

Quick Write-Pair-Share Strategy: Improving Process Responses of Grade Seven Students

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Abstract — This study is an action research that looked into the effectiveness of the quick write-pair-share strategy in improving the quality of process responses since researchers observed that the Grade 7 students have difficulty in answering effectively process tests. This study employed a purposive sampling taking only one of the Grade Seven classes which needed most help to undergo the said intervention. A total of forty-one students participated in the study. Quantitative data was collected to determine if there is a difference in the quality of process responses before and after the intervention was implemented with and qualitative data was collected to see students' perception of the intervention. Results showed that the quick write-pair-share strategy has improved students' responses to the process long test. Through the survey results, students mentioned that the intervention prepared them in answering the process part of the long test by giving substantiated responses to the question, deepened their understanding of the subject matter, and fostered their critical thinking skills. However, improvement in the implementation of the intervention, and more consistent and innovative strategies must be employed to better improve the quality of their responses. The study also emphasized the need to improve students' writing and test taking skills. This led the researchers to formulate the action plan as presented in this paper.

Keywords — *assessment, quick write-pair-share strategy, constructed-response test*

I. Introduction

The shift to the K to 12 Curriculum made changes in the assessment practices of Xavier University-Ateneo de Cagayan Junior High School to make sure that required competencies of the learner are achieved. In fact, constructed-response process questions are now provided on long tests to check for students' attainment of the enduring understanding of the topics being discussed from a unit in a specific period. Shute (2008) supports this claim by highlighting that constructed-response questions allow effective feedback of students' understanding. Livingston (2009) stresses that constructed-response test is helpful in measuring important skills that cannot be effectively assessed by other types of tests such as multiple-choice questions.

However, it was generally observed that Grade Seven students have difficulty in answering effectively this type of assessment, as evidenced by their low marks on the process part of the long test. Students have the inability to synthesize both the concepts discussed in class and the significant information from the given supplementary reading. In addition, the students fail to express and highlight understanding of the unit topic. Further, students have difficulty in constructing a brief, concise and coherent paragraph which affect the quality of their responses.

The researchers believe that these difficulties can be solved if students are constantly exposed to writing activities, and guided in creating new ideas. To address this concern, the researchers resort to integrate writing exercises in class through strategies such as the quick write-pair-share.

New Teacher Center (2012) describes the quick write-pair-share as a strategy that asks learners to quickly write their thoughts on a focus question, read their response with a peer and share their response in front of the class. Teachers will then facilitate a post-discussion of ideas after the sharing. Through the quick write-pair-share, students are rehearsed to answer open-ended questions in written form. Further, the strategy exposes learners to deeper understanding of the topic through the sharing and post-discussion.

To remedy students' difficulty in responding to process questions in the long test, the researchers used the quick write-pair-share intervention for Grade Seven students who are having difficulties with the process part of the long test. Thus, for this study, the researchers aim to check on the effectiveness of the intervention.

This action research aims to determine the effectiveness of the quick write-pair-share strategy in improving the process responses of Grade Seven students. Specifically, it seeks to answer the following questions:

1. Is there a significant difference in the third and fourth quarter process scores of the respondents?
2. What are the survey responses of the respondents with regards to their experience of the strategy employed in class?

The study is conducted at Xavier University-Ateneo de Cagayan Junior High School. The class of Grade Seven Gonzaga was chosen as recipient of the intervention. The intervention was implemented during the months of January 2019 and February 2019.

Since Araling Panlipunan teachers meet the class for only three sessions per week, the conduct of the strategy was limited to five times throughout the intervention period. Considering that the scores of the students in terms of their long test will be the major point of comparison, another limitation of the study is the parallelism of the process test. After all, the process tests have been based on the competencies for that unit. This in itself creates a certain variation in terms of the process test. At the same time, a multi-rater test could have been conducted to make sure of the objectivity of the results in both the pre and posttests. This, however, could be made in the succeeding researches of the department when time and resources permit.

Literature Review

In the assessment of learning, one of the commonly used types of tests is the constructed-response questions. Livingston (2009) stresses that constructed-response test is helpful in measuring important skills that cannot be effectively assessed by other types of tests such as multiple-choice questions. Moreover, constructed-response process questions are given to check

for students' attainment of the enduring understanding of the topics being discussed from a unit in a specific period. Shute (2008) supports this claim by highlighting that constructed-response questions allow effective feedback of students' understanding. Further, Stankous (2016) points out that constructed-response questions assess the students' actual knowledge more accurately.

Multiple-choice and constructed-response questions, according to some in the field of educational assessment, convey virtually the same information. As a result, Lukhele, et al. (1994) contend that multiple-choice assessments may be utilized in place of constructed-response questions. According to Godschalk (1966), scores on multiple-choice and constructed response questions are highly correlated. However, these studies have often compared the multiple-choice and constructed-response results of a single set of test takers who were assessed with both types of questions once. The high degree of general agreement can conceal significant disparities across test taker groups. For instance, when people are grouped according to their sex assigned at birth (male or female), both groups perform differently in multiple-choice tests and in constructed-response tests. (Livingston & Rupp, 2004).

Simkin and Kuechler (2005) discovered that when constructed-response tests are created at the Application level of Bloom's taxonomy, the outcomes are more favorable. As a result, the teacher will know which procedures can assist in the construction of these types of questions, as the requirements of each level differ; and how the student can succeed, resulting in both teacher and student achieving high levels of performance. With these findings, there is a need to explore strategies that would aid students in handling constructed-response questions effectively. One of these strategies is the quick write-pair-share.

New Teacher Center (2012) describes the quick write-pair-share as a strategy that asks learners to quickly write their thoughts on a focus question, read their response with a peer and share their response in front of the class. Teachers will then facilitate a post-discussion of ideas after the sharing. Through the quick write-pair-share, students are rehearsed to answer open-ended questions in written form. Further, the strategy exposes learners to deeper understanding of the topic through the sharing and post-discussion.

Considering all these literatures at hand, the researchers are going to check whether the quick write-pair-share strategy would help in improving the responses of Grade Seven students in constructed-response process tests.

II. Methodology

This section presents the methods and procedures that will be used in this action research. This describes the research setting, sampling procedures, data gathering procedures and data analysis.

Research Setting

The study is conducted in Xavier University-Ateneo de Cagayan Junior High School (XUJHS), a PAASCU Level III accredited school. It is a Filipino, Jesuit and Catholic educational institution that envisions to develop leaders of character. The Araling Panlipunan curriculum in this school has gone through several changes as a response to the various Department of Education policies and the shift to the K to 12 Curriculum. Aside from the assessment practices, one of the major shifts that the school adopted is the use of the Filipino language as the medium of instruction in Araling Panlipunan. Generally, students in XUJHS have difficulty in using this language which could also contribute to their difficulty in answering process type of questions.

Sampling

The sampling procedure that was used in this study is non-probability purposive sampling. In using this sampling technique, researchers obtain a sample of the population based on their reasonable judgment. (Research Methodology, 2017)

Among the Grade Seven classes in XUJHS, the class of Grade Seven Gonzaga was chosen to be the recipient of the intervention because the class needs the most help. All the forty-one students of the class served as participants of the study. During the first three quarters, it has been observed that the quality of their answers in the constructed-response process test are poor; thus, their long test scores are consistently low.

Data Gathering

The researchers identified the problem because of their recurring observation among Grade Seven students having low scores in the process part of the long tests. Students are repeatedly having low scores because students are unable to synthesize both the concepts discussed in class and the significant information from the given supplementary reading, express and highlight understanding of the unit topic, and construct brief, concise and coherent paragraph responses. The researchers assume that the major problem of this poor performance was due to lack of writing exercise that would help enhance their written responses. This makes the researchers believe that the quick write-pair-share activity can be of help because it exposes students to deeper understanding of the topic through the sharing and post-discussion, and to answer open-ended questions in writing.

The quick write-pair-share strategy was used in five separate Araling Panlipunan class sessions with Grade Seven Gonzaga. During the sessions, students were tasked to answer an open-ended question related to the lesson focus. Next, they were told to form groups of two, and read their answers with one another. Then, they were encouraged to volunteer and share their answers in front of the class. Lastly, the teacher facilitated a discussion to process the ideas elicited in the sharing, and to further deepen students' understanding on the lesson focus.

After the five sessions, the students took the fourth quarter long test to answer the two process questions. For comparison, Table 1 presents the process questions of the third and fourth quarter long tests.

TABLE 1: Process Questions During the Third and Fourth Quarter Long Tests

THIRD QUARTER	FOURTH QUARTER
<i>Ano-ano ang mga layunin ng mga kanluranin sa kanilang pananakop sa Asya?</i>	<i>Ano-ano ang mga kaganapan at pangyayari na nagbigay-daan sa pag-usbong ng nasyonalismo sa Timog at Silangang Asya?</i>
<i>Paano nabago ng kolonyalismo at imperyalismo ang takbo ng pamumuhay ng mga Asyano?</i>	<i>Paano hinarap ng mga kapatid nating mga Asyano sa Timog at Silangang Asya ang mga pagbabago dulot ng pananakop at imperyalismong kanluranin?</i>

Right after the test, the teacher graded and recorded the process responses for each item using the rubric found on Table 2.

TABLE 2: Rubric Used in Grading the Responses

4 points	The student demonstrates full understanding of the unit topic as manifested by excellently synthesizing unit concepts and information coming from the article, and by citing very clear explanation to effectively support his synthesis.
3 points	The student demonstrates acceptable understanding of the unit topic as manifested by synthesizing unit concepts and information coming from the article, and by citing clear explanation to support his synthesis.
2 points	The student demonstrates fair understanding of the unit topic as manifested by synthesizing unit concepts and information coming from the article, and/or by citing unclear explanation to effectively support his synthesis.
1 point	The student demonstrates poor understanding of the unit topic as manifested by poorly synthesizing unit concepts and information coming from the article, and by citing very unclear explanation to effectively support his synthesis.
0 points	The student does not have any answer, or the student fails to give an acceptable synthesis.

Students can earn as much as eight points for the process long test. Table 3 presents the description of students' total scores.

TABLE 3: Description of Students' Scores

Score	Description
8.00	Outstanding
6.01-7.99	Very Satisfactory
4.01-6.00	Satisfactory
2.01-4.00	Poor
0-2.00	Unsatisfactory

To determine the difference between students' performance before and after the quick write-pair-share intervention was made, the researchers used the Araling Panlipunan long test data from the previous quarter and the current quarter. Students' scores on the process part of the third quarter long test were compared with their scores in the fourth quarter long test.

To supplement the data, the participants were asked to answer the survey questionnaire that elicits their experiences of the strategy.

Ethical Considerations

Before the intervention began, the participants were made aware about their participation in an action research. Participants were informed that their Araling Panlipunan long test scores in the preceding and current quarters will be used in the study, and shall be treated with utmost confidentiality. The collected data were kept to a certain period, should the study would hopefully be presented, defended, and published.

Data Analysis

In analyzing the data, T-Test was used to see if there is a difference in students' performance before and after the intervention was made. On the other hand, thematic analysis was used to analyze the survey responses of the participants. This will be done by examining the common and recurring themes of their answers to the questions.

Results and Discussion

This section presents the analysis and interpretations of the data gathered. Further, it also shows the insights and implications derived from the results of the study. To have an orderly presentation of data gathered, and insights and implications derived from the data, the results are arranged based on the problems presented in the second section of this paper.

Problem 1: Is there a significant difference in the third and fourth quarter process scores of the respondents? (Ho: There is no significant difference on the scores of the students)

TABLE 4: Statistical Distribution of Students' Scores on the Process Part of the Long Test

Grading Period	\bar{x}	Description	P value	T value
Third Quarter	3.80	Poor	0.05	-1.70 *
Fourth Quarter	4.34	Satisfactory		

LEGEND

ns: not significant (P value > 0.05) *: significant (0.01 < P value ≤ 0.05)

**** : highly significant (P value ≤ 0.01)**

Table 4 shows the distribution of mean and test statistics values of students' scores on the process part of the third and fourth quarter long tests. With the significant T-value (-1.70), the results reject the hypothesis; thus, there is no significant difference in the third and fourth quarter long tests scores of the students.

This data would point to the idea that the intervention allowed students to improve their process test responses since they were able to garner better scores in the fourth quarter. It also shows that constant practice through the intervention has provided avenues for students to deepen their skill and understanding of the topic at hand.

While there are improvements in the process scores of the students, it should be noted that the mean of the third and fourth quarter scores generate a poor and satisfactory rating. It can be deduced that even if the intervention was able to provide a positive result improving the process responses of the students, there is greater work that should be made to improve the quality of the process responses of the students to make their responses reach to an excellent degree.

Problem 2: What are the survey responses of the respondents with regards to their experience of the strategy employed in class?

TABLE 5: Summary of the Survey Conducted on Students’ Experience of the Quick Write-Pair-Share Intervention

Category	Sample Statements	Themes
Impacts	“I like the quick write activity because it can help me understand the lesson...” “I like it because it’s... test[ing] us if we listen to the teacher or not.” “The activity helps us to deeply understand the lesson.” “It allows me to learn [the] lesson easier.” “It gives me knowledge to reflect on...” “I can get ideas about the topic... from their (classmates) answers.” “...it also let me understand the lesson well by <i>paminawon ang mga mag-volunteer ug share sa ilang answer ug unsa ilang nasabtan sa leksyon.</i> ”	Deepen students’ understanding of the subject matter
	“...[it] helps me answer in my long tests...” “The quick write-pair-share activity in our class [makes] me more comfortable for the process questions in my long test...” “I like it because I can find the quick write-pair-share activity... a preparation activity for our long test...” “I find it helpful... because it can help us answer when we [take] the process long test.” “...it can help me improve the process questions I’ll be facing this coming long tests and exam.” “I know/have ideas when I answer process questions in LT (long test)” “...the questions can help me during our LTs since [they] will be related.” “...it can improve us on how we can answer the upcoming essay questions in our long tests...” “...it will improve our answering in the long test.” “... <i>gusto gyud ko ma-improve akong pag-response [in long tests]...</i> ” “ <i>Mas dali ko maka-answer kung mag long test na.</i> ” “It can improve my responses in process questions.” “...it lets me practice my skills of responding to process questions especially in long tests...” “...it helps me the way I will give my answer in the process questions, and it will improve my answers.”	Prepare students in answering process long test
	“It helps me... improve my essay writing [skills].” “It guides us to be good at answering essays.” “It helps me learn how to answer essay questions.” “...it helps me improve my essay writing in the Filipino language...” “...it enhances and improves my writing skills.” “...it can improve my way of writing an essay...”	Develop writing skills

	"...the activity improves my essay writing..." "...it made me a better essay writer."	
	"...critical thinker." "It helps me think deeper."	Foster critical thinking
	"...when I reviewed my LT, I noticed that I made the answer connected to the lessons." "...it made me analyze [more] quickly, and give ideas with supporting ideas..." "...ideas keep popping in my head, and use them as answers..."	Give substantiated response to the question
	"I don't...take time in answering the questions..." "...I think fast already of the answer, and write fast."	Enhance test taking skills in answering open-ended questions
	"...I was able to understand and answer the question correctly." "...I improved my score." "...I have higher score in the long test now." "...I now have good scores in my process LT..."	Have increased scores in the process part of the long test
Recommendations	"...do more kind of this activity..." "...doing more quick write-pair-share."	Increase frequency of implementing the strategy in class
	"...give easy questions first, then the hard question." "Maybe start with an easier question, and then when you, Sir, feel that we somehow started to understand the question... then that's when the hard questions come in." "By adding simple questions..."	Consider progression of difficulty
	"Give us some more techniques to write... so that we can answer easily." " <i>Hatag og techniques para mas masabtan namo ang pangutana...</i> "	Share more writing techniques
	"...increase writing time." "...giving [more] time to write." "...giving us more time in answering." "...for me you should actually give more time.." "...giving enough time for the student to answer"	Increase allotted time for writing

Table 5 presents the responses on the survey regarding their experience of the quick write-pair-share strategy. The survey investigated the impacts of the strategy as perceived by the students, and the areas for improvement of the intervention.

Several students mentioned that the quick write-pair-share prepared them in answering the process part of the long test by giving substantiated responses to the question. Most of the responses of the students point to the idea that the intervention has provided ease and comfort to them as it better prepared them to answer the actual process test. One of the students also mentioned that this intervention allowed them to feel more confident in answering the process part of the long test. The researchers infer that providing avenues for students to practice through various assessment and activities increases the self-efficacy of students in answering process type of tests.

The intervention also allowed select students to deepen their understanding of the subject matter and foster their critical thinking skills. The consistency in using this intervention for several sessions provided a routine to the students that enabled them to anticipate what happens next in class. Because of the intervention, they were able to have a more focused attention since they are already anticipating that this activity will be implemented by the teacher. As such, students listened more and attained the necessary information for them to engage in the deepening of their understanding. Mastery of the content facilitates students to deeper understanding of their lesson. This is the reason why one of the students mentioned that they were able to reflect on important matters about the topic discussed.

Moreover, the researchers can also see from the responses of the students that collaboration helps in deepening the understanding of the students. Some students mentioned that there are areas which they were not able to see before their classmates shared what they have learned from the topic. This intervention, having a collaborative component, helped students to widen their perspective and deepened their understanding of the topic. This intervention, furthermore, is a very good example of an activity that engages students to 21st century learning. Not only students become recipients of information, but they become active engagers and producers of information in a community of learners.

In addition, they recognized that the strategy has developed their writing and test taking skills when answering open-ended questions. It can be inferred that writing skills is something that teachers should not automatically assume competent from the level of the students. When giving tests to students, it is the responsibility of the teachers to prepare them to answer various assessments. Familiarity and practice will aid students to better assess what they have learned in a specific unit. Likewise, the shift in the assessment practices due to the enhanced basic education curriculum made learners feel vulnerable in answering assessments that are open-ended since teachers before were used to provide them with objective type of tests. Allowing students to engage in these types of tests as part of their formative assessments prepare them to the summative tests.

To improve the implementation of the intervention, students recommended that the implementor should first give an easy question that would later lead to the difficult question. This gives students gradual preparation. Scaffolding must be considered in the process. Art of questioning should not just be evident in the oral activities of the teacher such as class discussions,

but also in the written assessment activities that the teacher provides. If not, there is a tendency that students would have a difficult time to answer assessments and deepen their understanding.

The respondents further expressed the need to increase allotted time for writing their answers. The researchers inferred that all subjects should participate in improving the writing skills of the students. Writing is not just a concern of the language subjects like Filipino and English. It should be something developed throughout the various disciplines and subjects since it is an essential skill, most especially since this is one of the focus of the K to 12 curriculum. This is the reason why some students suggested as well that the teacher must share more writing techniques, and increase the frequency of conducting the strategy in class. Knowing that writing is a skill, repeated practice can further develop students' competency in this area.

The quantitative data presented in Table 4 show significant difference between the students' scores in the preceding and current quarter. This indicates that students generally garnered better scores after the quick write-pair-share intervention has been made. The intervention may have worked because the researchers observed that during the fourth quarter process items in the long test, more students were able to synthesis concepts and information, express their understanding of the unit topic, and construct more sound paragraphs. The qualitative data support this claim since there were students who recognized the helpfulness of the intervention in deepening their understanding on the subject matter, and in fostering their critical thinking skills.

There might be other factors which contribute to the increase of student scores in the recent long test. Dev (2016) investigated that improved home environment and interest may play a big factor on the increased achievement. Further, Anderman (2003) points out that students' feeling of belongingness can also be a factor in their academic performance. Students may have felt stronger sense of belongingness in the school community now that more than half of the school year has passed. But considering the student responses of the survey, the intervention should not be discredited. There were students who mentioned that the quick write-pair-share prepared them in delivering quality answers on the process part of the long test by giving substantiated responses to the question; thus, leading them to earn better scores.

In the like manner, the collaborative factor of the intervention provided an avenue for students to better nurture their sense of belongingness and at the same time deepen their understanding of the course material. Collaboration, furthermore, helps in widening students' perspective, which is also an essential life skill.

However, it is also noticeable that a lot can still be done in improving the process responses of the students. Considering that the fourth quarter process response revealed a satisfactory result, the Araling Panlipunan department should find more innovative ways to improve, not just the intervention, but also the preparation of students to various assessment activities. Likewise, it

should be emphasized that the formative assessment and activities should prepare students for the summative tests.

Writing skills and test taking skills also plays a vital part in answering constructed-response items since these skills are necessary in coming up with quality and clear responses. Their improved writing and test taking skills may have propelled the students to get better scores on the current long test. Writing, therefore, should not just be the responsibility of the Language subjects especially in these types of assessments. Thus, students must be given more opportunities to enhance their skills by introducing them to more writing techniques, and allotting more sessions for the quick write-pair-share activity.

There are few students who continue to have difficulty answering the process test despite the intervention. Should the quick write-pair-share strategy be used to improve students' achievement, implementors must consider adding an easier question preceding the main question, and giving students more time to jot down their responses. This is understandable because for quite some time, students were exposed and used to answer objective types of tests over the open-ended ones.

Moreover, this study revealed that faculty members should continuously be guided in improving assessment practices and the art of questioning since these are critical areas that will enable them to deepen the learning of the students. Part of this is to create systems that will enable teachers to be aware of other strategies to prepare their students to their summative tests.t.

III. Results and Discussion

Table 1 shows the profile of the respondents in terms of gender and educational attainment. In the profile of gender, it can be observed that the majority of the respondents were members of the LGBTQ group, followed by male young designers, and an equal number of male and female middle age designers. In terms of educational attainment, it can be observed that the majority of the young designers were high school graduates while the middle age designers were college graduates. These profiles imply that the field of costume design in the locality is dominated by the LGBTQ, particularly the gays. Also, the educational attainment of the young designers was mostly high school graduates since they are still working on their bachelor's degree while the middle age designers completed their college degrees. Still, this implies that the local designers are educated and are well exposed to international cultural designs.

IV. Conclusion

The result of this study showed that the quick write-pair-share strategy has improved students' responses to the process long test. The fourth quarter process long test scores showed a significant increase from their third quarter process long test scores. Students also recognized how the strategy prepared them to give substantiated responses to the question; thus, leading them to

earn better scores. Students' improved writing skills and test taking skills may have contributed to the positive changes in their process test performance. However, additional, consistent, and innovative interventions and efforts are needed to continuously improve the quality of their process responses, which the researchers aim to work on.

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