

# The What Works Clearinghouse



U.S. Department of Education  
Institute of Education Sciences

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## Welcome to WWC

A central and trusted source of scientific evidence for what works in education.

## What's New

### Destination Math Report Released (Mar 24)

Destination Math, a series of computer-based curricula featuring sequenced, prescriptive, step-by-step instruction, is the subject of a new Middle School Math report. [» more info](#)

### Odyssey Math Report Released (Mar 24)

This new Middle School Math report looks at Odyssey Math, an interactive, software-based K–8 mathematics curriculum published by CompassLearning®. [» more info](#)

### Updated Dropout Prevention Report Released (Mar 17)

The WWC's Middle College High School intervention report has been updated to include reviews of nine additional studies that were not included in the earlier WWC review. [» more info](#)

### Updated Middle School Math Report Released (Mar 10)

The WWC's report on I CAN Learn® Pre-Algebra and Algebra has been updated to include reviews of 15 studies that have been released since 2005. [» more info](#)

### New Elementary School Math Report (Mar 10)

The newest Elementary School Math report from the WWC looks at the use of Kumon Math in grades K-5. [» more info](#)

[Archive](#) | [Calendar of Events](#)

[XML](#) [RSS](#)

## Practice Guides

### Assisting Students Struggling with Reading

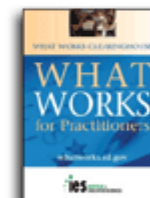


## NEW FEATURES

### Procedures and Standards Handbook

#### [Procedures and Standards Handbook](#)

Information about WWC's standards, structure, and processes is now available in one comprehensive document.



#### [Using the WWC: A Practitioner's Guide](#) (883kb)

Learn how to navigate the resources of the WWC and use the information in your classroom.

### New Advanced Search

List -- Select Interventi

Create Your Own

Please select an im

Alphabetic

#### [What Works for You: Advanced Search](#)

Refine your customized summaries of research findings based on grade, population, and more.

## Topics



[Beginning Reading](#)



[Elementary School Math](#)

## The WWC is...

...an organization established in 2002 with a mission to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.

...an organization that sets standards for research on effectiveness

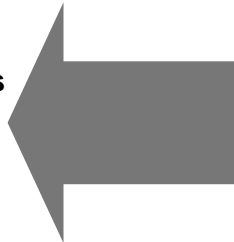
...a web site ([whatworks.ed.gov](http://whatworks.ed.gov)) posting assessments of education interventions based on research

**Producers of Information**

**What Works Clearinghouse**

**Users of Information**

Universities  
Research  
Organizations  
Developers



Evidence  
standards

Evidence reports  
Practice guides  
Help desk

Effectiveness  
Information

Topics



School boards  
Superintendents and  
Advisors  
State Education Departments  
Funders  
Intermediaries  
Consultants  
Technical Assistance  
Providers  
Principals  
Teachers  
Federal government  
State government  
National groups  
Public



Research  
That Meets  
Standards



Evidence



Evidence-  
Based  
Interventions  
and Practices



Improved Student  
Outcomes



# Topic Areas

Elementary School Math

Middle School Math

**Beginning Reading**

Dropout Prevention

Early Childhood Education

Adolescent Literacy

English Language Learners

Students with Learning Disabilities

Etc.

Accelerated Reader

Daisy Quest

Ladders to Literacy

Peer Assisted Learning Strategies

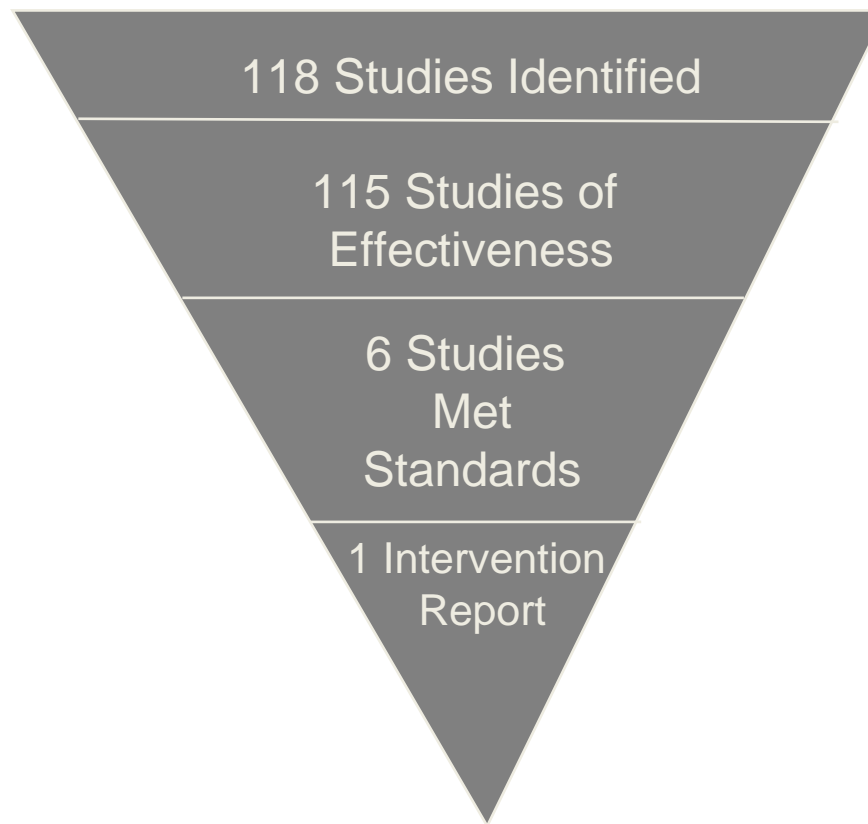
Reading Recovery

Saxon Phonics

Stepping Stones to Literacy

*Etc. (over 150 more...)*

# Example Review





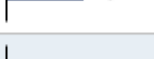

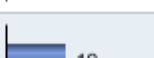




# Review Teams

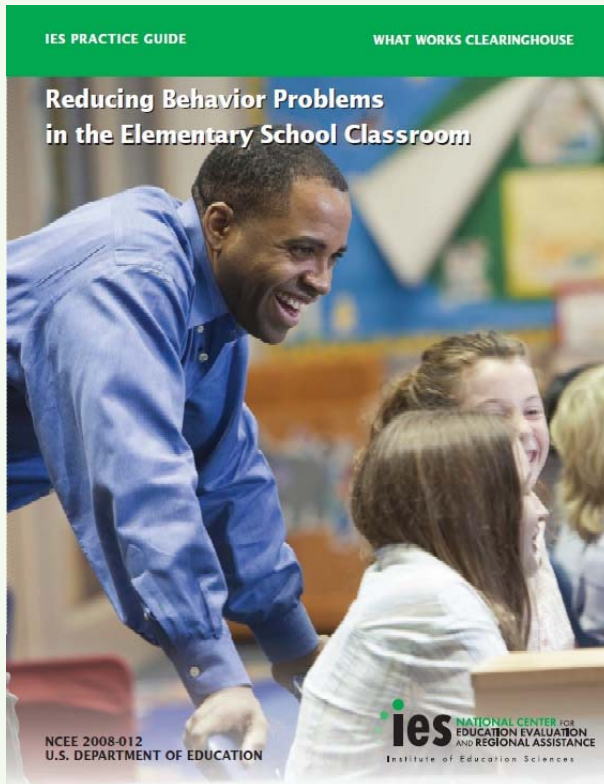
For each topic:

- Principal Investigator
- Deputy Principal Investigator
- 6 to 12 Reviewers
- 1 to 2 Coordinators
- Quality Assurance
- Peer Review

# Reporting

<a href="#">Intervention</a> ▲	<a href="#">Improvement Index</a> ↓	<a href="#">Evidence Rating</a> ▲	<a href="#">Extent Of Evidence</a> ▲
<a href="#">Early Intervention in Reading (EIR)®</a>	 36	+	Small
<a href="#">Reading Recovery®</a>	 34	++	Medium to Large
<a href="#">Stepping Stones to Literacy</a>	 30	++	Small
<a href="#">Earobics®</a>	 25	++	Small
<a href="#">Ladders to Literacy</a>	 25	+	Medium to Large
<a href="#">DaisyQuest</a>	 23	++	Small
<a href="#">Peer-Assisted Learning Strategies (PALS)®</a>	 19	+	Small
<a href="#">Waterford Early Reading Program</a>	 19	+	Small
<a href="#">Kaplan SpellRead</a>	 18	++	Small

# WWC Practice Guides



Recommendations for addressing current challenges in education

Practice Guides Include:

- Concrete how-to steps
- Rating of strength of evidence

# Existing Practice Guides

- Response to Intervention (RtI) for Math
- Response to Intervention (RtI) for Reading
- Reducing Behavior Problems
- Dropout Prevention
- Literacy Instruction for English Language Learners
- Encouraging Girls in Math and Science
- Improving Adolescent Literacy
- Organizing Instruction and Study to Improve Student Learning

# WWC Quick Reviews

- Recent studies receiving media attention
- Quick assessment of consistency with WWC standards

WWC Quick Review

U.S. DEPARTMENT OF EDUCATION

**What Works Clearinghouse** **INSTITUTE OF  
EDUCATION SCIENCES**

December 2008

## WWC Quick Review of the Article “Teaching Science as a Language: A ‘Content-First’ Approach to Science Teaching”†

### What is this study about?

This study examined whether teaching scientific concepts using everyday language before introducing scientific terminology improves the understanding of these concepts.

The study included 49 students—30 who spoke Spanish at home and 19 who spoke English at home—from one fifth-grade classroom in Oakland, California.

All students took a four-hour web-based lesson on photosynthesis developed by the study authors. Twenty-five students were randomly selected to take a version that explained scientific concepts using

### WWC Rating

*The research described in this article is consistent with WWC evidence standards*

**Strengths:** The study is a well-implemented randomized controlled trial.

**Cautions:** The study did not use a standardized assessment tool. It is unclear how well this test captures understanding of the core concepts concerning photosynthesis. It is also unclear whether the content-first lesson improved students’ retention of this information, because this test was admini-