

Teacher or PLC Team Protocol for English “Error Analysis”

Need “Error Analysis” reports and Pre-ACT test booklet

Step 1 (Use “Error Analysis” report) Content area: English

Identify the five items with the lowest percent correct.

Write item numbers: 1_____ 2_____ 3_____ 4_____ 5_____

Step 2 (Need “Error Analysis” and Pre-ACT Test Booklet)

For each item identified in Step 1, ask ...

What standard*/skills does this item measure (‘Level 2,3,4’ on report)?

1_____ 2_____ 3_____ 4_____ 5_____

What is the most frequently selected incorrect answer?

1_____ 2_____ 3_____ 4_____ 5_____

Does this wrong answer show a misconception or specific lack of knowledge?

- 1
- 2
- 3
- 4
- 5

Are any misconceptions and/or skills common to some or all of the valid items?

What are the instructional implications of these misconceptions and/or skills?

*UM= Usage and Mechanics; RH= Rhetorical Skills

Teacher or PLC Team Protocol for Mathematics “Error Analysis”

Need “Error Analysis” reports and Pre-ACT test booklet

Step 1 (Use “Error Analysis” report) Content area: Mathematics

Identify the five items with the lowest percent correct.

Write item numbers: 1_____ 2_____ 3_____ 4_____ 5_____

Step 2 (Need “Error Analysis” and Pre-ACT Test Booklet)

For each item identified in Step 1, ask ...

What standard*/skills does this item measure (‘Level 2,3,4’ on report)?

1_____ 2_____ 3_____ 4_____ 5_____

What is the most frequently selected incorrect answer?

1_____ 2_____ 3_____ 4_____ 5_____

Does this wrong answer show a misconception or specific lack of knowledge?

- 1
- 2
- 3
- 4
- 5

Are any misconceptions and/or skills common to some or all of the valid items?

What are the instructional implications of these misconceptions and/or skills?

*EA= Pre-Algebra/Elem. Algebra; AG= Inter. Algebra; GT= Plane Geometry/Trig

Teacher or PLC Team Protocol for Reading “Error Analysis”

Need “Error Analysis” reports and Pre-ACT test booklet

Step 1 (Use “Error Analysis” report) Content area: Reading

Identify the five items with the lowest percent correct.

Write item numbers: 1_____ 2_____ 3_____ 4_____ 5_____

Step 2 (Need “Error Analysis” and Pre-ACT Test Booklet)

For each item identified in Step 1, ask ...

What standard*/skills does this item measure (‘Level 2,3,4’ on report)?

1_____ 2_____ 3_____ 4_____ 5_____

What is the most frequently selected incorrect answer?

1_____ 2_____ 3_____ 4_____ 5_____

Does this wrong answer show a misconception or specific lack of knowledge?

- 1
- 2
- 3
- 4
- 5

Are any misconceptions and/or skills common to some or all of the valid items?

What are the instructional implications of these misconceptions and/or skills?

*SS= Social Studies/Science; AL=Arts/Literature

Teacher or PLC Team Protocol for Science “Error Analysis”

Need “Error Analysis” reports and Pre-ACT test booklet

Step 1 (Use “Error Analysis” report) Content area: Science

Identify the five items with the lowest percent correct.

Write item numbers: 1_____ 2_____ 3_____ 4_____ 5_____

Step 2 (Need “Error Analysis” and Pre-ACT Test Booklet)

For each item identified in Step 1, ask ...

What standard*/skills does this item measure (‘Level 2,3,4’ on report)?

1_____ 2_____ 3_____ 4_____ 5_____

What is the most frequently selected incorrect answer?

1_____ 2_____ 3_____ 4_____ 5_____

Does this wrong answer show a misconception or specific lack of knowledge?

- 1
- 2
- 3
- 4
- 5

Are any misconceptions and/or skills common to some or all of the valid items?

What are the instructional implications of these misconceptions and/or skills?

*DR=Data Representation; RS=Research Summary; CV= Conflicting Viewpoint