

**NHS Data Analysis Protocol**  
**Pre-ACT 8/9 & Pre-ACT**

1. Which Reporting Categories would you and your team identify as **strengths**?
  - a. Pre-ACT 8/9:  
Production of Writing - While we still have quite a few yellows, a lot of them are mid 40's.  
Conventions can be maybe considered a strength, but production was a little better.
  - b. Pre-ACT:  
Conventions: 10/24 were >50%.  
Production of Writing: 4/15, but 6 more were close (w/in 10)
  - c. Pre-ACT 8/9 (Reading):
    - i. Key Ideas/Details:
  - d. Pre-ACT (Reading): Craft and Structure; Integration of Knowledge/Ideas.
  
2. What specific criteria led you and your team to classify those Reporting Categories as strengths? Use specifics from the data/item analysis to justify the classification.
  - a. Pre-ACT 8/9: While we still have quite a few yellows, a lot of them are mid 40's.
  - b. Pre-ACT: Percentages greater than 50.
  - c. Pre-ACT 8/9 (Reading): 6/11 green, but 2 were close—definitely a strength....wonder if they were tired or ran out of time? Lots of omits near the end.
  - d. Pre-ACT (Reading): Many greens; the yellows in Craft & Structure are all in the 40s.
  - e. Pre-ACT (Reading): Integration of Knowledge/Ideas: All mid 40's or higher.
  
3. Which Reporting Categories would you and your team identify as **areas of growth**?
  - a. Pre-ACT 8/9:  
Knowledge of Language
  
  - b. Pre-ACT:  
Knowledge of Language: 1/7 were >50% (wordiness, parallelism, etc).
  
  - c. Pre-ACT 8/9 (Reading): Integration of Knowledge/Ideas.
  - d. Pre-ACT (Reading): Understanding Complex Texts

4. What specific criteria led you and your team to classify those Reporting Categories as **areas of growth**? Use specifics from the data/item analysis to justify the classification.
  - a. Pre-ACT 8/9: Knowledge of Language questions ask students to clarify and simplify sentences. Most of the time this is probably already done for students. So when given options, this is not something they usually do. Vocabulary is probably also a challenge here and they may not know they need to look at connecting sentences to help with context for the answer.
  - b. Pre-ACT: We looked specifically at the Reporting Categories and the extent to which they were above 50.
  - c. Pre-ACT 8/9 (Reading): Multiple passages (main ideas); function of a phrase in 2 passages.
  - d. Pre-ACT (Reading):
  
5. Look at your Reporting Categories for your **areas of growth**. Select at least 2 of your greatest opportunities for growth. Then, use the test booklet to see what students were expected to **know or do** on those questions. Are those types of questions aligned with priority standards? If yes, how can you take steps to better address them? If no, what steps would be necessary to align them with priority standards?
  - a. Pre-ACT 8/9: Redundancy, vocab, seeing other sentences.
  - b. Pre-ACT:
  - c. Pre-ACT 8/9 (Reading): Teach students to find the lines the question is referring to and not be bogged down on the entire article.
  - d. Pre-ACT (Reading): Questions that tend to ask them to read the whole passage (or most of it) for a main idea/UCT—they struggled with.
  
6. Describe a way you will bring this information back to your team/department. What do you intend to “do” with this data in a subsequent PLC meeting? How did the conversation transpire? What were the main conclusions drawn and major takeaways from your data conversation? What questions might you have?

\*Bellwork from this test.

\*How can the Social Studies teachers support reading learning goals?

We need to have a PLC session with devoted time to share these results and ask for input on what they see.

Not required to be completed today, but share your answer to #6 with [nhs-admin@neoshosd.org](mailto:nhs-admin@neoshosd.org) by Friday, 8/25.