



# Better Information Yields Better Student Outcomes

**Our latest analysis reveals that the more times students take our A2i Assessments the better their reading outcomes.**

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Our research and practice team is working tirelessly behind the scenes to find out how to best improve student outcomes. Using the results of this research, we will be releasing ongoing recommendations for best practices, applying what we've discovered to bolster teacher success. To kick things off, let's talk testing.

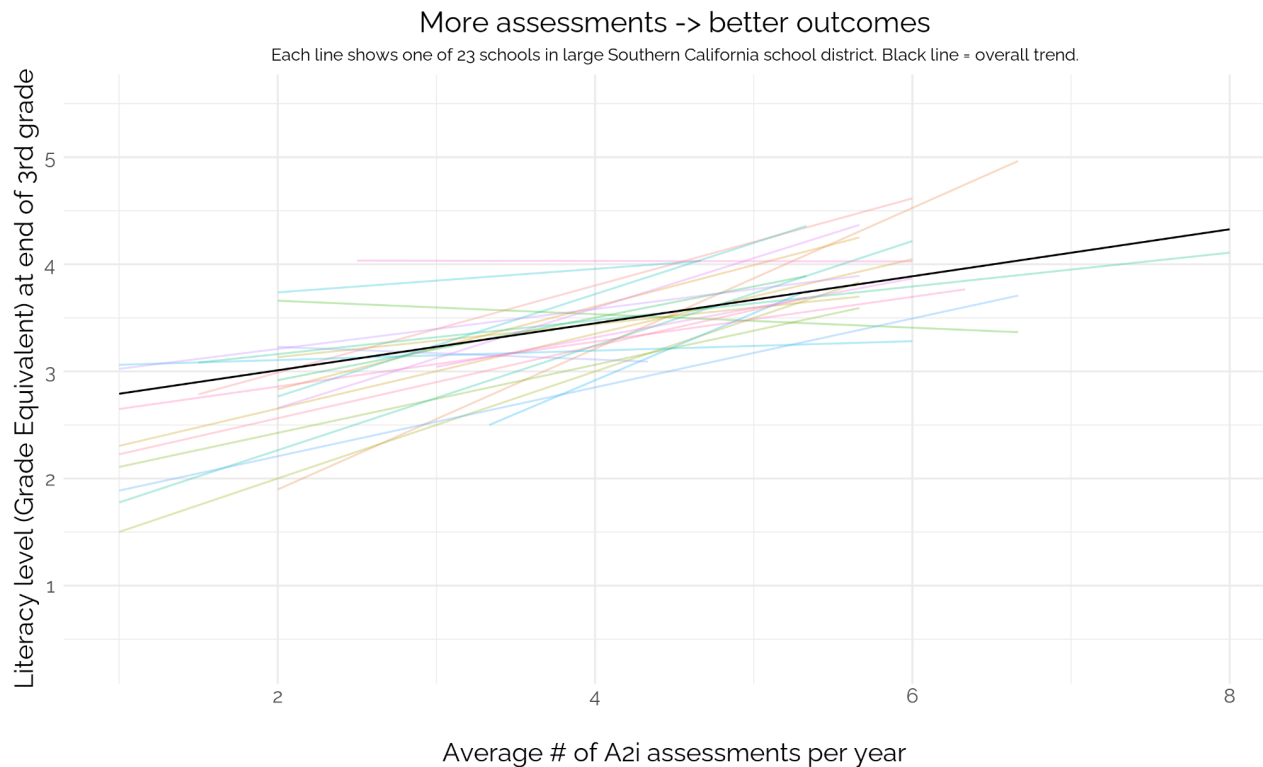
After reviewing spring student assessment scores from last year's third graders (2020-21), we've discovered a positive correlation between assessment frequency and student reading scores. That is, the more students take A2i assessments, the better their outcomes. So much so, in fact, that this pattern alone can account for over a quarter of all test score differences, **meaning frequent assessments could be the difference for reaching grade level literacy.**

The reasoning behind this can be explained like this: teaching students to read is like leading someone in the right direction using a trail of breadcrumbs—in this case, the breadcrumbs are assessments. The more crumbs you leave behind, the easier it is to follow. Similarly, frequent assessments give more insight into each particular



student's progress, providing useful information about where they are and what they need next.

The good news is that translating this finding into action won't mean extra work for teachers, in many cases it could even mean less. Making teaching more efficient and targeted through regular use of the A2i Assessments means teachers will have less guessing and catching up to do to figure out where their students are at and what they need. To put this finding into action, we recommend planning a structured assessment schedule and regularly measuring student achievement.



*Increased assessment frequency is tied to increased student literacy, both overall and also within schools.*