

Exam Analysis using ‘Download Results’

- **Downloading results from ERA and analysing them in a spreadsheet provides a degree of flexibility in tailoring your analysis to your own setting’s specific needs.**
- **We won’t provide detailed ‘how-to’ instructions for any Excel functions, as there is already a wealth of advice on the Microsoft website, YouTube and elsewhere that can provide this.**

1. Download results from ERA

- a. Login to Centre Services, select **Results** (under **Post exams**), then **Download results**
- b. From the dropdown menu selections, select the year, series and subject information in as much detail as you need.
- c. Remember to check the box to include question-level marks.
- d. Click **‘Download’**
- e. Now go back to the **Results** tab, and then select **View ERA Reports**. Select relevant dropdowns and a list of available reports will be displayed. Depending on the number of entries, components etc you have, it may take a short while for the download to be available.
- f. The download is delivered as a zipped folder, each component on a separate spreadsheet. Please check the title of each spreadsheet to ensure you are working with the correct data – rename as needed for ease.

2. Data validation

- a. Insert a row in between the last student in your data and the summary data rows – this will avoid the summary data from being included in any column sorting you may do.
- b. If you are importing other data into these spreadsheets, or the data out of this spreadsheet, you will want to ensure the list of candidates match and is in an identical order between the two data sets, otherwise there is a risk of introducing errors - check for actual names vs shortened or nicknames siblings; absent or unentered students who won’t appear in the results data.
- c. Delete any private candidates, and consider deleting any resit candidates (or cutting to a separate analysis)
- d. Other functions in Excel, such as VLOOKUP, can support this process.

3. Additional student data

- a. Import columns of additional data, which could include class/group, gender, SEN status, ethnicity, Pupil Premium, FSM, prior attainment, prediction from mock or internal assessments, or any other categorisation that you want to include in your analysis. This information could be pasted into some of the existing columns that are not needed; or you could insert entirely new columns.
- b. Select all the student data and add filters (select 'Filter' from the 'Sort and Filter' option on the toolbar (normally top right)).

Ideas for Analysis

You may want to insert a row above the column headings and annotate each question with topic/skill/AO, etc. This info can be found using the mark scheme and looking directly at the question paper. This will allow for easy identification of the context of any questions singled out in any analysis below.

Grades overview

- Simply sort the 'Result Grade' column and you can easily summarise the number of students getting each grade, either by grade or cumulatively.
- Compare this information to your predictions. How many students are above or below predicted grade? Could you use this info to inform prediction making to get ever more accurate?

Marks analysis

- You can use 'Conditional formatting' to quickly compare student marks to the maximum mark for each question. This is a quick visual way to see which questions were relatively easier or harder for the cohort, and can help see nuance that may be lost just looking at the average scores.
- Summary data is useful for a quick glance, but it can be easier to compare if you convert the average scores into an average stated as a % score of the maximum mark (so you can compare questions that have different mark tariffs).
- When considering different performance in questions, remember that some subjects have ramping through the paper, so questions nearer the end of papers are often deliberately more challenging than questions near the beginning of the paper, so you would expect lower average marks.
- If you have tagged questions by skill or assessment objective, this can also help identify if there are specific skills or question types that students do better or worse on
- Remember to compare the 'All AQA' averages for an indication of what the full national cohort found easier or harder, and look for exceptions where your cohort didn't follow the same trend.
- Look at the individual student performance on key questions. Did any student stand out as performing above their overall grade outcome? Consider requesting a copy of their script so you can use authentic examples of student responses in the classroom, and not just examples from top performing students.

Groups analysis – key questions

- Which groups performed best/worst? Does this fit into the expected outcomes?
- Do any individual groups show performance overall, or on specific questions, that doesn't follow the expected trend? What did that class and teacher do differently that could account for this difference? Can any insight be learned from and shared?
- How did the PP students compare to non-PP students? You may want to only compare PP students against non-PP students of similar prior attainment.
- How did FSM/EAL/SEN/other categories perform?
- Is there a gender difference?