonstrated weak vocabulary. There was no information or insight gained by the reader. Sentence Formation - showed incorrect word order and run on sentences. Usage - the selection showed incorrect word meaning and incorrect tense. Mechanics - selection lacked paragraph form, incorrect capitalization and end punctuation. Incorrect grade level spelling. The first selection was short in length, lacked details and information. Due to the subject's performance in this selection he was assigned the following weights in each area:

- Composing .5
- Sentence Formation .5
- Mechanics .5
- Style .5
- Usage .5

The second writing measurement sample was assessed at the "Inconsistent Control" competency on the Rubric Writing Assessment. Difficulties were identified in the following areas: Composing - repetitive, little closure, lacked organization. Style - lacked basic functional vocabulary, he changed person in the paragraph. Sentence Formation - showed usage of sentence fragments and run on sentences. Usage - showed difficulties in word meaning and evidence of omissions; Mechanics - spelling and internal punctuation errors were observed. This selection showed some increase in vocabulary. There was more elaboration
on topic. More complexed sentences were used, but incorrectly. There was evidence of end and internal punctuation. Length of selection was increased. In assessing this selection the following weights were assigned:

- Composing 1
- Style 1
- Sentence Formation .5
- Usage .5
- Mechanics .8

The third writing measurement was assessed at the "Reasonable Control" competency due to the following evidence: Composing - demonstrated evidence of central idea, elaborated more on idea, but used no adjectives. Style - evidence of specific/vivid vocabulary, reader gained some insight, however, it did lack some necessary information. Sentence Formation - some complete sentences and used simple, compound and complex sentences. Usage - tenses were fairly consistent and suffixes were used correctly. Mechanics - evidence of paragraph form, few spelling problems and fairly consistent use of internal punctuation. This selection showed evidence of paragraphing and internal punctuation. It showed more elaboration on the topic. The following weights were assigned:

- Composing 2
- Style 1.5
- Sentence Formation 1
- Usage .8
- Mechanics 1

The weights in each of the areas of the first, second, and third writing samples were compared and according to the Rubric Writing Assessment, the subject showed improvement in his writing skills (see Figure 1).
Discussion

Prior to the treatment, the subject's writing skills were weak. The subject was not detailed in his writing, he had numerous spelling errors, incorrect usage of words, and punctuation (end and internal) was incorrectly used in his writings. The subject's first writing sample was assessed at the "Little or No Control" competency level prior to treatment and made gains or maintained skill level in all areas, throughout treatment.

At the end of treatment the subject was more vivid and informative in his writing, spelling and punctuation errors decreased. The reader was able to visualize more about what the subject was writing about. The subject's final sample was assessed at the "Reasonable Control" competency.

The subject used in this study was very cooperative. As stated earlier in the study, this student was chosen due to his unsuccessful attempts to pass the writing section of the Literacy Passport Test, after being exposed to it four times. The subject was very eager to participate in this project, hoping it would enable him to be successful in the next testing opportunity. He enjoyed and participated well in the regular classroom setting for three weeks. He seemed to welcome the support and ideas given to him from the regular education students and teacher. This type of cooperative setting would also be helpful in teaching writing in a classroom of students with learning disabilities.

The Write Source 2000 Program appeared to have improved the writing skills of the single subject. If such gains are made with the single subject, it would also improve the skills of many subjects. It is therefore, believed that the Write Source 2000 Program is favorable for the increase in writing skills for students with learning disabilities.
Because writing is a skill containing many components that require practice, future studies should consist of increased treatment/exposure time. In addition, several writing samples should be taken at each interval.
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of writing and the composing process, attitude toward writing, and
self-efficacy for students with and without learning disabilities.


Appendix A

The following are the competencies at eighth grade level and anchor papers that have been graded according to the Rubric Writing Assessment and can serve as "checkpoints" for assessing papers at this grade level.

LITTLE OR NO CONTROL

COMPOSING
- Central idea is unclear - no focus shifts
- Random writing - no progression of ideas
- Very little or no elaboration
- No closure

STYLE
- Basic, weak vocabulary
- No information or insight gained by reader
- No voice
- Flat tone, if any

SENTENCE FORMATION
- Sentence fragments
- Run on sentences
- Word order incorrect (phrases and clauses)
USAGE

Incorrect word meaning and subject/verb agreement.
pronoun/antecedent
Incorrect word meaning
Suffixes frequently incorrect

MECHANICS

Capitalization and end punctuation poor
No paragraph form
Spelling of grade level spelling words very poor
No evidence of internal punctuation

An example of Little or No Control anchor paper is:

My Favorite Animals

"My favorite animals are cats and dogs. I like cats and dogs because they greet you at the door, they will let you hold them when you want to. Some cats I know will not even let you touch them, and if you do they will make a little noise like they going to strike that's one reason I hate about cats but the rest is good. The two reasons I hate about dogs is that they will growl at you when you come near them when there eating but when they come near us while were eating we don't growl and the other reason is when they totally ignore you they hear you calling but go to the other person. Dogs and cats are so fun to be with and lovable."
INCONSISTENT CONTROL
COMPOSING
Central idea may digress
Lacks organization
Repetitive
No progression of ideas - just listing
Some ideas don't relate
Elaboration sketchy - "bare bones"
Little or no closure

STYLE
Basic, functional vocabulary
Little insight gained from writing by the reader
Little if any voice
Tone is flat and maybe inappropriate
Sentences short and choppy - same pattern - no rhythmic flow

SENTENCE FORMATION
May have sentence fragments
Run on sentences

USAGE
Suffixes sometimes incorrect
Errors in word meaning or words left out
Inconsistent tenses of time and subject/verb agreement

MECHANICS
Spelling of expected grade level words is poor
Inconsistent use of capital letters and end punctuation
Paragraphs not present
Little evidence of internal punctuation

An example of an Inconsistent Control anchor paper is:
My favorite Animals
"My favorite animal is a monkey. Monkies are cute kind and
cudely. They learn the human ways. They act as if they understand
you. They are trustworthy. Once you talk to them they want go back
and say what you said. It is very intresting how they pick up things
just by watching someone else do it. I as someone's opinion think that
they are very addoring. If I ever got a monkey. I would name it
Chip."

REASONABLE CONTROL

COMPOSING
Clear, central idea
Some elaboration with adjectives but few examples
May be a little repetitive
Straight forward and not creative
Simple closure

STYLE
General vocabulary with some evidence of specific/vivid vocabulary
Reader gains some insight
May include unnecessary information
May lack necessary information
Evidence of voice, but weaker
Tone may not be sustained throughout the piece but it should be appropriate
For the most part, there is a rhythmic flow created

SENTENCE FORMATION
All sentences are complete
Uses simple, compound and complex sentences

USAGE
Correct subject/verb agreement - pronoun/antecedents
Tense is fairly consistent
Suffixes used correctly
An example of a Reasonable Control anchor paper is:

My Favorite Animal

"My favorite animal would have to be the killer whale. I like the killer whale because it intelligent, caring, and has a brain much larger than a human. They hunt the ocean in packs, like wolves of the land. There fetuses are identical to human babies and they breathe air. They stay with one mate all their lives, if one mate gets killed the other will soon die afterward of loneliness. In conclusion, those are the reasons I like them."

CONSISTENT CONTROL

COMPOSING

Focused on central idea

Logical organization (beg...end)
Gives examples and details to illustrate central idea
Definite, skillful closure
When appropriate the writer will take risks with different genre

**STYLE**

Appropriate vocabulary - uses some imagery - tries imagery
Reader will learn or gain insight from writing (author's purpose is obvious)
Voice - student writer "speaks" to you - evokes feeling, 'grabs' you - makes you laugh, cry, etc.
Tone is sustained throughout (examples - humorous, informative, narrative, etc.)
Variety in sentence structure (compound and complex)
Rhythmic flow created by an appropriate use of sentence structure

**SENTENCE FORMATION**

Complete sentences
Expanded, interesting sentences that use (adjective/adverb) - use appositive and interrupters
Uses complex/compound sentences correctly
Clear word order including (prepositional phrases and clauses)

**USAGE**

Correct subject/verb agreement - pronoun/antecedent
Tense is consistent throughout
Uses suffixes correctly
Correct usage of words (meaning)- homophones

**MECHANICS**

All sentences begin with capital letters and have closing punctuation
Using paragraph form
All proper nouns have capitals
Accurate spelling of grade level words
Uses internal punctuation correctly

An example a Consistent Control anchor paper is:

My Favorite Animal

"Since there are so many animals in the world you would think that your favorite animal would be an easy choice. Actually the abundance of choices makes things very complicated. I finally decided that my favorite animal is the kangaroo."
I find the kangaroo fascinating. They carry around their young in pouches, and hop with their back legs. They are also very weird looking. They look almost as if they had come from a different planet or kind of like big mice. I also find it funny that they only live in Australia. This is why the kangaroo is my favorite animal." (Franklin Co., 1994)
Pretest Writing Sample:

"I had a dream where I had just came in first place in a speed meet, David and James where behind me. Up on till a point I could not lose them but in the last two stretches I pulled away. I just one by a two person length."

Midtest Writing Sample:

"For one of my summer vacation this summer I am going to Ferrum soccer camp. I have been going there for the last five or six years. You learn how to pass, dribble, kick, juggle, and a little goalie skill. You go and stay for about six days. You eat three meals a day anything you want. They give you a ball, shirt, and water bottle. They give you a place to say if you want to. All this for about $200.00 plus you can win socks, posters, balls, shirts, hats, and cards. You meet alot of people from different places. The day goes you eat breakfast, stretch, play five on five, eat lunch, come back do some stations, play eleven on eleven, eat dinner then do whatever you want until 11:00 p.m."

Posttest Writing Sample:

"I had a dream where I just got first place in a speed meet at Star City. A speed meet is a chance to test your skills against some of the best people in the states. Some of the people you go to school with and some that are in the olympics that are skating for practice. There are leagues like Junior, Senior, and Men's final.

In the last race of the day there are usually the ten best skaters of the day. I dreamed I made it that far so did David and James, my teammates. As I started the race James was in front of me, he lead for six laps. I finally pulled out in front he stayed in back of me and beside me the whole way. Until the last stretch is when I finally pulled a way. I only won by a two person length and David was right behind James in third place."
Appendix C

Mugshot

Proofread the story below. Draw a line through any mark of punctuation, capital letter, or misspellings which is used incorrectly; add any needed punctuation, capital letters or any other corrections.

1. It gets very cold in Winter where I live, but that doesn't stop my friends and I from fishing. In fact we love to fish on frozen lakes Brown's Lake is our favorite spot for winter fishing.

2. Ice fishing no we don't fish for ice. You walk out on the frozen lake, cut a whole through the ice, set up tip-ups and wait for the fish to bite. When a fish grabs the bait and pulls on the line, a flag flips or tips up.

3. Josh, Susan, and Robert my three friends have an ice shanty that we slide out on the lake in early January. It's like our home away from home on the ice when we fish, we supply ourselves with ton's of snack foods like doritos, snickers, homemade cookies, and Teddy Grahams, Josh even eats Popsicles! We read, play cards, and talk all day.

4. Josh often brings alone one of his favorite Science Fiction novels. Susan usually brings a Seventeen magazine or a book to read. Robert just likes to mess around the shanty until the fish start biting. Of course the best part is the actual fishing. We catch all types of fish walleyes, Bluegills, bass, and Bullheads.

5. We always split our catch evenly.

6. Winter fishing is exciting for me. The fishing is usually good and the time
spent with friends is very satisfying sitting around my family's dinner table on a
Friday night for a fish fry is not bad either I love to eat fresh fish.
I, __________________, consent to participate (or allow my child to participate) in the research project entitled: The Effects of the Write Source 2000 Program on Adolescent Students with Learning Disabilities in the Area of Writing.

I acknowledge that the purpose of this study, the procedures to be followed, and the expected duration of my participation have been explained to me. Possible benefits of this project have been described to me, as have alternative procedures, if such procedures are applicable and available.

I acknowledge that I have had the opportunity to obtain additional information regarding this research project, and that any questions I have raised have been answered to my full satisfaction. I understand that my (or my child's) participation in this research is voluntary, and I am free to withdraw my consent at any time and to discontinue participation in this project without prejudice. I understand that no information will be presented which will identify me (or my child) as the subject of this study unless, I give my permission in writing. I will also be informed of all findings in this study.

Finally, I acknowledge that I have read and fully understand this consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: _______ Participant's Signature: ____________________________

Date: _______ Parent's Signature: _______________________________

Date: _______ Witness's Signature: _____________________________
Appendix E

To Whom It May Concern:

I, _____________, give Debra Gray permission to work with one of our students on her thesis entitled: The Effects of the Write Source 2000 Program on Adolescent Students with Learning Disabilities in the Area of Writing.

Date: ___________ Administrator's Signature: _____________________________

Educational Institute: _____________________________

Date: ___________ Witness's Signature: _____________________________
Actual Scores on Writing Samples

Possible Scores
Composing = 3
Style = 2
Sentence Formation = 1
Usage = 1
Mechanics = 1
Honor Code:
Upon my honor, I have neither given nor received help on this paper
nor am I aware of any infraction of the Honor code.

Debra E. Gray

Debra E. Gray