# Practice Guide Levels of Evidence Aligned with ESSA Tiers

The levels of evidence in the following WWC practice guides were identified using WWC Handbook version 2.1 or later. Thus, alignment between the levels of evidence for the recommendations align with ESSA tiers as shown in the table at the right.

|  |  |
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| **Title of Practice Guide** | **WWC Handbook Version** |
| Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade | 3.0 |
| Improving Mathematical Problem Solving in Grades 4 Through 8 | 2.1 |
| Teaching Academic Content and Literacy to English Learners in Elementary and Middle School | 2.1 |
| Teaching Elementary School Students to Be Effective Writers | 2.1 |
| Teaching Math to Young Children | 2.1 |
| Teaching Secondary Students to Write Effectively | 3.0 |
| Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students | 3.0 |

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| **Evidence Base** | **Tier 1 /****Strong Evidence**  | **Tier 2 /** **Moderate Evidence**  | **Tier 3 /** **Promising Evidence**  |
| Strong | X |  |  |
|  |  |
| Moderate |  | X |  |
|  |  |
| Minimal |  |  |  |
|  |  |  |

The levels of evidence in the following WWC practice guides were identified using WWC Handbook version 2.0 or earlier. Thus, alignment between the levels of evidence for the recommendations align with ESSA tiers as shown in the table at the right.

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| --- | --- |
| **Title of Practice Guide** | **WWC Handbook Version** |
| Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades | 2.0 |
| Effective Literacy and English Language Instruction for English Learners in the Elementary Grades | 1.0 |
| Improving Adolescent Literacy: Effective Classroom and Intervention Practices | 1.0 |
| Improving Reading Comprehension in Kindergarten Through 3rd Grade | 2.0 |
| **Evidence Base** | **Tier 1 /** **Strong Evidence** | **Tier 2 /****Moderate Evidence** | **Tier 3 /****Promising Evidence** |
| Strong |  |  | X |
|  |  |
| Moderate |  |  | X |
|  |  |
| Minimal |  |  |  |
|  |  |  |

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