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Considerations for Data-Driven Decision Making

So you've set a diagnostic or formative assessment to help you plan your future teaching, you've got the data, but where do you go next?

Check out four considerations to bear in mind when analysing assessment data, so you can easily identify gaps and personalise learning for your students...



What am I measuring?

Focus on the reason you're carrying out the assessment.
e.g. I want to understand where my students are currently at in maths to inform my lesson planning.

Set clear objectives of what you want to achieve by using the assessment data.

e.g. I want to make sure all students have mastered addition from 1-100 before we progress as a class.

What is the data showing me?

Check you have the data you need to meet the objectives you outlined in step 1. This might include additional data such as your observations.

Do a detailed analysis of the data (there are some online tools that do this for you, like EducationCity!).

Look for trends or outliers, so you can identify the needs of individuals or groups in your class.



How can I use the data to support my students better?

Now that you've identified some trends, you can use this to guide your whole class planning.

e.g. A small group of students are still struggling with addition from 1-10 so a TA will work with them while the rest of the class practises addition from 1-100.

If you see any outliers, it might be worth delving into the data at the individual student or learning objective level to decide where individual intervention might be required.



EducationCity's Assessments allow you to see every answer each child gave giving you insight into a student's misconceptions and 'why' they answered incorrectly.

In addition it automatically analyses incorrect answers to generate a personalised Revision Journal for each child.

These journals include EducationCity Learn Screens and Activities, which specifically target these missing skills.

Did I get the outcomes I wanted?

Re-evaluate progress on a regular basis to understand your students' needs and if the assessment has allowed you to meet them.

It really is the best way to create successful learning outcomes.

