

**North Dakota Department of Public Instruction**  
**Documenting Scientifically-Based Research**

This tool, *Documenting Scientifically-Based Research*, may be used by school personnel to document how the programs and teaching strategies employed at the school are driven by scientifically-based research.

**Scientifically-Based Research** – research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

Program/teaching strategy under study: \_\_\_\_\_

**The research supporting this program...**

**YES      NO**

<b>◆Employs systematic, empirical methods</b>	<b>YES</b>	<b>NO</b>
Does the research have a sound theoretical foundation?		
How were the data obtained for the experiment? (observation, experimental, etc.)		
Were the data collected from all appropriate groups and not just from certain groups? (LEP, Special Education, minorities, low income, etc.)		
Were the data observed or collected from multiple subjects? (teachers, students, school, etc.)		
<b>◆Involves rigorous data analyses</b>		
Is the hypothesis stated?		
Does the research test the stated hypotheses?		
Does the research justify the general conclusions drawn?		
Does the research report the sample size and the statistical procedures used?		
Do the researchers analyze the data in a manner appropriate to the research question of interest?		
Did the research findings present convincing documentation that the results were caused by the intervention?		
<b>◆Relies on measurements that provide reliable and valid data</b>		
Were the research biases minimized? (research done by developers, third party, independent evaluators, etc.)		
Were the data measured consistently?		
Does the study look at the appropriate information to address its questions?		
Do the measures discussed and analyzed correspond to the concepts being studied?		
Did repeated measurements on subjects taken under similar circumstances produce similar results?		
<b>◆Uses experimental or quasi-experimental designs</b>		
Does the research use an experimental or quasi-experimental design?		
Are the subjects in the study divided randomly into at least two groups, with at least one group using the practice or program of interest and one group not using it?		
Was the study designed to optimize the investigator's ability to answer the research question?		
Were subjects randomly divided into groups?		
If subjects are not divided into the groups randomly, were the groups selected to ensure that subjects share similar background characteristics such as economic well-being or previous academic achievement?		
Does the research minimize alternative explanations for observed effects?		
Does the study make a determination that the practice or program was used appropriately and fully as intended?		
<b>◆Ensures that studies are clear and detailed to allow for replication</b>		
Are the findings clearly described and reported?		
Are the results of the research sufficiently detailed so that replication of the design is possible?		
Are the findings presented fairly and objectively?		
<b>◆Has been reviewed or accepted by independent experts</b>		
Has the research been accepted by a peer-reviewed journal or approved by a panel of independent experts?		
Have unbiased experts who were not a part of the research study reviewed the research?		
<b>◆If necessary, attach comments on an additional sheet.</b>		

By signing below, I verify that the research findings for this program/product/curriculum meet the definition of Scientifically-Based Research as identified in the *No Child Left Behind Act of 2001*.

\_\_\_\_\_  
**Reviewer's Signature**

\_\_\_\_\_  
**Date**

The resources below were used to compile this document.

- [Texas Document for Evidence of SBR](#), Determining Whether Programs or Instructional Materials Have Evidence of SBR.
- [Questions to Ask to Determine SBR](#), Comprehensive School Reform Program Office, Office of Elementary and Secondary Education, USDE.
- [Review Form for Programs that are Scientifically Research-Based](#), Dr. Dianne C. Buhr, NEFEC Region II Technical Assistance Center.