

EDU007 - Measuring educational achievement

Objective: Interpret attainment gaps using the correct population, measure and period.

Enquiry question: How can we read attainment evidence without making false claims?

Connect & Check

Define the first three key concepts in your own words.

Write one sentence that separates a pattern from an explanation.

What evidence would you need before making a causal claim?

Explicit teaching notes

Pattern is not explanation: A table can show that one group has a higher or lower result. It does not, by itself, tell us why that pattern exists.

The denominator matters: A percentage only makes sense when we know who is included. Compare like with like before explaining a gap.

Time matters: A one-year gap may be unusual, stable or changing. Trend evidence is stronger than a single snapshot.

Groups are not homogeneous: Class, gender, ethnicity, region, school type and prior attainment can overlap. Avoid treating a group average as a whole group story.

Route workspace

Access	Identify concepts and underline evidence. Learner response:
Scaffold	Complete the mechanism chain. Learner response:
Core	Write an independent explanation. Learner response:
Stretch	Compare explanations and reach a judgement.

	Learner response:
Feedback	WWW/EBI and redraft target. Learner response:

Exam practice

Outline and explain two reasons why sociologists must be cautious when interpreting attainment gaps.
[10 marks]

Plan your answer using claim -> evidence -> mechanism -> application -> evaluation -> judgement.
