

# Analysing examination scripts

## Focus

Using outcomes from mock examinations to focus follow-up teaching

## Background

Year 11 mock examinations are scheduled to allow time for further teaching before the final examination. Increasingly teachers are making detailed use of such summative assessments for diagnostic purposes. An analysis of mock examination results is likely to result in identifying target groups of pupils for intervention support. An item analysis of mock question papers, on the other hand, produces more detailed action points such as:

- identifying curricular areas which particular target pupils need to revisit;
- identifying curricular areas which most of the class need to revisit.

Dora, the teacher in the video *Year 11 shape and space revision lesson*, has identified shape and space questions as an area of weakness. Pupils were particularly unsuccessful on a Pythagoras question on the non-calculator paper.

## Stimulus

Use the DVD *Year 11 shape and space revision lesson*. The prompts for discussion below focus on the first very short video sequence, *Reflecting on the mock examination*. However, you may wish to set this in a context by showing *All episodes: parts of a discussion and a lesson* which lasts 10 minutes.

## Prompts for discussion

Reflecting on the practice in your department, choose from the following points to focus discussion:

- What support is available to analyse test items in this way and how should this be organised?
- How do we make use of such an analysis?
- Do pupils have any input on planned teaching following the mock examinations? How could this be organised?

## Action points

Choose as appropriate to the department:

- Arrange for administrative/technical support to compile an item analysis of the mock papers and book a meeting time to plan a response to the issues raised by the analysis.
- Organise development time so that teachers in the department work collaboratively to plan, teach and review a lesson or a sequence of lessons on a focus emerging from the analysis. Plan to build the resulting lesson plans into the departmental scheme of work.
- Consider where else you could use this approach to following up weaknesses exposed by testing.