

Research Study Review

The rubric below is based on [Evidence for Every Student Succeeds Act \(ESSA\) 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.

English Language Arts Review Rubric

ELA RUBRIC: <i>Studies on Voyager Passport Program</i>	Research Study 1 Name and hyperlink	Research Study 2 Name and hyperlink	Research Study 3 Name and hyperlink
SCREENING: <i>Is this study one that should be reviewed?</i>	Place a check (<input checked="" type="checkbox"/>) where applies.		
Program/study has been reviewed by the What Works Clearinghouse (WWC)? For example: WWC Practice Guide, WWC Intervention Report, WWC Single study review, etc. <i>(If Yes, then skip to "STUDY OUTCOMES" at the end)</i>	<input checked="" type="checkbox"/> Yes https://ies.ed.gov/ncee/WWC/Study/89667 <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Program has been reviewed in Evidence for Every Student Succeeds Act (ESSA)? <i>(If Yes, then skip to "STUDY OUTCOMES" at the end)</i>	<input checked="" type="checkbox"/> Yes https://www.evidenceforessa.org/program/passport-to-literacy-voyager-passport/ <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Program Match: The program, as submitted for consideration, is the same as the program used in the study AND was implemented exactly as it is intended to be implemented in non-study classrooms and schools <i>(If No, do not continue)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reported Outcomes: Select the measure <i>(If a measure of reading achievement, aligned with the intent of the intervention is not included, do not continue. For example, if the intervention targets vocabulary, and there is not a measure of vocabulary or general reading achievement, do not continue.)</i>	<input type="checkbox"/> General Reading Achievement <input type="checkbox"/> Phonological / Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension <input type="checkbox"/> Oral Language <input type="checkbox"/> Other outcomes (describe)	<input type="checkbox"/> General Reading Achievement <input type="checkbox"/> Phonological / Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension <input type="checkbox"/> Oral Language <input type="checkbox"/> Other outcomes (describe)	<input type="checkbox"/> General Reading Achievement <input type="checkbox"/> Phonological / Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension <input type="checkbox"/> Oral Language <input type="checkbox"/> Other outcomes (describe)

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STUDY CHARACTERISTICS: <i>Well-designed, well-implemented</i>	Place a check (✓) where applies. If No is chosen, do not continue.		
Dependent Variable(s): Includes quantitative measure of reading academic achievement (see reported outcomes above). Test developers were not involved in the study.	_ Yes _ No	_ Yes _ No	_ Yes _ No
Research Recency: 2000 to present	_ Yes _ No	_ Yes _ No	_ Yes _ No
Experimental Design: <ul style="list-style-type: none"> RCT or QE Correlational 	___ RCT or ___ QE ___ Correlational	___ RCT or ___ QE ___ Correlational	___ RCT or ___ QE ___ ___Correlational

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STUDY CHARACTERISTICS: <i>Well-designed, well-implemented</i>	Place a check (✓) where applies. If No is chosen, do not continue.		
Pre-test Data (to establish initial equivalence): 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)
STUDY OUTCOMES: <i>Statistically significant effect</i>	Place a check (✓) where applies. If No is chosen, do not continue.		
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 <u>✓</u> 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). 	<u>✓</u> Strong _ Moderate _ Promising	_ Strong _ Moderate _ Promising	_ Strong _ Moderate _ Promising

Evidence Summary: