

Demystifying the New SAT

A Seminar to Empower GEAR-UP Coordinators

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Why does that SAT matter?

Graduation Assessment Requirement

▶ Gets You Out

Pro tip: *A Qualifying SAT Score is easier than the EOCs.*

	SAT	ACT
Mathematics	390	16
Reading	350	13
Writing	380	15 *
Science (biology)	N/A	16

Why Does the SAT Matter?

- ▶ Gets You In

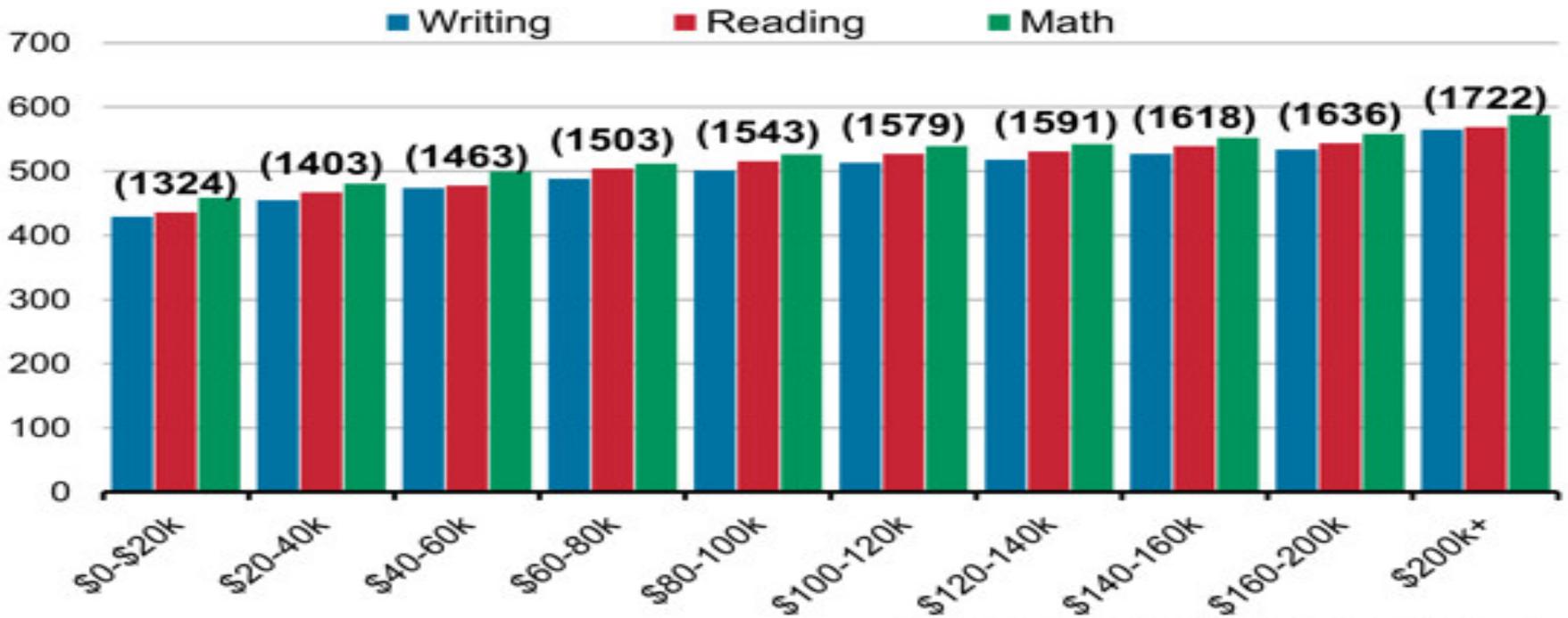
Pro Tip: *Test Optional is not an option*

Schools	Reading	Writing	Math
Independent	536	545	581
Religious	531	528	536
Public	491	480	503
National Mean	496	488	514

(Why It Really Matters)

SAT: Student Affluence Test

Average scores on each section of SAT (and combined) by parental income



Source: FairTest, College Board | WSJ.com

Why does the SAT Matter?

► Its gets you PAID!

<http://blog.prepschobased-on-sat-act-scores.com>

ADMISSIONS INDEX - RESIDENT

SAT CR+M	ACT Comp	GPA																			
		4.0	3.9	3.8	3.7	3.6	3.5	3.4	3.3	3.2	3.1	3.0	2.9	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1
1600	36	142	140	138	136	135	133	131	129	128	126	124	122	121	119	117	115	113	112	110	108
1540	35	140	138	136	135	133	131	129	128	126	124	122	120	119	117	115	113	112	110	108	106
1490	34	138	136	135	133	131	129	128	126	124	122	120	119	117	115	113	112	110	108	106	105
1440	33	136	135	133	131	129	128	126	124	122	120	119	117	115	113	112	110	108	106	105	103
1400	32	135	133	131	129	128	126	124	122	120	119	117	115	113	112	110	108	106	104	103	101
1360	31	133	131	129	128	126	124	122	120	119	117	115	113	112	110	108	106	104	103	101	99
1330	30	131	129	127	126	124	122	120	119	117	115	113	112	110	108	106	104	103	101	99	97
1290	29	129	127	126	124	122	120	119	117	115	113	112	110	108	106	104	103	101	99	97	96
1250	28	127	126	124	122	120	119	117	115	113	112	110	108	106	104	103	101	99	97	96	94
1210	27	126	124	122	120	119	117	115	113	111	110	108	106	104	103	101	99	97	96	94	92
1170	26	124	122	120	119	117	115	113	111	110	108	106	104	103	101	99	97	96	94	92	90
1130	25	122	120	119	117	115	113	111	110	108	106	104	103	101	99	97	96	94	92	90	88
1090	24	120	119	117	115	113	111	110	108	106	104	103	101	99	97	95	94	92	90	88	87
1050	23	119	117	115	113	111	110	108	106	104	103	101	99	97	95	94	92	90	88	87	85
1020	22	117	115	113	111	110	108	106	104	103	101	99	97	95	94	92	90	88	87	85	83
980	21	115	113	111	110	108	106	104	103	101	99	97	95	94	92	90	88	87	85	83	81
940	20	113	111	110	108	106	104	103	101	99	97	95	94	92	90	88	87	85	83	81	79
900	19	111	110	108	106	104	102	101	99	97	95	94	92	90	88	87	85	83	81	79	78
860	18	110	108	106	104	102	101	99	97	95	94	92	90	88	87	85	83	81	79	78	76
820	17	108	106	104	102	101	99	97	95	94	92	90	88	87	85	83	81	79	78	76	74
770	16	106	104	102	101	99	97	95	94	92	90	88	86	85	83	81	79	78	76	74	72
720	15	104	102	101	99	97	95	94	92	90	88	86	85	83	81	79	78	76	74	72	71

*Unweighted GPA, SAT/ACT does not include writing portion.

SCHOLARSHIPS

	PRESIDENTIAL 4 years, full tuition and student body fees		DEAN'S 2 years, full tuition		SCHOLAR 2 years, \$6,400 (\$3,200/year)
	MERIT 1 year, \$2,500		ACHIEVEMENT 1 year, \$1,250		ADMITTED

How does the SAT measure Academic Achievement?

- ▶ Instead of asking you to show what you've memorized, the questions invite you to exercise your thinking skills.
- ▶ The process of learning information and blending it with previously learned information is key to become a skilled thinker.
- ▶ Evaluate, analyze make assumptions, and discover solutions.
- ▶ This SAT is more content-based than it's predecessor

Pro tip: *It DOESN'T measure academic achievement at all!*

Why Did It Change?

“ The world needs more people who can solve problems, communicate clearly, and understand complex relationships— whether those relationships involve nations, cells, future markets, or novels. Recent research has revealed that far too students are fully prepared to participate in careers that require such skills. The changes in the SAT are intended to provide a better, more complete picture of student knowledge, skills, and understandings that research shows are essential for college and career readiness and success.”

-The College Board

Why Did it Really Change?

- ▶ It's more content based which could mean harder
- ▶ High School Grade Inflation
- ▶ Better at Determining Household Income

PROFESSIONAL
DEVELOPMENT
MODULE

1

The Redesigned SAT

Key Changes

Professional Development Modules for the Redesigned SAT

Module 1 Key Changes

Module 2 Words in Context and Command of Evidence

Module 3 Expression of Ideas and Standard English Conventions

Module 4 Math that Matters Most:

Heart of Algebra

Problem Solving and Data Analysis

Module 5 Math that Matters Most:

Passport to Advanced Math

Additional Topics in Math

Module 6 Using Scores and Reporting to Inform Instruction

CHAPTER
1What is the Purpose of
Module 1?

- ▶ Describe the structure and content of the redesigned SAT
- ▶ Introduce scores and reports
- ▶ Provide information to share with students about practice and preparation

What Do Students Need to Know for Post-High School Success?

The College Board has identified a critical set of knowledge, skills, and understandings that predict student success in college and workforce training programs:

- ▶ Comprehend challenging literary and informational texts
- ▶ Revise and edit extended texts
- ▶ Show command of math, especially algebra and data analysis
- ▶ Use evidence in reading and writing
- ▶ Analyze data
- ▶ Use and understand words in context

CHAPTER
2

The Redesigned SAT: Content
and Structure

What Does the Redesigned SAT Look Like?

- ▶ Evidence-Based Reading and Writing Section
 - Reading Test
 - Writing and Language Test
- ▶ Math Section
 - Math Test
- ▶ Optional Essay

How Does the Redesigned SAT Compare?

COMPARISON OF THE MAJOR FEATURES: OF THE CURRENT SAT AND REDESIGNED SAT-

Category	Current SAT	Redesigned SAT
Total Testing Time (Subject to research)	3 hours and 45 minutes	3 hours (plus 50 minutes for the Essay [optional])
Components	<ul style="list-style-type: none"> a) Critical Reading b) Writing c) Mathematics d) Essay 	<ul style="list-style-type: none"> a) Evidence-Based Reading and Writing Section <ul style="list-style-type: none"> » Reading Test » Writing and Language Test b) Math Section <ul style="list-style-type: none"> » Math Test b) Essay (optional)
Important Features	<ul style="list-style-type: none"> » Emphasis on general reasoning skills » Emphasis on vocabulary, often in limited contexts » Complex scoring (a point for a correct answer and a deduction for an incorrect answer; blank responses have no impact on scores) 	<ul style="list-style-type: none"> » Continued emphasis on reasoning, alongside a clearer, stronger focus on the knowledge, skills, and understandings most important for college and career readiness and success » Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact » Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores)
Essay	<ul style="list-style-type: none"> » Required and given at the beginning of the SAT » 25 minutes to write the essay » Tests writing skill; students take a position on a presented issue 	<ul style="list-style-type: none"> » Optional and given at the end of the SAT; postsecondary institutions determine whether they will require the essay for admission » 50 minutes to write the essay » Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text

Test-Length Comparison

COMPARISON OF TEST LENGTH AND TIMING: CURRENT SAT AND REDESIGNED SAT

Current SAT			Redesigned SAT		
Component	Time Allotted (minutes)	Number of Questions/ Tasks	Component	Time Allotted (minutes)	Number of Questions/ Tasks
Critical Reading	70	67	Reading	65	52
Writing	60	49	Writing and Language	35	44
Essay	25	1	Essay (optional)	50	1
Mathematics	70	54	Math	80	58
Total	225	171	Total	180 (230 with Essay)	154 (155 with Essay)

Key Changes in the Redesigned SAT

1. Words in Context
2. Command of Evidence
3. Essay Analyzing a Source
4. Math That Matters Most
5. Problems Grounded in Real-World Contexts
6. Analysis in Science and Analysis in History/Social Studies
7. U.S. Founding Documents and the Great Global Conversation
8. No Penalty for Guessing

Which Key Change will have the most impact on students?

CHAPTER
3

**The Redesigned SAT
Assessed Content and Sample
Questions**

Evidence-Based Reading and Writing Overview

- ▶ Evidence-Based Reading and Writing Section comprises the Reading Test and the Writing and Language Test.
- ▶ **Text complexity:** 9th grade through first year post-high school
- ▶ Emphasis on **source analysis and use of evidence**
- ▶ Inclusion of **data and informational graphics**
- ▶ Focus on **words in context** and on **word choice for rhetorical effect**
- ▶ Students work with **texts in literature, science and social studies**

Reading Test Overview

- ▶ The overall aim of the Reading Test is to determine whether students can demonstrate college and career readiness proficiency in **comprehending a broad range of high-quality, appropriately challenging literary and informational texts** in the content areas of U.S. and world literature, history/social studies, and science.
- ▶ The test will comprise a series of **passages and associated multiple-choice questions**. Some question sets will refer to **paired passages**, others will refer to only one passage.
- ▶ Students must refer to the specific language in the passages and use **careful reasoning to draw supportable inferences**.

Reading Test Sample Question – Passage (abbreviated)

1 Today, I am an inquisitor. An hyperbole would not be
fictional and would not overstate the solemnness that I
feel right now. My faith in the Constitution is whole; it is
complete; it is total. And I am not going to sit here and be
5 an idle spectator to the diminution, the subversion, the
destruction, of the Constitution.

“Who can so properly be the inquisitors for the nation
as the representatives of the nation themselves?” “The
subjects of its jurisdiction are those offenses which
10 proceed from the misconduct of public men.”

Reading Test Sample Question

The main rhetorical effect of the series of three phrases in lines 5–6 (“the diminution, the subversion, the destruction”) is to

- A) convey with increasing intensity the seriousness of the threat Jordan sees to the Constitution.
- B) clarify that Jordan believes the Constitution was first weakened, then sabotaged, then broken.
- C) indicate that Jordan thinks the Constitution is prone to failure in three distinct ways.
- D) propose a three-part agenda for rescuing the Constitution from the current crisis.

Content: Rhetoric / Analyzing word choice

Objective: Students must determine the main rhetorical effect of the speaker’s choice of words.

Reading Test Sample Question Explanation

A) convey with increasing intensity the seriousness of the threat Jordan sees to the Constitution. Choice A is the best answer because the quoted phrases — building from “diminution” to “subversion” to “destruction” — suggest the increasing seriousness of the threat Jordan sees to the Constitution.

Writing and Language Test Overview

- ▶ Assesses college and career readiness proficiency in **revising and editing** a range of texts.
- ▶ **Does not require students to provide written responses** -- multiple-choice questions only.
- ▶ Attends to a **core set of standard English language conventions** and to **effective written expression**.
- ▶ Some passages and/or questions will be accompanied by representations of data — **tables, charts, graphs**, etc.
- ▶ All passages will be written **specifically for the test**.
- ▶ The most common question format will require students to **choose the best of three alternatives** to an indicated part of the passage (often an underlined portion) or to determine that the **version presented in the passage is the best option**.

Writing and Language Test Sample Question

A 1954 documentary about renowned watercolor painter Dong Kingman shows the artist sitting on a stool on Mott Street in New York City’s Chinatown. A crowd of admiring spectators watches as Kingman squeezes dollops of paint from several tubes into a tin watercolor [2] box, from just a few primary colors, Kingman creates dozens of beautiful hues as he layers the translucent paint onto the paper on his easel. Each stroke of the brush and dab of the sponge transforms thinly sketched outlines into buildings, shop signs, and streetlamps. The street scene Kingman begins composing in this short film is very much in keeping with the urban landscapes for which he is best known.

2.

- A) NO CHANGE
- B) box. From just a few primary colors,
- C) box from just a few primary colors,
- D) box, from just a few primary colors

Content: Standard English Conventions/Conventions of Punctuation

Objective: Students must create two grammatically complete and standard sentences.

Writing and Language Test Sample Question Explanation

B) box. From just a few primary colors, Choice B is the best answer because it provides punctuation that creates two grammatically complete and standard sentences.

Optional Essay Overview

- ▶ Students who opt to take the SAT Essay are required to make purposeful, substantive use of textual evidence in a way that can be objectively evaluated.
- ▶ The essay task is not designed to elicit students' subjective opinions.
- ▶ The prompt will remain consistent for all administrations of the SAT; only the writing passages will change.
- ▶ Students will receive three scores of 2-8 in Reading, Writing, and Analysis.

Optional Essay Prompt

As you read the passage below, consider how [the author] uses

- ▶ evidence, such as facts or examples, to support claims.
 - ▶ reasoning to develop ideas and to connect claims and evidence.
 - ▶ stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.
-

Source Text

Write an essay in which you explain how [the author] builds an argument to persuade [his/her] audience that [author's claim]. In your essay, analyze how [the author] uses one or more of the features listed above (or features of your own choice) to strengthen the logic and persuasiveness of [his/her] argument. Be sure that your analysis focuses on the most relevant aspects of the passage. Your essay should not explain whether you agree with [the author's] claims, but rather explain how [he/she] builds an argument to persuade [his/her] audience.

Math Test Overview

- ▶ Focus on **content that matters most** for college and career readiness:
 - Assesses fluency with, understanding of, and ability to apply mathematical concepts
 - Algebra and linear equations
 - Problem solving and data analysis
 - Advanced mathematical practices
- ▶ Certain key elements will be woven throughout the Math Test:
 - Emphasis on **mathematical application and reasoning**
 - Problems from a **range of disciplines** addressing real-world problems drawn from science, social studies, and careers
 - Inclusion of both **calculator and no-calculator portions** as well as attention to the use of a calculator as a tool
 - Includes both **multiple choice questions** and **student-produced response questions**

Math Test Sample Question (No Calculator portion)

What is one possible solution to the equation $\frac{24}{x+1} - \frac{12}{x-1} = 1$?

This example, from the no-calculator portion of the test, requires students to look at the structure of the expression and find a way to rewrite it, again showing the link between fluency and mathematical practices. The student must transform the expression without a calculator, for example by multiplying both sides of the equation by a common denominator as a first step to find the solution.

*This is an example of a “Student-Produced Response” or grid-in question. Students will not be given answer choices. Instead, they fill in the grid with their answers. Approximately 20% of the math test contains student-produced response questions.

Content: Passport to Advanced Math

Math Test Sample Question - Solution (No Calculator portion)

$$\frac{24}{x+1} - \frac{12}{x-1} = 1?$$

In this problem, multiplying both sides of the equation by the common denominator $(x + 1)(x - 1)$ yields $24(x - 1) - 12(x + 1) = (x + 1)(x - 1)$. Multiplication and simplification then yields

$$12x - 36 = x^2 - 1, \text{ or}$$

$$x^2 - 12x + 35 = 0.$$

Factoring the quadratic gives $(x - 5)(x - 7) = 0$, so the solutions occur at $x = 5$ and $x = 7$, both of which should be checked in the original equation to ensure that they are not extraneous. In this case, both values are solutions.

CHAPTER
4

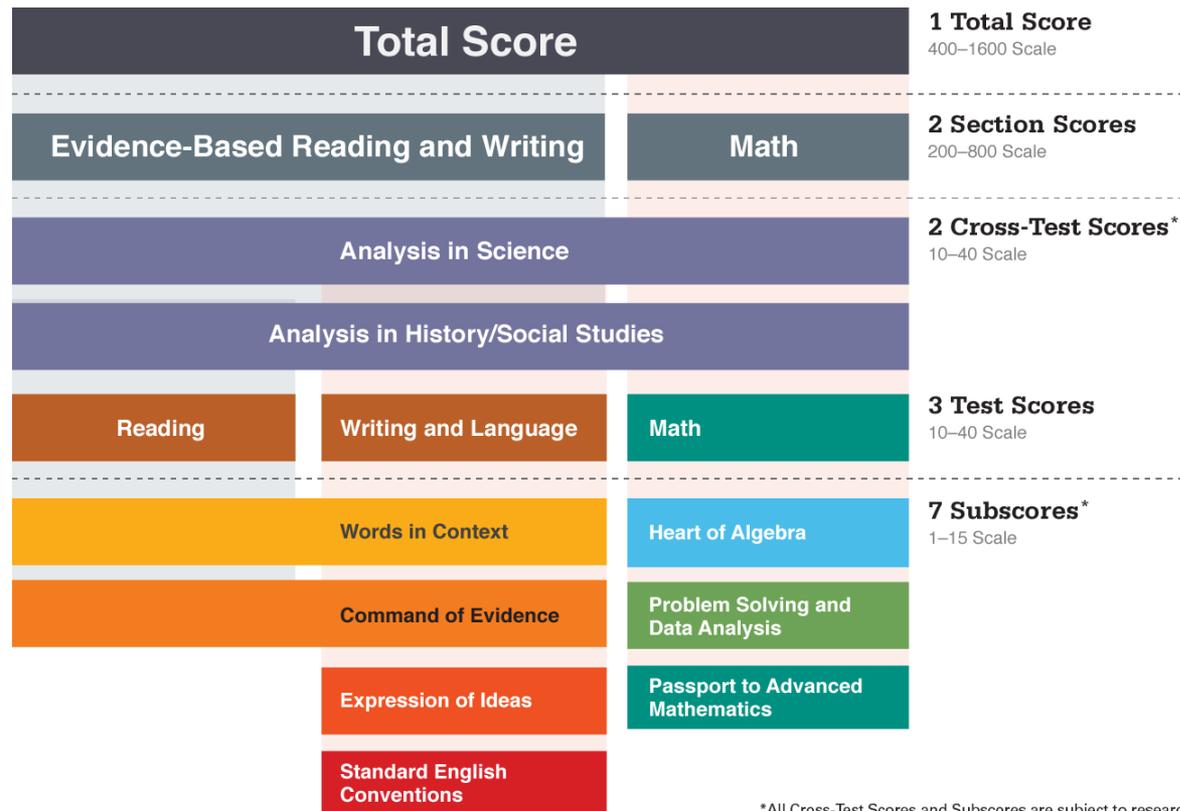
| Scores and Reporting

For more information about SAT scores, reports, and using data:

Professional Development Module 6 – Using Scores and Reporting to Inform Instruction

SAT Suite of Assessments: Using Scores and Reporting to Inform Instruction

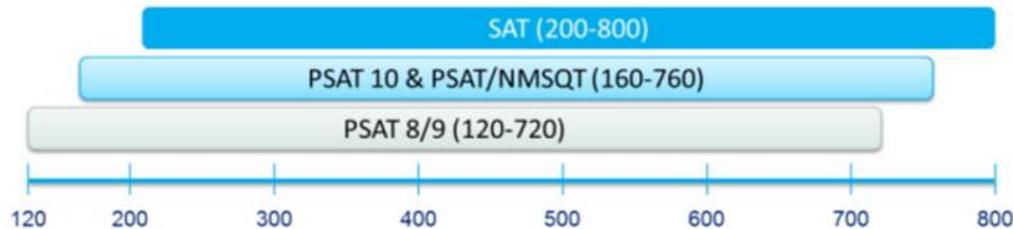
Score Reporting on the Redesigned SAT



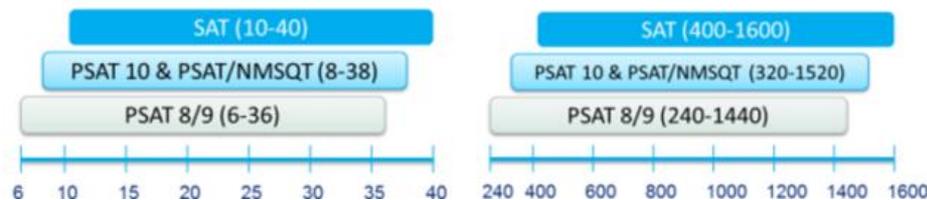
*All Cross-Test Scores and Subscores are subject to research.

Scores and Score Ranges Across the SAT Suite of Assessments

- + Section Scores will be placed on a vertical scale.



- + This same concept will hold true for the **Test and Cross-Test Scores** as well as **Total Score**.



How Do The Tests Impact Instruction in Science, Social Studies, and Career-Related Courses?

- ▶ **Cross-test scores** will include a score for Analysis in Science and Analysis in History/Social Studies derived from the following:
 - Texts used for analysis in reading and writing and language may have foundations in content area courses.
 - At least one text used on the Reading Test for analysis will be a U.S. founding document or from the great global conversation. Tables, graphs, and data may relate to topics in content areas.
 - Math problems may have science or social science contexts.

Standard Reporting Exercise

Standard Reports	Report Content
Score Report (by school/district and by demographic groups)	Lists overall district/school mean, test-taker count, percent of students in score band.
Score Trends Report (by school/ district and by demographic groups)	Displays five-year trend for school/district means, test-taker counts, and percent of students in score band.
Benchmarks Report (by school/district and by demographic groups)	Lists overall district/school benchmark performance.
Benchmark Trends Report (by school/district and by demographic groups)	Displays five-year trend for school/district benchmark performance.
Question Analysis Report	Provides information about correct and incorrect answers selected by individual students.
	Compares students' performance on a given question to the performance of all students in the .state or nation.
Instructional Planning Report	Compares the subscore performance among user-created groups
	Mapped to state standards and linked to the actual assessment questions.

Standard Reporting

Standard Reports	Report Content	Use this report to:
Score Report (by school/ district and by demographic groups)	Lists overall district/school mean, test-taker count, percent of students in score band.	Identify students who may need additional support.
Score Trends Report (by school/district and by demographic groups)	Displays five-year trend for school/district means, test-taker counts, and percent of students in score band.	Work with school improvement teams to evaluate whether student performance is improving or declining and analyze causes.
Benchmarks Report (by school/district and by demographic groups)	Lists overall district/school benchmark performance.	Identify students who did not meet the benchmark and may need additional support. Establish and measure progress on school improvement goals.
Benchmark Trends Report (by school/district and by demographic groups)	Displays five-year trend for school/district benchmark performance.	Evaluate whether student performance is improving or declining and analyze causes.
Question Analysis Report	Provides information about correct and incorrect answers selected by individual students. Compares students' performance on a given question to the performance of all students in the state or nation.	Identify students' misunderstandings related to a skill and standard, both on an individual and aggregate level. Set formal and informal goals for score improvement for your school.
Instructional Planning Report	Compares the subscore performance among groups. Mapped to state standards and linked to the actual assessment questions.	Identify skills and knowledge areas in which various groups of students demonstrate need for additional instruction. Determine whether there is a need to perform a gap analysis in your curriculum.

Online Reporting Portal

- ▶ Generates rich score reports that connect student results to classroom work.
- ▶ Provides benchmarks and consistent feedback to help teachers encourage and accelerate students.
- ▶ Accesses a wide array of standard reports.
- ▶ Generates score reports based on student demographics:
 - Compare means and trends among demographic groups;
 - Compare the performance of students in the district and at the state level.
- ▶ Allows educators to drill down to the student level.

CHAPTER
5

How To Help Students Prepare
for the Redesigned SAT

Practice with Khan Academy[®]

- ▶ The College Board and Khan Academy have partnered to provide online SAT test preparation programs and resources entirely free of charge.
- ▶ Khan Academy has released an interactive and personalized practice program for the redesigned SAT.
- ▶ Features include:
 - Thousands of practice problems
 - Personalized tutorials on test content
 - Official SAT practice questions and full-length tests
 - Comprehensive reporting for students
 - Access anytime, anywhere — for free
- ▶ The College Board is working with educators, community groups, college access organizations, and parents to provide the necessary resources to propel students to college success.



Practice with Khan Academy

- ▶ Practice programs will be individually targeted to address each student's greatest areas of need (based on diagnostic assessment on khanacademy.org).
- ▶ Khan Academy provides online guides and suggestions to help teachers use Khan Academy supports in classroom instruction.
- ▶ www.khanacademy.org/sat

So What? / Now What?

Making Information Work for You and Your Students

1. Determine students' current status
2. Set attainable goals with intermediate targets
3. Guide students to targeted practice
4. Measure progress
5. Meet the benchmark

Top 10 Things to Tell Students About the Redesigned SAT

1. Register/sign up for Khan Academy.
2. Use evidence to support your arguments.
3. Build your reading stamina.
4. Always analyze the informational graphics.
5. Get excited about the U.S. Founding Documents.
6. Practice editing.
7. Put away the calculator (some of the time).
8. Check your answers.
9. Answer every question on the test.
10. Take the SAT!

Self Assessment/Reflection

- ▶ What are you doing/can you do in your classroom to help students understand what they'll see on the redesigned SAT?
- ▶ Which Key Change is most aligned with your current instruction?
- ▶ Which Key Change is going to be most challenging to incorporate into your lesson planning?
- ▶ What do you need to know to begin using Khan Academy with your students?
- ▶ What is the first/best point of entry for including Khan Academy in your curriculum map/lesson plans?
- ▶ How can you help students keep track of their own progress toward meeting the college and career ready benchmark?

What's in the Redesigned SAT Teacher Implementation Guide?

- ▶ Information and strategies for teachers in all subject areas
- ▶ Overview of SAT content and structure
- ▶ Test highlights
- ▶ General Instructional Strategies
- ▶ Sample test questions and annotations
 - Skill-Building Strategies for the classroom
 - Keys to the SAT (information pertaining to the redesigned SAT structure and format)
 - Rubrics and sample essays
- ▶ Scores and reporting
- ▶ Advice to share with students

CHAPTER
6| **Redesigned SAT Teacher
Implementation Guide**

See the whole guide at collegereadiness.collegeboard.org

Questions or comments about this presentation or the SAT redesign?

Email: SATinstructionalsupport@collegeboard.org

Exit Survey

https://www.surveymonkey.com/s/PD_Module_1

COMPARISON OF THE MAJOR FEATURES: CURRENT SAT VS. REDESIGNED SAT		
Category	Current SAT	Redesigned SAT
Total Testing Time*	3 hours and 45 minutes	3 hours (plus 50 minutes for the Essay [optional])
Components	Critical Reading Writing Mathematics Essay	Reading Test Writing and Language Test Math Test Essay (optional)
Important Features	Emphasis on general reasoning skills; Emphasis on vocabulary, often in limited contexts; Complex scoring (a point for a correct answer and a deduction for an incorrect answer; blank responses have no impact on scores).	Continued emphasis on reasoning, alongside a clearer, stronger focus on the knowledge, skills, and understandings most important for college and career readiness and success; Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact; No penalty for guessing (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores).
Essay	Required and given at the beginning of the SAT; 25 minutes to write the essay. Tests writing skill; students take a position on a presented issue.	Optional and given at the end of the SAT; postsecondary institutions determine whether they will require the essay for admission; 50 minutes to write the essay. Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text.

TEST LENGTH COMPARISON

COMPARISON OF TEST LENGTH AND TIMING: CURRENT AND REDESIGNED SAT					
Current SAT			Redesigned SAT		
Component	Time Allotted (min.)	Number of Questions/Tasks	Component	Time Allotted (min.)	Number of Questions/Tasks
Critical Reading	70	67	Reading	65	52
Writing	60	49	Writing and Language	35	44
Essay	25	1	Essay (optional)	50	1
Mathematics	70	54	Math	80	57
Total	225	171	Total	180 (230 with Essay)	153 (154 with Essay)

Words in Context

The redesigned SAT will focus on the meanings of words, dependent on how they're used. Students will be asked to interpret the meaning of words based on the context of the passage in which they appear. This is demanding but rewarding work. These are words that students will use throughout their lives — in high school, college, and beyond.

Requiring students to master vocabulary in context will change the way they prepare for the test. No longer will students use flashcards to memorize obscure words, only to forget them the minute they put their test pencils down. The redesigned SAT will engage students in close reading and honor the best work of the classroom.

Command of Evidence

When students take the Evidence-Based Reading and Writing Section and the optional Essay on the redesigned SAT, they'll be asked to demonstrate their ability to interpret, synthesize, and use evidence found in a wide range of sources. These include informational graphics and multiparagraph passages excerpted from literature and literary nonfiction; texts in the humanities, science, history, and social studies; and career-related sources.

For every passage students read in the SAT Reading Test, there will be at least one question asking them to select a quote from the text that best supports the answer they have chosen in response to the preceding question. Some passages will be paired with informational graphics, and students will be asked to integrate the information conveyed through each to find the best answer.

Questions in the SAT Writing and Language Test will also focus on command of evidence. Students will be asked to analyze sequences of paragraphs to make sure they are correct, grammatically and substantively. In some questions, students will be asked to interpret graphics and edit the accompanying passages so that they accurately convey the information in the graphics.

The optional Essay will also require students to demonstrate command of evidence. Students will be asked to analyze a provided source text to determine how the author builds an argument to persuade an audience through the use of evidence, reasoning, and/or stylistic and persuasive devices and then to write a cogent and clear analysis supported by critical reasoning and evidence drawn from the source.

Essay Analyzing a Source

The focus of the optional Essay on the redesigned SAT will be very different from the essay on the current SAT. Students will read a passage and explain how the author builds an argument to persuade an audience. Students may analyze such aspects of the passage as the author's use of evidence, reasoning, and stylistic and persuasive elements. This task more closely mirrors college writing assignments.

Math that Matters Most

The test will focus in depth on three essential areas of math: Problem Solving and Data Analysis, the Heart of Algebra, and Passport to Advanced Math. Problem Solving and Data Analysis is about being quantitatively literate. It includes using ratios, percentages, and proportional reasoning to solve problems in science, social science, and career contexts. The Heart of Algebra focuses on the mastery of linear equations and systems, which helps students develop key powers of abstraction. Passport to Advanced Math focuses

EIGHT KEY CHANGES TO THE REDESIGNED SAT

on the student's familiarity with more complex equations and the manipulation they require.

Current research shows that these areas most contribute to readiness for college and career training. They're used in a wide range of majors and careers. In addition to these areas, the test will sample additional topics in math, including the kinds of geometric and trigonometric skills that are most relevant to college and careers.

Problems Grounded in Real-World Contexts

Throughout the redesigned SAT, students will engage with questions grounded in the real world, questions directly related to the work performed in college and career.

In the Evidence-Based Reading and Writing Section, reading questions will include literature and literary nonfiction, but also feature charts, graphs, and passages like the ones students are likely to encounter in science, social science, and other majors and careers. Students will be asked to do more than correct errors; they'll edit and revise to improve texts from the humanities, history, social science, and career contexts.

The Math Section will feature multistep applications to solve problems in science, social science, career scenarios, and other real-life contexts. Students will be presented with a scenario and then asked several questions about it. This allows students to dig into a situation and think about it, then model it mathematically.

Analysis in Science and Analysis in History/Social Studies

When students take the redesigned SAT, they will be asked to apply their reading, writing, language, and math skills to answer questions in science, history, and social studies contexts. They will use these skills — in college, in their jobs, and in their lives — to make sense of recent discoveries, political developments, global events, and health and environmental issues.

Students will encounter challenging texts and informational graphics that pertain to issues and topics like these in the Evidence-Based Reading and Writing Section and the Math Section. Questions will require them to read and comprehend texts, revise texts to be consistent with data presented in graphics, synthesize information presented through texts and graphics, and solve problems based in science and social science.

U.S. Founding Documents and Great Global Conversation

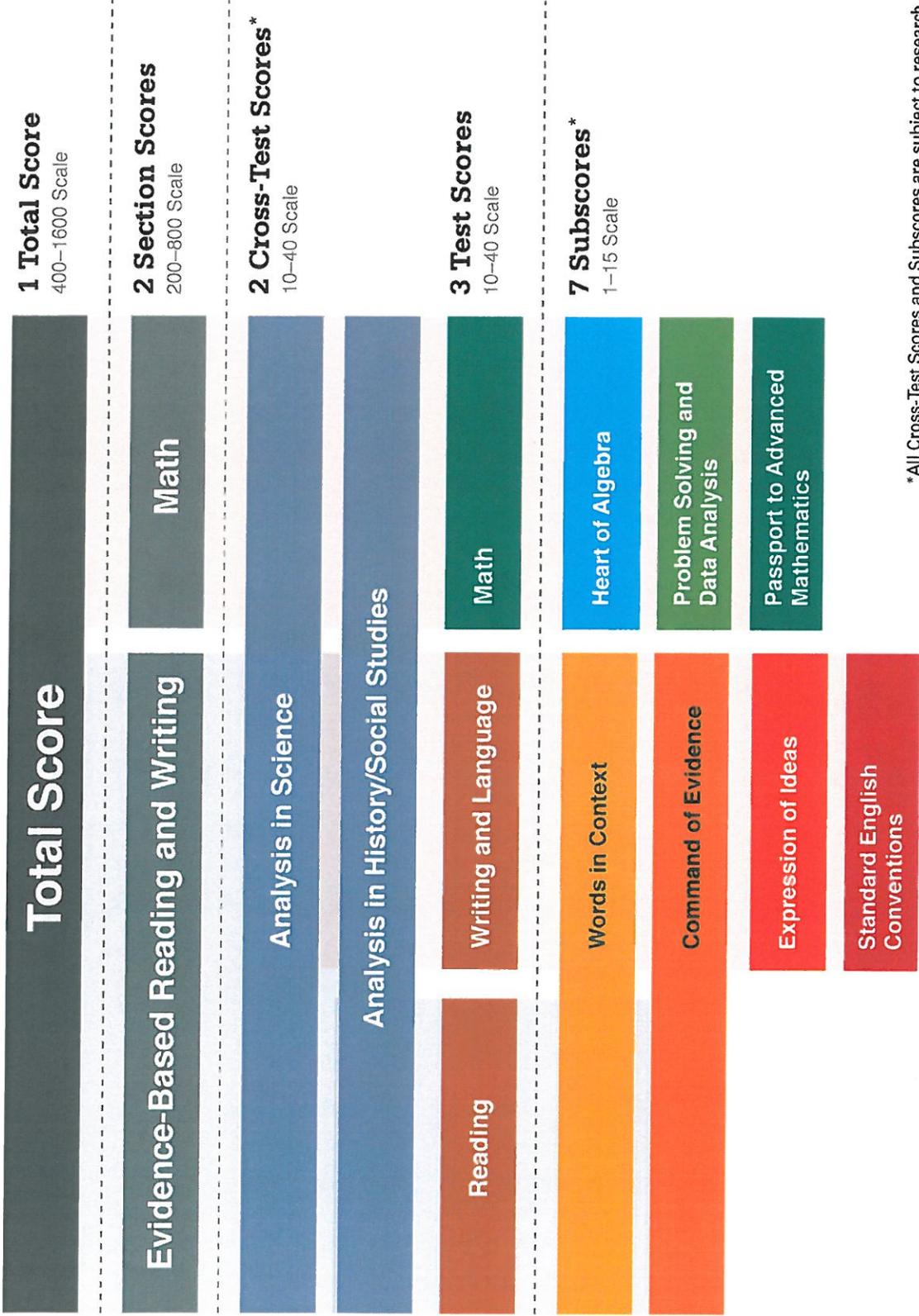
The U.S. founding documents, including the Declaration of Independence, the Bill of Rights, and the Federalist Papers, have helped inspire a conversation that continues to this day about the nature of civic life. While the U.S. founding documents originated in the early American context, over time authors, speakers, and thinkers from the United States and around the world, including Edmund Burke, Mary Wollstonecraft, and Mohandas Gandhi, have broadened and deepened the conversation around such vital matters as freedom, justice, and human dignity. Every time students take the redesigned SAT, they will encounter a passage from one of the U.S. founding documents or from a text from the great global conversation. In this way, we hope that the redesigned SAT will inspire a close reading of these rich, meaningful, often profound texts, not only as a way to develop valuable college and career readiness skills but also as an opportunity to reflect on and deeply engage with issues and concerns central to informed citizenship.

EIGHT KEY CHANGES TO THE REDESIGNED SAT

No Penalty for Guessing

The redesigned SAT will no longer have a correction for wrong answers. Students will earn points for the questions they answer correctly. This move to rights-only scoring encourages students to give the best answer they have to every problem.

Score Reporting on the Redesigned SAT



*All Cross-Test Scores and Subscores are subject to research.

SAT STANDARD REPORT CHART

Standard Reports	REPORT CONTENT	USES
Score Report (by school/district and by demographic groups)	Lists overall district/school mean, test-taker count, percent of students in each score band	
Score Trends Report (by school/district and by demographic groups)	Displays five-year trend for school/district means, test-taker counts, and percent of students in each score band	
Benchmarks Report (by school/district and by demographic groups)	Lists overall district/school benchmark performance	
Benchmark Trends Report (by school/district and by demographic groups)	Displays five-year trend for school/district benchmark performance	
Question Analysis Report	Provides information about correct and incorrect answers selected by individual students.	
Instructional Planning Report	Compares your students' performance on a given question with the performance of all students in the state or nation.	
	Compares the subscore performance among groups you create	
	Subscores are mapped to your state standards and linked to the actual assessment items	

TIPS FOR SUCCESS ON THE SAT

- 1. Register/sign up for Khan Academy.** Get your personalized practice plan to prepare for the redesigned SAT. Link your Khan Academy account with your College Board account and they'll use your PSAT/NMSQT scores to design just-right practice tests for you.
- 2. Use evidence to support your arguments.** Get in the habit of backing up your answers with relevant quotations or data that support your claim.
- 3. Build your reading stamina.** Reading passages on the redesigned SAT are more challenging than in the past. Be persistent in reading complex passages of literature, and non-fiction, informational text.
- 4. Always analyze the informational graphics.** Charts and graphs are not just pictures in the text book. Practice reading and understanding all supporting graphics, and make sure you understand how the graphics relate to the text.
- 5. Get excited about the U.S. Founding Documents.** At least one of the passages you encounter on the redesigned SAT will be from one of the U.S. founding documents or a text from the great global conversation they inspire. (Don't worry: you don't need to memorize anything. Just be ready to analyze the documents in the Reading Test.)
- 6. Practice editing.** Focus on precise word choice, sentence structure, and grammatical conventions to support the central themes and arguments in any reading or writing selection.
- 7. Put away the calculator (some of the time).** One portion of the redesigned SAT will require students to solve equations and engage in mathematical reasoning without the use of a calculator. Use of calculators will be allowed on the other portion of the Math test.
- 8. Check your answers.** The math portion of the redesigned SAT uses multi-step problems. Always try your solution in the problem to be sure you have answered all of the questions in the prompt and that your solution makes sense.
- 9. Answer every question on the test.** Wrong answers no longer count against you. The redesigned SAT uses only right answers to compute your score.
- 10. Take the SAT!** You have taken challenging courses. You have been developing the skills and acquiring the knowledge you need to be successful on the SAT as you do your assignments in your classes. You have more information about the redesigned SAT than any other test:
 - a.** You took the PSAT 8/9 and used the results to determine what you needed to do to be college and career ready by the end of high school;
 - b.** You took the redesigned PSAT/NMSQT. When it told you that you had AP Potential, you took the challenging courses. You got access to scholarships. You sent the results to Khan Academy and practiced the skills you needed to practice.

You have practiced taking the SAT! You are ready to show what you know and open the door to the college and/or career of your choice!

QUESTIONS FOR REFLECTION

<p>What are you doing/can you do in your classroom to help students understand what they'll see on the redesigned SAT?</p>
<p>What Key Change is most aligned with your current instruction?</p>
<p>Which Key Change is going to be most difficult to incorporate into your lesson planning?</p>
<p>What do you need to know to help your students begin using Khan Academy?</p>
<p>What is the first/best point of entry for including Khan Academy in your curriculum map/lesson plans?</p>
<p>How can you help students keep track of their own progress toward meeting the college and career ready benchmark?</p>