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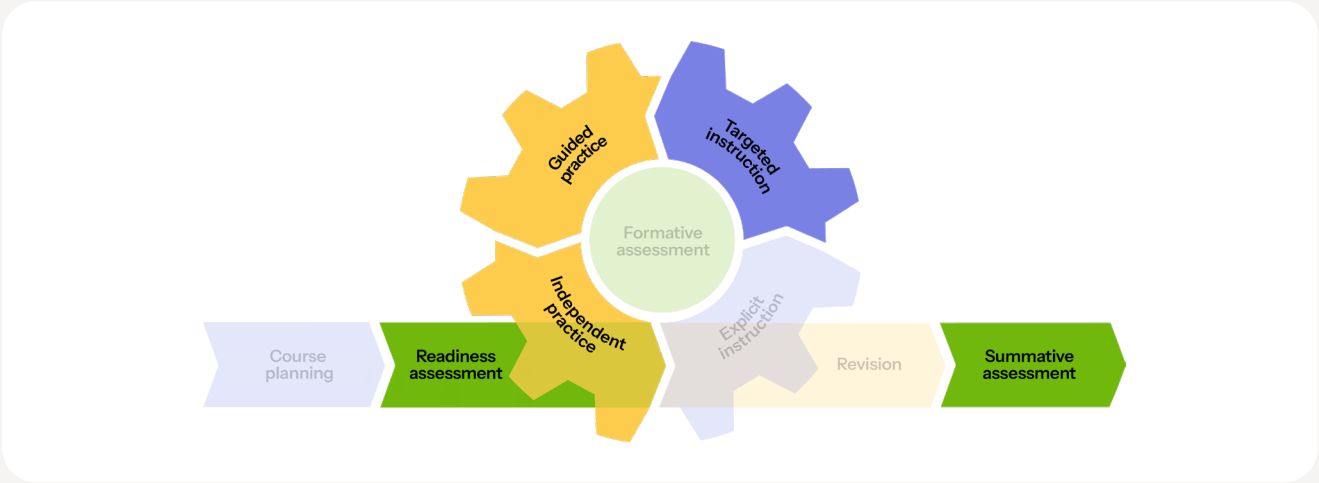
Assessment, for Learning

How EP's assessment cycle doubles learning growth

By combining readiness assessment, individualised next steps, and summative assessment, EP supports teachers to identify where each student is, act on that insight, and then measure the learning growth that follows. The critical step is taking action on insights from the pre-assessment - our data shows that **learning growth doubles** when individualised next steps are assigned.



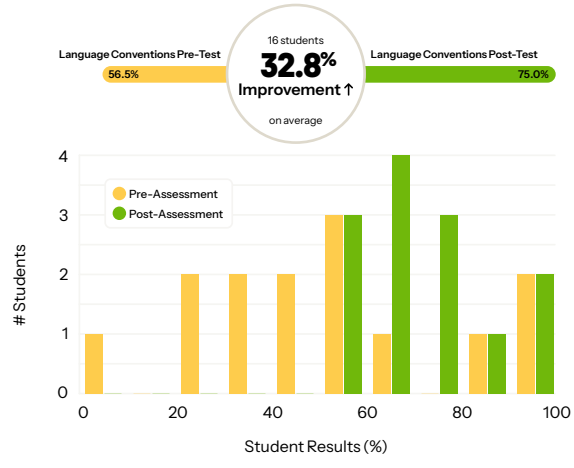
Pre- and post-assessment as part of the broader EP Learning Cycle

How does it work?

Teachers assign their students one of a range of available assessments, or create their own. These assessments are automatically marked, with feedback provided to students, and insights available to teachers at an individual, class or cohort level.

Teachers can choose to generate individualised next step activities, based on each students' strengths and areas for improvement - students then complete these on EP.

Teachers then assign a second comparable assessment, which allows for the comparison between the pre- and post-assessment, and visibility of learning growth.



578 schools

17 months

46,000+ pre- and post-assessment pairs

2x learning growth when individualised next steps assigned

What does the research say?

Assessment plays a critical role in the teaching and learning process, having moved beyond the traditional purpose of measuring learning to become an integral part of the learning process itself. When assessment is used as the starting point for instruction rather than the end point, it ensures purposeful lesson planning and targeted support (Wiggins & McTighe, 2005). Yet implementing this effectively — identifying each student's individual needs, providing targeted feedback, and tracking growth — can be time-consuming, especially with a class of 30 students all with unique learning needs.

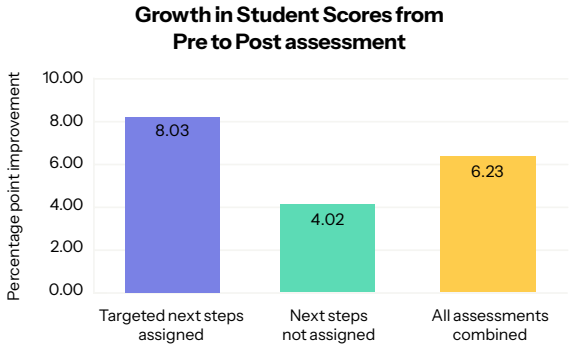
The research is clear on the value of getting this right. Black and Wiliam found that using assessment to inform instruction produces gains "amongst the largest ever reported for educational interventions." The regularity and frequency of assessment are what make it so powerful — providing teachers with the actionable data they need to identify gaps, differentiate instruction, and provide each student with a targeted pathway forward.

EP makes this process efficient and repeatable at scale, empowering teachers to implement a continuous cycle of assessment, insight and instructional action — what Bambrick-Santoyo (2019) describes as data-informed practice.

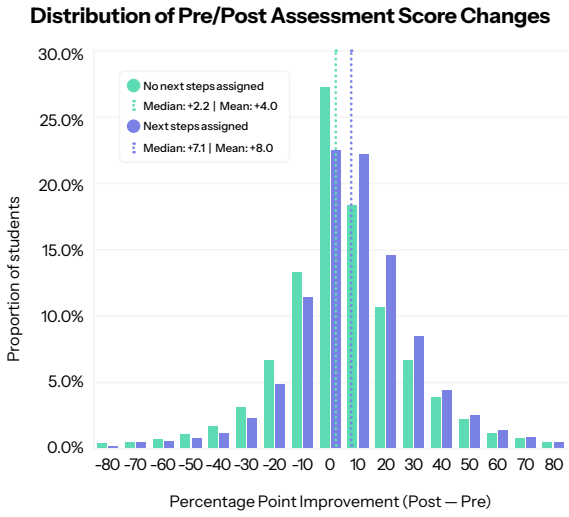
> "I have used EP assessments for pre- and post-assessment in class to differentiate students' progress. The tool to generate reports highlights the growth of each student, along with whole-class progress and allows me to target specific areas for revision work for each student."
>
> Madeleine Tilley, Kew High School

What did the analysis show?

By analysing over 46,000 pre- and post-assessment pairs, it was discovered that student learning growth doubles when students are assigned individualised next steps through EP following the pre-assessment. The average improvement between pre- and post- was 8.0% when next steps were assigned to students, compared to just 4.0% when they were not assigned.



Beyond the averages, the distribution of score changes shows a clear positive shift when individualised next steps are assigned. More students achieve meaningful growth, and critically, students at the lower end of the distribution see the greatest relative benefit.



Methodology and sample size

Results are based on analysis conducted by EP, using data collected between January 2019 and May 2020.

All percentage-scored pre- and post-assessment pairs over this time period were included, which spread across a range of subjects.

The analysis involved splitting the data into two groups: those with individualised next steps assigned to students, and those without.

	Next steps assigned	Next steps not assigned	All assessments combined
Number of pre- and post-assessment pairs	25,389	20,774	46,163
Average pre-assessment (%)	58.84	69.43	63.60
Average post-assessment (%)	66.87	73.45	69.83
Improvement (percentage points)	8.03	4.02	6.23