CCNETWORK Comprehensive Center Network | REGION 7 Alabama Florida Mississippi

Research Study Review Rubric

The rubric below is based on *Evidence for ESSA Standards and Procedures* to identify research study evidence of program and practice effectiveness, meeting ESSA levels of evidence standards. Locate relevant research studies for review and hyperlink them to the rubric's Research Study headings.

RUBRIC: *Studies on _____ Program*	**Research Study 1**	**Research Study 2**	**Research Study 3**
STUDY CHARACTERISTICS: *Well-designed, well-implemented*	Record *Yes* for each acceptable study characteristic.		
Research Recency: 1990 to present [Technology-based programs: 2000 to present]			
Experimental Studies: • RCT or QE • Correlational			
Pre-test Data (to establish initial equivalence): • Study establishes baseline and post-assessment outcome measures and notes differences.			
Dependent Variable(s): Includes quantitative measure of academic achievement. [Test developers were not involved in the study.]			
Study Duration: ≥ 12 weeks from beginning of the study through post-test.			
Large Sample Size: • n ≥ 350 study participants with ≥ 2 teachers • ≥ 2 schools			
Sample Overlap: RCT and QE study sample characteristics overlap by: • Populations (i.e., types of students served) • Settings (i.e., rural, urban)			
Attrition: Study participants drop out ≤ 15% to sustain similar experimental and control groups.			
Replicable: A program in the study must be replicable.			
STUDY OUTCOMES: *Positive Program Effects*	Record *Yes* for each acceptable study outcome.		
Effect Size: Study/evaluation reports the effect size (i.e., Small ES +0.05; Moderate ES +0.06 - +0.20; Large ES +0.21 or above)			

Levels of Evidence: *Demonstrates Causality or Correlation*
• **STRONG:** ≥ 1 qualifying RCT study w/ statistically significant positive effects on ≥ 1 major outcome measure.
• **MODERATE:** ≥ 1 qualifying QE study w/ significantly positive effects on student outcomes.
• **PROMISING:** ≥ 1 study w/ significantly positive effects without any statistically significant *negative* effects.
  ○ Correlational study with controls for inputs/bias, or
  ○ Per ESSA/WWC standards: RCT or QE studies with design/implementation of lesser quality.			

Evidence Summary: