

## Team or PLC Protocol for English “Error Analysis”

Need “Error Analysis” reports and *EXPLORE* 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 *EXPLORE* 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

## Team or PLC Protocol for Mathematics “Error Analysis”

Need “Error Analysis” reports and *EXPLORE* 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 *EXPLORE* 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

## Team or PLC Protocol for Reading “Error Analysis”

Need “Error Analysis” reports and *EXPLORE* 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 *EXPLORE* 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

## Team or PLC Protocol for Science “Error Analysis”

Need “Error Analysis” reports and *EXPLORE* 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 *EXPLORE* 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