

PLAN Test Results Item Analysis for Staff

STEP ONE: As you review the SCIENCE section questions and answers, if the students have an _____% or higher on an item, circle “strength.” If the students have a _____% or less on a particular response, circle “weakness.” This will allow us to focus on the very strong items and those that we need to readdress. Make any necessary notes that you notice about each type of question (content issue, question type or testing issue). *Our goal is to isolate 6-8 items of strength and weakness.*

<u>Data Representation: Biology</u>		> _____%	< _____%	Notes
6.	G	Strength	Weakness	
7.	A	Strength	Weakness	
8.	J	Strength	Weakness	
9.	D	Strength	Weakness	
10.	G	Strength	Weakness	

<u>Data Representation: Physics</u>		> _____%	< _____%	Notes
1.	C	Strength	Weakness	
2.	G	Strength	Weakness	
3.	A	Strength	Weakness	
4.	J	Strength	Weakness	
5.	B	Strength	Weakness	

<u>Research Summaries: Biology</u>		> _____%	< _____%	Notes
11.	A	Strength	Weakness	
12.	H	Strength	Weakness	
13.	D	Strength	Weakness	
14.	F	Strength	Weakness	
15.	A	Strength	Weakness	
16.	H	Strength	Weakness	
17.	D	Strength	Weakness	

<u>Research Summaries: Chemistry</u>		> _____%	< _____%	Notes
		Strength	Weakness	
18.	J			
19.	C	Strength	Weakness	
20.	H	Strength	Weakness	
21.	B	Strength	Weakness	
22.	G	Strength	Weakness	
23.	C	Strength	Weakness	
24.	H	Strength	Weakness	

<u>Conflicting Viewpoints: Earth/Space Science</u>		> _____%	< _____%	Notes
		Strength	Weakness	
25.	D	Strength	Weakness	
26.	F	Strength	Weakness	
27.	B	Strength	Weakness	
28.	F	Strength	Weakness	
29.	B	Strength	Weakness	
30.	F	Strength	Weakness	

STEP TWO: Create a t-chart on the roll paper provided with 2 columns, Strengths and Weaknesses, using items identified as less than _____% (weaknesses) and above _____% (strengths). Using the copy of the test provided, cut out the actual test items and paste them on the chart for a visual.

STEP THREE: Identify the common core or the HSCE that most closely fits the questions in the areas of weakness identified on the t-chart. In Science the content may be covered in another course or in middle school. If this is the case, when is it revisited before the ACT (can you create warm up activities that can be cycled throughout the upper level science courses)?

STEP FOUR: Connecting areas of weakness to the School Improvement Plan....look at our school improvement goals. What connections can be made? Can we add strategies under goals to target specific areas of weakness noted on the test and/or to help close achievement gaps?

Write a statement of gap in student achievement.

- Fill in a contributing cause for the gap in student achievement.
- Create a measurable objective statement to support the goal.
- Create some possible strategy statements.

Test Results Item Analysis for Students

STEP ONE: As you review the SCIENCE section questions and answers with your teacher, circle whether your answer was correct or incorrect. This will allow you to focus on the strong items as well as those that may need to be readdressed.

*NOTE- Look closely at the number of the test item; **they are not in order.** They are grouped by the skill being measured.*

Data Representation: Biology

		Student Results		Notes
6.	G	Correct	Incorrect	
7.	A	Correct	Incorrect	
8.	J	Correct	Incorrect	
9.	D	Correct	Incorrect	
10.	G	Correct	Incorrect	

Data Representation: Physics

		Student Results		Notes
1.	C	Correct	Incorrect	
2.	G	Correct	Incorrect	
3.	A	Correct	Incorrect	
4.	J	Correct	Incorrect	
5.	B	Correct	Incorrect	

Research Summaries: Biology

		Student Results		Notes
11.	A	Correct	Incorrect	
12.	H	Correct	Incorrect	
13.	D	Correct	Incorrect	
14.	F	Correct	Incorrect	
15.	A	Correct	Incorrect	
16.	H	Correct	Incorrect	
17.	D	Correct	Incorrect	

Research Summaries: Chemistry

		Student Results		Notes
18.	J	Correct	Incorrect	
19.	C	Correct	Incorrect	
20.	H	Correct	Incorrect	
21.	B	Correct	Incorrect	
22.	G	Correct	Incorrect	
23.	C	Correct	Incorrect	
24.	H	Correct	Incorrect	

Conflicting Viewpoints: Earth/Space Science

		Student Results		Notes
25.	D	Correct	Incorrect	
26.	F	Correct	Incorrect	
27.	B	Correct	Incorrect	
28.	F	Correct	Incorrect	
29.	B	Correct	Incorrect	
30.	F	Correct	Incorrect	

STEP TWO: Look carefully at the question and try to decide what caused you to select the wrong answer and make notes in the area provided.

Is it a content problem (something that you have not yet learned or mastered)?

Is it the question type (perhaps you are unfamiliar with the way the question is worded or how the information is presented)?

Is it a testing issue (did the you get tired of testing or run out of time or just make a simple mistake)?

STEP THREE: You now have a more clear indication of the areas that you may need to work on after completing steps one and two. On the back of your student score report there are suggestions of things that you can work on if you have weaknesses in particular areas. Put check marks next to the suggestions that would help you be prepared for the ACT next school year.

STEP FOUR: Complete the strength and weakness t chart and the reflection paragraph based on the information you have gathered from steps one, two and three. This will help you process your areas of strength and weakness and develop an action plan for improvement.

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Test Results Item Analysis for Parents

STEP ONE: As you review the SCIENCE section questions and answers, circle whether your student got the question correct or incorrect. This will allow you to focus on the strong items as well as those that may need to be readdressed.

*NOTE- Look closely at the number of the test item; **they are not in order.** They are grouped by the skill being measured.*

Data Representation: Biology

		Student Results		Notes
6.	G	Correct	Incorrect	
7.	A	Correct	Incorrect	
8.	J	Correct	Incorrect	
9.	D	Correct	Incorrect	
10.	G	Correct	Incorrect	

Data Representation: Physics

		Student Results		Notes
1.	C	Correct	Incorrect	
2.	G	Correct	Incorrect	
3.	A	Correct	Incorrect	
4.	J	Correct	Incorrect	
5.	B	Correct	Incorrect	

Research Summaries: Biology

		Student Results		Notes
11.	A	Correct	Incorrect	
12.	H	Correct	Incorrect	
13.	D	Correct	Incorrect	
14.	F	Correct	Incorrect	
15.	A	Correct	Incorrect	
16.	H	Correct	Incorrect	
17.	D	Correct	Incorrect	

Research Summaries: Chemistry

		Student Results		Notes
18.	J	Correct	Incorrect	
19.	C	Correct	Incorrect	
20.	H	Correct	Incorrect	
21.	B	Correct	Incorrect	
22.	G	Correct	Incorrect	
23.	C	Correct	Incorrect	
24.	H	Correct	Incorrect	

Conflicting Viewpoints: Earth/Space Science

		Student Results		Notes
25.	D	Correct	Incorrect	
26.	F	Correct	Incorrect	
27.	B	Correct	Incorrect	
28.	F	Correct	Incorrect	
29.	B	Correct	Incorrect	
30.	F	Correct	Incorrect	

Go to the School Website and print the item analysis worksheets for English, Math and Reading so that you can complete this same activity in each content area. Make sure that you print the sheets for the EXPLORE test.

STEP TWO: Students will be bringing home the test booklets after completing core content reviews with classroom teachers. When the booklet comes home, take a close look at the actual test items which you have identified as areas of weakness. Review these items with your student to determine what caused them to select the incorrect answer:

Is it a content problem (something that the student has not yet learned or mastered)?

Is it the question type (perhaps the student is unfamiliar with the way the question is worded or how the information is presented)?

Is it a testing issue (did the student get tired of testing, run out of time or just make a simple mistake)?

STEP THREE: You now have a more clear indication of the areas where remediation efforts need to be focused after completing steps one and two.

Remediation Suggestions:

- Make course selections which will allow your student to grow in their areas of weakness.
- Use the ACT prep resources and which can be found on the ACT website for additional problems and practice.
- Consider an ACT prep class which will individualize instruction based on your student's needs.
- Practice makes perfect! Repetition will help to reinforce skills that your student needs to master.

STEP FOUR: Help your student to see the connection between his Explore/Plan results and his life plans. Will his projected score get him into the college of his choice? What does his world of work indicate regarding his career interests? Having a clear game plan for the future helps a student realize what he needs to do to achieve his goals. Every year students update their Education Development Plans (EDP) with their counselors. This includes a "career cruising" component. Log into the career cruising site with your student to help them research career interests: <https://www.careercruising.com/Default.aspx>. Each student has their own login and password.