

Assessment Data

Unpacking Data

We always look at data without judgement. We may question, we may notice, we may wonder – but we don't judge. We aim to explore reasons for patterns in the data, and question "what, if anything, might we do to have a positive impact from here for our learners and teachers."

Data Information			
Term		Week	
Year Level/s		Learning Area	
Assessment		Number of students	
What is the Data being reviewed:			
General information			
% of students with N grades	% of students with D and E Grades	% of Students with C grades	% of students with A and B grades

FYI: 2023, Year 12 Results 100% students above a C and 75% of students in the A and B Band

Step 1: What Can you see in the data?

How does student achievement A- C data compare to other areas of the school? What tasks are student achieving best in and what ones are the achieving worst in?
Are there areas of the data that stand out? E.g. year level, learning area demographic?
Are there areas of the data that appear stronger or weaker? If so where do you notice them?
Are there any noticeable trends across year levels demographics or classes?

Rubrics

Which criteria are students being most successful?
Why do you think they are being most successful?

What criteria are students being least successful?

Why do you think student are being least successful?

Noticing:

Step 2: What do you wonder about the data?

Why do you think students are not achieving above a C?

Are there any patterns in the results you are seeing? This could be classes, year levels or demographics or learning areas.

Are there any anomalies in the data? E.g. distributions or grades that surprise you?

Are there any noticeable trends across year levels demographics or classes?

Wondering:

Step 3: What can we question about the data and what can we celebrate about the data?

What are you seeing that is worth celebrating?

What practices of teachers/teams might be contributing to success?

Is our curriculum engaging? Are students able to achieve an A grade?

Are we providing enough time to ensure teachers have the same understanding of what A level student achievement looks like?

Are students receiving quality feedback for growth and progress?

Next Steps/Goals:

Step 4: Where to Next

What one thing might positively impact student achievement?
Do we need to make any adjustment moving forward for the rest of the year? E.g. rubrics, curriculum pacing, number of assessment, understanding the difference between assessment and reports.
How might we provide better feedback loops or scaffolds?

<https://forms.office.com/Pages/ResponsePage.aspx?id=6fS7c4gGRkmuqb0LtA7PB5LF7UBQuQNBvH1l9YIgr5UMjZFNfczVTINU0xRT1o2QVdSNkJGSEhFVy4u>