**1. a) Review the item analysis report and sort the assessment items by placing them on the red, orange, yellow, and green cards.**

**b) List the item number and total number of items which fall in each of the performance bands.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Red**  **(0-39%)** | **Orange**  **(40-59%)** | **Yellow**  **(60-79%)** | **Green**  **(80-100%)** |
| Total # Items |  |  |  |  |
| Item Numbers |  |  |  |  |

**2. Review the most challenging items and discuss the following:**

a) Curriculum standards alignment (refer to table report)

b) Cognitive level of question (refer to Bloom’s/Thinking Skills sheet)

c) Potential causes for student misconceptions

d) Instructional implications

**3. Review the least challenging items and discuss the following:**

a) Curriculum standards alignment (refer to table report)

b) Cognitive level of question

c) Potential causes for student misconceptions

d) Instructional implications

**4. Develop a plan to address the most challenging items with students. Consider the following:**

a) Which items will be reviewed whole group? small group? individual students?

b) When will these items be revisited?

c) How will they be revisited?