

Meets ESSA "DEMONSTRATES A RATIONALE" Evidence Criteria

The **Every Student Succeeds Act (ESSA)** promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study. HMH's evidence ratings are based on the U.S. Department of Education's nonregulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g., Evidence for ESSA) may differ due to the varying criteria used to judge evidence.

PROGRAM OVERVIEW

Writable® is a digital writing platform for students in Grades 3–12 that helps teachers scaffold and motivates students to become purposeful, proficient writers. *Writable* was developed to scaffold writing practice that connects instruction to feedback—meaningful, timely feedback that drives revision and reflective revisions that drive growth.



EVIDENCE CRITERIA

Provides a well-specified logic model informed by research or evaluation

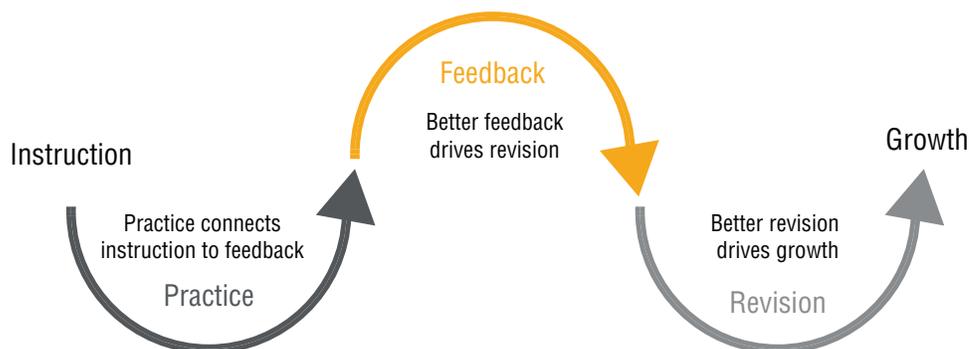
Relevant research or an evaluation that suggests that the intervention is likely to improve student outcomes or other relevant outcomes; an effort to study the effects is underway at the higher evidence levels

STUDY EVIDENCE & HIGHLIGHTS

The *Writable* Research Foundations paper establishes the evidence base for the program's instructional approach. With an instructional design derived from numerous research reports, academic articles, and professional books—as well as the empirical evidence based on pilot studies conducted over the 2016–2017 school year—*Writable* is built on three interwoven principles:

1. Practice connects instruction to feedback
2. Better feedback drives revisions, and
3. Better revision drives growth.

1. Writing practice is important to ELA and content area proficiency and is most effective when it extends directly from instruction. Writing growth happens when students get ongoing support that is personalized to their needs—and prepares them to develop their voices as writers, both inside and outside of the classroom.
2. Feedback should be targeted and aimed at meeting students where they are as writers, with the end goal of driving substantive revision. Feedback is most effective when it's connected to instruction and put into context for students in a way that combines teacher-, peer-, and self-review.
3. Revision should be tied to both self-assessment and targeted feedback received from others. Revision is most effective when it's viewed as holistic and incorporated into the earliest stages.



To learn more about the research behind *Writable*, visit hmhco.com/writable

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