

Error Analysis and Test Corrections Instructions:

Look over your test carefully. Wherever you earned less than full points, or a problem has a slash/line through the problem number, it means you made an error. Make sure you understand what your error is.

On your Error Analysis and Test Corrections Form:

- 1) Fill in the number of each question that you got wrong, along with the original problem written on the test.
- 2) Look at your work carefully and figure out what you did wrong.
- 3) Identify what type of error you made:
 - Simple = missed a basic fact or made a simple error that I immediately recognized
 - Procedural = missed a step or did a step out of order
 - Conceptual = applied the wrong procedure, a wrong step, or didn't know what to do
- 4) Write the problem number and error type on a post-it and place it on the "Errors Made" poster.
- 5) Redo the work correctly in the REDO column. You must **show your work** and **circle your answer**.

****In order to get credit, you must write out all of the work for each problem from beginning to end, NOT JUST what you did wrong on the test. You are proving to me, by showing all your work, that you now know how to get the right answer.**

You should have a separate entry on your Error Analysis and Test Correction Sheet every time there is a problem marked wrong, even if you received partial credit.

Work neatly. Turn in your original test with your Error Analysis and Test Corrections. Staple your original test behind your Error Analysis and Test Corrections.

REMEMBER: The person most responsible for your learning is YOU. If you don't know how to fix your work, then you don't completely understand the process and you must seek help in order to adequately prepare for future tests.

Error Analysis and Corrections for Chapter ____

Name:

Date:

Period:

Number	Original Problem	REDO – <i>Show all work & circle final answer!</i>
Error Type (circle all that apply): Simple Procedural Conceptual		

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Error Type (circle all that apply): Simple Procedural Conceptual		

Use additional pages if needed.

Reflection – Determining my Next Steps

How many of each type of error did you make?

Simple	
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Procedural	
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Conceptual	
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Below are some ideas for ways to improve your next assessment score. Pick a few to focus on for the next chapter based on the errors you typically make.

My errors are often **simple**, so I will:

- Work more slowly.
- Check my work at the end by redoing simple calculations.
- Put a check mark by the answer if I am sure it is correct while I am working.
- Line up my work with a ruler to avoid misaligning numbers or use graph paper.
- Re-solve problems with an alternate strategy.
- Keep a log of distributed practice I do (10 minutes per day over 6 days is better than massed practice of 60 minutes in 1 day).
- Request extra practice for basic facts from my teacher. Keep a log of time spent.
- Other (Please describe):

My errors are often **procedural**, so I will:

- Create a check list of steps and check off each as I do them.
- Create a trick for memorizing all the steps.
- Do a few minutes of distributed extra practice of all the steps in a procedure every day.
- Other (Please describe):

My errors are **conceptual**, so I will:

- Ask for help and set up a time to get it.
- Create a graphic organizer.
- Read explanations from at least two to three Internet sites. Design diagrams to help me represent my thinking.
- Other (Please describe):

Based on what you selected above, set a realistic goal for yourself to work toward during the next chapter.

I will

What evidence will you provide that proves you took these steps and worked toward your goal?