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RESEARCH

Using Authentic Writing Contests to Prepare Third Graders for High Stakes Standardized Assessments

DANIELLE DEFAUW

“I hate making my third graders respond to these fake on-demand test prompts. The only time published authors write to a prompt is if they enter a writing contest!”

This personal lament, shared during a planning meeting, triggered my exploration to use authentic writing contests to support my students’ transfer of learning between contest writing and standardized writing assessments for on-demand prompt writing. Many states require students complete on-demand prompt writing tasks for standardized writing assessments; thus, teachers feel pressured to create classroom tasks aligned to the assessment form, format, and context (Olinghouse, Zheng, & Morlock, 2012; O’Neill, Murphy, Huot, & Williamson, 2006). My school district required me to assign students timed, on-demand writing tasks. I felt coerced to teach to the test; my test-prep instruction focused on formulaic writing (e.g., five-paragraph essay) to help students achieve satisfactory scores (Hillocks, 2002). My district used or created similar state-released on-demand prompts, believing such practice under similar assessment contexts would improve students’ performances on standardized writing assessments.

Despite Hillocks’ (2002) seminal study detailing high-stakes standardized writing assessments’ negative impact on instruction, such tests still determine teachers’ instructional content (Au & Gourd, 2013; Bhattacharyya, Junot, & Clark, 2013). The Michigan Student Test of Educational Progress (M-STEP) assesses the Common Core State Standards (CCSS) through performance tasks (National Governors Association for Best Practices & Council of Chief State School Officers, 2010). The final writing performance task, an on-demand essay, requires students synthesize evidence used in previous performance tasks to support their argument (Hindman, 2015). Also, the Michigan Association of Intermediate School Administrators (MAISA) created writing units including pre- and post- on-demand writing assessments (Carey, 2015).

For this mixed-methods study (Johnson, Onwuegbuzie, & Turner, 2007), I taught three third-grade classrooms narrative, or personal story writing, for test-preparation or contests. In this article, I detail the qualitative data analysis triangulated through three data sources (Zohrabi, 2013): transcribed pre- and post-interviews (collected by two researchers unconnected to the study), field notes, and documents. Also, I summarize the quantitative analysis of students’ writing (word count, content/ideas, organization, style/voice, conventions, and holistic score) reported in my dissertation (DeFauw, 2010). Using this mixed-methods design (Johnson et al., 2007; Zohrabi, 2013), I argue standardized writing assessment preparation for on-demand prompt writing is more authentic when using writing contests versus traditional test preparation. I provide teaching implications and 14 writing contests K-16 students may enter.

Background

As authentic literacy tasks, writing contests provide an instructional means for supporting students’ writing development (Jocson, Burnside, & Collins, 2006; Jocson, 2009). Duke, Purcell-Gates, Hall, and Tower (2006) defined authentic literacy tasks as “those that replicate or reflect reading and writing activities that occur in the lives of people outside of a learning-to-read-and-write context and purpose” (p. 346). Using their two-category, three-point scale, contest writing earns the highest score in authentic purpose and authentic text. Writing contests create competitive opportunities for novice to expert writers to submit their writing for review, publication, or prizes.

Authentic writing experiences such as writing contests (1) motivate students, provided the process and end product are personally important (Newmann, 2000); (2) help students develop their unique voices (Kixmiller, 2004), which impact standardized writing assessment scores (Zhao & Llosa, 2008); (3) provide a real audience (Duke et al., 2006); and (4) allow students to practice writing in a playful sense.

Dewey (1910/1991) stated, “To be playful and serious at the same time is possible, and it defines the ideal mental condition” (p. 218).

Writing contests reward quality writing. However, the reward is not a “teaching” system; rewards may help ensure good performance, but they do not scaffold students’ learning (Gallimore & Tharp, 1990). If students perceive the reward as valuable, writing might increase. However, repeatedly experiencing a writing contest might also have a detrimental effect if the authentic writing task creates boredom (Zimmerman & Schunk, 2008). Bruner (1966) stated, “External reinforcement may indeed get a particular act going and may even lead to its repetition, but it does not nourish, reliably, the long course of learning” (p. 128). However, contest writing may create situational interest (Hidi & Harackiewicz, 2000). Students can become interested about a writing topic and speculate if they could win, developing their writing while playing a competitive game.

Research Methods

Population and Context: This study took place in a Midwest rural school district with three lower socioeconomic third-grade classrooms of 61 students, primarily European-American. Promoted to a literacy coach position, I taught all three classrooms in 45-minute blocks, 20 consecutive lessons over six weeks.

The third-grade classrooms were designated test-preparation, contest-writing, or contest-creation. The test-preparation group followed a traditional narrative unit of study; students wrote narratives in response to on-demand prompts from standardized writing assessments. The contest-writing group followed the same test-preparation curriculum, but students participated in on-demand prompts from authentic writing contests. The contest-creation group created, managed, and evaluated two writing contests for third and fourth graders. All students responded to the same on-demand prompts on six writing assessments: a pre- and post-standardized writing assessment and four other assessments for either standardized writing assessments or authentic writing contests.

Quantitative analysis included 61 students’ writing selections. For qualitative analysis, 18 students were identified for the case study as a typical sample (Merriam, 1998) of boy/girl pairs at each level (high-average, average, and below-average) determined per teachers’ formative assessments and beginning-of-the-year district pre-assessment scores for an on-demand prompt writing assessment.

Procedures: For quantitative analysis, this study used a two-factor, repeated-measure analysis of variance, or a 3 (Treatments) x 2 (Test Periods) factorial ANOVA. The Test Periods provided the repeated measures of word count and analytic ratings (content/ideas, organization, style/voice, conventions, and holistic score) through pre- and post-test writing samples. Two other researchers, mentioned previously, helped me evaluate each selection confidentially after establishing scoring consistency. We achieved 93% inter-rater agreement of writing scores by ensuring the third reader scored a selection if the first two readers’ scores varied by 2 or more points. The third reader determined a final score either through agreement with one of the two other readers’ scores or an average of all three scores.

For qualitative analysis, I reread a computer document of interviews and field notes to code the data through two coding rounds: (1) simultaneous descriptive and in vivo (students’ language) coding and (2) emotion coding (Saldaña, 2013). I attached and sorted coded data on index cards to reveal three categories:

- **Detailing Experiences:** Students planned their narratives around occurrences they lived: “I would try to think of things that happened in my own life.”
- **Using Writing Strategies:** Students detailed their experiences through writer’s craft: “You describe it very well so another person can actually visualize what it looks like.”
- **Contest Versus Test:** Students’ emotions varied between writing for competitive and authentic purposes versus assessment and school-based purposes: “I might try my best...be proud...[versus] get a good score.”

To ensure the categories’ accuracy, I conducted a peer debriefing with an outside researcher (Merriam, 1998). We achieved 96% accuracy per her matching pre-selected data excerpts with the three categorical descriptions.

Results

This study’s key assertion is standardized writing assessment preparation for on-demand prompt writing is more authentic when using writing contests versus traditional test preparation. Third-grade students participating in authentic writing contests wrote more words and often felt motivated to write.

Quantitative: The quantitative results, previously reported (DeFauw, 2010), analyzed the dependent measures of word count and the writing quality categories (content/ideas, organization, style/voice, conventions, and holistic score) using repeated-measures analysis of variance (ANOVA). We scored the selections using the state mandated narrative rubric.

This quasi-experimental design did not allow for equating of the groups on initial writing ability (the control group significantly outperformed the other two groups on the pre-assessment), so effects of the treatment groups could only be evaluated by the interaction of Treatments with Test Periods, rather than the main effects of the Treatments. The ANOVA results (Appendix A, Table 1) indicated only word count yielded a significant interaction effect. Simple interaction contrasts indicated the two contest groups increased word count compared to the test-preparation group. The contest-writing and contest-creation groups did not differ in their effect on word count. See Figure 1 (below) and Table 2 (Appendix B).

Qualitative: The first category, Detailing Experiences, was evident in students' interview comments concerning how they planned their narratives around real-life events. One student stated, "I would think about what happened in my life...I would write down things that is important." Another student stated, "I could write the stuff that I don't want to forget down and...if I had a lot of things that I could write about I could see what one has the most details."

Students wrote narratives about their lives per the curriculum's and authentic writing contests' requirements; thus, every writing sample detailed a student's life experience. Granted, some details may have been invented. One student stated, "If I can't think of what happened, I'd like make something up that would kind of go with it." Some students felt inventing the details was necessary: (a) "When you write a story you write like so many that you have nothing else to tell about it," and (b) "It makes it hard when kids don't have anything to write about...or...they've already written about it and...don't want to...again." This predicament is especially challenging since peers cannot easily help a writer generate an idea. One student commented, "Sometimes you don't know what to write about...friends might be able to help you but they don't know much about your life."

The second category, Using Writing Strategies, was pertinent in describing how students viewed their personal and others' writing abilities. Students mentioned the following writer's craft: dialogue, voice, word choice, leads, and

revision. One student stated, "Good writing...has voice in it like you would really say...you have to use interesting words." Another student stated, "Using good sentences like instead of saying she was happy you could say like she was jumping up and down like yelling hooray."

Every student mentioned handwriting, punctuation, and spelling. Concerning handwriting, one student stated, "Good writing is where you write nice and neat and not sloppy." Referencing punctuation, one student stated, "Good writing is...when you use punctuation...if you don't...it's a no good, dirty rotten, run-on sentence." Students consistently voiced difficulties with spelling. One student stated some students struggle with writing "because...they might say 'well, this writing has to be exactly just right and I can't do it exact because I don't know how to spell the word?...you don't know how to spell that so you have to change the whole subject.'" Many students referred to "good writing [as] perfect." One student stated, "[Good writers] always use punctuation when

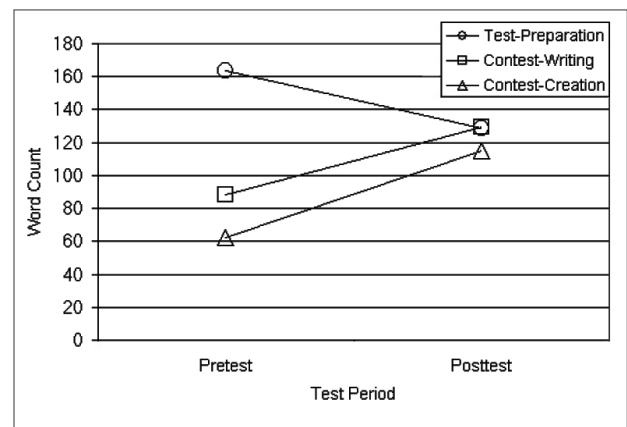


Figure 1. Mean Word Count for Treatment Groups Pre- and Post-Test

they're done with a sentence and they always write full sentences and they always spell everything right."

The contest-creation group learned writing does not require perfection, but writers can help their audiences. During a class discussion, I asked, "What have you learned from being evaluators these last two days?" Reading the contest entries, one student observed many stories did not include an ending or proper organization. Another student noted how many students wrote off-topic. Having created a contest, the students understood evaluators' expectations when reading contest entries.

The third category, Contest Versus Test, emerged per classroom observations and students' comments about how

writing contests and standardized writing assessments would “change” or “influence” them as writers. These *in vivo* codes required emotion coding because students quoted the final two interview questions’ wording. Because third graders experience “a period of emotional ambivalence in which [they may]...experience new emotions but do not necessarily have the vocabulary to describe them” (Saldaña, 2013, p. 109), emotion coding inferred students’ emotions based on how writing contexts “changed” or “influenced” them. Some students felt similar (Table 3, Appendix C) or different (Table 4, Appendix D) toward writing for contests and tests.

Per Table 4, two students felt scared writing for contests. One of these students in the contest-writing group, Mark (pseudonym), told me he was finished with the first instructional writing prompt after writing less than ten minutes. I assumed he rushed. I remembered Mark’s pre-interview comment, “When you say you’re done you’ve just begun.’ That’s what the teacher always said to me...I’m like I’m done. ‘You’ve just begun.’ Like dang it.”

“Reread your writing. Is there anything you can do to make it stronger?” I instructed.

“Yeah, but can I write on the back?” he replied.

Surprised, I answered, “Of course you can, but you don’t have to.”

“But I want that 50 bucks! I might win it,” Mark exclaimed.

Requesting permission, Mark seemed extrinsically motivated to write for the contest, hoping to win the prize. During the pre-interview, Mark did not demonstrate an interest in writing for contests. He stated, “It’s a bit scary. Like I would say well this isn’t really fun anymore trying to do it for a contest...because if I win other people...won’t talk to me the next day...they’ll get really mad at me and...then I won’t have any friends.”

The contest experience changed him as a writer, evident in his post-interview response, “I might think...I’ll just write this one time to try to get a prize...I like writing because it’s fun to write. It is a very fun thing to do, and when you do a really good job you can actually feel it inside you.”

Discussion

The study’s findings suggest students may be motivated to practice on-demand prompt writing through authentic writing contests more so than traditional test preparation. Through such writing prompts, students detailed their personal experiences in narrative writing using their writer’s

craft. Although students’ writing quality did not show significant improvement, the contest-writing and contest-creation groups increased word quantity whereas the test-preparation group decreased. Also, most students revealed positive emotions when writing for contests versus standardized writing assessments.

Since many teachers tailor their instruction to assessment contexts and formats (Olinghouse et al., 2012; O’Neill et al., 2006) because they must balance curricular, accountability, administrative, and assessment demands (National Commission on Writing, 2006), I recommend using authentic writing contests as a preparation tool for on-demand standardized writing assessments. Such standardized writing assessments and writing contests require students to write to a prompt for an unknown, evaluative audience. Writing responses to on-demand prompts for standardized writing tests is an inauthentic, school-only task. Writing contests meet the same curricular goals through authentic tasks and increase students’ interest and motivation in writing (Duke et al., 2006; Jocson et al., 2006). This mixed-methods study integrated qualitative and quantitative data to understand students’ writing development related to their writing scores, emotions, and experiences (Jang, Wagner, & Park, 2014). The data demonstrated using writing contest tasks was equally or more beneficial than traditional test preparation tasks for supporting students’ writing development.

The quantitative data results indicated the three groups (test-preparation, contest-writing, and contest-creation) made similar gains on writing quality measures from pretest to posttest. Although these gains were not related to specific treatment conditions, the treatments influenced the writing quantity. The contest-writing and contest-creation groups increased word count from pretest to posttest by 41.2 and 52.8 words, respectively, while the test-preparation group decreased word count by 35 words. Word count is considered a lower-level writing skill (Wolbers, 2007) relatable to writing quality (Hillocks, 1986). One student stated, “[Good writers] make sure they go all the way over to...the other side of the paper.”

The qualitative data results showed students detailed their personal experiences using their writing strategies. The two contest groups learned how the contest and assessment contexts mirrored one another concerning writing to a distant audience for evaluative purposes. Such understanding likely motivated students to write their best in both contexts. Also, many students felt motivated to write for contests more than assessments. Writing contests approximated the real

writing task of writing to an audience the writers cared about (Lindblom, 2004) and created “situational interest [which] can be effectively utilized to promote academic motivation. . . and help [students] make cognitive gains in areas that initially hold little interest for them” (Hidi & Harackiewicz, 2000, p.

write narratives for an unknown audience. Mark chose to write more as the writing contest triggered his interest and motivated him to write in hopes of winning fifty dollars. He stated, “When you do a really good job you can actually feel it inside you.”

Organization	Prompt	Grade
The Sejong Cultural Society (sejongculturalsociety.org)	Varies annually; response to a Korean folktale	K-16
Constituting America (constitutingamerica.org)	U.S. Constitution	K-16
The GOI Peace Foundation (goipeace.or.jp/)	Changes annually	K-16
The National Flag Day Foundation (nationalflagday.com)	What our flag means to me	4-12
Humane Education Network (hennet.org)	Changes annually	14-18 yrs.
New Voices Young Writers (newvoicesyoungwriters.com)	Open	11-18 yrs.
Energize Students (energizestudents.org)	Changes annually	9-12
Bill of Rights Institute (billofrightsinstitute.org)	Changes annually	7-12
Earth Science Week (earthsciweek.org)	Changes annually	6-9
VFW's Patriot's Pen (vfw.org/PatriotsPen/)	America's history	6-8
Institute for Global Environmental Strategies (strategies.org)	Earth Day Photo & Essay Contest	5-8
National WWII Museum (nationalww2museum.org)	Changes annually	5-8
University of Michigan Dearborn's YAF (library.umd.umich.edu)	Changes annually	3-5
Lexington Family Magazine (lexingtonfamily.com)	Changes annually	K-5

Figure 2. K-16 Content-Area, Nonfiction Essay Writing Contests

156). Situational interest is triggered and then maintained before it can grow into emerging and well-developed interest for students who are not already intrinsically motivated to complete a task (Hidi & Renninger, 2006).

In this study, authentic writing contests triggered students' interest or caught their attention (Mitchell, 1993) to

Writing contests motivated many students to write (Jocson et al., 2006; Jocson, 2009) and created a learning context of situational interest, because students wanted to win prizes and influence the evaluative audience. Playing a competitive game, they learned to anticipate their audience's needs, especially students in the contest-created group. These students discussed their frustrations with reviewing students' writing selections riddled with sloppy handwriting, unfocused topics, and organizational challenges; this group focused on not making similar mistakes in their own writing.

It is crucial to utilize authentic writing tasks to catch students' interest and motivate them to write for audiences. Kixmiller (2004) stated, “A classroom that includes authentic writing is student-centered, interest-based, and meaning-driven instead of assessment-centered, score-based, and accountability-driven” (p. 30). Teachers are required to facilitate students' writing development to transfer across contexts and purposes. Writing contests prepare students for in-school and outside-of-school writing and meet curricular and assessment goals. Preparing students for high stakes standardized writing assessments using authentic writing contest tasks to increase writing quantity and quality creates implications for teaching writing.

Implications

Teachers align curricular and assessment requirements. Although this study was conducted when on-demand prompt narrative writing was prominent on the Michigan Educational Assessment Program (MEAP), today's CCSS, M-STEP, and MAISA assessment requirements for writing may still be met through writing contests. In another article, I provided ten writing contests with step-by-step instructions to support curricular

and assessment goals (DeFauw, 2013). Figure 2 provides 14 additional contests useful in meeting current requirements.

Writing contests are a useful tool to (a) challenge students who love to write; (b) motivate students who hate to write; (c) analyze winning contest entries as mentor texts; (d) encourage families to promote writing outside of school; (e) enrich extracurricular writing programs; (f) create a competitive yet playful writing task; and (g) write for an authentic audience. In addition, students may create, manage, and evaluate writing contests.

First, regardless of students' personal interest in writing, participating in writing contests challenges and motivates students to write, while facilitating their writing development. To write for contests, students use writer's craft purposefully to influence the evaluative audience, an audience they likely prefer over their teachers and peers. Students who welcome a writing challenge enter writing contests to support their individual interest or intrinsic motivation (Hidi & Renninger, 2006). For students who dislike writing, such contests may trigger and maintain their interest (Hidi & Renninger, 2006). If students begin to set personal goals to write contest entries, their intrinsic motivation will grow (Hidi & Harackiewicz, 2000). The more writers write, the more they improve (Calkins, 2006).

Second, to learn from other writers their own age, students may analyze winning contest entries as mentor texts (Dorfman & Cappelli, 2009). Many writing contests publish winning entries. Teachers may use these entries for students to analyze for effective writer's craft and revision needs. During the study when one winning entry was introduced, a student stated, "I can write like that! She's just like me!" Many students seemed more willing to aspire to write like students their own age versus published, professional authors. In addition to using student writing in the classroom to critique a whole group (Calkins, 2006), students may critique high-quality, winning contest entries written by student authors.

Third, writing contests may support the home-school connection. Word spread quickly in the district concerning my interest in writing contests. Many families requested lists of writing contests to encourage their children to enter outside of school. I posted many writing contests for students and families to peruse. Similarly, teachers leading extracurricular sessions in or outside of school may use writing contests to inspire, interest, and motivate students to write. The more contests students enter, the more they write for an authentic purpose and develop their writing skills. Also, the more entries they submit, the more likely they will place in a contest.

Fourth, writing contests provide a competitive and playful authentic writing task writers entertain outside of school. Rather than complete inauthentic, school-only writing tasks for standardized writing assessment preparation to earn a grade or meet school requirements, students may enter authentic writing contests in school and outside of school for a challenge and potential prize.

Through participation in contests, students understand how to write for a distant, unknown, evaluative audience. Many participants strived to impress the distant audience, hoping to win. Contest writing teaches audience awareness even with audiences students do not know personally, especially if they are given the opportunity to not only write to contests, but also create, manage, and evaluate contests for other students. "One of the crucial problems for research on written composition is the development of the writer's audience awareness, that is how writers consider their readers' need to understand" (Boscolo & Ascorti, 2004, p. 159).

As the evaluative audience, students in the contest-creation group brainstormed and chose prompts for the contest. They determined the evaluative components on the rubrics they created and used to evaluate students' entries (Andrade, Wang, Du, & Akawi, 2009). They learned firsthand the difficulties audiences face when subjectively scoring writing. Their writing selections for this study, although not significantly different, showed organizational and handwriting improvement. For this strategy to work, teachers must require students to refer to their own writing to revise and strengthen their writing development.

Conclusion

Boscolo and Hidi (2007) stated, "Over the past two decades, teachers have been more concerned with how to improve children's ability to write than with how to increase their interest in writing" (p. 5). This study supports using writing contests as an authentic approach to standardized writing assessment preparation for on-demand prompt writing to support students' writing development while increasing students' interest in writing. Students used their writer's craft to detail their personal experiences and wrote more words when they wrote to contests versus standardized writing assessments. Although students' writing quality did not show significant improvement, authentic writing contests created situational interest for writing as students felt motivated to respond to the prompts, as one student shared, "Everybody's different....I write a different story than anybody else...and

winning doesn't matter. All that really matters is that I try my best...because everyone can't win, but everyone can write."

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Appendix A. Table 1. Analysis of Variance for Narrative Writing Qualities

Source	Type III Sum of Squares	<i>df</i>	Mean Square	<i>F</i>
Dependent Variable				
Word Count				
Treatments	68,743.41	2	34,371.71	10.39**
Error	191,914.41	58	3,308.87	
Test Periods	11,742.43	1	11,742.43	5.46*
Interaction	44,964.50	2	22,482.25	10.45**
Error	124,752.53	58	2,150.91	
Content/ideas				
Treatment	7.98	2	3.99	3.78*
Error	61.19	58	1.06	
Test Periods	10.67	1	10.67	29.17**
Interaction	0.65	2	0.33	.89
Error	21.21	58	0.37	
Organization				
Treatments	4.07	2	2.04	2.22
Error	53.35	58	0.92	
Test Periods	9.29	1	9.29	25.59**
Interaction	0.75	2	0.38	1.03
Error	21.05	58	0.36	
Style/voice				
Treatments	4.89	2	2.44	3.94*
Error	35.93	58	0.62	
Test Periods	2.95	1	2.95	9.34**
Interaction	0.20	2	0.10	0.31
Error	18.34	58	0.32	
Conventions				
Treatment	4.26	2	2.13	2.49
Error	49.56	58	0.85	
Test Periods	1.49	1	1.49	7.97**
Interaction	0.03	2	0.02	0.09
Error	10.84	58	0.19	
Holistic Score				
Treatment	7.18	2	3.59	3.93*
Error	52.97	58	0.91	
Test Period	10.21	1	10.21	28.60**
Interaction	0.45	2	0.23	0.63
Error	20.71	58	0.36	

Note. n=61

* $p < .05$. ** $p < .01$.

Using Authentic Writing Contests to Prepare Third Graders for High Stakes Standardized Assessments

Appendix B. Table 2. Treatments' Word Count Means and Standard Deviations for Pretest and Posttest

Treatment	n	Pretest M	Pretest SD	Posttest M	Posttest SD
Test-Prep	19	163.5	57.7	128.5	42.1
Contest-Writing	20	88.4	44.4	129.6	68.8
Contest-Creation	22	62.0	34.4	114.8	58.8

Appendix C. Table 3. Students' Similar-Emotion Responses for Contests and Assessments

Feeling motivated to achieve		
Student	Writing Contests	Standardized Writing Assessments
Test-Preparation High-Average Boy	"If there was a prize or something I'd want to write it so I'd try my best."	"Oh it would like make me want to try my best because I would want to get a good score."
Test-Preparation High-Average Girl	"I might try a little harder then...if I was writing it for free."	"I put tons of details, make sure that my writing is perfect."
Test-Preparation Average Boy	"It might change me because I would want to try my best on it because it's a contest."	"I would want to make it look nice so the teacher could read it."
Test-Preparation Below-Average Boy	"If I won...I'd be happy...I would probably write better."	"Probably get me up in grades and do better in school."
Feeling inspired to write ideas		
Contest-Writing High-Average Girl	"It might change me in my interest of what I like to write about and how I write it."	"Change what I like to write about and how I write it and...my interest of what I like to read...to get ideas for my writing."
Contest-Writing Average Boy	"It might make me write faster or...figure out more harder words...or...being a better writer or...doing other ideas to write."	"It might make me so write more than I do or...how to write harder words or...spell write cursive better."
Contest-Writing Below-Average Boy	"It would like...help me sound out words and make me like write fast so I can like write my own books."	"It would like make me smart so that I could like write my own stories to help my own children learn...to write."
Contest-Creation High-Average Girl	"I like to come up with good writings and have some adults read it before I entered before I did the final contest...making it more interesting."	"It might change my stories around to write awesome stories...making it longer."
Contest-Creation Below-Average Girl	"Because it might help you become a writer...and stay focused and...learn how to write."	"Because you might be able to learn to get better and better at writing...You can use everything that you know about writing."

Appendix D. Table 4. Students' Dissimilar Emotion Responses for Contests and Assessments

Motivated and apathetic		
Student	Writing Contests	Standardized Writing Assessments
Test-Preparation Average Girl	"Take writing classes to get good so I could get first place prize in it and be the best writer."	"Nervous because I won't really know what to do because it's kind of hard cause like you have to write down quick on paper."
Test-Preparation Below-Average Girl	"I would be scared."	"It would change me awesome writer...by thinking."
Contest-Writing Below-Average Girl	"I would write as best as I could."	"I would like get a little bit scared because it was like a really big writing and you had to try to do your best."
Motivated and apathetic		
Contest-Writing High-Average Boy	"Like I would say well this isn't really fun anymore trying to do it for a contest....I might think...I'll just write this one time to try to get a prize but I like writing because it's fun to write."	"I don't really know this but I'll try to figure it out... I have to write it...I don't want to write it but I have to write it."
Contest-Writing Average Girl	"You want to write your best and that might be the best you ever wrote... it might influence me to...just keep writing and help me as a writer."	"It would change me as a writer because I would be embarrassed like I usually am to share my writing."
Contest Creation Average Boy	"Challenge me to maybe write faster and make sure that I have a beginning, middle...end... [punctuation]... be a better writer and if I should of lost I'd say I'll do it next time cause you never want to crush your dream of being a writer."	"It wouldn't change me at all."
Contest Creation Below-Average Boy	"It would make me kind of excited because...I might...get something.... I'm gonna be writing for a contest and it might make me feel kind of good because I might win."	"It might change me as a writer because I don't write very much and... I feel like I feel every day and I just won't really care."