






# Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated a statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The levels are defined by the research study design.

## Words Their Way® meets ESSA’s “Promising” evidence criteria

Promising Evidence Criteria	Alignment to Requirements
Correlational study with statistical controls for selection bias	<b>Exceeds</b> A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.
Show a statistically significant and positive effect on student outcomes	<b>Meets</b>  Students using <i>Words Their Way</i> achieved statistically significant growth on the <b>Metropolitan Achievement Tests™, Reading Diagnostic Tests, 8th Edition</b> during the first year of implementation increasing 24 points.  <ul style="list-style-type: none"> <li>• <b>Fourth grade</b> treatment students outperformed comparison peers by roughly 10 points.</li> <li>• <b>Minority students</b> using <i>Words Their Way</i> outperformed their counterparts by 9 points.</li> </ul> 

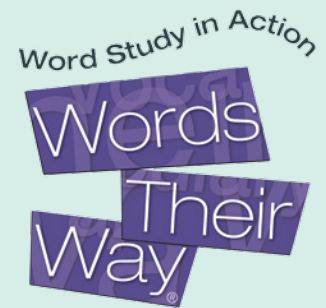
## What does the National Center on Intensive Intervention say about *Words Their Way*?

The National Center on Intensive Intervention (NCII) reviewed the *Words Their Way* study and awarded the study quality “Convincing Evidence” across the board for Participants, Design, Fidelity of Implementation, Measures (Targeted) and Measures (Broader).

[See the full NCII review of \*Words Their Way\* here.](#)

For more information, visit:

[pearsonschool.com/evidencebased](http://pearsonschool.com/evidencebased)



### Study completed by:

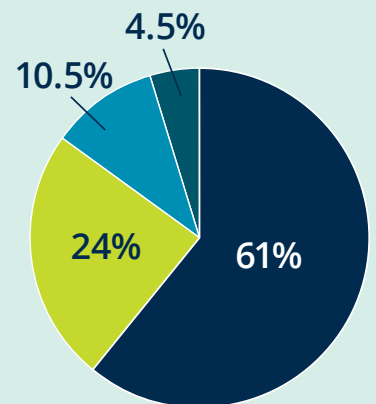
Cobblestone Applied Research & Evaluation, Inc.

[Available here.](#)

Year: 2010-11

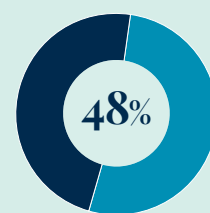
**Study description:** The study focused on improving second and fourth grade intervention students’ spelling, phonics, vocabulary, and word study skills in a small group, pull-out format. Students used the intervention for 20 minutes, four times a week for 18 weeks. Results were analyzed for 257 participating students, taught by 23 intervention teachers across 15 schools in 6 states, with matched pretest/posttest scores.

The final sample was diverse including:

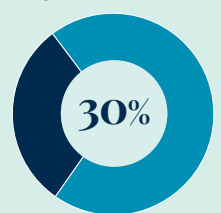


- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



qualified for free/reduced lunch



were designated English learners