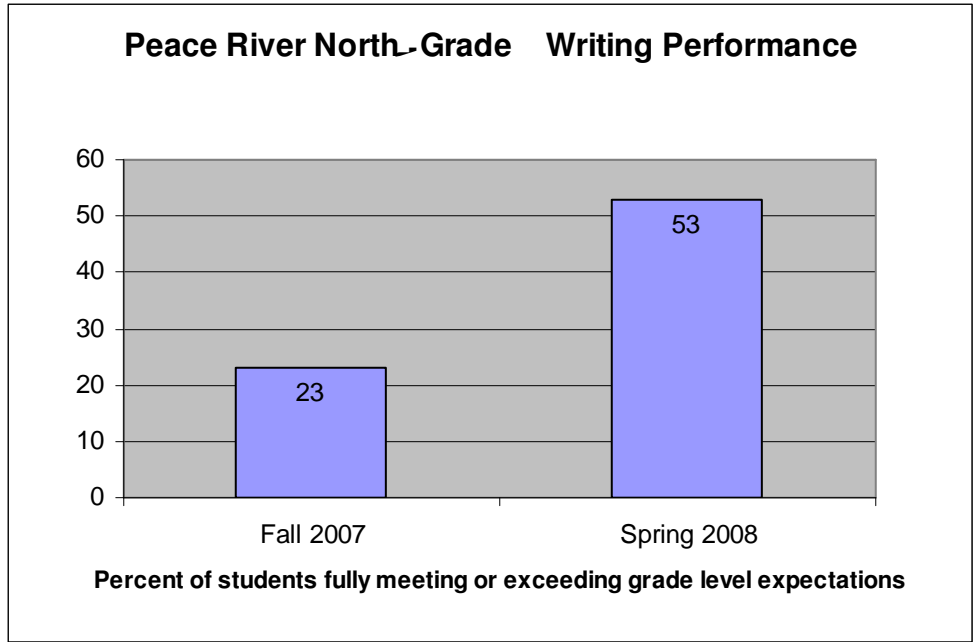


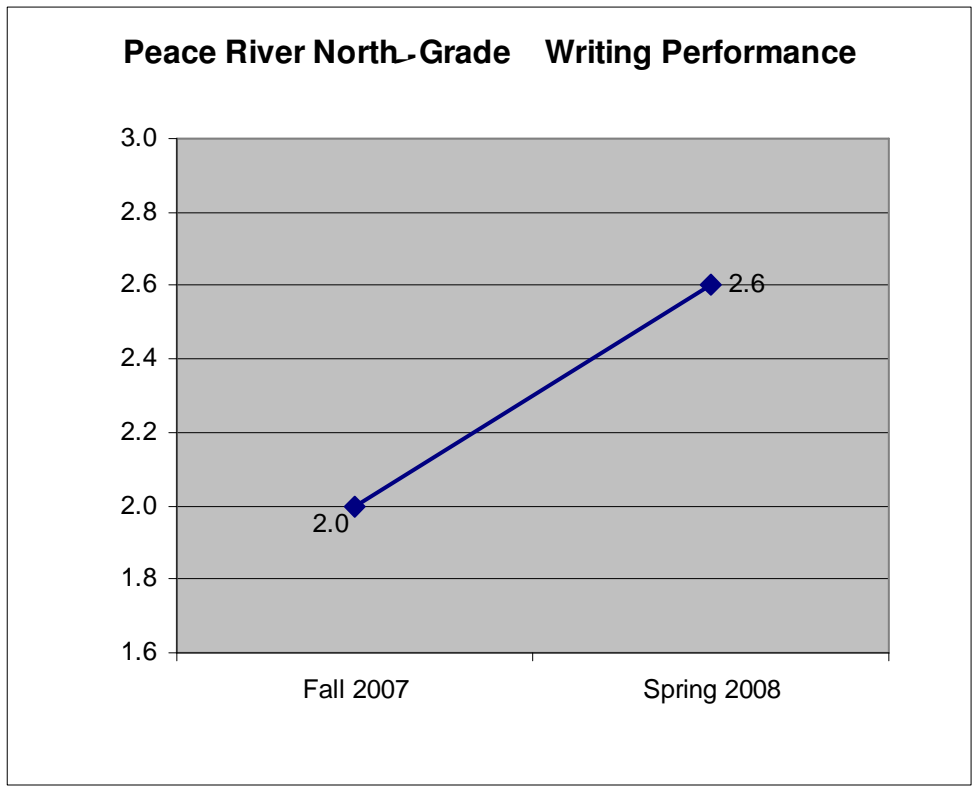
**Wireless Writing Program (WWP)-Peace River North**  
**Summary Report on Grade Achievement-200**





n-285

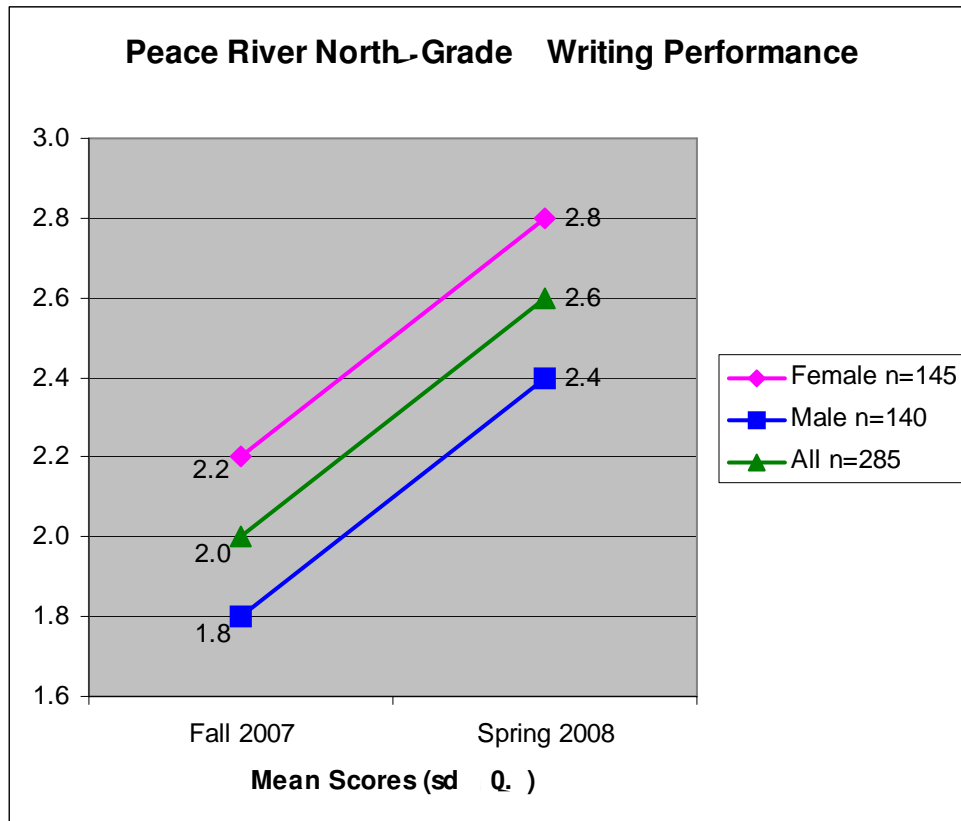
The average score on a four-point scale improved from 2.0 in fall 2007, to 2.6 in spring 2008. This is a gain of almost a full standard deviation.



### **Writing achievement by gender**

Female students received higher ratings than their male counterparts on both fall and spring writing samples. Overall, both groups improved and the gap did not decrease.

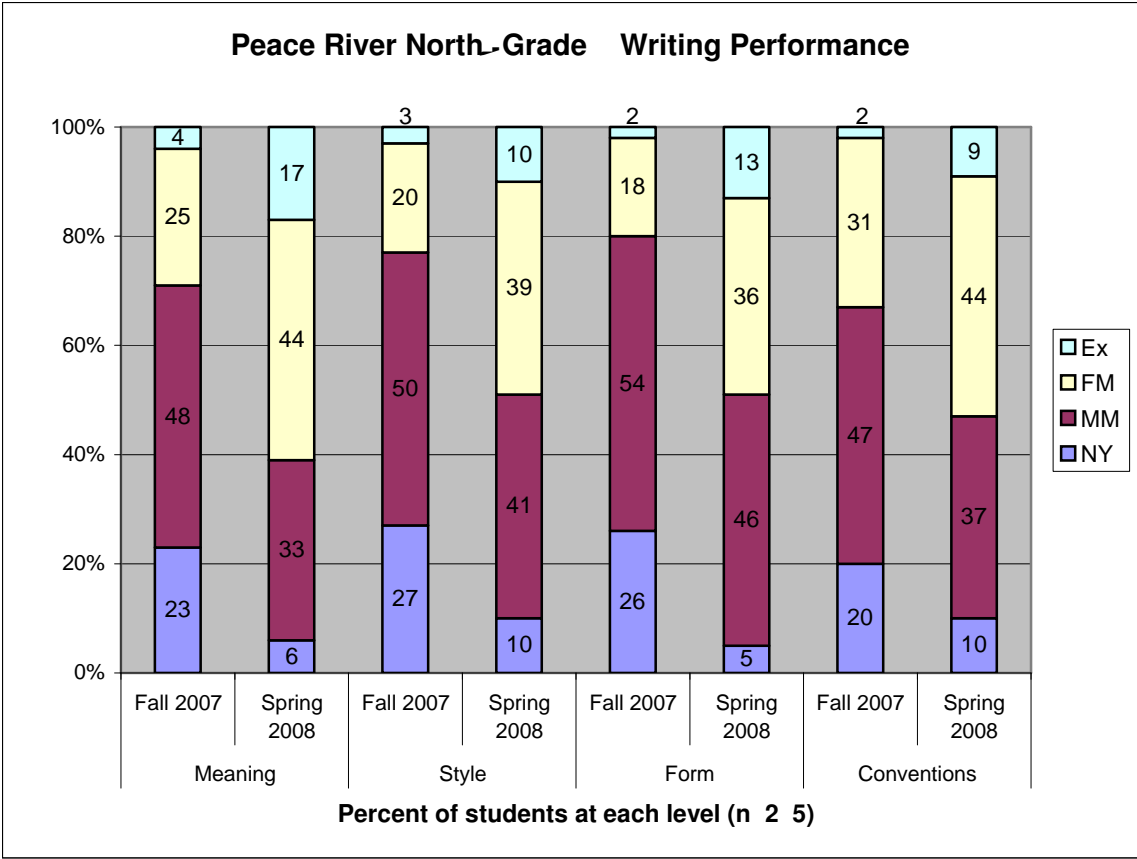
In terms of average score, both male and female students improved .6 on a 4-point scale –again, close to a full standard deviation. Female students scored, on average, .4 or more than half a standard deviation above their male counterparts, on both fall and spring writing samples.



### Changes in specific aspects of writing

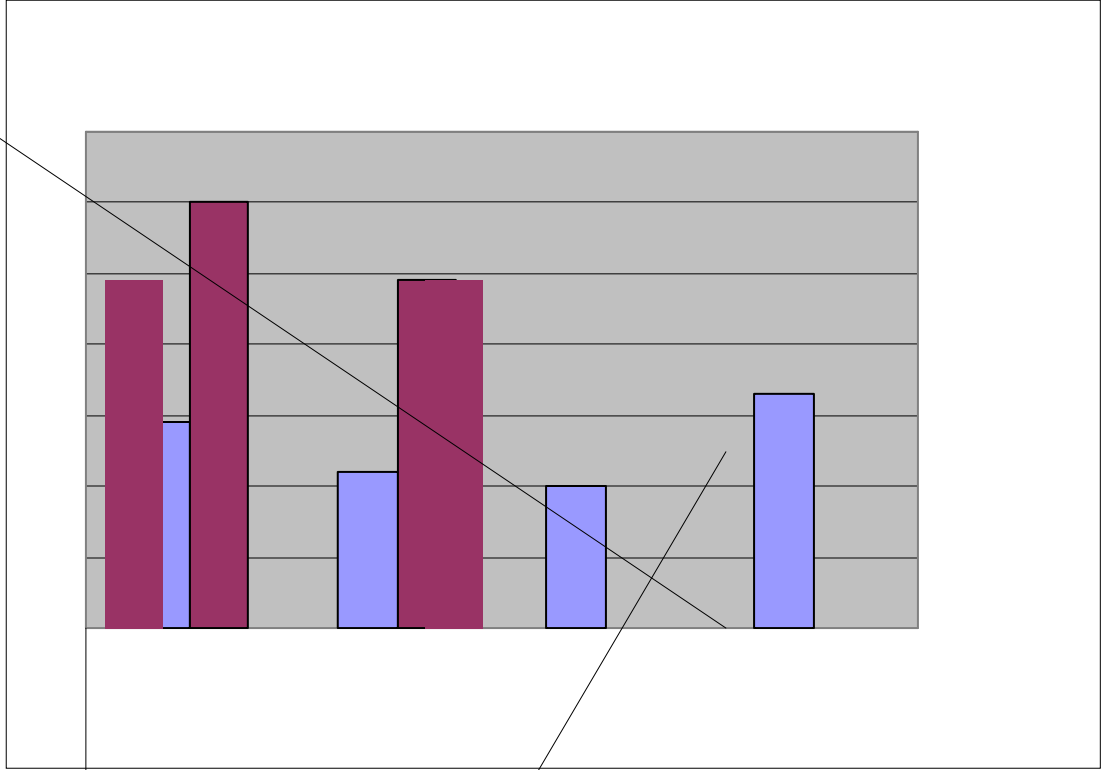
Each writing sample was rated in terms of overall quality, and four specific aspects: meaning, style, form/organization, and conventions. Student writing improved in all aspects, with the greatest improvement in meaning and form; the least improvement in conventions (correct use of language.)

From fall to spring, the percent of students meeting at least minimal expectations on meaning increased from 77% to 94%; for style, from 73% to 90%; for form/organization, from 74% to 95%; and for conventions, from 80% to 90%. In fall, overall, the highest ratings were assigned to conventions; in spring, conventions received the lowest ratings.



Between fall and spring, approximately 30% of students moved from the bottom half (not meeting or minimally meeting) to the top half (fully meeting or exceeding) of the scale for meaning, style, and form. The gain was somewhat less for conventions, at 20%.

In spring, 60% of student writing samples fully met or exceeded grade-level expectations in terms of meaning; 53% for conventions; and 49% for both style and form.



A vertical line extending downwards from the bottom-left corner of the chart area.

