



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.

Words Their Way® meets ESSA’s Level 3 evidence criteria

Level 3 Evidence Criteria	Alignment to Requirements	Detail
Correlational study with statistical controls for selection bias	Exceeds	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.	Meets	▲24 Students using <i>Words Their Way</i> achieved statistically significant growth on the Metropolitan Achievement Tests™, Reading Diagnostic Tests, 8th Edition, during the first year of implementation increasing 24 points. ▲10 • Fourth-grade treatment students outperformed comparison peers by roughly 10 points. ▲9 • Minority students using <i>Words Their Way</i> outperformed their counterparts by 9 points.

For more information, visit:
savvas.com/evidencebased

Savvas.com
800-848-9500

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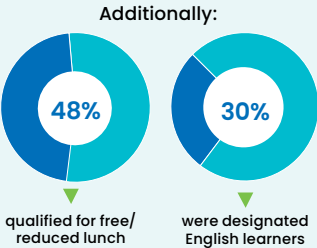
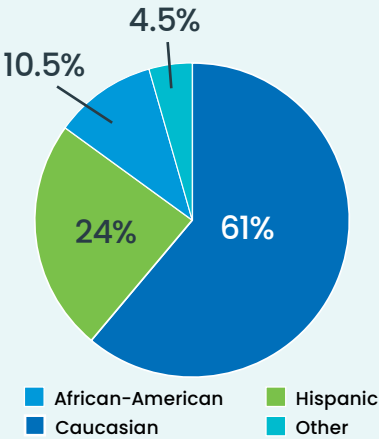
Words Their Way® CLASSROOM

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:



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