



**ARIZONA DEPARTMENT OF  
EDUCATION**

Each reading program will be scored using a rubric. A response must meet **all** the criteria in each scored area to be included on the K-3 MOWR vetted reading program list. Peer Review will be noted but does not disqualify overall approval.

Study: <a href="#">Balanced Reading Basals and the Impact on Third-Grade Reading Achievement</a> Date of Study: 2015 Grade Levels of Study: 3 <sup>rd</sup> Grade Core Program's Marketed Name: Wonders McGraw Hill		
	Rating or Measure Select: Y or N	Rationale
ESSA Evidence Tier	Y	<ul style="list-style-type: none"> <li>- Tier 3</li> <li>- Correlational Study</li> </ul>
Independent Researchers (Y/N)	Y	<ul style="list-style-type: none"> <li>- Instructional Coach from the district being studied was the researcher</li> <li>- No affiliation with company</li> </ul>
Established Measure (Y/N)	Y	<ul style="list-style-type: none"> <li>- SY 2014-2015</li> <li>- BOY/EOY DIBELS Composite score (DORF and DAZE)</li> <li>- Reading 3D/TRC (Digital Running Record)</li> <li>- EOG (End of Grade level Wonders assessment)</li> </ul>
Sample Size	Y	<ul style="list-style-type: none"> <li>- 239 students (constant beginning to end of year)</li> <li>- 12 3<sup>rd</sup> grade classes</li> <li>- 350 (+) is the required sample size for Tier 1 or Tier 2 ESSA evidence</li> </ul>
Research Design	Correlational Study	<ul style="list-style-type: none"> <li>- No control group</li> <li>- Not randomly assigned</li> <li>- Baseline equivalency is not able to be determined because of lack of control group</li> </ul>

Outcome	Y	- Data indicates that there were statistically significant increase in student scores between BOY and EOY DIBELS and TRC.
Effect Size	Y	- DIBELS outcome p value is less than .001 - 3D Reading TRC p value is less than .001
*Peer Review (Y/N)	Y	- This is a peer reviewed journal

MOWR Committee completed review on 2/9/24.

MOWR Committee findings:

- Meets ESSA evidence Tier 3.
- Will stay on the MOWR Core Program Vetted List.