# 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.

|  |  |
| --- | --- |
| Triangulation  Process | Data into evidence comments  Includes 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? |
| **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. |
| **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. |
| **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? |
| **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). |

**© State of New South Wales (Department of Education), 2023**

The copyright material published in this resource is subject to the Copyright Act 1968 (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).



This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2023.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the Copyright Act 1968 (Cth). The department accepts no responsibility for content on third-party websites.