

STANDARDS OF EVIDENCE FOR SCIENCE PROGRAM RATINGS

Urban Institute	
Extent of Review	45 studies of 21 programs
Scope	<ul style="list-style-type: none"> Grades 6-12 Major science curricula used at the middle and high school levels Included curricula developed as part of whole school reform efforts
Criteria for Inclusion of Research Studies	<p>Studies were expected to have:</p> <ul style="list-style-type: none"> Rigorous methodological design Measures of impact on student outcomes (which include, but are not limited to, test scores) Comparative data, cross-sectional or longitudinal, with experimental and quasi-experimental designs preferred over others High quality and valid data
+	<p><u>Strongest evidence of effectiveness</u>: Quantitative evidence that use of curricula in instruction elicits higher achievement/performance in students than other curricula to which they are compared on both standardized and/or state tests AND on curriculum developed tests.</p>
~L	<p>Programs with studies that met evidence screens and contained some evidence of positive effects, but were <u>not</u> assigned a rating of Strongest Evidence of Effectiveness by the Urban Institute, were assigned a rating of ~L: Limited Evidence of Effectiveness by E³ Alliance.</p>

Source:

Clewell, B. C., Cosentino de Cohen, C., Campbell, P. B., & Perlman, L. (2006). *Review of evaluation studies of mathematics and science curricula and professional development models*. Washington, D.C.: Education Policy Center, The Urban Institute.

Available at: <http://www.urban.org/publications/311150.html>