

EFFECTIVENESS OF QUIPPER SCHOOL IN ENHANCING CONSTRUCTIVE WRITING SKILLS AMONG GRADE 6 PUPILS

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Abstract

This study examined the effectiveness of Quipper School in improving the constructive writing skills of Grade 6 pupils at Casa del Niño Montessori & School. Using a quasi-experimental one-group pre-test and post-test, 37 design pupils participated in an eight-week, two-cycle intervention utilizing the Grade 6 English Persuasive Writing module. Writing performance was evaluated in four dimensions: Content, Organization, Language, and Presentation, using a validated criterion-references rubric with strong inter-rater reliability (Cohen's Kappa = .825-.920). Pre-test result showed all dimensions at Nearly Meets Expectations level, with Organization obtaining the lowest mean score and Language the highest. After the intervention, significant improvements were observed across all dimensions. Content, Organization, and Presentation reached Meets Expectations, while Language advanced to Exceeds Expectations. Wilcoxon Signed-Rank Tests revealed statistically significant differences between pre-test and post-test scores ($p < .001$), with the large effect sizes. Findings indicate that Quipper School, implemented through a structured two-cycle module design, effectively enhances the constructive writing skills of Grade 6 Pupils. Based on the results, a Quipper Persuasive Writing Integration Guide was developed.

Keywords – constructive writing, quasi-experimental, Quipper School, rubric-based assessment, writing Proficiency,

INTRODUCTION

Writing is among the most fundamental cognitive and communicative skills that learners must develop throughout their formal education. As a discipline, writing requires the simultaneous coordination of multiple cognitive processing-generating ideas, organizing thoughts, constructing grammatically appropriate sentences, attending to mechanics, and communicating with a clear sense of

audiences and purpose. It is precisely this cognitive complexity that makes writing one of the most persistently difficult skills for learners to acquire and one of the most challenging for teachers to teach effectively. In school settings, particularly at the elementary level, difficulty with writing is not merely a language problem; it is also a problem of self-regulation, motivation, and

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access to sufficient practice opportunities with meaningful feedback.

In the Philippines context, writing proficiency in English among elementary learners remains a persistent concern. Research has documented widespread difficulties including limited English vocabulary, poor coherence in argumentation, weak command of grammar and mechanics, and low motivation toward writing tasks. These challenges were further compounded by the COVID-19 pandemic, which significantly disrupted face-to-face writing instruction and reduced opportunities for guided practice and direct teacher feedback during the critical years of 2020 to 2022. The resulting learning gaps continue to affect Grade 6 learners in schools across the country, underscoring the urgent need for targeted instructional interventions.

In response to these challenges, educational institutions have begun integrating technology-mediated platforms into classroom practice to personalize writing instruction and provide immediate, criterion-referenced feedback. Despite Quipper School’s widespread adoption in Philippine K-12 classrooms, empirical evidences specifically documenting its effectiveness in developing constructive writing skills among Grade 6 pupils

remains sparse. This gap constitutes the primary rational for the present study, which examines Quipper School’s effectiveness as an intervention tool for developing Grade 6 constructive writing skills-understood in this study as the intentional production of organized, coherent, and purposeful written texts across the dimensions of Content, Organization, Language, and Presentation. The study was conducted at Casa del Niño Montessori & Science High School in San Pedro, Laguna, and employed an eight-week engagement with the platform’s persuasive essay writing module as the intervention vehicle.

OBJECTIVES OF THE STUDY

This study aimed to determine the effectiveness of Quipper School in enhancing the constructive writing skills of Grade 6 pupils of Casa del Niño Montessori & Science High School, San Pedro Laguna for School Year 2025-2026, specifically addressing the following research questions:

1. What is the level of constructive writing skills of the Grade 6 pupils before the use of Quipper School in terms of Content, Organization, Language, and Presentation?

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2. What is the level of constructive writing skills of the Grade 6 pupils after the use of Quipper School in terms of Content, Organization, Language, and Presentation?

3. Is there a significant difference between the level of constructive writing skills of the Grade 6 pupils before and after the use of Quipper School?

4. What is the relationship between the pupils' Quipper School usage profile and their gains in constructive writing skills?

5. What action plan may be proposed to enhance the integration of Quipper School for writing skills development?

METHODOLOGY

This study employed a quasi-experimental one-group pre-test and post-test design to determine the effectiveness of Quipper School in enhancing the constructive writing skills of Grade 6 pupils. The research population consisted of all 37 Grade 6 pupils of Casa del Niño Montessori & Science High School, San Pedro Laguna for School Year 2025-2026, selected through total enumeration sampling.

The intervention consisted of an eight-week structured engagement with Quipper School's Grade 6 English Unit 20 persuasive writing module, organized in two identical four-week cycles. Each cycle

compromised Task 20.1 (Features of a Persuasive Essay), Task 20.2 (Writing a Persuasive Essay), Task 20.3 (Analyzing a Persuasive Essay), and Performance Task 20 (Scholarship Application Letter). The pre-test was administered during Week 1 as Task 3 Module 20.1, and the post-test was administered during Week 8 as Performance Task 20.

Writing performance was assessed across four dimensions – Content, Organization, Language, and Presentation – using Quipper School's validated, K-12 aligned rubrics. All dimensions' scores were standardized to a four-point scale for comparative analysis. Inter-rater reliability was established through Cohen's Kappa computed on 25% of all writing outputs, independently scored by the primary researcher and the school's English coordinator.

Data were analyzed using IBM SPSS Statistics Version 26. Descriptive statistics (mean, standard deviation, frequency counts) were used for Research Questions 1 and 2. The Shapiro-Wilk test was applied to gain distributions to assess normality, and the Wilcoxon Signed-Rank Test was used for the pre-post comparison. Cohen's *d* was computed to assess effect size. Spearman rho correlation coefficients were computed for Research Question 4. The study was

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conducted with full ethical approval from the Institutional Review Committee of the National Teachers College, with written consent from parents and assent from participants.

Table 3. Eight-Week Quipper School Intervention Schedule

Cycle	Week	Task	Activity Description	Role in Study
1	1	Task20.1- Features of Persuasive Essay	Pre-test: Independent essay (Task 3)	PRE-TEST
1	2	Task 20.2 – Writing a Persuasive Essay	Guided persuasive writing with rubric feedback	Formative (scored)
1	3	Task 20.3 0 – Analyzing a Persuasive Essay	Critical reading and analysis of model essay	Scaffolding (not scored)
1	4	Performance Task 20 – Scholarship Application Letter	Independent persuasive letter; end of Cycle-1 check	End-of-cycle 1 (scored)
2	5	Task20.1- Features of Persuasive Essay	Second exposure; pupils apply Cycle 1 feedback	Formative (scored)
2	6	Task 20.2 – Writing a Persuasive Essay	Guided persuasive writing; increased independence	Formative (recorded)
2	7	Task 20.3 0 – Analyzing a Persuasive Essay	Repeated critical reading with deeper analysis expected	Scaffolding (not scored)
2	8	Performance Task 20 – Scholarship Application Letter	Independent persuasive letter; post-test	POST-TEST

RESULTS AND DISCUSSION

Inter-Rater Reliability

Prior to the presentation of results, the reliability of the scoring process is established. A randomly selected 25% of all writing outputs (n=10) were independently

scored by the primary researcher and the school’s English coordinator. Cohen’s Kappa (K) was computed for each of the four writing dimensions.

Table 1. Cohen’s Kappa Coefficients for Inter-Rater Reliability by Writing Dimensions

Dimensions	K	Observed Agreement	Disagreements (n)	Agreement Level	Decisions
Content	.830	90.0%	1	Strong	Acceptable
Organization	.920	100.0%	0	Strong	Acceptable
Language	.920	100%	0	Strong	Acceptable
Presentation	.920	100%	0	Strong	Acceptable

Cohen’s Kappa coefficients ranged from .825 to .920 across the four dimensions, confirming strong inter-rater reliability and that the rubric was applied consistently by both raters.

Table 2

Pre-test Mean, Scores, Standard Deviations, and Performance Levels by Writing Dimensions (n=37)

Writing Dimension	Mean	SD	Performance Level
Content	2.3514	0.5877	Nearly Meets Expectations
Organization	1.9459	0.7050	Nearly Meets Expectations
Language	2.4324	0.7652	Nearly Meets Expectations
Presentation	2.1351	0.7134	Nearly Meets Expectations
Overall Composite	2.2162	0.5985	Nearly Meets Expectations

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All four writing dimensions fell within the ‘Nearly Meets Expectations’ performance level at the pre-test stage, with mean scores ranging from 1.9454 (Organization) to 2.4324 (Language). Organization recorded the lowest pre-test mean, indicating that pupils experienced the greatest difficulty with the logical arrangement and coherent progression of ideas. Language was the relatively strongest dimensions, though it remained below the proficiency threshold.

Table 3

Pre-test Frequency Distribution by Performance Level and Writing Dimension (n=37)

Dimension	Exceeds (3.50-4.00)	Meets (2.50-3.49)	Nearly Meets (1.50-2.49)	Does Not Meet (1.00-1.49)
Content	0 (0.0%)	15 (40.5%)	20 (54.1%)	2 (5.4%)
Organization	0 (0.0%)	8 (21.6%)	19 (51.4%)	10 (27.0%)
Language	3 (8.1%)	13 (35.1%)	18 (48.6%)	3 (8.1%)
Presentation	0 (0.0%)	12 (32.4%)	18 (48.6%)	7 (18.9%)
Overall Composite	0 (0.0%)	14 (37.8%)	22 (59.5%)	10 (27.0%)

Table 4

Post-test Mean Scores, Standard Deviations, and Performance Levels by Writing Dimensions (n=37)

Writing	Mean	SD	Performance Level
Content	3.2432	0.5480	Meets Expectations
Organization	3.0541	0.5242	Meets Expectations

Language	3.5405	0.5052	Exceeds Expectations
Presentation	3.1892	0.6599	Meets Expectations
Overall Composite	3.2568	0.483	Meets Expectations

The overall composite post-test mean of 3.2568 represents a shift from ‘Nearly Meets Expectations’ to ‘Meet Expectations.’ Language achieved a post-test mean of 3.5405, reaching the ‘Exceeds Expectations’ threshold – the only dimensions to surpass the 3.50 benchmark. Organization, while showing the most notable absolute gain (from 1.9459 to 3.0541), remained the lowest-performing post-test dimension.

Table 5

Post-test Frequency Distribution by Performance Level and Writing Dimension (n=37)

Dimension	Exceeds (3.50-4.00)	Meets (2.50-3.49)	Nearly Meets (1.50-2.49)	Does Not Meet (1.00-1.49)
Content	11 (29.7%)	24 (64.9%)	2 (5.4%)	0 (0.0%)
Organization	6 (16.2%)	27 (73.0%)	4 (10.8%)	0 (0.0%)
Language	20 (54.1%)	17 (45.9%)	0 (0.0%)	0 (0.0%)
Presentation	12 (32.4%)	20 (54.1%)	5 (13.5%)	0 (0.0%)
Overall Composite	13 (35.1%)	23 (62.2%)	1 (2.7%)	0 (0.0%)

The most significant finding is the complete elimination of the ‘Does Not Meet Expectations’ category across all four dimensions at the post-test stage. No pupil remained at the lowest performance on any dimension following the intervention.

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Shapiro-Wilk Normality Test Results for Gain Score Distributions (n=37)

Writing	W Statistic	p-value	Distribution
Content	0.7367	0.000	Non-normal
Organization	0.7367	0.000	Non-normal
Language	0.7555	0.000	Non-normal
Presentation	0.7437	0.000	Non-normal
Overall Composite	0.9332	0.000	Non-normal

All five gain score distributions violated the normality assumption requiring the non-parametric Wilcoxon Signed-Rank Test for all comparisons.

Table 7

Wilcoxon Signed-Rank Test Results and Cohen's d Effect Sizes: Pre-test vs Post-Test (n=37)

Dimension	Pre M (SD)	Post M (SD)	z	p-value	Cohen's d	Effect Size
Content	2.35 (0.59)	3.24 (0.55)	0.000	<.001	1.5734	Large
Organization	1.95 (0.71)	3.05 (0.52)	0.000	<0.001	1.9548	Large
Language	2.43 (0.77)	3.54 (0.51)	13.000	<0.001	1.6851	Large
	2.14		0.000	<.001	1.8340	Large
Presentation	(0.71)	3.19 (0.66)				
	2.22		0.000	<.001	2.9223	Large
Overall Composite	(0.60)	3.26 (0.46)				

All Wilcoxon Signed-Rank Tests yielded statistically significant results at $p < .001$. Cohen's d effect sizes ranged from 1.5734 (Content) to 2.9223 (Overall Composite), all classified as Large. Both null hypotheses – Ho1 (no significant difference overall) and

Ho2 (no significant difference per dimension) – are rejected.

Table 8

Spearman Rho Correlations: Quipper School Usage Profile vs Writing Gain Scores (n=37)

Usage Variable	Gain Variable	rho	p-value	Sig.?	Strength
Login Frequency	Content Gain	-0.2083	.216	No	Negligible
Login Frequency	Organization Gain	-0.470	.003	Yes	Moderate
Login Frequency	Language Gain	-0.0581	.733	No	Negligible
Login Frequency	Presentation	-	.115	No	Weak
Login Frequency	Gain	0.2633			
Login Frequency	Overall Gain	-0.3712	.024	Yes	Weak
Task Completion	Content Gain	-0.1203	.478	No	Negligible
Task Completion	Organization Gain	-0.4637	.004	Yes	Moderate
Task Completion	Language Gain	-0.0691	.685	No	Negligible
Task Completion	Presentation Gain	-	.388	No	Negligible
Task Completion	Overall Gain	-0.2771	0.97	No	Weak
Time on Task	Content Gain	-0.0104	.951	No	Negligible
Time on Task	Organization Gain	-0.6155	<.001	Yes	Strong
Time on Task	Language Gain	-0.1304	.442	No	Negligible
Time on Task	Presentation Gain	-	.594	No	Negligible
Time on Task	Overall Gain	-0.0907	.114	No	Weak
Time on Task		0.2643			

Of the 15 correlations, four were statistically significant at $\alpha = .05$, all negative in direction. The negative correlations reflect a floor-to-ceiling effect: pupils who entered at lower baseline levels had greater absolute room for improvement and therefore recorded larger gain scores,

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regardless of platform usage behaviour. This pattern is well-documented in education intervention studies with heterogeneous ability groups (Field, 2018). The null hypothesis Ho3 is partially rejected. These findings suggest that Quipper School is particularly effective for struggling writers – students who initially demonstrate lower levels of writing proficiency stand to gain the most from structured, platform-based writing interventions. Teachers are therefore encouraged to prioritize writing module for learners who enter with below-proficiency writing skills, as these pupils are positioned to experience the most substantial improvements.

CONCLUSION AND RECOMMENDATION

Prior to Quipper School intervention, the Grade 6 pupils demonstrated constructive writing skills consistently below the proficiency threshold across all four assessed dimensions, with Organization as the most critically underdeveloped area. Following the eight-week intervention, the cohort demonstrated substantial improvement across all four dimensions, advancing from ‘Nearly Meets Expectations’ to ‘Meet Expectations’ overall. Language showed the most dramatic transformation, reaching ‘Exceeds Expectations’ – the only dimensions to

surpass the highest proficiency threshold. The improvement was statistically significant for all dimensions and of large practical magnitude (Cohen’s $d = 1.57$ to 2.92), and no pupil remained at the lowest performance level in any dimensions by post-test.

These findings support the conclusion that Quipper School, when implemented systematically through a two-cycle, eight-week structured module sequence, is a viable and effective tool for developing constructive writing skills among Grade 6 pupils in the Philippine private school context.

Based on the findings, the following recommendations are offered. English teachers are strongly encouraged to adopt the two-cycle module structure described in this study as a supplementary writing program within the Grade 6 English curriculum. Particular attention should be given to Organization, which remained the weakest dimension, through the use of graphic organizers, – particularly the Hamburger Model (which visually maps the introduction, body, paragraphs, and conclusion of a persuasive essay), the Claim-Evidence-Reasoning (CER) graphic organizer, and the Persuasion Map – as well as essay outline templates, sentence-starter frames, and peer review protocols focused

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on organizational structure. School administrators should formally incorporate the Quipper School persuasive writing module into the grade 6 English instructional calendar as a scheduled, mandatory intervention. Future researchers should design studies that include a control or comparison group to enable more robust causal attributions, and should be residualized gains scores or ANCOVA to examine usage-gain relationships. The two-cycle intervention structure and methodological framework developed in this study can serve as replicable template for future graduate studies examining educational technology effectiveness in Philippine elementary and secondary English instruction.

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