CWP's nationally recognized program, Improving Students' Analytical Writing (ISAW), provides teachers—middle school through university—a professional community that focuses on:

- Demystifying the teaching and learning of analytical writing and critical reading, the currency of academic work;
- Examining how teachers from varied disciplines can make analytical writing an integral component of the curriculum by concentrating on student improvement;
- Accelerating the analytical writing improvement of all students—college-bound, English learners, and struggling writers—and preparing more students for college readiness and success;
- Fostering collaboration among teachers in middle and high school, community colleges, and four-year universities aimed at moving students along a pathway of academic preparation that leads to success in and beyond high school.

CWP regional sites offer summer and academic year ISAW professional development programs tailored to local school or district needs; the ISAW embedded assessment program that helps teachers focus on improving students' analytical/argument writing and documents their progress across eighteen dimensions of writing; professional learning communities to support use of CWP's ISAW Analytical Writing Improvement Continuum for formative and summative assessment; classroom coaching, mentoring, and demonstration teaching; and support for teaching analytical writing and critical reading in technology-mediated classrooms.

- Investigating through professional learning workshops, teacher writing and revision, professional reading and discussion, instructional inquiry, and writing assessment, the nature and purpose of analytical/argument writing
- Mining the California Standards to teach students hybridity: strategic use of narrative, informational, and argument writing as examples and evidence in analytical/argument essays
- Learning to use the College-Ready Writers Program resources developed by the National Writing Project for teaching source-based analytical/argument writing
- Developing, with the support of school and grade-level colleagues, resources, assignments, and assignment sequences that help students understand the task and demands of text-, evidence-, and issue-based writing
- Enhancing the teaching and learning of writing within a school's approach to lessons (LDC, ERWC, Understanding Language, etc.) or choice of programs (Puente, IB, AP, ERWC, AVID, etc.)
- Enlarging the classroom base for reading and research: augmenting the reading of literature and textbooks required in the high school and middle school curriculum with more of the analytical essays, primary sources, academic articles, and informational and journalistic pieces students will read in college
- Providing students a challenging, culturally responsive writing program along with specific support for the needs of individual writers
- Developing ways for school teams to share students’ achievement and progress as they transition from grade to grade
Developing Rhetorical Knowledge: The ability to analyze and act on understandings of audiences, purposes, and context in creating and comprehending texts

- Deconstructing and analyzing texts: non-fiction and fiction, print and digital
- Building content, genre, and language knowledge through interaction with print and digital mentor texts
- Anticipating the needs of varied audiences and readers
- Writing for varied purposes and audiences: academic, civic, community, and personal

Developing Critical Thinking through Reading, Writing, Research: The ability to analyze a situation or text and make thoughtful decisions based on that analysis

- Responding to and interacting critically with texts
- Developing and practicing close, critical reading strategies
- Conducting research to develop written responses to issues and texts
- Critiquing the credibility of or bias in print and digital research sources
- Writing responses to texts for a variety of audiences or disciplines
- Writing arguments as a critical conversation with the ideas of others

Developing Flexible Writing Processes: The multiple writing strategies writers use to approach and undertake writing and research

- Exploring and practicing strategies that help students develop, organize, revise, and publish their analytical writing
- Developing claims appropriate to task, text type, audience, and genre
- Building strong examples from print, digital, and multimodal sources and linking them to claims
- Building strong examples from texts, observation, and experience
- Evaluating and selecting credible evidence
- Developing an effective line of reasoning
- Using and seeking out feedback to clarify and revise
- Structuring informational essays and arguments for different audiences, purposes, and disciplines
- Reflecting on and assessing writing progress and setting writing improvement goals

Developing Knowledge of Conventions: The formal rules and informal guidelines that define what is considered to be correct (or appropriate) and incorrect (or inappropriate) in a piece of writing; conventions include the surface features of a text such as mechanics, spelling, and attribution of source, as well as more global concerns such as content, tone, style, organization, and evidence.

- Creating coherence between parts of an essay and cohesion within paragraphs
- Revising and editing purposefully for task, audience, and purpose
- Revising sentences for logic and completeness
- Using subordination, coordination, and parallelism confidently and in service of developing an argument

Composing in Multiple Environments: The ability to create writing using everything from traditional pen and paper to electronic technologies

- Writing effectively on-demand or in-depth
- Composing in print, digital, and multimedia environments
- Using digital tools strategically and intentionally for research, composing, and revision
- Using information from digital texts accurately and responsibly in written responses, analyses, and arguments
NWP/CWP Evaluation Summary of ISAW Partnerships

A 2-year CWP evaluation study, funded by the National Writing Project, investigated ISAW partnerships with teams of teachers from low-performing schools in urban and rural areas and compared the writing achievement of high school students whose teachers participated in sustained ISAW programs to that of students whose teachers did not. ISAW professional learning included summer mini-institutes, academic year inservice and study groups, embedded assessment, and curriculum development.

The study evaluated the performance of 5,600 students in the classrooms of 87 ISAW program and comparison teachers from eighteen high needs schools, using the University of California Analytical Writing Placement Examination (AWPE) as a pre/post measure. The AWPE requires that students write an evidence- and claims-based analysis of a published nonfiction essay. Findings indicate that students of ISAW teachers outperformed their comparison counterparts each year with significant differences in all seven attributes of writing as measured by NWP’s Analytic Writing Continuum assessment system and in all eighteen attributes of writing as measured by the ISAW Analytical Writing Improvement Continuum assessment system. These findings hold true for students with different racial and ethnic backgrounds, English learners, students from low socio-economic status, and males and females. (ESSA Evidence-Based Tier 2)

The CWP ISAW Study Writing Improvement Charts on the next page show how the students of program teachers improved from pre- to post-assessment of their writing. Students of comparison teachers not only did not improve their writing, they declined in areas crucial for success in college.

SRI Evaluation Summary of the College-Ready Writers Program

The College-Ready Writers Program (CRWP) is designed to improve the argument writing of students in grades 7 through 10 by introducing teachers to new instructional practices. As with all National Writing Project work, local university-based site affiliates provide the professional development in their local service area. SRI’s 2-year random assignment evaluation found consistent program implementation and positive impacts of the National Writing Project’s College-Ready Writers Program. Despite the challenge of implementing a program in 22 districts across 10 states delivered by 12 Writing Project sites, CRWP was implemented with a high degree of fidelity to key program components. Teachers in CRWP districts took up the materials and approaches presented by the program, and as a result the writing instruction that students experienced in treatment districts was significantly different from that in control districts. Ultimately, CRWP had a positive, statistically significant effect on the four attributes of student argument writing—content, structure, stance, and conventions—measured by the National Writing Project’s Analytic Writing Continuum for Source-Based Argument. In particular, CRWP students demonstrated greater proficiency in the quality of reasoning and use of evidence in their writing. (ESSA Evidence-Based Tier 1)

ISAW programs incorporate CRWP approaches, resources, and tools.
## 2007-2008 CWP ISAW Study Writing Improvement Chart

<table>
<thead>
<tr>
<th>ISAW</th>
<th>Responding to the Identified Issue/Subject</th>
<th>Addressing the Demands of the Essay Topic</th>
<th>Understanding the Text</th>
<th>Summarizing/Recapitulating</th>
<th>Making Own Claim(s) or Assertions</th>
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<th>Using Paragraphs and Transitions</th>
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### 2007-2008 CWP ISAW Study Scoring Growth Comparison

**ISAW**  **Comparison**

### 2008-2009 CWP ISAW Study Writing Improvement Chart

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### 2008-2009 CWP ISAW Study Scoring Growth Comparison

**ISAW**  **Comparison**
EXAMPLES OF ISAW MULTI-YEAR PARTNERSHIPS WITH SCHOOLS AND DISTRICTS

Focus on Analytical Writing and Critical Reading: Implementing the Common Core State Standards

UC Merced and Great Valley Writing Projects, in partnership with teachers from Atwater HS, Buhach HS, Golden Valley HS, Livingston HS, Merced HS, Yosemite HS, Turlock HS, Manteca HS, Sierra HS, Ceres HS, Patterson HS, West HS, Kimball HS, and Ripon HS

Over 2 years, English and social science teachers engaged deeply in understanding what it means to read critically and write analytically and improving their instruction of both. Participants experienced firsthand different approaches for teaching, and they also analyzed student work using the CWP Analytical Writing Improvement Continuum to gain new insights into what their students could do as readers and writers. The numerous resources provided by the project served as additional infusions of content for participants outside of project sessions. After implementing approaches they learned through the project, participants saw growth in their students’ writing. (ESSA Evidence Tier 4)

Content Area Literacy Network (CALN): Preparing for the Common Core

Northern California Writing Project, in partnership with Corning HS, Yreka HS, Alturas HS, and Hamilton City HS

Historical documents. Scientific formulas. Technical diagrams. Students today are asked to read, and respond to, a wide array of texts from across the content areas. For 2 years, CALN participants learned about the disciplinary literacy components of the California Common Core State Standards. NCWP Teacher Consultants across the disciplines shared lessons and demonstrated teaching approaches that support student reading and writing while maintaining a focus on the core curriculum. Participants left the program with ready-to-use reading and writing strategies, formative assessment tools, and a framework for designing and refining their own content-area lessons with strong literacy components. (ESSA Evidence Tier 4)

Alliance for Language and Literacy Instruction Effecting Standards (ALLIES):

Central California Writing Project, in partnership with Pajaro Valley Unified School District

The ALLIES partnership brought secondary English and Social Science teachers together for 2 years to study the CCSS and engage in instructional practices aligned with these standards. Teachers and administrators from 3 high schools, 5 middle schools, and an alternative high school met for 11 weekend institutes, and school teams met monthly for 47 site-based, after-school workshops. Outcomes: increased understanding of the CCSS to effectively teach ALL students; more intentional teaching of analytical writing and critical reading with an increased repertoire of strategies; increased articulation of strategies and curriculum across grade levels to teach the skills and content knowledge in the CCSS. (ESSA Evidence Tier 4)
CWP SITES

- Area 3 Writing Project/UC Davis
- Bay Area Writing Project/UC Berkeley
- Cal State Northridge Writing Project
- Central California Writing Project/UC Santa Cruz
- Great Valley Writing Project/CSU Stanislaus
- Inland Area Writing Project/UC Riverside
- Northern California Writing Project/CSU Chico
- Redwood Writing Project/Humboldt State
- San Diego Area Writing Project/UC San Diego
- San Joaquin Valley Writing Project/CSU Fresno
- San Jose Area Writing Project/San Jose State
- San Marcos Writing Project/CSU San Marcos
- South Coast Writing Project/UC Santa Barbara
- UC Irvine Writing Project
- UCLA Writing Project
- UC Merced Writing Project