



Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: Level 1 Strong, Level 2 Moderate, Level 3 Promising, and Level 4 Evidence that demonstrates a rationale. The levels are defined by the research study design.

elevateScience 6–8 meets ESSA’s Level 4 evidence criteria.

| Level 4 Evidence Criteria | Alignment to Requirements | Detail |
|---|---------------------------|---|
| A well-defined logic model or study that indicates how a program is likely to improve student outcomes. | Meets | <p>A summative field test was conducted in which sixth- and eighth-grade teachers implemented <i>elevateScience</i> in their classrooms for one year. Students who used <i>elevateScience</i> achieved statistically significant growth in science achievement on the IOWA Science Assessment after one year of implementation.</p> <ul style="list-style-type: none"> 8.2 Sixth-grade students showed an increase of 8.2 percentile points on the IOWA Science tests from the beginning to the end of the year. 12.4 Eighth-grade students showed an increase of 12.4 percentile points on the IOWA Science tests from the beginning to the end of the year. |

For more information, visit:
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elevate^{science}

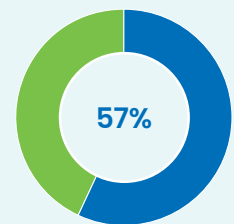
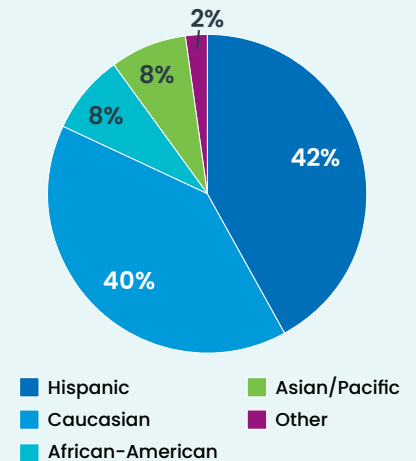
Study completed by: Cobblestone Evaluation and Research, Inc.

[Available here](#)

Year: 2018–2019

Study description: The study explored the relationship between *elevateScience* and student growth on a norm-referenced science assessment, the IOWA Science Assessment, over the course of a year. It analyzed changes in student performance from the beginning to the end of the year. The sample included 408 sixth- and eighth-grade students, taught by 7 teachers, from five districts, across three states.

The final sample was diverse including:



of students were economically disadvantaged

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