

# ESSA Validation Rubric

Document/Product Name: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

**Instructions:** Read each statement below. Check the box(es) if the statement is satisfied by the document being reviewed. Boxes for each evidence level (columns) will automatically check if the statement applies to multiple levels. After all statements have been reviewed, the appropriate level of evidence is determined by examining which ESSA level has all checkboxes in its column checked. The reviewer will record the appropriate level of evidence in the final row, "ESSA Level Rating."

## Requirements

		Strong Evidence Level I	Moderate Evidence Level II	Promising Evidence Level III	Demonstrates a Rationale Level IV
<b>Sample</b>	The study contains at least 350 students in the analysis sample.	<input type="checkbox"/>	<input type="checkbox"/>		
	There are at least two sites (i.e., local education agencies, states, locales) in the analysis sample.	<input type="checkbox"/>	<input type="checkbox"/>		
	The study specifies the setting, population, and/or subgroups of interest being served by the intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Methodology</b>	The study has acceptable levels of attrition based on What Works Clearinghouse's (WWC) threshold for tolerable bias.	<input type="checkbox"/>			
	There are control or comparison groups (e.g., randomized controlled trial [RCT] or quasi-experimental design [QED]).	<input type="checkbox"/>	<input type="checkbox"/>		
	The participants were randomly assigned to treatment and comparison groups (e.g., RCT).	<input type="checkbox"/>			
	There are no control or comparison groups (e.g., treatment-only).			<input type="checkbox"/>	
	The outcome measure is a standardized, formal assessment administered as specified by the assessment's authors OR the outcome measure possesses all factors of a high-quality measure based on WWC and Standards for Excellence in Education Research (SEER) standards.	<input type="checkbox"/>	<input type="checkbox"/>		
	The authors use an appropriate analysis based on study design (e.g., ANCOVA for student-level assignment to conditions, MLM for classroom or school-level assignment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The analysis is correlative in nature.			<input type="checkbox"/>	
	The variables of interest are clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The authors include statistical controls for selection bias.			<input type="checkbox"/>	
	There is baseline equivalence (less than or equal to 0.05 Hedge's g effect size) on pretest measures OR authors used a matched comparison or covariates to account for pretest differences for effect sizes between 0.05 and .25		<input type="checkbox"/>		
<b>Implementation &amp; Findings</b>	The authors clearly document implementation (e.g., average dosage received).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	There is at least one statistically significant, positive effect of the intervention on outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Other</b>	The authors provide a well-defined program logic model informed by research or evaluation documenting how the intervention should improve relevant outcomes.				<input type="checkbox"/>
	There is another Rapid Cycle Evaluation (RCE) or evaluation study examining the intervention currently planned or underway, ideally a Level III study or higher.				<input type="checkbox"/>
<b>ESSA Level Rating</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: If there are multiple studies on a product, ensure that the evidence is not overridden with statistically significant and negative (i.e., unfavorable) findings. Studies that do not meet Levels I or II, but statistically control for selection bias can meet Level III evidence. If the study's students and setting are not similar to local students and settings, the level of evidence rating of the intervention might change. ESSA level ratings are not static and can change as new evidence becomes available.