



## Qualitative data

## Quantitative data

### Teacher feedback

- Were there any emerging trends on social media?
- What did teachers or students contact us about (positive and negative)?

### Examiner feedback

- Were there any emerging trends during marking, eg students missing questions out?
- Did students respond to questions in the way that we intended?
- Did any of the questions appear more or less demanding than expected?

### Feedback from AQA teams

- Were there any features of the assessment that made question paper writing or marking more complex than necessary?
- Did Ofqual provide any feedback on our assessments?

## Reviewing our assessments

Here are some of the types of data we use in our reviews each year.

Each review meeting is:

- organised and run by the Assessment Design Manager
- held for individual specifications and takes place when all the data for the summer is received
- attended by senior examiners and colleagues from across AQA, eg Research, Marking and Curriculum.

### Data from the questions

We use question paper functioning reports to determine if the exam questions show the values we would expect. Types of data can include:

- facility index – a value that tells us how hard or easy a question was
- discrimination index – a value that tells us how well an item allowed us to rank students of varying abilities
- item level distributions – bar charts that show us how many students scored each mark in a question.

### Subject trends

- Is the number of students taking the qualification this year (across all awarding bodies) an increase or decrease on last year?
- Is there a trend over time? Is the subject becoming more popular or is it in decline?
- Is the number of students taking the qualification with AQA increasing or decreasing?
- Are there any features of the assessment that could be influencing schools' or students' decision to take the subject?

### How marking went

We look at data to determine if there were any features of the assessment that contributed to marking reliability. Types of data can include:

- seeded items (questions that are planted amongst other question to check examiners' marking) – how often did examiners give it the same mark as the senior examiner?
- review of marking – what percentage of scripts had requests for a review of marking. Of those reviews, what percentage had the marks changed?

### Assessment improvement plan

- Identifies any key areas that need to be addressed within the next year.
- Ensures that we are improving our assessments on an ongoing basis.