

The RAP Strategy:
An Action Research Project on Improving Student
Short-Constructed Response Writing at Smiley Middle School

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April 27, 2011

SL 6720 Research in ILT
Professor Laura Summers
Spring 2011

Introduction

When I was charged with starting an action research project I was working as the 7th grade Language Arts teacher at Smiley Middle School in Denver, Colorado. Smiley serves a low-socioeconomic and inner-city population in grade 6-8. At the time of this study we had around 250 students. This was my perfect starting ground for action research—the type of research where you don't just read about what other people have done, but you actually do something in your classroom, in your life, to create change. Action research is defined by Stringer as “a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives” (Stringer, 2007, p.1). I felt like there were plenty of problems to confront in my everyday school life—the question was which one to look at first!

When looking at how to improve my instruction this year, I was faced with the immense challenge of having an incoming class of students that scored extremely low on CSAP writing and reading. Of my 70 7th graders, 60 (86% of the class) scored Unsatisfactory/Partially Proficient and only 10 (14% of the class) scored Proficient/Advanced on the 6th Grade Writing CSAP. I needed to find a better way to teach writing, and fast.

In order to try and combat this school-wide problem with a common language and strategy, the language arts department decided to use the RAP (Restate the question, Answer the question, and Provide support) strategy at all grades. This then morphed into being a school-wide strategy and all of the teachers at the school were encouraged to use it in their instruction. Teachers were all trained on the RAP strategy and possible classroom uses—including a scoring rubric (the same we used in this study), a planning sheet, and ways to expand the strategy from a short-constructed response to an extended response. My research stemmed from the question of

“Does the RAP strategy—at the school-wide level—improve students’ short-constructed response writing?”

Smiley Middle School, the school where my study took place, is an urban school in the northeast of Denver, Colorado. Smiley is located in the historic Park Hill neighborhood and is within walking distance of two public libraries, the Denver Natural History Museum, the Denver Zoo, a community recreation center, and several parks. The school serves about 250 students in grades 6-8 and we are classified as low-socioeconomic status—with 86.7% of kids qualifying for free or reduced lunch. The student population is made up of 56% Black, 30% Hispanic, 11% White, 2% American Indian, and 1% Asian students.

Students at Smiley generally come from many varied backgrounds. While some of our students come from more middle class families or families with two parents, the majority do not. Many of our students live in single parent homes, with grandparents/aunts/uncles as their primary guardian, or in foster or group homes. Gang activity, fighting, drugs, weapons, and family members in jail are challenges faced by students and teachers on a daily basis. Despite this reality, the vast majority of our students are bright and eager to learn. They come to us with low scores (only 14% of my current 7th graders scored proficient or advanced on 6th grade CSAP Writing last year) and skills and we try our best to provide them with several years of growth to get them to grade level. The teachers at Smiley are a mix of veterans—some who have been at the school for over 20 years, and several who attended Smiley themselves—and new teachers who are starting their career at Smiley. There is definitely are two mentalities among staff in regards to new instructional techniques; some staff members are ready and willing to try something new; while others hold tightly on to “what they have always done.” These attitudes,

in addition to a low performing student body, created a challenging, but promising environment in which to introduce and implement the new RAP strategy

I thought the RAP strategy would be helpful to students at Smiley Middle School because it makes writing more concrete. The strategy breaks down the writing process from a nebulous instruction of 'write a paragraph' to '1. Restate the question, 2. Answer the question, 3. Provide evidence to support your answer.' I thought that this more concrete approach would raise students' writing scores and make writing easier for them in the process.

Literature Review

When looking at the problem of teaching writing, there is a lot of research done about how to improve student writing (e.g. Allen, Atwell, Beers). However, the context of this study is not to look at writing as a program of study in language arts and English classes, but to look at school-wide strategies to support student writing processes in all subject areas. There was no research on the specific writing strategy we are using (RAP), but there was some minimal research on other specific writing strategies. When looking through the related literature on school-wide writing strategies and writing strategies in general I found they centered around five major ideas: using writing strategies supports student achievement, strategies make a complex task manageable, schools need to promote writing in all subject areas, schools need supports in place for non-writing teachers, and schools should widely teach specific strategies. This study on the RAP strategy also dealt with all of these categories in some way.

Mostly all of the literature (e.g. Margolis and McCabe; Shuman; Turner and Broemmel; Sanacore; Monroe and Troia; Brice, Hickey, Snyder, Sukhram and Kedem; Knipper and Duggan) talked about writing as a way to boost student achievement in every content area. The

literature spoke of “writing to learn” where students use writing as a way to synthesize their own ideas and thoughts—and to make connections with prior knowledge. In our RAP study, students were asked to use writing to talk about what was most important in a non-fiction reading and to make connections with it. It is clear that writing forces students to think—better writers means that students are becoming better thinkers as well. Many of the studies found that using targeted writing strategies boosted student scores—some targeted only students with learning disabilities and found that the use of writing strategies boosted LD students’ scores to almost the level of non-LD students’. This raises the question of whether writing strategies provide just as much growth for general education students as they do with special education students. Our study used the entire school—a mix of both general and special education students. The RAP strategy we used in this study is being used to attempt to boost all students’ short constructed response writing scores and the literature supports that a carefully implemented writing strategy can do this.

The literature on writing strategies proposes that the reason writing strategies work for students is that they make a complex task—writing—into a more manageable one. Writing strategies have steps to follow, pieces and parts, instead of one large task. This more concrete strategy is good for struggling students because of this quality of breaking down the harder steps. The RAP strategy does this—breaking down the more complex task of writing a short-constructed response into 3 steps: Restate the question, Answer the question, and Provide support. The literature also suggests that students struggle with writing because of a lack of planning—they just write what comes to mind and let that idea drift into the next and so on. Writing strategies like RAP provide a structure for planning that students may lack naturally.

However, the literature also supports that writing need to happen in more than just language arts class. Writing should be happening in every classroom and seen as a part of the educational process—not just something they learn in English class. The literature proposes that writing is better developed when there are “writing experiences” in multiple content areas. In this way, the strategies we teach need to be adaptable to multiple content areas to facilitate writing, not just in English class, but in school in general. The RAP strategy was chosen very much for its adaptability—it is a strategy that can be used in multiple ways, and we have found uses for it in every content area in the school. One article proposed that in science writing was essential and that “if we want our students to think like scientists, then it is only logical that we should ask them to observe, document, and write like scientists as well” (Broemmel, 2006, p. 27). As teachers, we need to be promoting writing in every subject area. This need for writing in every area brings up the problem of not all teachers feeling that teaching writing is a part of their job or feeling uncomfortable teaching writing.

One of the biggest problems in getting a school-wide writing program started is that teachers are hesitant, fearful, or unwilling to teach writing in their classes. However, one study points out that most teachers already use writing in their classrooms on a daily basis. Sanacore’s research from the early 1980s postulates that “much of the difficulty lies not in the instructional strategies that are employed within the English classrooms, but rather in the lack of writing support in other subject area classrooms” (Sanacore, 1980, p. 392). This was definitely true at Smiley Middle School; where the expectation of many teachers is that only English teachers should be teaching writing while other teachers are only responsible for teaching content. However, having a school-wide writing strategy like RAP helped teachers become “teachers of writing” even when this is not their subject area, thereby increasing the amount of time students

spend practicing and honing their writing skills. Having support in place for teachers who are not used to teaching writing made it much easier for them to be on board with a school-wide writing plan. Using a rubric is another suggested teacher-friendly way to combat fears of grading writing assignments—providing those rubrics will ease worries about time and teacher ability.

The literature also stressed the importance of administrator support. One called it “imperative to school-wide writing success” (Margolis and McCabe, 2006, p. 223). At Smiley, we had both of these factors—our administration was supportive of a school-wide initiative, but they were very hands off, and a universal RAP rubric was created and given to all teachers for use. There was additional support with Professional Learning Communities (PLCs) within the school where the Teacher Effectiveness Coach, Joanna Leeds, met and supported the writing goals with small groups of teachers. None of the other studies I read implemented weekly meetings like this, although some had writing workshops available, and I wonder what differences this might make for this study.

Finally, another way to support teachers is by widely teaching only one, flexible, specific strategy. This is good for teachers, as it minimizes the amount of new learning they have to do to teach the strategy to students, but it is also recommended in the literature, in studies by McCabe and Margolis, 2006; Monroe and Troia, 2006; Mason, Snyder, Sukhram, and Kedem, 2006; and Shuman, 1984, that there only be one or two good strategies as more will confuse students. The use of the RAP strategy at Smiley was the ‘widely used’ strategy and it was being taught in every subject area. RAP was widely taught, used, and is specific, but was it enough to boost our students’ writing?

The articles I read helped piece together a picture of writing strategies and their use in classrooms from 1980 to the present. They centered around five major ideas: using writing strategies supports student achievement, strategies make a complex task manageable, schools need to promote writing in all subject areas, schools need supports in place for non-writing teachers, and schools should widely teach specific strategies. All of which were involved in this study on the RAP strategy at Smiley Middle School. I believed that the RAP strategy study would answer questions about how a very resistant staff reacts to having to teach a writing strategy, how students of mixed abilities (not just LD students) react to a specific writing strategy, and finally whether or not the RAP short-constructed response strategy, specifically, was a good writing strategy to boost students' skills in short-constructed response writing.

Methodology

For my first piece of data I looked at the students' scores on short-constructed response tests that we gave them. We administered the first test—the baseline test—in mid-January. We scored these tests according to a 9-point rubric (see Figure A). The rubric was constructed by myself, the teacher-effectiveness coach, Joanna Leeds, and my language-arts colleague, Christina Shimrock. The three of us wanted a short rubric that really got to the heart of what we were asking students to do when using the RAP strategy to answer short-constructed response questions. We purposely did not score students on grammar, conventions, sentence fluency, or anything of that nature because, when looking at student writing before putting this plan into place, students had the bigger problem of not answering the question and not structuring or organizing their response in any meaningful way. In this study we focused on the content and structure of the response and the rubric reflected that.

Figure A: 9-point Short-Constructed Response Rubric

Name: _____

Short Constructed Response Rubric				
	0	1	2	3
Restates and answers the question	Does not answer the question correctly	Attempts to answer the question but does not restate in statement form or does not answer the question correctly	Answers the question but does not restate the question in sentence form	Restates the question in the form of a statement and answers the question.
Provides evidence to support answer	Provides no evidence to support answer	Provides one piece of evidence to support answer	Provides two pieces of evidence to support answer	Provides three pieces of evidence to support answer
Includes Concluding Sentence with transition word	Does not end with concluding sentence	Ends with concluding sentence that does not relate to topic sentence	Ends with concluding sentence that relates to topic sentence	Ends with concluding sentence that relates to topic sentence and uses transition word

Total Points: _____

The test was given in students’ 5th or 6th period class—depending on their lunch schedule. Every student had some sort of intervention class (reading, writing, math, yearbook, newspaper, AVID) during this period. This allowed us a consistent space and time for the test for each student. Myself, Joanna, and Christina put all of the testing materials together in packets for teachers: student tests, teacher instructions, and a class roster. These packets were delivered to teachers the day of the test.

The second test we gave was in late March. We scored these tests according to the same rubric as before. The students now each had two scores from zero to nine that we were able to compare for growth according to the rubric.

In order to analyze this data, I put every student into a spreadsheet and noted their grade level (6-8), their January score (0-9), and their March score (0-9). Then, I took out all the students who did not have two scores—i.e. they were absent on one of the test taking days. Next, I compiled the data for students who took both tests and gave them a growth score. The growth score is based on if they made positive score growth from the January test to the March test, if they made negative growth, or if their score stayed the same—indicating no growth, neither positive nor negative (See Appendix A).

In addition to this data, we also kept record of the student score on each part of the rubric. We wanted to see if our work with the RAP strategy would improve specific aspects of students' scores not just if they scored better overall. We collected the following data on Table A.

Table A:

January Rubric Totals:

Area of Rubric (# of recorded responses)	Score of 0	Score of 1	Score of 2	Score of 3
Restates and Answers the question (of 210)	75	66	29	40
Provides evidence to support answer (of 218)	26	48	44	100
Includes concluding sentence with transition word (of 215)	113	65	26	11

March Rubric Totals:

Area of Rubric (# of recorded scores)	Score of 0	Score of 1	Score of 2	Score of 3
Restates and Answers the question (of 166)	31	41	44	50
Provides evidence to support answer (of 165)	26	36	36	67
Includes concluding sentence with transition word (out of 165)	89	43	13	20

The last piece of recorded data I took was a student survey about the RAP strategy. I felt like it was important in this kind of a school-wide strategy to have kids feel invested in the

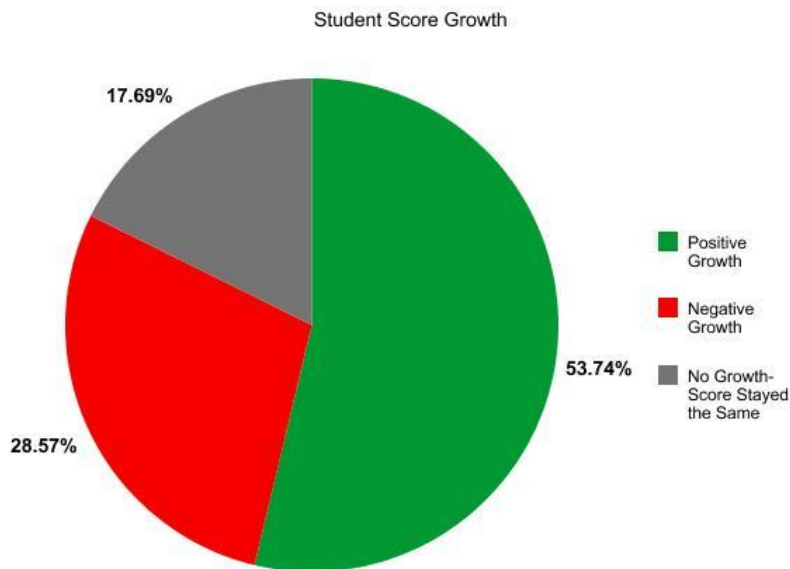
strategy and to feel like it is worthwhile and helping them. A copy of the survey can be found in Appendix B. The surveys were distributed to the same 5th or 6th period classes where students had taken the test and were anonymous.

I analyzed the survey data by separating it by question and then sorting each question into categories of responses to see what themes of responses came up. This method of “categorizing and coding” where data is “sorted into related groups or categories” was helpful in this situation because it kept the responses in the kids’ language—I was not imposing my own thoughts onto theirs, but keeping their responses intact (Stringer, 2007, p.101).

Results

Out of 147 students who took both tests, 79, or 53.74% of them, made positive growth of 1 rubric point or more; 42 students, or 28.57%, made negative growth of 1 rubric point or more; and 26 students, or 17.69%, made no growth and their score stayed the same (See Graph A).

Graph A: Student Growth from the January Baseline Test to the March Test



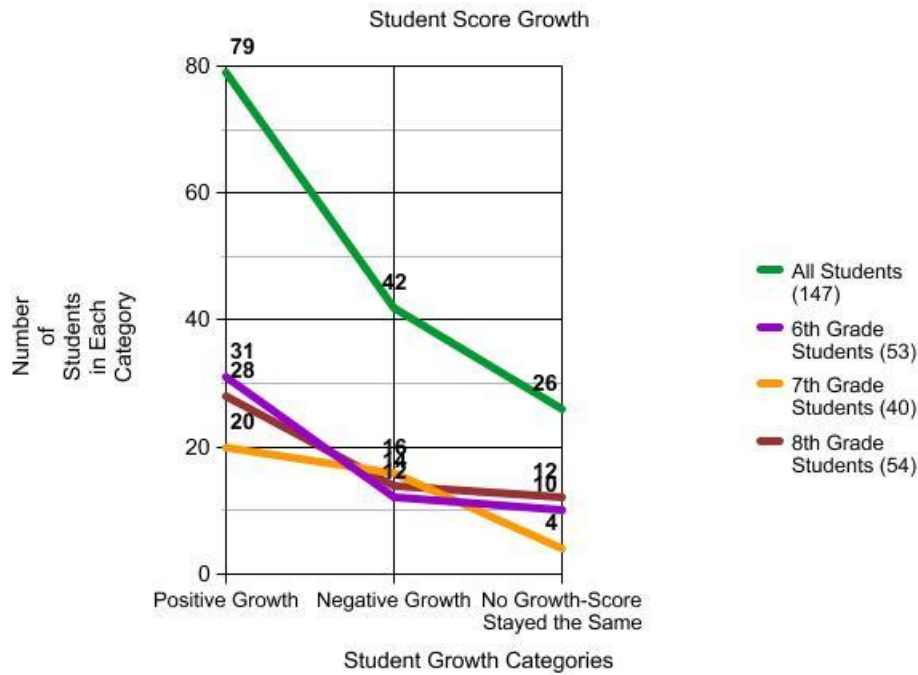
Based on scores from January Baseline Test and March Test

Overall, having 53.74% of students grow in their score was very positive. There was an overall growth in 100 points between all of the students combined (See Appendix A). This 100 points of growth suggested that the strategy was working in its ability to raise student writing scores.

However, having only 53.74% of students grow positively was not enough to really help every student achieve writing success. I decided to look at the growth data for each grade and see if the growth depended on what teachers the student had or what grade level they are in. At this point in my data there was no way to determine if each grade level was affected by their skill set attached to their grade level or if they were affected by the set of teachers they had.

In looking at students by grade level I found the following: Of 53 6th graders, 31, or 58.49%, made positive growth, 10, or 18.87%, made no growth and 12, or 22.64%, made negative growth. Of 40 7th graders, 20, or 50%, made positive growth, 4, or 10%, made no growth, and 16, or 40%, made negative growth. Of 54 8th graders, 28, or 51.85% made positive growth, 12, or 22.22%, made no growth, and 14, or 25.93% made negative growth (See Graph B).

Graph B: Student Growth from the January Baseline Test to the March Test by Grade Level



Based on scores from January Baseline Test and March Test

Clearly, the 6th grade group made the biggest gains, and had the least negative growth. 7th grade had the largest negative growth and the least positive gains. 8th grade had the largest amount of students staying with the same score, but fell in the middle on both negative and positive growth (See Table B).

Table B: Percent Growth from the January Baseline Test to the March Test by Grade

Grade	% Positive Growth	% No Growth	% Negative Growth
6 th Grade	58.49%	18.87%	22.64%
7 th Grade	50%	10%	40%
8 th Grade	51.85%	22.22%	25.93%

When I looked at the rubric score data (see Table A), the results (see Table C) gave a deeper look into what the RAP strategy is actually improving.

Table C: Comparison of percentages on rubric score areas for the January and March tests

Area of Rubric	Score of 0		Score of 1		Score of 2		Score of 3	
	Jan	Mar	Jan	Mar	Jan	Mar	Jan	Mar
Restates and Answers the question	35.71%	18.67%	31.42%	24.7%	13.82%	26.51%	19.05%	30.12%
Provides evidence to support answer	11.93%	15.75%	22.02%	21.82%	20.18%	21.82%	45.87%	40.61%
Includes concluding sentence with transition word	52.56%	53.94%	30.23%	26.06%	12.09%	7.88%	5.12%	12.12%

Table C shows that students have improved on the “restates and answers the question” section of the rubric—a clear link to RAP, because it is the R and A steps. The table also shows nominal changes on the “Provides evidence to support answer,” and shows decreases in the scores for “Includes concluding sentence with transition word.” By looking at this data, I can see that students are starting to follow the structured, organized response of RAP, because of the increased scores for the R and A sections of the rubric. Students are still needing support for the P step—providing support—because there was not a real change (positive or negative) on this section of the rubric. What students needed the most support in was creating conclusion sentences—these numbers on the rubric were the worst, with 53.94% of students earning a ‘0’ in March, meaning they lacked a conclusion sentence completely, and 26.06% of students earning a ‘1’ in March meaning that they attempted a conclusion sentence, but it did not relate to the topic sentence.

In fact, there were two students in the survey who brought up the lack of conclusion sentence in the RAP strategy. One said, “I dislike that when using RAP it doesn't specify if you

are supposed to have a conclusion sentence or not” and another, “the only thing I dislike is ... it doesn't include a conclusion sentence.” Both of these students picked up on the fact that we expect them to have a concluding sentence, but RAP did not remind them of this like it did the other steps to a short-constructed response.

The survey (see Appendix C) was 11 questions long and I have chosen to focus on four of them, questions 2, 5, 6, and 11, because they provided the most illuminating data. For this survey we gathered 204 student responses. Question 2 asked students to rate how much they think the RAP strategy helps them become a better writer. The scale was 1 (not at all) to 5 (a lot!) and students rated RAP, on average, a 3.44. This showed that students feel that RAP is mostly helping them become a better writer. This is important because students need to feel a sense of ownership over a strategy or they will not use it (Margolis and McCabe, 2006, p. 220).

Question 5 asked students to talk about what they liked about the RAP strategy. These comments fell into 11 categories as seen in Table D.

Table D: I like that RAP... (of 193 survey responses)

helps make my writing better	34
makes my writing complete	20
everything about it	1
is useful for writing in the future	5
improves my grades	14
nothing about it	28
keeps my writing organized	9
has steps or likes a specific step	62
is easy to remember	4
is useful in Science	2
helps make you understand the question you are answering	14

Students who fell into the ‘helps make my writing better category’ said that “it makes me feel like I’m becoming a better writer” and “I like that it helps you a lot with writing” and “it

makes it easier.” These students were recognizing that their writing felt like it was improving because of using the RAP strategy.

Students who fell into the ‘makes my writing complete’ said, “I like using the RAP strategy because it helps you automatically write a complete sentence” and “it makes me do a whole paragraph.” These students were seeing that they were writing a more full answer to questions—instead of, in some cases, giving only a partial answer.

Students who fell into the ‘is useful for writing in the future’ category said “it will help you a lot in life and on CSAP.” These students were seeing the usability of RAP in other situations that just Smiley MS—I think this means these students are more likely to keep using RAP because they see that it will be useful in many situations.

Students who fell into the ‘improves my grades’ category said “what I like most about RAP is that just by doing this minor adjustment in writing your grade goes from a D to a B” and “what I like about rap is that I can get full credit on the questions.” These kids were seeing tangible results in their grades—which told them that this strategy was useful/working.

Students who fell into the ‘keeps my writing organized’ category said “I like how direct and to the point it makes my writing” and “what I like about it is it keeps me on focus.” These students were liking that their writing is making sense and not off-topic—a big problem that we were having before the RAP strategy!

Students who fell into the ‘it has steps or like a specific step’ category said “I like when you restate the question because then you don’t have to go back and read it again,” “I like that it is simple, fast and I understand that method better than most methods before that I learned,” and “I like that it helps you understand what to put in the paragraph.” These students liked the

concrete steps that break down the writing process for them—this was one of the pieces of RAP that I had originally hoped that students would find helpful.

Students who fell into the ‘is easy to remember’ category said “when I’m using the rap strategy I like that it is easy to remember.” Several students mentioned that the acronym was helpful them to remember the steps of the strategy.

Students who fell into the ‘useful in science’ category said “I like how well it works in science,” but did not seem to recognize that it worked well in other areas too. I wonder if this is because they see their science class use it a lot, but not other classes?

Students who fell into the ‘helps make you understand the question you are answering’ category said “I like the fact that RAP allows me to think a question through to the fullest” and “When using the RAP strategy it helps the question become less confusing. Also it make you have a better answer.” This category kind of surprised me because I did not expect that using RAP would help students clarify the question and think it through before/while answering. The final category, students who said they liked ‘everything’ or ‘nothing,’ basically said just that.

The things that students said they liked about RAP were on track with what we hoped they would get out of it—it improves their writing and scores, and it makes them feel good about themselves because of it.

Question 6 asked students what they didn’t like about the RAP strategy. These responses fell into 8 categories as seen in Table E.

Table E: I dislike that RAP... (of 179 survey responses)

Doesn't tell you to have a concluding sentence	2
Can be confusing	14
Everything	15
Nothing	62
Dislike one of the steps	49
Is not a flexible strategy	2
Takes too long!	31
Is something we have to do school-wide	4

The first set of students who pointed out RAPs lack of conclusion direction, I have already discussed. But it is worth mentioning that in a teacher staff meeting where we discussed these results, that the lack of conclusion sentence in the RAP strategy is a weakness that we feel is what contributes to students' low scores on the conclusion part of the rubric.

Students who fell into the 'can be confusing' category said "I just doesn't really make sense to me" and "it seems too complicated." These students were the opposite of the students who said they liked the steps that broke down writing—these students are saying that the steps were not clear to them. Would more/clearer instruction help these students?

Students who fell into the 'dislike one of the steps' category said, "the R, restate the question seems almost a waste of time," "what I dislike about the RAP strategy is that we have to answer the questions in a complete sentence," and "when you have to provide details." Some of these responses I felt were just students not wanting to put in the work of writing a good response. However, there were responses like the first one quoted where students were expressing that they didn't see the point or value in some of the steps in RAP. We need to be more explicit about teaching students why each of the steps is important to writing—not just how to do the steps.

Students who fell into the ‘is not a flexible strategy’ category said, “I don't like how rigid the strategy is” and “I dislike that sometimes you don't have any like control.” I think these students were expressing their concern about how the RAP strategy is restrictive to writers that are already proficient. RAP can feel very rigid when you are a student who is ready to be more creative with paragraph writing—the steps still apply, but they can be played with. With these more advanced students we need to let them have the freedom to play with the steps—still doing all the requirements, but in a way that lets them feel more creative.

Students who fell into the ‘takes too long’ category said, “what I dislike is that it's a lot of writing to do and explaining” and “I think the RAP strategy can sometimes make answering a question take a long time.” I think the problem here is writing stamina. Our students have not been writing full responses before we introduced the RAP strategy and so these responses seem very long for just answering one question. Students need to build up writing stamina and start getting used to writing longer responses.

Students who fell into the ‘have to use it school-wide’ category said, “that the whole schools has to use it all the time” and “I don't like having to use it all the time.” These students disliked the very thing that made RAP successful—that we were using it school-wide! Sanacore, 1980, and Shuman, 1984, in their research on school-side strategies both asserted that strategies are more effective when they are used school-wide because it creates a common language and consistency for students and staff .

Only 15 students responded that they disliked everything and 62 students said that they disliked nothing about the RAP strategy! Comments like, “I don't dislike it, it helps me a lot and makes me feel organized” and “I do not dislike anything I love everything about it” were very

common and encouraging. These comments made me feel like students are being realistically critical about the RAP strategy, but that they were also embracing it and feeling that it was helping their writing and empowering them.

Question 11 asked students if they thought that we should teach the RAP strategy again next year or not. The results from the 203 responses on this question can be seen in Table F below.

Table F: Should we teach RAP next year at Smiley MS? (of 203 survey responses)

maybe	2	(write in answers)
no	39	4 of which were-“because we already know it”
yes	162	

It was encouraging that overwhelmingly, 79.8% of responding students, said that we should teach the strategy again the next year. This feedback was extremely important because it means students saw value in the strategy, they were invested in it, and that they understand it was helping them. All of these things are important to making a school-wide strategy like this work—student investment and motivation to do something absolutely helps its success (Margolis and McCabe, 2006).

Smiley students are invested in the RAP strategy—they overall feel like it helped them and that it was worthwhile according to the student survey. The RAP strategy was improving their writing scores—an average of 1 point growth per student based on the test comparisons. It made their writing more organized and made many students feel like the writing was more manageable because of the steps RAP provides. However, RAP had flaws in its lack of a conclusion sentence, it making high achieving students feel hemmed in, and its possibility of leaving some students confused.

Conclusion

I believe that what the data shows was that overall, the RAP strategy was improving student short-constructed response scores in a positive way. In every grade level, at least 50% of students made positive gains by being taught and then using the RAP strategy. However, at the 7th grade level 40% of students decreased their scores from the first test. Were they not using the strategy? Was the strategy not working for them? At the 6th and 8th grade levels only about a fourth of students decreased their scores. Why was it so much more in 7th grade than the other grades? I believe the RAP strategy, from a qualitative data standpoint is worth continuing for the rest of the year and into next year, as well because of the 50% gains. Over 50% growth for students in short constructed responses was significant and certainly worth repeating. However, the data also showed that this strategy was not working for every student, as shown by the negative growth. The strategy is worth teaching again because of the gains and student investment in the strategy—as shown in the survey, but we also need to explore other options for the students whom RAP is not benefitting.

For the future of RAP, I believe that we need to revise the strategy to include a conclusion sentence. This was one of the issues that came up, both in a staff meeting about the strategy and in student responses on the survey. We also need to re-train teachers to be more explicit in their teaching of RAP—we need to stress the universality of the strategy (instead of students just commenting that it is only useful in science), we need to explain the importance and reasoning of each step of RAP (in order to avoid students feeling like one or more of RAP's steps are not worthwhile), and we need to stress that, for the higher students, RAP is not as constricting as they might think—that they can play with their response, but the steps of RAP should be still in the paragraph. I think that the revising and teacher re-training will make the

RAP strategy even more successful in improving student short-constructed response writing for the future. So, does the RAP strategy—at the school-wide level—improve students' short-constructed response writing? Yes, it does. And with a little revision I think this strategy can make even more of a difference next year.

*** Author's Addendum ***

After this study was done, the 2011 CSAP Writing Test results came out in August 2011. In the introduction to this paper I stated “70 7th graders, 60 (86% of the class) scored Unsatisfactory/Partially Proficient and only 10 (14% of the class) scored Proficient/Advanced on the 6th Grade Writing CSAP.” This same batch of students, down to 55 students during CSAP testing, on the 7th grade Writing CSAP scored 41 (74.5% of the class) scored Unsatisfactory/Partially Proficient and 14 (25.5% of the class) scored Proficient/Advanced. This is a nominal improvement, but the real success was in their growth percentile data. Denver Public Schools considers it a good growth year for a student if they score in the 50th growth percentile or higher. 28 of these students scored in the 50th or more growth percentile, 3 scored in the 45-49% growth percentile, and 20 scored in the 1-44th growth percentile. (4 students did not have data from the previous year to compare). This means that a whopping 51% of students were in the 50th growth percentile or above! This is heartening data for the RAP study and student's writing skills.

Mallory Goetz, 9/16/2011

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Appendices (following pages)

Appendix A: Student Scores and Growth

Table Key: Highlighted Red=Negative Growth, Highlighted Yellow=Positive Growth, Highlighted Gray=No Growth

Name	Grade	Baseline, January	March	Growth?	Jesus L	7	5	4	-1
Amanda A	8	9	5	-4	Jesus R	8	5	6	1
DaShawna J	8	9	6	-3	Jhada T	8	5	8	3
Kristy R	8	9	5	-4	John O	8	5	8	3
Madison C	8	9	5	-4	John S	8	5	7	2
Peyton P	8	9	8	-1	Karina M	8	5	6	1
Amanda W	8	8	7	-1	Myya B	6	5	6	1
Jessica M	8	8	7	-1	Nicole S	7	5	4	-1
Manuel M	8	8	8	0	Paula S	7	5	5	0
Roger K	8	8	9	1	SeanMaree O	7	5	6	1
Thomas C	6	8	4	-4	Sly R	7	5	4	-1
Christian J	8	7	4	-3	Synique C	6	5	3	-2
Jaela M	8	7	7	0	Tania C	6	5	6	1
Luz Martha S	7	7	9	2	Yaritza M	7	5	4	-1
Melissa C	7	7	8	1	Yesenia H	8	5	6	1
Raven W	7	7	5	-2	Alexis B	6	4	6	2
Sakou D	7	7	7	1	Ashuntie J	8	4	4	0
Adrienne B	7	6	9	3	Charles W	7	4	0	-3
Alan P	8	6	6	0	Christian A	8	4	4	0
Alex J	6	6	4	-2	Claire S	8	4	4	0
Brianda C	8	6	5	-1	Davina G	7	4	3	-1
Carl S	7	6	4	-2	Devante S	8	4	5	1
Erik W	7	6	7	1	Ivy L	8	4	4	0
Faith W	6	6	2	-4	Jacky S	6	4	6	2
Jaquayla B	7	6	5	-1	Jawaun D	8	4	8	4
Jorge C	8	6	9	3	Joshua A	7	4	3	-1
Kalil M	6	6	8	2	Jovan A	8	4	5	1
Lanise H	7	6	4	-2	Kayla W	8	4	1	-3
Leonard T	8	6	5	-1	Kylee K	6	4	5	1
LeRita B	7	6	6	0	Matthew P	8	4	5	1
Malcolm Q	7	6	3	-3	Miguel O	8	4	7	3
Marjannah L	8	6	8	2	Myles T	8	4	0	-4
Rodney M	8	6	6	0	Novaj M	6	4	0	-4
Taquaysha S	8	6	8	2	Savoi M	7	4	5	1
Alayah R	8	5	6	1	Silvia C	6	4	4	0
Alberto N	8	5	8	3	Stephan L	7	4	7	3
Angel C	8	5	7	2	Uriah M	6	4	5	1
Brian P	7	5	4	-1	Alan P	6	3	5	2
Dae'Von D	7	5	3	-2	Alonzo K	7	3	4	1
De'Ron D	7	5	6	1	Amy C	8	3	5	2
Hugo L	8	5	4	-1	Arthur M	8	3	3	0
Jayro C	6	5	8	3	Autumn S	6	3	3	0
					Dajanah A	6	3	3	0

Darnell T	8	3	4	1	Kaela S	6	2	9	7
Davis J	8	3	3	0	Keshay H	6	2	1	-1
Devin M	7	3	6	3	Marcus S	6	2	1	-1
Domonic V	7	3	7	4	Michael C	6	2	4	2
Ellis K	6	3	9	6	Prince M	7	2	5	3
Erik A	6	3	7	4	Ramelle B	6	2	2	0
Gregory G	6	3	4	1	Tyree P	7	2	6	4
Jerod B	8	3	5	2	Anthony W	8	1	2	1
Justice H	6	3	7	4	Bianca G	8	1	6	5
Khalil W	6	3	9	6	Charamaine C	7	1	3	2
Kiyra H	6	3	6	3	Charles G	8	1	2	1
Legacy M	8	3	3	0	DaShawn R	6	1	0	-1
Liam A	7	3	3	0	Eric E	8	1	4	3
Mackenzie G	6	3	0	-3	Giovanni A	6	1	1	0
Mariela C	6	3	4	1	Ivan A	6	1	1	0
Martha P	7	3	1	-2	Mercury O	6	1	0	-1
Maurice D	8	3	1	-2	Murray R	7	1	4	3
Montay T	8	3	6	3	Romeo B	6	1	3	2
Myikaila W	6	3	6	3	Beck L	6	0	0	0
Nashon M	6	3	4	1	Dezhant W	6	0	1	1
Natalie G	6	3	4	1	Drahke D	7	0	3	3
Nea'Asia G	6	3	2	-1	Hope L	6	0	0	0
Rikkiana R	6	3	4	1	Jazell A	6	0	4	4
Shawn G	7	3	5	2	Julissa A	8	0	4	4
Simon M	7	3	6	3	Kurt O	8	0	5	5
Tatiana S	6	3	4	1	Michael C	6	0	5	5
Teianna G	6	3	1	-2	Myron J	6	0	4	4
Tessa G	7	3	0	-3	Nila M	8	0	0	0
Tresean B	6	3	7	4	Reazjhana D	6	0	0	0
Tyriq J	7	3	3	0	Ricardo C	6	0	1	1
Urai D	6	3	7	4	Total Scores		572	670	100
Jaida H	6	2	2	0					
Jamaica H	7	2	3	1					

Appendix B: Student RAP Strategy Survey

Directions: Please take this short survey after you have finished your writing test! Either circle a multiple choice answer or write your answer on the provided lines. Thank you.

1. What grade are you in?
a. 6th grade b. 7th grade c. 8th grade
2. How much do you feel the RAP strategy helps you be a better writer? (1 is not at all, 5 is a lot)
1 2 3 4 5
3. Do you think you will use RAP when you are answering questions next year?
a. Yes b. No c. sometimes
4. How often do you use RAP when answering questions?
a. Never b. Sometimes c. Most of the time d. Always
5. When using the RAP strategy, what do you like about it?

6. When using the RAP strategy, what do you dislike about it?

7. How does RAP help you know what you need to do to answer a question?

8. Did you use the RAP strategy on CSAP?
a. Yes b. No c. I don't remember
9. How many of your teachers have used or talked about the RAP strategy in class?
a. 0 b. 1-2 c. 3-4 d. 5-6 e. all of them have used RAP
10. Overall, how do you feel about the RAP strategy?
a. I love it b. I like it c. It's ok d. I hate it
11. Overall, do you think RAP is a strategy we should teach next year?
a. Yes b. No

Why?

Appendix C: Student RAP Strategy Survey Data

Q1	Q2	Q5	Q6	Q10	Q11
6	4	it helps me with my grades in classes	everything else	ok	kind of
8	3	the teachers like it when I restate part of the question which is cool	to much writing in one question	ok	maybe
6	1	nothing	everything	hate	n
6	1	nothing really, it just gives kids extra work, even though our teachers know we don't need it	I think it's just extra work for us, we already know what to do, it should only be optional	hate	n
6	1	nothing, nothing at all. I think it makes writign 100 times worse/harder	everything. End of it EVERYTHING	hate	n
6	2	how I'm going to do it	everything because it takes to long	ok	n
6	2	I just like the way it sounds	by telling the definition so the word	hate	n
6	2	I don't like anything about	I just doesn't rely make sense to me	ok	n
6	2	it helps me understand	it seems to complicated	ok	n
6	2	I like the RA part because whenever I'm answering a question I always use that part	I don't like the P part because it is very hard for me	ok	n
6	2	it's complete	too long	ok	n
6	3	I like about it is it helps you answer a question	what I dislike about it is you have to wright a lot	ok	n
6	3	nothing	everything	ok	n
6	3	then it's easier for me to figure out the text or I can understand it better	when you have to restate the question	ok	n
6	3	because ti helps you write a quick little story	because you have to restate the question	ok	n
6	4	it helps me a lot become a better writer for when I get in college	that the hole schools has to use it all the time	ok	n
6	5	nothing	I just don't like it	hate	n
7	2	I don't like it	it is boring and long	ok	n
7	3	that we give a lot of information	it takes up more room on our paper	ok	n
8	1	I like when you restate the question because then you don't have to go back and read it again	I don't like the A or the P part of rap because I can never remember what they mean	ok	n
8	2	I really don't like much of it but probably providing support	it makes writing boring because it always starts feeling the same	ok	n
8	2	I don't use it	I don't use it	ok	n
8	3	When using RAP, I like to make my answers clear by writing and being detailed	I like to write more	ok	n
8	3	I don't really use it	I don't really use it	ok	n
8	5	it gives me ideas	pretty nice to get strategys from it	ok	n
6	2	I like how well it works in science	everything else	ok	n
6	3	that you state all the details	that it doesn't ask enough question	ok	n
6	2	I don't use the rap strategy	I dislike that you have to use 3 pieces of evidence because I'm lazy	ok	n

6	2	that you put down your evidence	that you have to keep answering the main question	hate	n
6	3	what I like about it is it keeps me on focus	what I dislike about its you forget some of the words	ok	n
6	3	the thing I like is was repeat the answer	the way you repeat the sentence	ok	n
6	1	nothing	everything	hate	n
8	1	it's organized I guess	everything	ok	n
8	1	I don't really like it because it doesn't help a lot it only work for like science	all of it I don't use it a lot I only use it whe I really need it	hate	n
8	2	nothing	everything	ok	n
8	1	I don't use RAP	I don't use RAP	hate	n
8	1	I don't use RAP	I don't use RAP	ok	n
8	2	it helps me get the answer or question quickly	I don't dislike anythin	ok	n
8	3			ok	n
8	5	nothing	I don't use RAP	hate	n
8	2	I like the fact that RAP allows me to think a question through to the fullest	I dislike the long procedure of RAP	ok	n
6	2	I like providing evidence	I don't know	ok	y
6	2	the proving part	I don't know	ok	y
6	2	I like how I know I would not leave any information out and get full points for using it	I dislike the strategy itself because when I have to go by a rule it tends to be harder to make sure it makes sense	ok	y
6	2	I like that it helps me get the answer	I don't dislike anything	like	y
6	3	I like that it shoes me how to answer the question properly	I don't dislike anything about it	like	y
6	3	I don't like using	everything	ok	y
6	3	I like RAP because it helps you	I dislike about it when you have to provide evidence	ok	y
6	3	I like that it gives me the clues to be a better writer	I don't like having to use it all the time	ok	y
6	3	when it's usefully in CSAP	when we have to write a story	like	y
6	3	what I like about RAP is that it helps me with my writing	what I dislike about rap is that you have to restate the question	ok	y
6	3	he can help me write more of the question	I don't like how we restate the question to the question:	love	y
6	3	I like provide evidence to support my answer	I dislike restateing the question	ok	y
6	3	it helps on CSAP	it takes a long time	ok	y
6	3	I like that you don't have to write 2 pages	I don't like that we have to plan	ok	y
6	3	it helps you be organize	nothing	like	y
6	3	that it helps when you need help and gives you supporting details	that we have to do it all the time and it is kinda easy	ok	y
6	3	I think about how it is going to turn out.	providing eviden and proving my answer	ok	y
6	4	how you use evidence and writing the answer	how you have to rewrite the question and answer and evidence	like	y
6	4	I like how fast it helps you create a sentence	nothing	like	y

6	4	what I like about the RAP strategy is that it helps you stay organized and a better writer	what I dislike about the RAP strategy is nothing because I like it	like	y
6	4	I think the RAP strategy is that it gives you clear steps about what you're supposed to do	I dislike that when using RAP it doesn't specify if you are supposed to have a conclusion sentence or not.	like	y
6	5	how it helps me	its confusing	ok	y
6	5	restate the question, answer the question and find the evidence	idk	like	y
6	5	when using the RAP strategy I like to restate the question	when using the RAP strategy I dislike to answer the question	like	y
6	5	I like the when I use the RAP the teachers know what you talking about	nothing	like	y
6		that I get good grades	that I have to rwrite so much	ok	y
6			when using	like	y
7	1	the r, restate the question because it helps you know what your talking bout	the p, provide evidence because sometimes that's hard	ok	y
7	2	how it says provide evidence to support answer because I usually don't do that	I don't like the restate the question part	ok	y
7	3	how it makes your plan easier to write you final draft	I don't dislike at all	like	y
7	3	I like how its organised	I don't like how rigid the strategy is	ok	y
7	3	I like how it tells you to improve	it doesn't give a lot of information	like	y
7	3	what I like about rap is that I can get full credit on th equestions	what I dislike about rap is that it is almost a perggre I have to write	ok	y
7	4	what I like about it is it helpe you understand the question more	it takes to long	ok	y
7	4	what I like about it is that you have to restate the question and provide support	I don't dislike anything about it	like	y
7	4	provide evidence to support your answer	is how most of the time you have to restate the question	ok	y
7	4	I like using the RAP strategy because it helps you automatically write a complete sentence	there is not one reason why I would not like the RAP strategy	like	y
7	4	I like RAP because it helps me get better grades on paper	I do not dislike anything about the RAP strategy	like	y
7	4	I like how direct and to the point it makes my writing	I dislike how I feel like I'm wriing the same thing over and over again	ok	y
7	4	that I have and restate the question	I dislike the RAP because I have to write the question over and over	ok	y
7	4	I like when you restate the quashtin and it well help me with all of my work	I don't dislike the RAP strategy because it can help people	love	y
7	4	it makes me fell like becoming a better writer	nothing at all		y
7	4	I like that you have to make up your evidence	it takes to long	ok	y
7	4	when I use the RAP strategy I like when how you can restate the question	I don't dislike the RAP strategy because it can help people	like	y
7	5	What I like about the RAP strategy is that it gives you good grades	I don't dislike anything about it!	love	y

7	5	I like how you can make a good essay and have a cool name	nothing	love	y
7	5	When using the RAP strategy it helps the question become less confusing. Also it make you have a better answer.	Nothing. It is very helpful	love	y
7	5	I like they way it helps us answer questions more.	I don't dislike anything about it.	love	y
7	5	what I like about the RAP strategy is using part of the question in it	I don't really dislike eneything about it	like	y
7	5	how it shows me how to make my writing better	how we onley get to use three details	like	y
7	5	I get a better score on work	it's a bigger sentence	like	y
7	5	I like how the RAP stratify can help us sound more muture in writing	I dislike how we always have to restate the question all the time	like	y
7	5	I like RAP because it ezer to use RAP the answer	I don't dislik RAP	like	y
7	5	because when you us the rap it helps you spell words better and use punctuation gamer	I don't dislike nothing about RAP	love	y
7	5	the they tell you how to doat on the RAP	the RAP is like makes thing to dislike	ok	y
7	5	I like it because it helps me learn	I dislike it how the word sounds like RAP	love	y
7	5	how it help me use more evidence and help me get better at writing	I like everythign about it so I don't have any dislike about it	love	y
8	1	I like the providing evidence	what I dislike about rap is how you have to rewrtie the question	like	y
8	2	providing examples	restating and answering	ok	y
8	2	I don't use it	I don't use it	ok	y
8	3	it makes it easier for me to answer the question	that you have to write a lot	ok	y
8	3	I like how it makes sure that the person that is reading the question knows what I'm answering	I don't dislike it, it helps me a lot and makes me feel organized	love	y
8	3	I like that it gets you into the habit of answering questions good	it takes a really long time and it sometimes is pointless	ok	y
8	3	the way it all work like first you restate the question, the answer it	when you have to go back and read	ok	y
8	3	I don't like nuthing bout RAP strategy	I dislike the Rap strategy becaues it is not htat helpful for me	hate	y
8	3	I like the RAP strategy mainly because it helps with answering questions that you cant think about	sometimes the RAP strategy isnt always needed and sometimes makes questions harder than they are	ok	y
8	3	I like that there will always be evidence of why you answered the question that way	theres nothing I don't like	ok	y
8	3	because you can restate the question answer the question and you can provide support	I don't dislike rap because it really helps me a lot	like	y
8	3	I don't really like the rap strategy	its a lot of work and writing	ok	y
8	3	it helps me get finished faster	im writing more	ok	y
8	3	I think it is good because sometimes it helps me answer the question	is sometimes the question doesn;'t makes sence and I don't know how to answer the question	ok	y
8	3	what I like about it is that it makes my writing sound better	what I dislike about it is it sometimes get confusing when your using it for some stuff	ok	y

8	3	how will this help me with this strategy or topic	the only think that I don't like about the rap sheet is all the writing	ok	y
8	3	what I like about the rap strategy is that you would restate the question that's my favorite for rap	what I dislike is that it's a lot of writing to do and explaining	ok	y
8	3	I don't like it. I takes up a lot of time that sometimes you don't have	everything but that maybe because I don't like to write	hate	y
8	3	I like restating the question	I don't like providing evidence because I always forget to do that	ok	y
8	4	When I use the RAP strategy, I like how it makes sense since its restating your question	When I use the RAP strategy, I don't like how you need to provide evidence	ok	y
8	4	What I like about the RAP strategy is that its an easy way to remember how to correctly answer a question.	I think the RAP strategy can sometimes make answering a question take a long time.	ok	y
8	4	it helps me with problys I struggle a lot	I think a lot more in mess up sometimes	like	y
8	4	it help you a lot in life and on CSAP	there is nothing I dislike like about it	like	y
8	4	I like that it helps the person that's reading your work understand	sometimes don't know how to start off	ok	y
8	4	when I use it might help me	it's hard to get the beginning started	ok	y
8	4	I like about it is that it helps me on my work	I don't like about is that you have to restate the question	like	y
8	4	you say the question in your answer	it is sometimes hard to find a good transition to put in	ok	y
8	4	provide evidence to support your answer	restate the question	like	y
8	4	it helps me write good storys	there is nothing I dislike about it	love	y
8	4	it helps by answering a question but in a better way and helps understand the question	I don't dislike anything about it it's a helpful strategy	like	y
8	4	when using it I know for a fact that I'll get my points for a complete sentence	there really isn't anything to dislike about it	like	y
8	4	it helps me consontrate on what I'm supposed to do and keeps what I'm about to do in order	I don't have nothing to say about the rap strategy	ok	y
8	4	it assures you to write a complete sentene	I don't disliek anything about using the RAP strategy	like	y
8	4	helps sorten the questions answer	restating the question	love	y
8	4	I just think to rewrite the question, answer the question, and prove my answer	it takes to long	ok	y
8	4	that you can review some of the answer that you did in class	you have to give answers	ok	y
8	5	I like the fact that the r stands for restate the question because it lets the reader know what your answering without the question	I dislike providing evidence because that is always hard.	like	y
8	5	what I like about the RAP strategy is that it helps me answer my question	nothing	like	y
8	5	I like everything about it	when using the rap strategy I don't dislike anything about it	love	y
8	5	I like that it is easy to remember	nothing	like	y

8	5	I like that it helps you response to the question in a complete sentence	I dislike that it has a lot to it		y
8	5	what I like about the rap strategy is that it helps me answer part of the question	there is nothing that I dislike about the rap strategy	like	y
8	5	hopeing I answer right	idk	ok	y
8	5	I like that you can improve your answer	I don't disliek anything about the RAP strategy	like	y
8	5	When using RAP, I like how it helps you make a complete sentence	There is nothing I dislike about RAP when using it	love	y
6	5	when I'm using the rap strategy I like that it is easy to remember	I don't dislike anything about the rap strategy	love	y
6	3	I like that it helps you understand what to put in the paragraph	I don't dislike anything about the rap strategy	ok	y
6	4	what I learn in that subject	when you have to prove 3 facts	like	y
6	4	I like the letter a because you have to answer the question which is normally what it asks	the r restate the question seems almost a waste of time	ok	y
6	5	it help me restate the question	nothing	love	y
6	4	we find supporting details to help find answers	the bottom where we have to put it all together	like	y
6	4	that I get to explain myself to make a better understanding	that I have to sometime I have to write a lot	like	y
6	3	I like supporting the evidence	restating you answer and the question	like	y
6	4	that we get to find questions and support them with answers	what I dislike about the RAP strategy is that we have to answer the questions in a complete sentence	ok	y
6	1	honestly I don't really use it because I was taught a differnet way than rap so I son't like it at all	I don't really use it because I was taught a different way	hate	y
6	5	I think it is fun but also kind of hard	that it is kind of hard	ok	y
6	5	I like that it helps you a lot with writing	I dislike that sometimes you don't have any like control	like	y
6	4	I like that it is simple, fast and I understand that method better than most methods before that I learned	the only thing I dislike is that you prove it last and it doesn't include a conclusion sentence	like	y
6	3	that it helps me to snwer my questions good	is difficulty to provide evidence	ok	y
6	5	that is makes me do a whole paragraph	I do not dislike anything I love everything about it	love	y
6	5	I like rap because it will make me get my grades up	I don't dislike it	ok	y
6	3	I like that it is easy	that you have to do it all the time	ok	y
6	5	if I am getting bad grades or not	nothing	love	y
6	5	I can restate the question answer it prvide evidence	I like it all	love	y
6	2	we can restate the question	when you have to provide details	like	y
8	4	I like it because you use your evidence to prove the answer	I dislike using it to answer questions I don't know	ok	y
8	2	I don't use the RAP strategy	I don't use the rap strategy	ok	y

8	4	I like that whenever I have to look back in my notebook I don't have to reread the entire question because it is in my answer	it's a lot more to write...but it makes things easier	like	y
8	3	what I think about is what I learned and what I know	I don't dislike the RAP sheet that I got	ok	y
8	3	using the question in the answer	restating the question	ok	y
8	3	what I like about it helps me answer the questions faster	nothing at all	like	y
8	4	that you can understand question and respond to them	nothing really	ok	y
8	3	what I like about it is that its usefull and when I need it I can use it	I don't dislike anything about it	ok	y
8	4	it makes it easier	I don't I like it a lot	like	y
8	4	I like that it makes the writing sound better. Also because its easier to answer a question using the RAP strategy	I truly do not have a problem using the RAP strategy	like	y
8	4	it helps ensure a perfect answer, wether right or wrong	There's nothing I dislike about the RAP strategy it's very helpful	like	y
8	4	it is easy to follow the strategy	nothing I like to use it	like	y
8	4	I like it because it helps you think more go more into detail and things like that	how some of the strategies are	ok	y
8	3	it helps me get a better grade	I really don't have dislikes	ok	y
8	2	nothing	how it is set up it makes no sense	ok	y
8	2	I really don't like it because it don't really help me	I dislike it because I don't like to use it and don't help much	ok	y
8	2	I don't really like to use it	the restating part	ok	y
7	5	when I use RAP strategy, I like how we get to think before we write, like restating	when I use RAP strategy, I dislike how we sometimes have to use it while writing	ok	y
7	4	it helps me answer the question at the best of my ability	I don't dislike anything about it	like	y
7	2	I don't like using rap strategy, but sometimes I do use the strategy	it's not fun to do	hate	y
7	5	what I like about RAP is that you get to restate the question	when I use rap I don't like that I have to provide details	like	y
7	3	I mostly get a good score on it	restating the answer	ok	y
7	4	I like that rap because it helps the person to restate the answer		ok	y
7		what I like about it is that it helps you		hate	y
7	4	I think it helps you a lot. You can make your writing better		like	y
7	4	I think it helps me write better and it helps other people understand my writing	theres nothing that I dislike about it because it is useful	like	y
7	3	I like how it gives me a higher score	it takes up most of my time and it won't allow me fun or play around	ok	y
8	3	there is not favorite thing about RAP it is ok	there is nothing I do not like about i	ok	y
8	4	the rap strategy helps when you're writing,	when using the rap strategy I dislike that it	ok	y

		organize your thoughts	takes a lot of writing and time		
8	2	I like how after using rap I feel I know what I'm supposed to do	I don't dislike anything	ok	y
8	4	nothin only I liked	is very slowly	like	y
8	5	what I like most about RAP is that just by doing this minor adjustment in writing your grade goes from a D to a B	what I don't like about it is that it takes up too much room	ok	y
8	4	putting the question in to sentences and support	nothing	like	y
8	3	I like RAP because it is a good strategy that is very easy to remember	it doesn't help always in a test and there are some other strategies that work better	like	y
8	5	I like how RAP restates the question so you can make sure you've read the question correctly	I don't dislike the RAP strategy	like	y
8	3	I like the provide support so that there is no question asked later	I dislike the restateing the question you should already know what it is	like	y
8	5	it helps me know that I have 3+ chances of getting all the points required	that it's to much writing sometimes	like	y
8	3	I like that it helps me answer questions on tests, so that I get better answers	I don't dislike anything about RAP	like	y
8	4	it helps the answer look more intelligent	it takes longer to write	ok	y
8	4	I can get details from the text better and I am able to actually write them down	I don't dislike anything about it	ok	y