# Triangulation template

**Purpose:** [Triangulating](https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/evaluation-resource-hub/turning-data-into-evidence/data-types-strengths-and-limitations) curriculum implementation data allows schools to gain a valid and balanced perspective, and make informed decisions that reliably target improvement. By identifying similarities and differences between a variety of data sources, schools can determine the need for additional data to confirm or refute initial findings. This template can be used as evidence for Strategic Improvement Plan (SIP), Implementation and Progress Monitoring (IPM) or annual school reporting purposes.

A framework for triangulating data, linked to the evaluation question, to determine implications.

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| TriangulationProcess | Data into evidence commentsIncludes activity step, consideration points and examples as guidance |
| **Evaluation focus*** inquiry question
 | * Record the focus of your evaluation.
* What are you evaluating? What do I want to know or measure?
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| **Consistencies*** findings that are similar across data sources
* patterns identified from data
 | * Activity: summarise where data sources confirm findings.
* Reference data sources by name or symbol (A, B, C…) to explain the findings.
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| **Inconsistencies*** findings that are not reflected across data sources
* contradictory evidence
 | * Activity: summarise where data sources refute findings.
* Reference data sources by name or symbol (A, B, C…) to explain the findings.
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| **Additional information*** interesting information
* questions you may identify as a result of data analysis/evidence review
 | * What was surprising? Unexpected? Clarifying?
* Consider: Did the data answer your inquiry question or do you have new questions to explore?
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| **Implications*** recommendations
* conclusions that can be drawn from the evidence
* data gaps
* future focus areas to explore
 | * Are additional data sources required to either confirm or refute the findings in relation to the target question?
* Consider: confirmation bias, principles of [evaluative thinking](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/support-for-school-planning/evaluating-curriculum-implementation).
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