

# C3WP

College, Career, and Community Writing Program Grant results 2018-2019

## WHAT IS C3WP?

"The College, Career, and Community Writers Program answers the contemporary call for respectful argumentative discourse. The instructional resources help teachers and students read critically, explore multiple points of view, and finally take a stand on important issues."



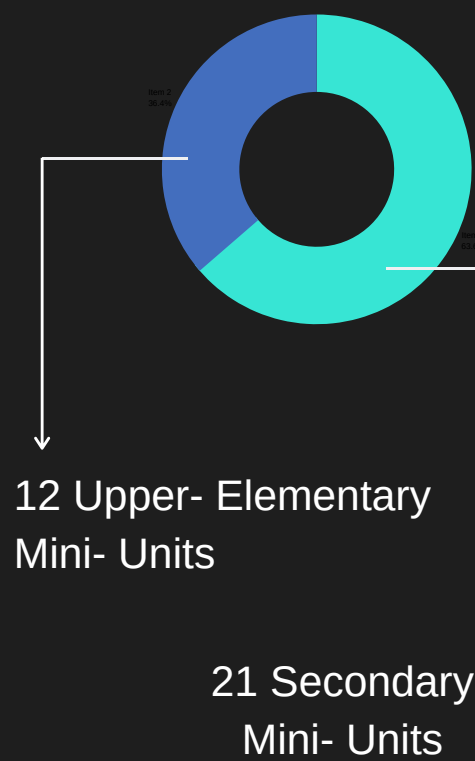
- **C3WP Program Design Principles**
- Professional Development -Intensive and embedded teacher-to-teacher PD to support classroom instruction in the teaching of argument writing
- Instructional Resources-A year-long arc of intentionally sequenced instructional resources that support students' developing skills in writing arguments
- Formative Assessment- A variety of easy-to-use formative assessment tools that help teachers determine what their students can do and where to focus next instructional steps

## C3WP INSTRUCTIONAL RESOURCES DESIGN PRINCIPLES

### Each Resource:

- Focuses on a specific set of skills or practices in argument writing that build over the course of an academic year
- Provides text sets that represent multiple perspectives on a single topic, beyond pro and con
- Engages students in iterative reading and writing practices that build knowledge about a conversation focused on a single topic
- Supports the writing of recursive claims that emerge and evolve through the reading and writing process
- Supports students in creating intentional organizational structures that are designed to advance the argument, not based on formulas (e.g. five-paragraph theme)
- Provides formative assessment opportunities embedded in classroom practice and professional conversations that identify areas of strength and inform next steps for teaching and learning

### Mini- Units-breakdown



### Instructional Resources Breakdown

[Creating a Culture of Argument/Writing/Civic Discourse](#)

Create a culture of argument through routines and habits of consistent reading and writing.

- ☐ Identify and respond to arguments in the world.
- ☐ Develop routine argument strategies and skills.

Link to instructional sources

Skill emphasis of Mini Unit

Description of Mini-Unit

# DATA ANALYSIS

## PROCESS

Teachers participating in the C3WP grant did three rounds of Analysis of student example writing throughout the 2018-2019 year. Each teacher was required to follow the progress of 10 students writing examples through four mini-units to mark and compile trends of student improvement via the UST ranking tool.

## DATA POOL

- 18 Participating teachers
- 185 Participating students
- Classes: English 9, English 10, English 11, AP Language, Comp. Government and Politics

## UST (using Sources Tool) - RANKING TOOL

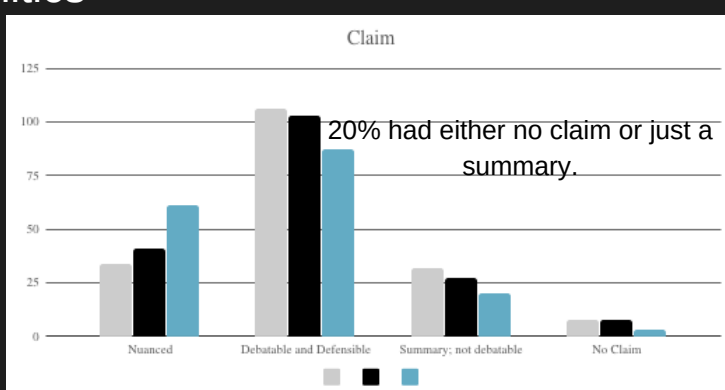
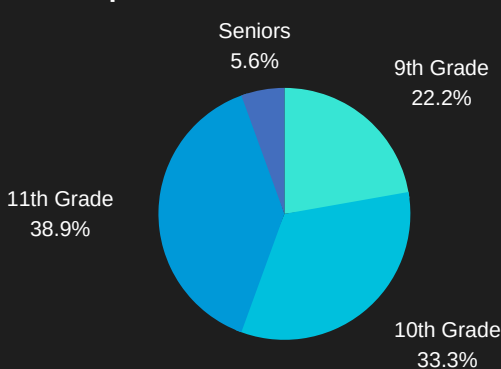
The UST ranks student examples on the following:

- Does the writing present a claim?
- Does the writing distinguish between students ideas and source material?
- Does the writing select sources to support the claim?
- Does the writing comment on the source material that connects to the claim?
- Does the writing characterize the credibility of the source material's author?
- Overall use of the source material?.

Each of these items rated on a four point scale

- Not present
- Developing
- Competently
- Effectively

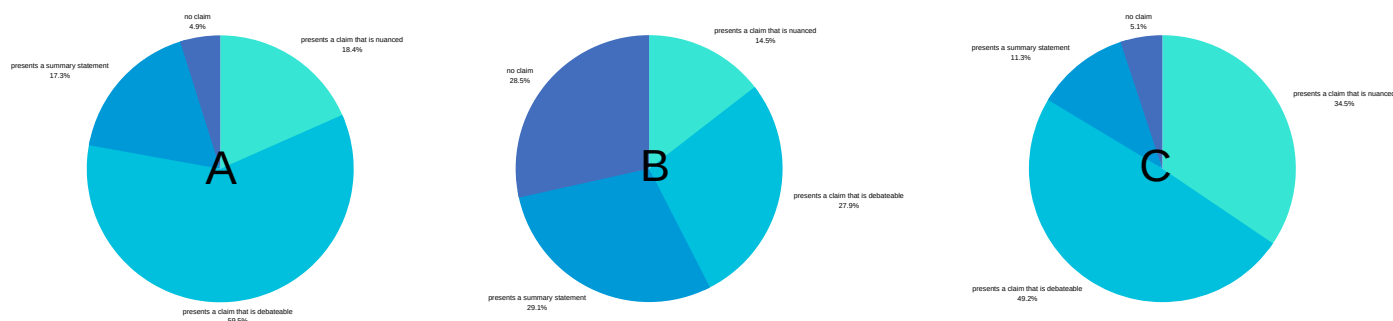
GRADES



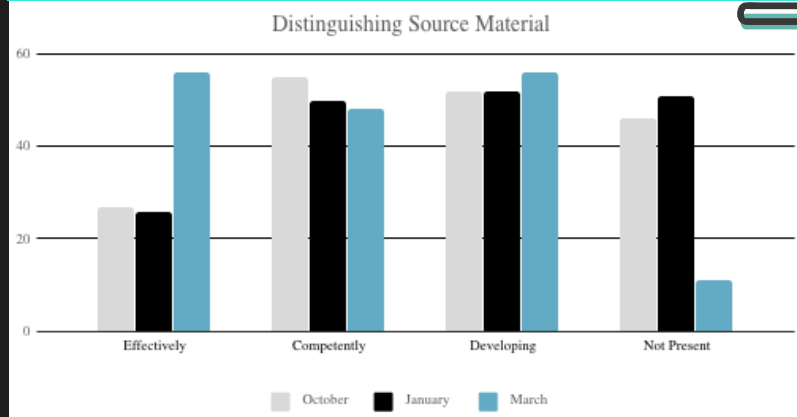
By the end, nearly all students had at least an attempt at a claim, and 87% had a claim that was effective or even nuanced.

# DATA RESULTS

### UST question 1: Does the writing present a claim?

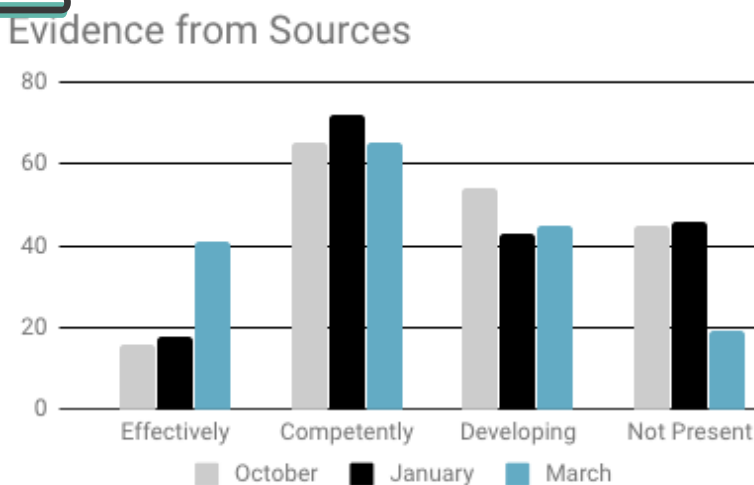


### UST Question 2: Does the Writing distinguish between the students own ideas and the source material?



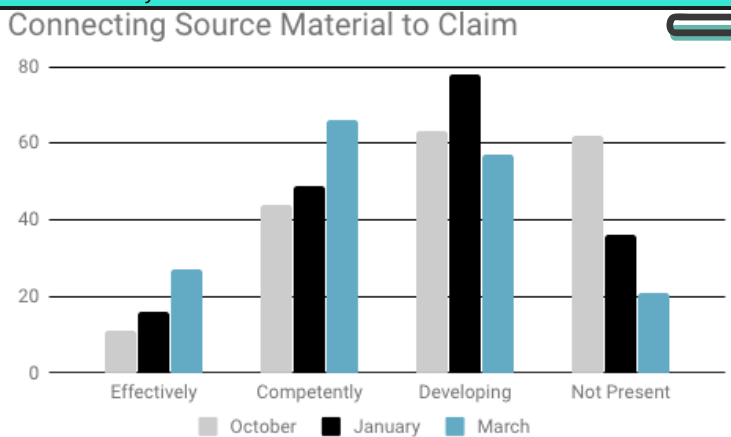
Before: 25% of students made no attempt to distinguish source information (via quote marks, paraphrases, summaries) from their own thoughts and words.  
 After: Only 6% made no attempt while 60% were distinguishing source material either competently or even effectively. This does remain a focus area moving forward, but we are encouraged that even ineffective attempts show students' understanding that this distinction is necessary.

### UST Question 3: Does the writing select and use evidence from sources to support the claim?



Before: 25% of students were not incorporating source-based evidence in support of their claims during the first two cycles of writing.  
 After: 90% of students were using evidence, and of these, about 60% were doing so either competently or effectively.

### UST Question 4: Does the writing comment on source material in ways that connect the source material to the claim?

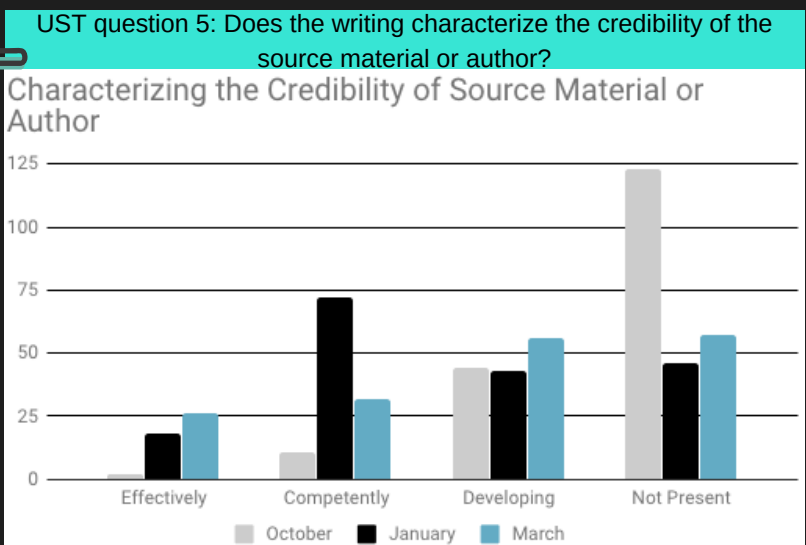


Before: 34% made no attempt to draw a connection between their source material and their claim.  
 After: 87% connected their evidence to their claim; about half were doing so with competence or effectiveness.

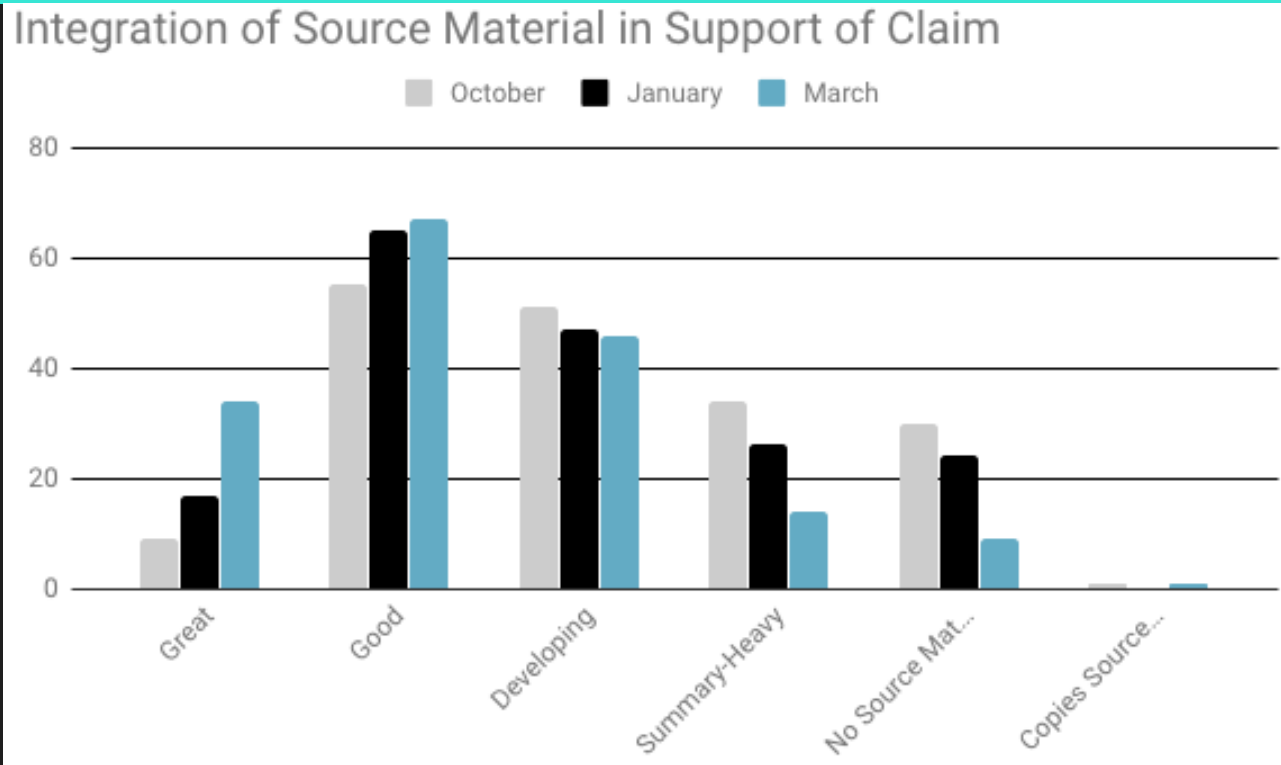


**After:** After the third cycle of writing, it's clear that continued instruction is needed. While only 34% of students are performing this skill with competence or effectiveness, we are encouraged that more than two-thirds of students at least demonstrated an attempt, and thereby cognizance that this skill is necessary.

**Before:** While we thought this to be a somewhat intuitive skill, only 2 students did this effectively in the first writing cycle. Nearly 70% made no attempt at all. It was clear that direct instruction was necessary.



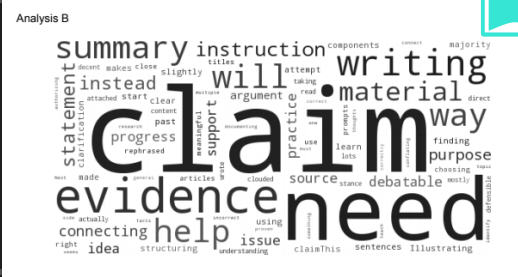
**UST question 6: Overall how would you describe the writings use of source material?**



- Before: 35% of students either did not integrate source material or did so in a way that merely summarized it, rather than leveraging it to support the claim.
- After: Nearly 60% of students were successfully integrating source material in support of their claim. Only 13% of students failed to demonstrate at least developing proficiency with this skill.



**C3WP- INSIDE THE CLASSROOM**



**Thinking Outside of the Box**

Although the C3WP mini units are self-contained, there is room for experimentation. One participating teacher used the claims that students wrote combined with the Harris Moves to create a mock trial to further enforce argument skills and speaking skills.



**What Do the Students Think?**

- Quoc- "Writing claims with nuance and Harris Moves were beneficial to me throughout the school year. Writing claims with nuance helps me make a stronger, specific claim. This improves my argumentation. Harris Moves also helps me to understand how to give evidence to make an essay stronger."
- Keilee, "Harris Moves helped make my writing and sources more credible. The Harris Moves also helped me become a better reader. I can see when certain sources or quotes are being shown. Extending has been the most beneficial to me. Extending really adds to the persuasion of the audience. Countering also helped to make my argument stronger by acknowledging both sides of an argument. The Harris Moves gave me a foundation for my writing."
- Kane- "The C3WP helped me learn how to be a more sophisticated writer."

**Example Claims**

- "Drug use impacts families negatively because they break up families over time, users become drug-dependent, and drugs have a negative effect on the body."
- "The more access humans have to knowledge due to technology the more intelligent we become, by helping to understand people better, and have access to news and media easier, but when people read and spread the wrong information is when knowledge from technology can be considered bad."