

Research Study Review Rubric

ELA RUBRIC: <i>Studies on _____ Program</i>	Research Study 1 Name and hyperlink	Research Study 2 Name and hyperlink	Research Study 3 Name and hyperlink
Place a check (✓) where applies. If No is chosen, do not continue.			
STUDY CHARACTERISTICS: <i>Well-designed, well-implemented</i> Pre-test Data (to establish initial <u>equivalence</u>): Study establishes baseline and post-assessment outcome measures and notes differences.	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
Free of confounding factors: Studies must not have any confounding factors that are perfectly aligned with group assignment. (≥ 2 teachers and per condition and ≥ 30 students per condition)	___ Yes (free of confounds) ___ No	___ Yes (free of confounds) ___ No	___ Yes (free of confounds) ___ No
Large Sample Size: <ul style="list-style-type: none"> • n ≥ 350 study participants with ≥ 2 teachers • ≥ 2 schools 	#__ students #__ teachers #__ schools	#__ students #__ teachers #__ schools	#__ students #__ teachers #__ schools
Sample Overlap: RCT and QE study sample characteristics overlap by: <ul style="list-style-type: none"> • Populations (i.e., types of students served) • Settings (i.e., rural, urban) 	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
Attrition: To sustain similar experimental and control groups, differential attrition is ≤ 15% Differential attrition = Treatment attrition – Control attrition Treatment attrition = (Treatment _{baseline} – Treatment _{final}) / Treatment _{baseline} Control attrition = (Control _{baseline} – Control _{final}) / Control _{baseline}	___ Yes (low attrition) ___ No (high attrition)	___ Yes (low attrition) ___ No (high attrition)	___ Yes (low attrition) ___ No (high attrition)
Place a check (✓) where applies. If No is chosen, do not continue.			
STUDY OUTCOMES: <i>Statistically significant effect</i> Study reported finding: Study/evaluation reports a statistically significant positive outcome in favor of the treatment group on a reading measure aligned with the intention of the intervention (e.g., vocabulary intervention with statistically significant positive outcome in vocabulary outcome or overall reading achievement).	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
Levels of Evidence: <i>Demonstrates Causality or Correlation</i> <ul style="list-style-type: none"> • STRONG: ≥ 1 qualifying RCT study w/ statistically significant positive effects on <u>aligned reading achievement</u> outcome measures. • MODERATE: ≥ 1 qualifying QE study w/ significantly positive effects on <u>aligned reading achievement</u> outcome measures. • PROMISING: ≥ 1 study w/ significantly positive effects on <u>aligned reading achievement</u> outcome measures without any statistically significant <i>negative</i> effects. Study could be: <ul style="list-style-type: none"> o Correlational study with controls for inputs/bias, or o RCT or QE study that would have qualified as STRONG or MODERATE except for one design or implementation issue (per ESSA/WWC standards). 	___ Strong ___ Moderate ___ Promising	___ Strong ___ Moderate ___ Promising	___ Strong ___ Moderate ___ Promising

Evidence Summary: