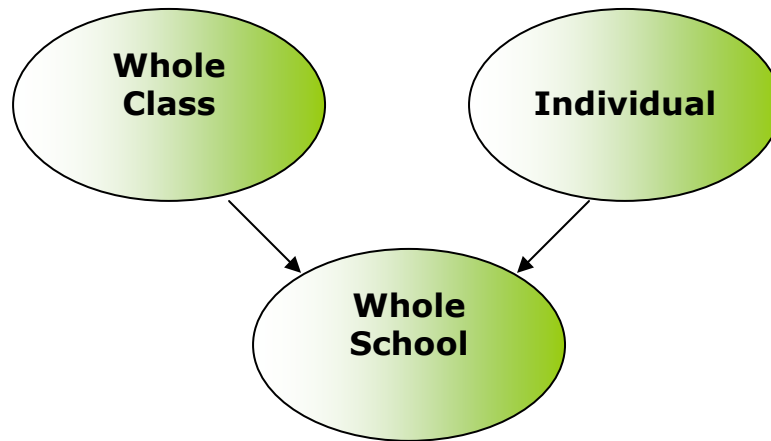




Interpreting and Using Standardised Test Results

Standardised test results can be interpreted and used at three different levels:



At **Whole Class** level one can look at results from both general and diagnostic viewpoints – analysing results in a manner that would inform the ‘how’ and the ‘what’ of our classroom practice with both methods ultimately leading to informed decisions on teaching and learning for the whole class. Questions that can be asked when looking at whole class record sheets include:

- Which pupils are within average range/below average/above average?
- Which pupils are in need of support?
- How will these results inform how I group the pupils in my class? Groups / Pair work – Who can scaffold whom? What type of learning experiences do these children need?
- What are whole class strengths?
- Where are whole class areas of difficulty?
 - vocabulary? comprehension? phonological awareness?
- How will this enable me to make more informed decisions regarding my teaching?
- What feedback can I give the child?

At an **Individual** level one can look at identifying individual strengths and areas of difficulty to inform teaching and learning for that child.

Questions that can be asked when looking at a child’s test booklet include:

- What are the implications of these results for this pupil?
- What are his/her strengths/weaknesses?
- Does this test result reflect the child’s performance in class?
- What feedback can I give this child?
- What learning experiences can I plan for that will enhance this child’s learning
- How does it compare to previous results in standardised testing?

Both of these methods of interpretation may be utilised to feed into **Whole School** practice, allowing us to identify trends, emerging patterns or whole school strengths and areas of weakness. This ‘big picture’ will inevitably prove invaluable when used as a basis for whole school planning in literacy and numeracy.