

## Template 4: Completed Example

This represents a completed example of Template 4.

Guiding questions	Response
What is the particular focus area?	Grade 3 students' literacy, specifically reading comprehension
What are the immediately identifiable trends in the data?	<ul style="list-style-type: none"> <li>• There is quite a different spread between standardized testing (mid-high) and external testing/learning area data (mid-low).</li> <li>• The learning area data spread is similar to the external results (low-mid).</li> <li>• Some students have similar results across learning areas (that is, Markus), but others have quite varied learning area results (that is, Caitlin).</li> <li>• Some students have learning area data that align with their standardized/external testing results (that is, Bobby) and some that are quite different (that is, Mike).</li> </ul>
What are the three most significant areas of concern? (List from most pressing to least pressing.)	<ol style="list-style-type: none"> <li>1. External reading testing—more than half the students are at or below the national minimum standard.</li> <li>2. English results—nearly half the students failed the learning area.</li> <li>3. Bobby's results—his results across standardized testing and learning areas are low.</li> </ol>
Why is each of these areas concerning?	<ol style="list-style-type: none"> <li>1. Reading is an important skill that all students need so they can effectively engage in society in the future. The school should be working with students to improve their literacy skills as much as possible—particularly when they are below average.</li> <li>2. Students should be succeeding in English—particularly when they are achieving good results in other learning areas. Is there a problem with the learning area? With the marking? It's important to ascertain details about the issue so it can be addressed.</li> <li>3. Bobby is a young man who obviously finds literacy difficult. It's important for his engagement in society in the future that he is able to read and write to a level that enables him to gain employment and live and function as a contributing member of society.</li> </ol>
What does each of these areas of concern tell you about your programs, strategies, or learning and teaching?	<ol style="list-style-type: none"> <li>1. Students' reading comprehension skills were not demonstrated in this assessment—very different results to standardized testing.</li> <li>2. Students have not performed as well in English as they did in mathematics and science.</li> <li>3. Bobby is probably not able to adequately access the curriculum as his literacy levels are low.</li> </ol>

<p>How can you address each of the areas of concern (what changes, strategies, or approaches could you use to address these concerns)?</p>	<ol style="list-style-type: none"> <li>1. More information is required to consider the validity of external vs. standardized tests. Which seems to be a more accurate reflection of the students' abilities? Do they have strengths/weaknesses in any similar areas across tests?</li> <li>2. It raises questions as to what is happening in English—was the genre particularly difficult, was the teaching team consistent, did cross-marking/moderation occur, are these results accurate?</li> <li>3. Reflect on the differentiation strategies in place for Bobby. Could he use additional support staff assistance? Is behavior a factor? If so, is there somewhere that he should be positioned in the room to maximize progress? Are adequate structures/scaffolding in place for Bobby? Is a disrupted home life/illness/other extenuating circumstance affecting his performance?</li> </ol>
<p>Do these areas of weakness impact or reflect any other areas of your school programs or approaches?</p>	<ol style="list-style-type: none"> <li>4. Reading comprehension seems to be affecting performance in other learning areas—mathematics teachers report that students struggle with problem solving and deciphering questions, and humanities teachers report students' lack of interest in reading texts. This seems to be a schoolwide problem rather than an issue with a standardized test.</li> <li>5. It is worth considering what is working in other learning areas, as the English results are much lower. Further analysis is required to ascertain student performance in other learning areas to see whether there are any other trends.</li> <li>6. Is adequate support/mentoring in place for Bobby? This result could lead to broader conversations across the school about not letting students fall through the cracks.</li> </ol>