



Knowledge Skills Behaviors Awareness

# Challenging All Students To Own Their Future **PROPEL, PROTECT, PROMOTE**

# College Board Mission of Challenging All Students To Own Their Future



Ensuring every student acquires an education that provides the knowledge, skills, and attitudes to succeed in careers or college as a contributing member of society.



Providing every parent the opportunity to choose a school with the environment and curriculum that best fits the needs, abilities, and aspirations of his or her child.



Providing schools that are led by effective principals and effective teachers.

**6th Grade**

**SpringBoard® ELA and Mathematics**

**CollegeEd®**

**PSAT 8/9**

**PSAT/NMSQT®**

**AP Potential™**

**Take AP® Courses**

**College Visits**

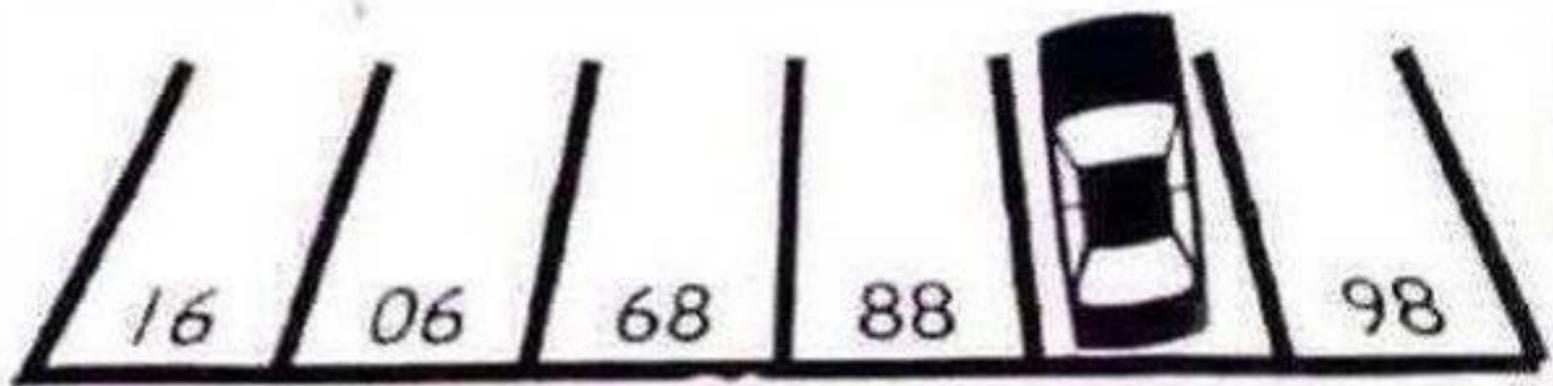
**Take the SAT®**

**College Admissions**

# The path to College Career Readiness

# Objective:

- Acquaintance with the redesigned College Board suite of tests (ReadiStep replaced with PSAT 8/9; Redesigned PSAT & SAT)
- Resources available to assist with the SAT.
-



香港小学入学考试题: 21题 Hong Kong Elementary School Admissions Test Question: #21

What parking spot # is the car parked in?

# 90% of the students couldn't even start the following problem.

FR # 3 from the 2005 AB Calculus Exam

- Students struggled with interpreting the data/numbers given to them in a table format. The average score (out of 9 points) for AB students was 1.76 (very low) and 3.32 (which is also low for BC students).

**AP<sup>®</sup> CALCULUS AB**  
**2005 SCORING GUIDELINES**

**Question 3**

Distance $x$ (cm)	0	1	5	6	8
Temperature $T(x)$ ( $^{\circ}\text{C}$ )	100	93	70	62	55

A metal wire of length 8 centimeters (cm) is heated at one end. The table above gives selected values of the temperature  $T(x)$ , in degrees Celsius ( $^{\circ}\text{C}$ ), of the wire  $x$  cm from the heated end. The function  $T$  is decreasing and twice differentiable.

- (a) Estimate  $T'(7)$ . Show the work that leads to your answer. Indicate units of measure.
- (b) Write an integral expression in terms of  $T(x)$  for the average temperature of the wire. Estimate the average temperature of the wire using a trapezoidal sum with the four subintervals indicated by the data in the table. Indicate units of measure.
- (c) Find  $\int_0^8 T'(x) dx$ , and indicate units of measure. Explain the meaning of  $\int_0^8 T'(x) dx$  in terms of the temperature of the wire.
- (d) Are the data in the table consistent with the assertion that  $T''(x) > 0$  for every  $x$  in the interval  $0 < x < 8$ ? Explain

# Answers

(a)  $\frac{T(8) - T(6)}{8 - 6} = \frac{55 - 62}{2} = -\frac{7}{2}^{\circ}\text{C/cm}$

(b)  $\frac{1}{8} \int_0^8 T(x) dx$

Trapezoidal approximation for  $\int_0^8 T(x) dx$ :

$$A = \frac{100 + 93}{2} \cdot 1 + \frac{93 + 70}{2} \cdot 4 + \frac{70 + 62}{2} \cdot 1 + \frac{62 + 55}{2} \cdot 2$$

$$\text{Average temperature} \approx \frac{1}{8} A = 75.6875^{\circ}\text{C}$$

(c)  $\int_0^8 T'(x) dx = T(8) - T(0) = 55 - 100 = -45^{\circ}\text{C}$

The temperature drops  $45^{\circ}\text{C}$  from the heated end of the wire to the other end of the wire.

(d) Average rate of change of temperature on  $[1, 5]$  is  $\frac{70 - 93}{5 - 1} = -5.75$ .

Average rate of change of temperature on  $[5, 6]$  is  $\frac{62 - 70}{6 - 5} = -8$ .

No. By the MVT,  $T'(c_1) = -5.75$  for some  $c_1$  in the interval  $(1, 5)$  and  $T'(c_2) = -8$  for some  $c_2$  in the interval  $(5, 6)$ . It follows that  $T'$  must decrease somewhere in the interval  $(c_1, c_2)$ . Therefore  $T''$  is not positive for every  $x$  in  $[0, 8]$ .

Units of  $^{\circ}\text{C/cm}$  in (a), and  $^{\circ}\text{C}$  in (b) and (c)

1 : answer

$$3 : \begin{cases} 1 : \frac{1}{8} \int_0^8 T(x) dx \\ 1 : \text{trapezoidal sum} \\ 1 : \text{answer} \end{cases}$$

$$2 : \begin{cases} 1 : \text{value} \\ 1 : \text{meaning} \end{cases}$$

$$2 : \begin{cases} 1 : \text{two slopes of secant lines} \\ 1 : \text{answer with explanation} \end{cases}$$

1 : units in (a), (b), and (c)



# SAT created to determine college readiness

1901

**College Entrance Examination Board**  
OF THE  
MIDDLE STATES AND MARYLAND  
SUB-STATION 84, NEW YORK, N. Y.

Monday, June 17                      **PHYSICS**                      3-4-30 P. M.

In this examination 25 counts will be based on the laboratory note book submitted by the candidate and 75 on the following questions. The candidate is to answer six questions, selecting one from each of the groups (A, B, C, D, E and F).

A

1 A balloon contains 500 cubic meters of hydrogen, each cubic meter of which weighs 90 grams. The material of the balloon weighs 250 kilograms. Each cubic meter of the surrounding air weighs 1290 grams. How many kilograms in addition to its own weight will the balloon lift?

2 Describe a method of finding the specific gravity of a solid heavier than water; of a liquid.

B

3 A cylindrical bar of uniform diameter and 1.5 meters long has a strong ring fastened to each end and another at a distance of one meter from one end. Show by three drawings how this rod may be used as a lever with each ring in turn serving as a fulcrum. What weight in each case (the weight of the bar itself being neglected) applied to one remaining ring will balance 25 kilograms at the other?

4 A steamer is moving eastward at the rate of 240 meters per minute. A man runs northward across her deck at the rate of 180 meters per minute. Show by a drawing his actual path and compute his actual velocity in centimeters per second.

C

5 If the specific heat of iron is .113, what will be the final temperature of 4 kilograms of iron taken from boiling water at 100° C and plunged into 4 kilograms of water at a temperature of 12° C?

6 What is the name of the process by which heat is transmitted from the sun to the earth? Give other examples of the same process. By what means, mainly, is heat distributed throughout a vessel of water on a stove? Give other examples of this process. What is the name of the process by which heat is transmitted along a metal rod one end of which is hotter than the other? Name several substances in the order of the facility with which they transmit heat by this last named process.

93

1901

**College Entrance Examination Board**  
OF THE  
MIDDLE STATES AND MARYLAND  
SUB-STATION 84, NEW YORK, N. Y.

Friday, June 21                      **ENGLISH A--READING**                      9.15-10.30 A. M.

Special attention should be given to spelling, punctuation, idiom, and division into paragraphs.

Write a composition, at least two or more pages of the examination book in length, correct in paragraph and sentence structure and in general arrangement, on each of three subjects which you select from the following list:

1 The fifth act of *The Merchant of Venice*.

2 The two sides of the character of Achilles as shown in the *Iliad*. Illustrate each and tell whether we find anything like this contrast in the character of Hector.

3 The different stories which are worked together in the plot of *Silas Marner*.

4 What picture we get from Addison's *Sir Roger de Coverley Papers* of the life of the eighteenth century. How this picture connects itself with Addison's purpose in writing the papers.

5 How Hawkeye followed a trail.

6 The historical period of *Juanhoe* and of the *Last of the Mohicans*. Which period seems to lend itself more naturally to romantic incident and setting.

7 That part of Scott's life in which he wrote the Waverley novels.

8 What the two events were which influenced Silas Marner so far as to change the whole course of his life. The direct effect of each.

9 The princess Ida's possible comment on the following words of Portia to Bassanio.

"But the full sum of me  
Is sum of something, which, to term in gross,  
Is an untaught girl, untaught, unpractised;  
Happy in this, she is not yet so old  
But she may learn, happier than this,  
She is not bred so dull but she can learn;  
Happiest of all is that her gentle spirit  
Commits itself to yours to be directed,  
As from her lord, her governor, her king."

10 Description of Uncas and Magua. How far Cooper wishes us to accept either as typical of the Indian character.

11 The *Spectator* and its authors.

12 The feeling between Jessica and Shylock and that between Rebecca and Isaac of York.

Examiners

FRANCIS H. STODDARD      EDWARD EVERETT HALE JR.      HELEN J. ROHNS  
New York University      Union College      Miss Baldwin's School,  
Bryn Mawr

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THE REDESIGNED

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SAT<sup>®</sup>

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[deliveringopportunity.org](http://deliveringopportunity.org)

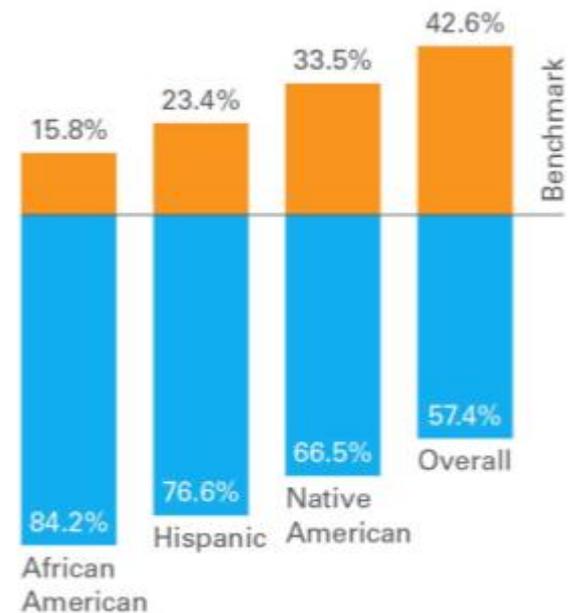
 **CollegeBoard**

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# Beyond Assessment: Delivering Opportunity

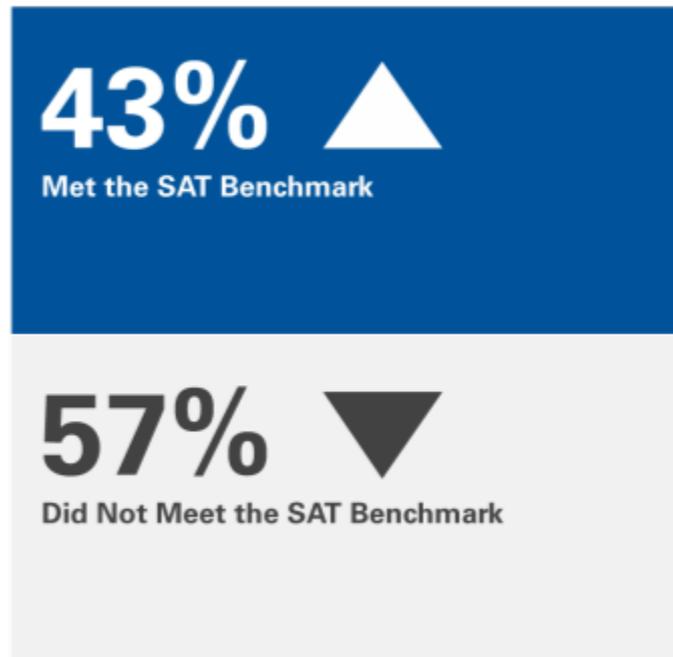
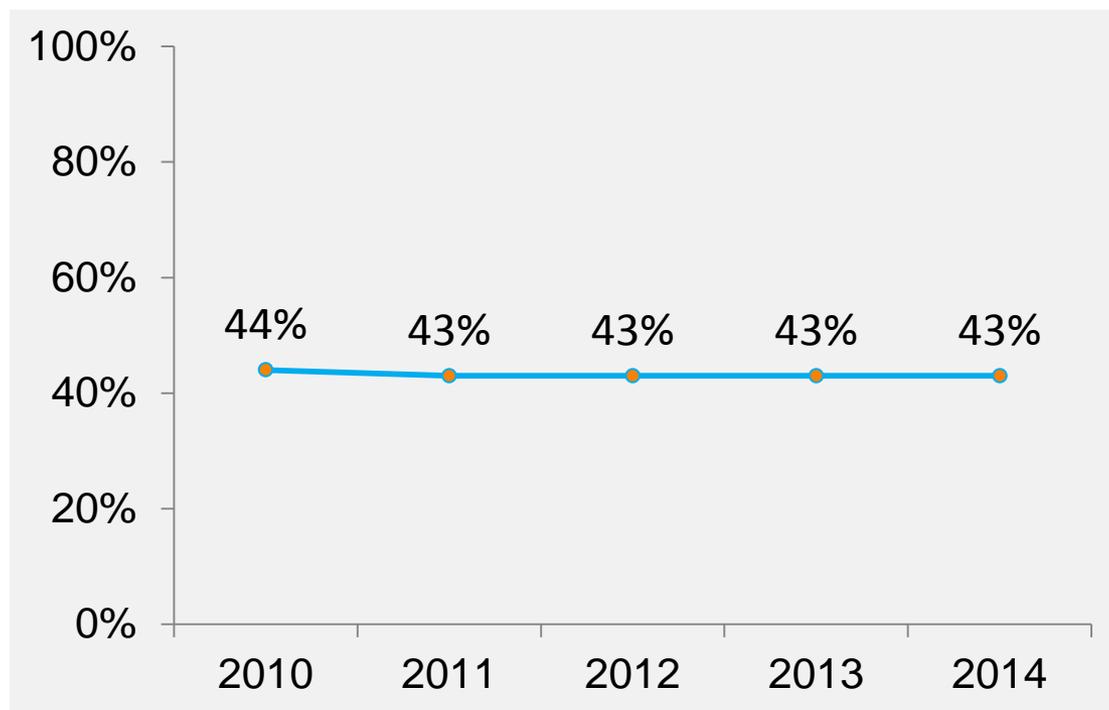
## The Class of 2014 and the SAT College and Career Readiness Benchmark

- ▶ 42.6% of SAT takers met the benchmark
- ▶ 15.8% of African American SAT takers met the benchmark
- ▶ 23.4% of Hispanic SAT takers met the benchmark
- ▶ 33.5% of Native American SAT takers met the benchmark



# Beyond Assessment: Delivering Opportunity

Less than half of the students who take the SAT<sup>®</sup> are college ready.



# Benchmarks:

<https://pathway.collegeboard.org/data-and-reports>

## National

- ▶ 8th grade RS: (11.8) 26.6%
- ▶ 10<sup>th</sup> PN: 133: (133) 37.2%
- ▶ 11<sup>th</sup> PN: 142 (142) 45.8%
- ▶ 11th/12th SAT®: (1550)  
2014 seniors: 39.1%

## Oregon

8th grade RS:

W 32.5%

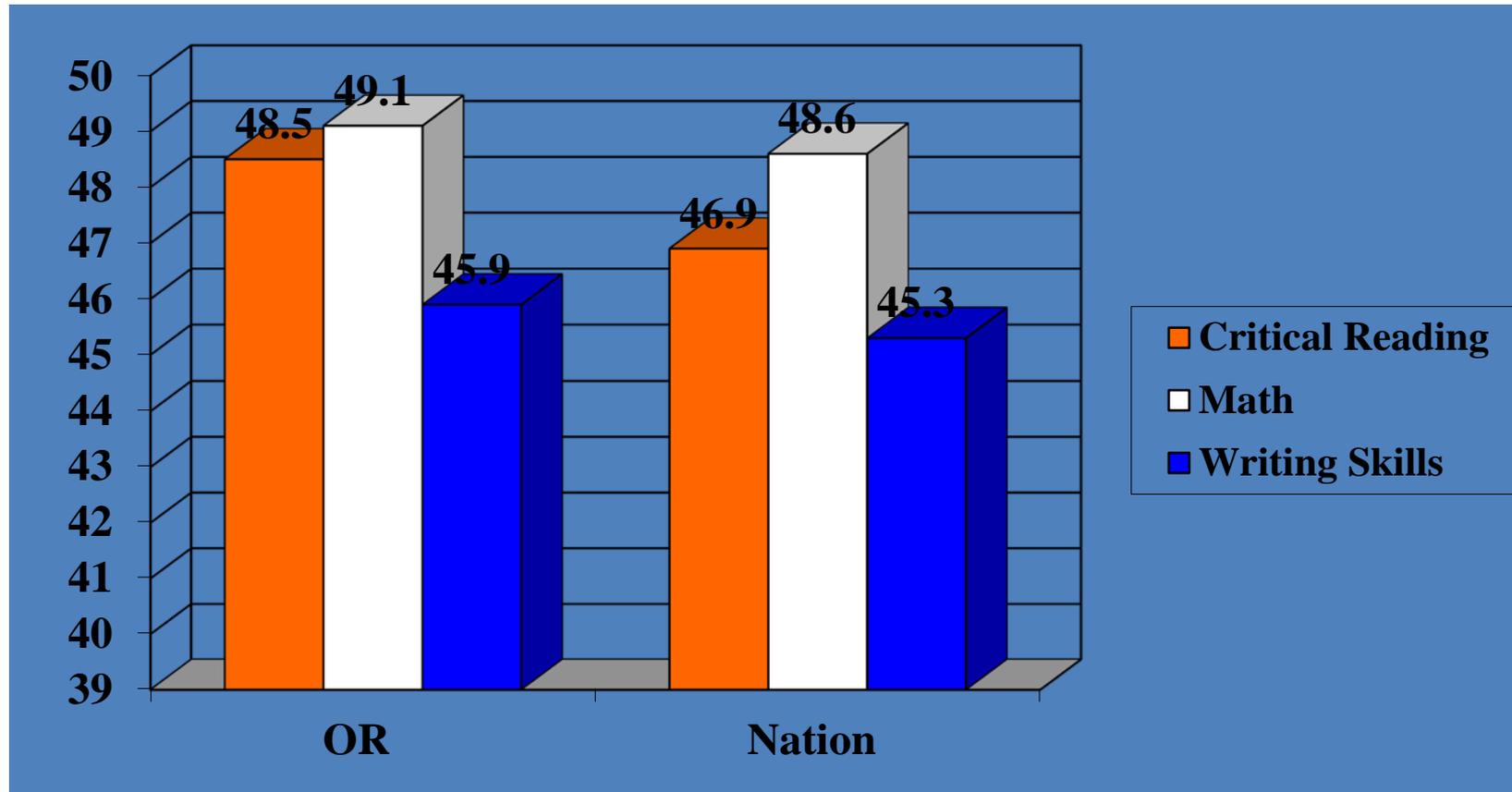
W 46.5%

11th/12th SAT®: 46%

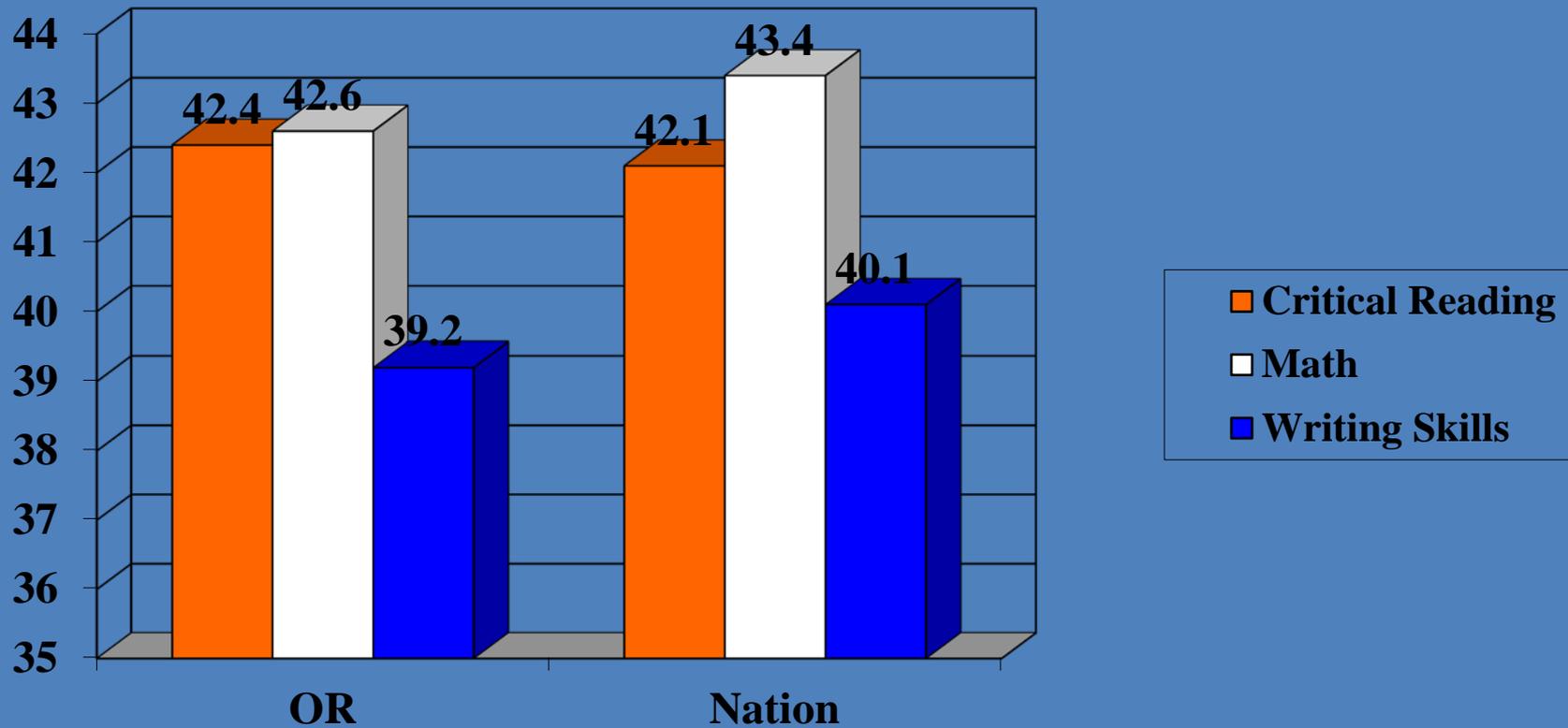
PSAT practice pays

SAT

# PSAT/NMSQT® 2014 Juniors Means:

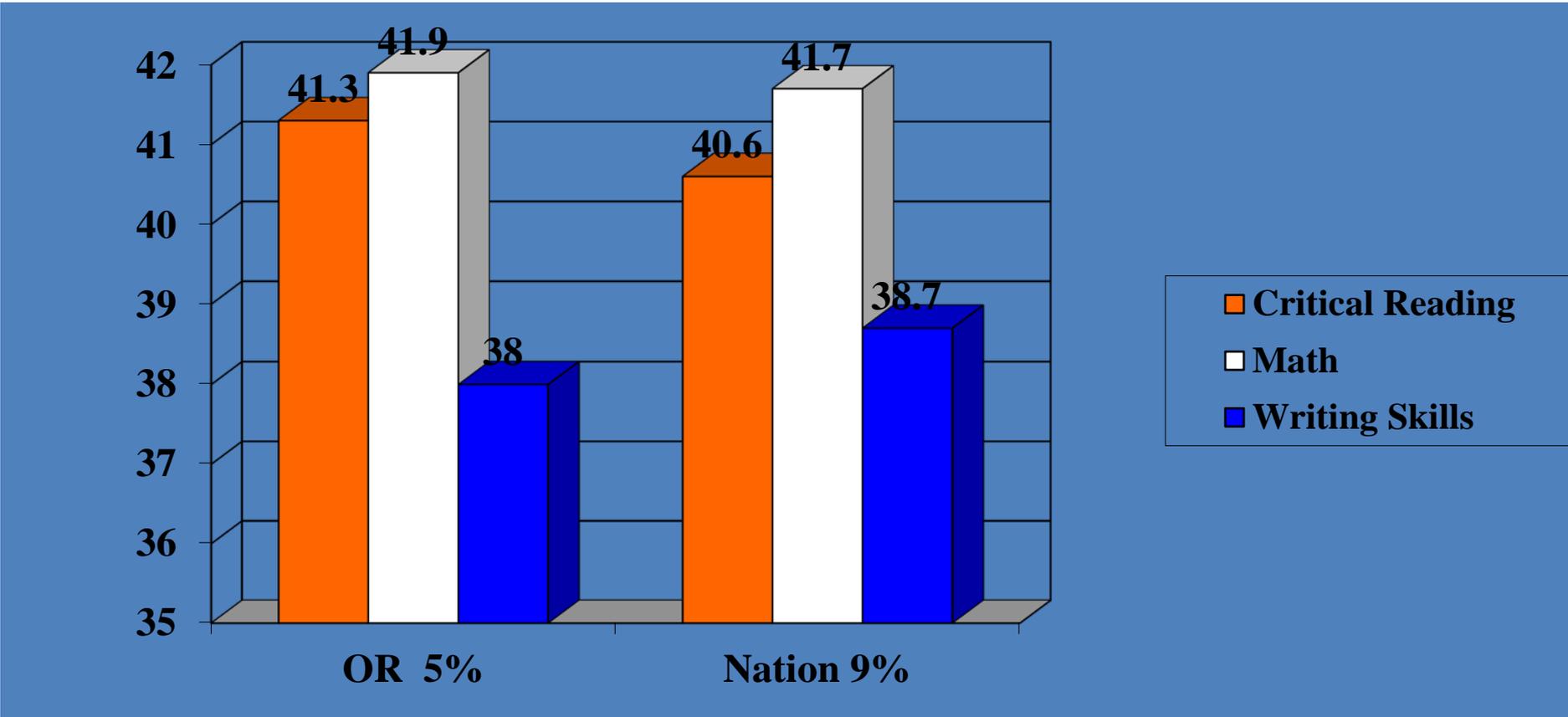


# Sophomores PSAT/NMSQT®:



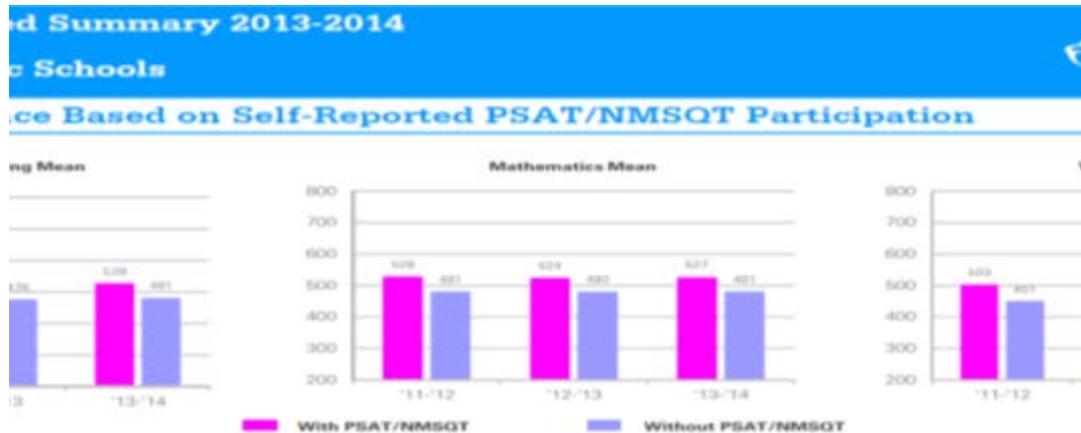


# Freshmen PSAT/NMSQT®:



# SAT<sup>®</sup> performance by taking PSAT<sup>®</sup>

## CR 71 M 71 W 78 =220 points



Category	Number of Test Takers	Critical Reading Mean	Mathematics Mean
<b>Students Taking:</b>	15,490	519	518
9th or younger	3,100	524	522
10th (Sophomore or younger)	4,583	507	504
11th or younger	4,729	552	552
PSAT/NMSQT	1,955	481	481
PSAT/NMSQT	1,114	477	481
<b>Students Taking:</b>	15,895	516	517
9th or younger	3,029	522	523
10th (Sophomore or younger)	4,991	504	503
11th or younger	4,489	549	550
PSAT/NMSQT	1,905	476	480
PSAT/NMSQT	1,472	497	498
<b>Students Taking:</b>	15,900	518	521
9th or younger	3,175	525	527
10th (Sophomore or younger)	4,876	505	506
11th or younger	4,641	551	555
PSAT/NMSQT	2,044	476	481
PSAT/NMSQT	1,164	494	502



# National Merit Scholarship Corporation

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*Continuing the Quest for Academic Excellence*

## DOCUMENTS & GUIDES



2007 Student Guide



2007 Annual Report



NMSC Corporate Brochure

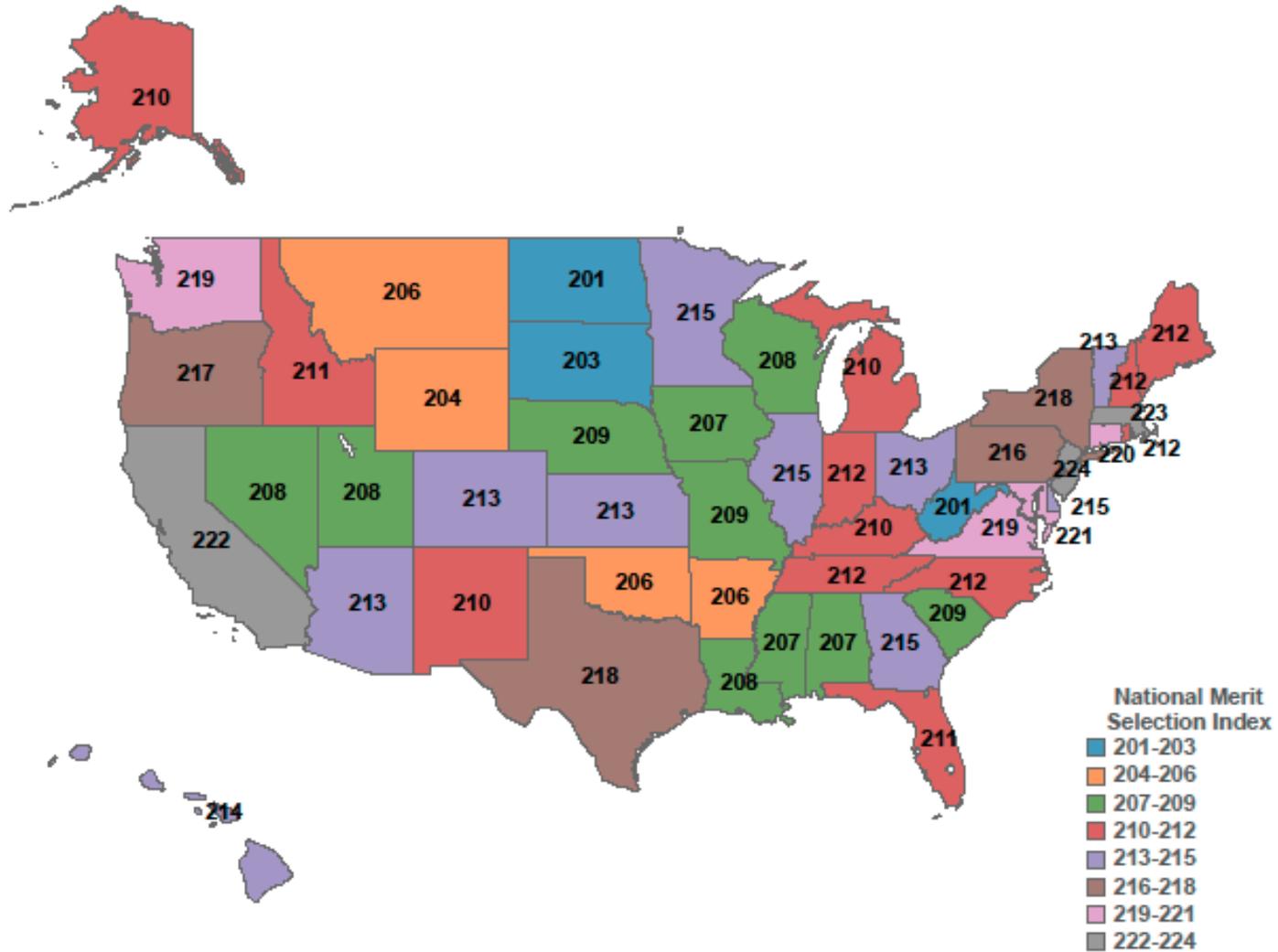
## FOR HIGH SCHOOLS

## PRESS RELEASES



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# National Merit Selection Index 2015



# 180 Million more Scholarships

## Connecting Students to Scholarships

### Helping students afford college

To complement our work with National Merit Scholarship Corporation and further remove barriers to college and career success for students across the country, the College Board recently added additional partnerships with scholarship providers.

Students taking the PSAT/NMSQT® now have increased access to nearly \$180 million in combined annual awards for low-income and minority students.

Beginning with the class of 2015, these organizations will be able to use data from the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) to enhance their recruitment efforts and reach a more representative group of eligible students from high schools across the country.

Students should opt into Student Search Service® when they take the PSAT/NMSQT to benefit from these opportunities.

### Current Active Partners



[deliveringopportunity.org/scholarships](http://deliveringopportunity.org/scholarships)

PSAT/NMSQT®

# Beyond Assessment: Delivering Opportunity

- Propel students into opportunities they have earned
- Protect opportunity from pressures of inequality
- Promote excellent classroom work and accelerate students who are behind

# Beyond Assessment: Delivering Opportunity

Propel students into opportunities they have earned	Protect opportunity from pressures of inequality	Promote excellent classroom work and accelerate students who are behind
College Application Fee Waivers  "All In" Campaign	Clear and Open SAT  Partnership with Khan Academy	Instruction Modules for Grades 6-12  Personalized Online Guidance

# The College Board Readiness & Success System



# About the Redesigned SAT

## 3 SECTIONS:

Evidence-Based  
Reading and Writing  
200-800 points

Math  
200-800 points

Essay  
Separate Score

3 Hours\*

50 Minutes\*

*\*Please note: All time limits are tentative and subject to research.*

SAT<sup>®</sup>

CollegeBoard

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# About the Redesigned SAT

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- ▶ The first administration of the redesigned SAT® will be in spring 2016.
- ▶ Today's tenth graders will be the first to take the redesigned SAT.
- ▶ The redesigned SAT will be offered in print everywhere and by computer in select locations.

# 8 Key Changes to the SAT



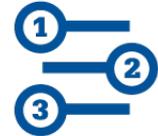
Relevant words  
in context



Command of  
evidence



Essay analyzing a  
source



Math focused on  
three key areas



Problems grounded in  
real-world contexts



Analysis in science  
and social studies



Founding documents  
and great global  
conversation



No penalty for  
wrong answers

# 8 Key Changes to the SAT



## Relevant words in context

Students will need to:

- ▶ Interpret meaning based on context
- ▶ Master relevant vocabulary
- ▶ Engage in close reading

# 8 Key Changes to the SAT

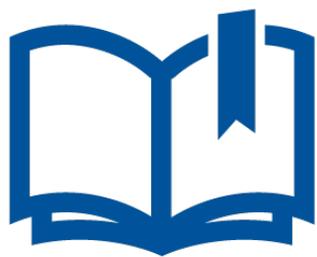


## Command of evidence

Students will be asked to:

- ▶ Interpret, synthesize, and use evidence found in a wide range of sources
- ▶ Support the answers they choose
- ▶ Integrate information conveyed through both reading passages and informational graphics

# 8 Key Changes to the SAT

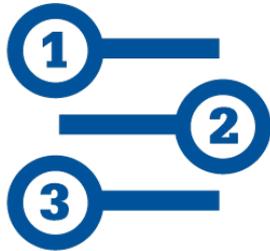


## Essay analyzing a source

The redesigned essay will:

- ▶ More closely mirror college writing assignments
- ▶ Cultivate close reading, careful analysis, and clear writing
- ▶ Promote the practice of reading a wide variety of arguments and analyzing an author's work

# 8 Key Changes to the SAT



**Math focused on  
three key areas**

Current research shows that three key areas most contribute to readiness for college and career training:

- ▶ Problem Solving and Data Analysis (quantitative literacy)
- ▶ Heart of Algebra (mastery of linear equations)
- ▶ Passport to Advanced Math (familiarity with more complex equations)

# 8 Key Changes to the SAT



## Problems grounded in real-world contexts

Students will engage with questions that:

- ▶ Directly relate to the work performed in college and career
- ▶ Include charts, graphs, and passages likely to be encountered in science, social science, and other majors and careers
- ▶ Feature multistep applications to solve problems in science, social science, career scenarios, and other real-life contexts

# 8 Key Changes to the SAT



## **Analysis in science and social studies**

Students will apply their reading, writing, language, and math skills to answer questions in science, history, and social studies contexts.

# 8 Key Changes to the SAT



**Founding documents  
and great global  
conversation**

The redesigned SAT will include one of the following:

- ▶ An excerpt from one of the Founding Documents
- ▶ A text from the ongoing Great Global Conversation about freedom, justice, and human dignity

No prior knowledge of the text will be required.

# 8 Key Changes to the SAT



**No penalty for  
wrong answers**

- ▶ One point for each correct answer
- ▶ Zero points for unanswered items
- ▶ Zero points for wrong answers

# SAT Reading Test: Features

- ▶ Single and paired passages
- ▶ Cross disciplinary contexts:
  - US and world literature
  - History/social studies (Founding documents/great global conversations)
  - Science
- ▶ Informational graphics
- ▶ Range of text complexity
- ▶ Focus on:
  - Words in context
  - Command of evidence

# SAT Writing & Language Test: Features

- ▶ Passage based
- ▶ Cross-disciplinary contexts:
  - Humanities
  - History/social studies
  - Science
  - Careers
- ▶ Informational graphics
- ▶ Multiple text types: argument, informative, nonfiction narrative
- ▶ Focus on:
  - Expression of ideas
  - Standard English conventions
  - Words in context
  - Command of evidence

# SAT Essay Test: Features

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- ▶ Common prompt: publicly available
  - Represents sound instructional model
- ▶ Sources are arguments written for a broad audience
- ▶ Emphasis on analysis of the argument (not opinion)
- ▶ Expanded time for students to read, plan, write (50 minutes)
- ▶ Analytic scoring

# SAT Math Test: Features

- ▶ Multiple item types
- ▶ Focus on what matters in college/career readiness
- ▶ Calculator/No calculator sections
- ▶ Focus on application, procedural skill and fluency, conceptual understanding
- ▶ Rich application contexts:
  - Social studies
  - Science
  - Careers
- ▶ Item sets
- ▶ Multistep problems



# About the Redesigned PSAT/NMSQT

- The first administration of the redesigned PSAT/NMSQT will be in fall 2015.
- Sample questions to help students prepare were released in December 2014.
- A full practice test will be available in March 2015.

# Connection to the Redesigned SAT

The redesigned **PSAT/NMSQT** will mirror the knowledge and skill areas tested by the redesigned SAT.

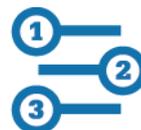
The 7 key changes of the redesigned **PSAT/NMSQT** are:



Relevant words  
in context



Command of  
evidence



Math focused on  
three key areas



Problems  
grounded in  
real-world  
contexts



Analysis in  
Science and  
Social Studies



Founding  
documents/  
great global  
conversation



No penalty for  
wrong answers

# Common Empirical Backbone

THE REDESIGNED SAT® - SECTION II

CollegeBoard

## The Redesigned SAT: Evidentiary Foundation

*And PSAT 8/9,  
PSAT 10,  
And PSAT/NMSQT*

### Evidentiary Foundation

In this section, we turn to a discussion of the evidence base supporting the fundamental changes being made to the SAT. This discussion, focusing first on Evidence-Based Reading and Writing and Essay and then on Math, helps relate central features of the new test to the design principles described in Section I.

It should be noted at the outset that what follows is not a point-by-point account of each element of the redesigned SAT and the research supporting it. Rather, the discussion more globally addresses important evidence undergirding several major design choices. This evidence base will be a living document; we will refine and update it as new evidence about the essential requirements for college and career readiness accumulates.

#### EVIDENTIARY FOUNDATION FOR THE REDESIGNED SAT'S EVIDENCE-BASED READING AND WRITING TESTS AND ESSAY

Two tests comprise the redesigned SAT's Evidence-Based Reading and Writing section:

- A **Reading Test** focused on the assessment of students' comprehension and reasoning skills in relation to appropriately challenging prose passages (sometimes paired, or associated with one or more informational graphics) across a range of content areas, and
- A **Writing and Language Test** focused on the assessment of students' revising and editing skills in the context of extended prose passages (sometimes associated with one or more informational graphics) across a range of content areas.

The optional **Essay** is focused on the assessment of students' skill in developing a cogent and clear written analysis of a provided source text.

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- ▶ Deeply informed by best available evidence
- ▶ Focused on what matters most for college and career readiness
- ▶ Appropriate at each grade level

# Grade Level Appropriate Reading

PSAT 8/9	PSAT 10	SAT
Draw fairly simple, one-step conclusions spelled out clearly in the text	Draw a more subtle inference to reach the right conclusion from a text	Perform several steps to draw the right conclusion from a text
Identify relationships based on multiple, fairly straightforward pieces of info stated in the text	Infer somewhat more complicated relationships based on more subtle pieces of info stated in the text	Infer more complex relationships from the text by piecing facts or incidents together
Determine explicit meaning from the graphic or text	Recognize trends in graphical data	Synthesize information from a graphic and passage

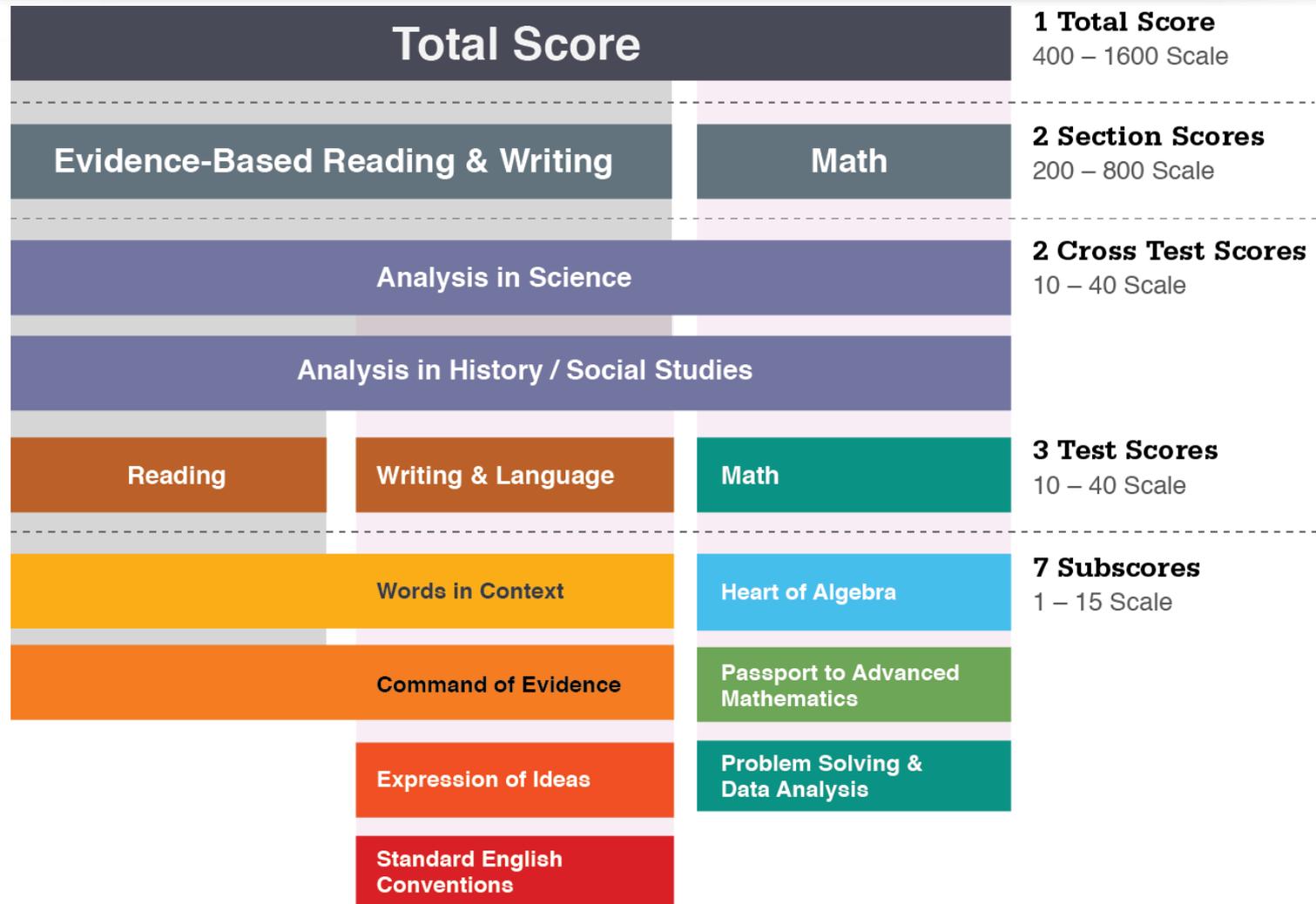
# Grade Level Appropriate Writing & Language

PSAT 8/9	PSAT 10	SAT
Use punctuation effectively in simple contexts, such as using commas to separate items in a list	Use punctuation effectively in somewhat challenging contexts, such as using a colon to introduce a list	Use punctuation effectively in challenging contexts, such as using a semicolon to link independent clauses
Edit straightforward sentences that pose some challenge, such as sentences with an introductory phrase	Edit compound and complex sentences, including sentences with introductory phrases and clauses	Edit syntactically challenging sentences, such as lengthy sentences that include several clauses
Accurately incorporate basic information from graphics into a text	Accurately incorporate somewhat detailed or nuanced information from graphics into a text	Incorporate accurate, specific, and complex information from graphics into a text

# Grade Level Appropriate Math

PSAT 8/9	PSAT 10	SAT
Many items requiring one or two steps to solve	Many items requiring 2 or more steps to solve	Emphasis on multi-step problems
May require the use of common geometric equations	May require the use of common geometric equations and spatial reasoning	Requires the use of geometry concepts and reasoning
Includes ratios, proportions, percents, introductory probability and statistics	Requires comparing linear and exponential growth	Includes statistics topics such as sampling and inferring correlation and causation from a research method
May require the use of properties of right triangles to solve problems	Requires the use of trigonometric relationships	Requires the use of trigonometry

# SAT Scores and Subscores



\*Please note: All subscores are tentative and subject to research.



# SAT Essay Scores

+ Essay scoring will consist of 3 subscores:

**Reading**

2 – 8 Scale

**Analysis**

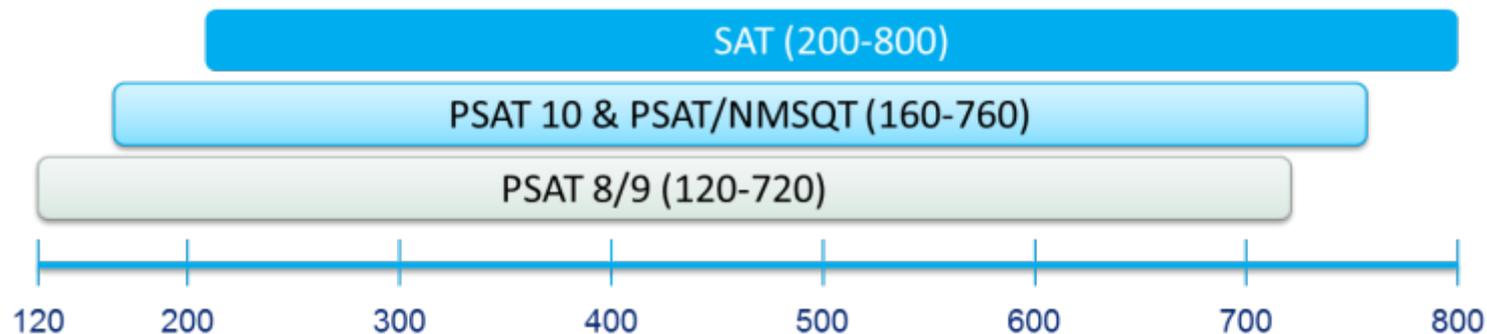
2 – 8 Scale

**Writing**

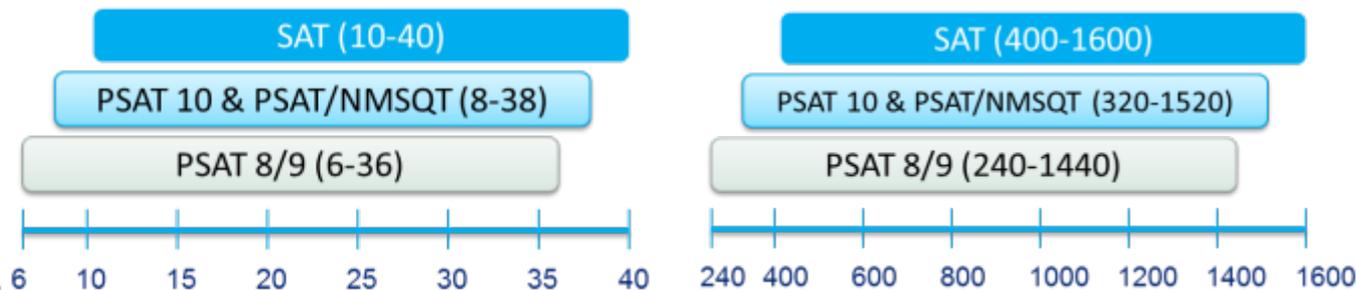
2 – 8 Scale

# Longitudinal Progress Monitoring

- + 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**.



# Redesigned Assessments – Side-by-Side

Component	PSAT 8/9		Redesigned PSAT 10 – PSAT/NMSQT		Redesigned SAT	
	# Scores	Score Range	# Scores	Score Range**	# Scores	Score Range
Total Score	1	240-1440	1	320-1520	1	400-1600
Section Scores	2	120-720	2	160-760	2	200-800
Test Scores	3	6-36	3	8-38	3	10-40
Cross-Test Scores	2	6-36	2	8-38	2	10-40
Subscores	6	1-15	7	1-15	7	1-15
Essay Scores	0	n/a	0	n/a	3	2-8

# Planned Concordances for SAT

## For institutions that use 1600 currently

cSAT Scores	rSAT Scores
Math (200-800)	Math (200-800)
Critical Reading (200-800)	Evidence-based Reading & Writing (200-800)

## For institutions that use 2400 currently

cSAT Scores	rSAT Scores
Critical Reading (200-800)	Reading (10-40)
Math (200-800)	Math (10-40)
Writing (including essay) (200-800)	Writing and Language (10-40)

# Khan Academy: Road to Success



Jeff's Path to SAT Success

2

Personalized Learning Roadmap



1

Send Score Data



3



Official SAT Practice Tests

With Scoring for Paper & Pencil



Powered By Schools, Educators, Community Groups

MISSION FOUNDATIONS		
Units	<div style="width: 100%; height: 10px; background-color: red;"></div>	<div style="width: 100%; height: 10px; background-color: teal;"></div>
LINEAR INEQUALITIES		
Compound Inequalities	<div style="width: 100%; height: 10px; background-color: red;"></div>	<div style="width: 100%; height: 10px; background-color: teal;"></div>
MULTIPLYING AND FACTORING EXPRESSIONS		
Adding and subtracting polynomials	<div style="width: 100%; height: 10px; background-color: red;"></div>	<div style="width: 100%; height: 10px; background-color: teal;"></div>

SAT

# Overview of Khan Academy Partnership

- ▶ Formally announced on March 5, 2014
- ▶ Will provide free, high quality test-preparation programs and resources to all students
  - Training and support will be provided to teachers, counselors, mentors, and other stakeholders involved in helping students prepare for SAT
- ▶ High quality practice resources for the current SAT are available now on the Khan Academy website
  - Complements existing College Board practice resources

# Khan Academy SAT Timeline

## Pilots to Ensure Success

- Nov '14 - April '15: Gather feedback from partners on early versions of product and make adjustments to increase efficacy

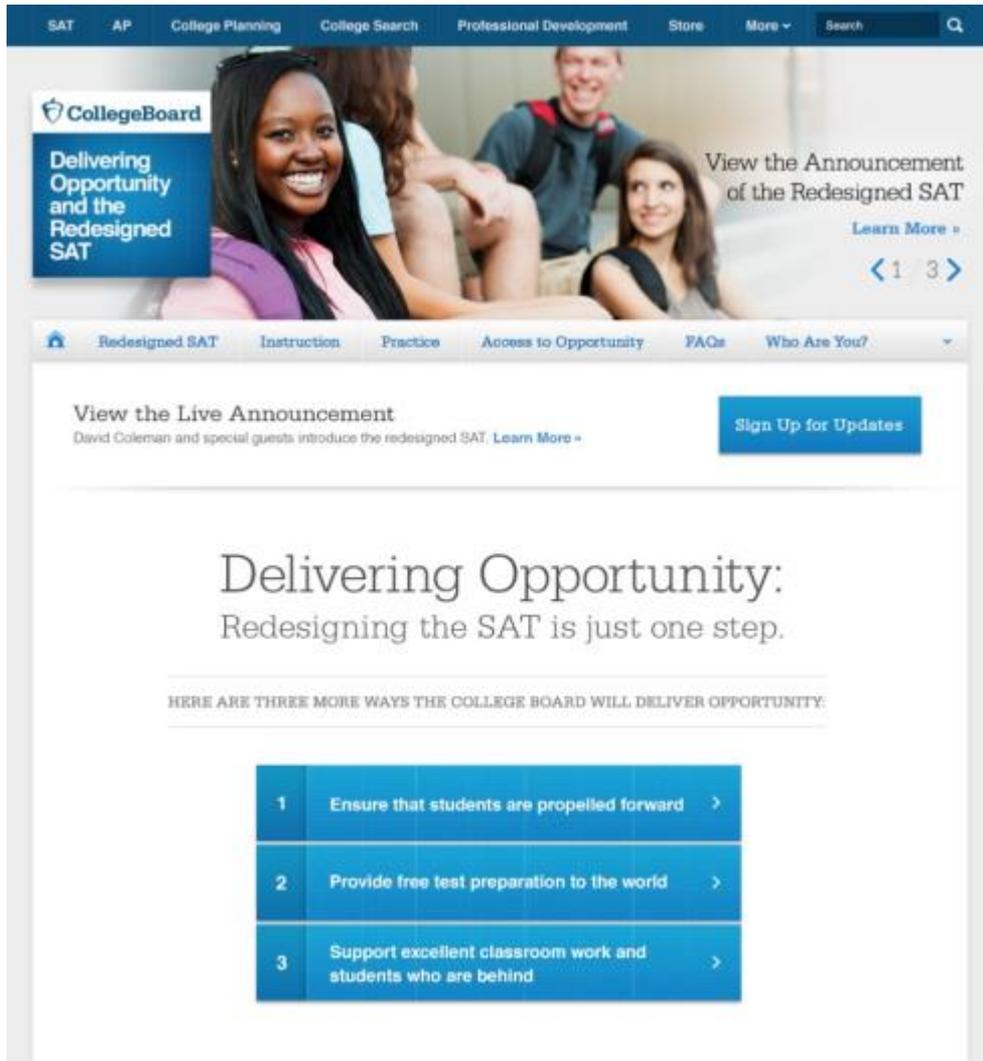
## May 2015: Public Launch

- Comprehensive, personalized practice for each student's needs
- Official CB created tests
- The world's greatest SAT prep – and it happens to be free

## September 2015: Continued Growth

- Professional Development for educators and partners
- Work closely with students, teachers, and community organizations to make the product even better

# For More Information



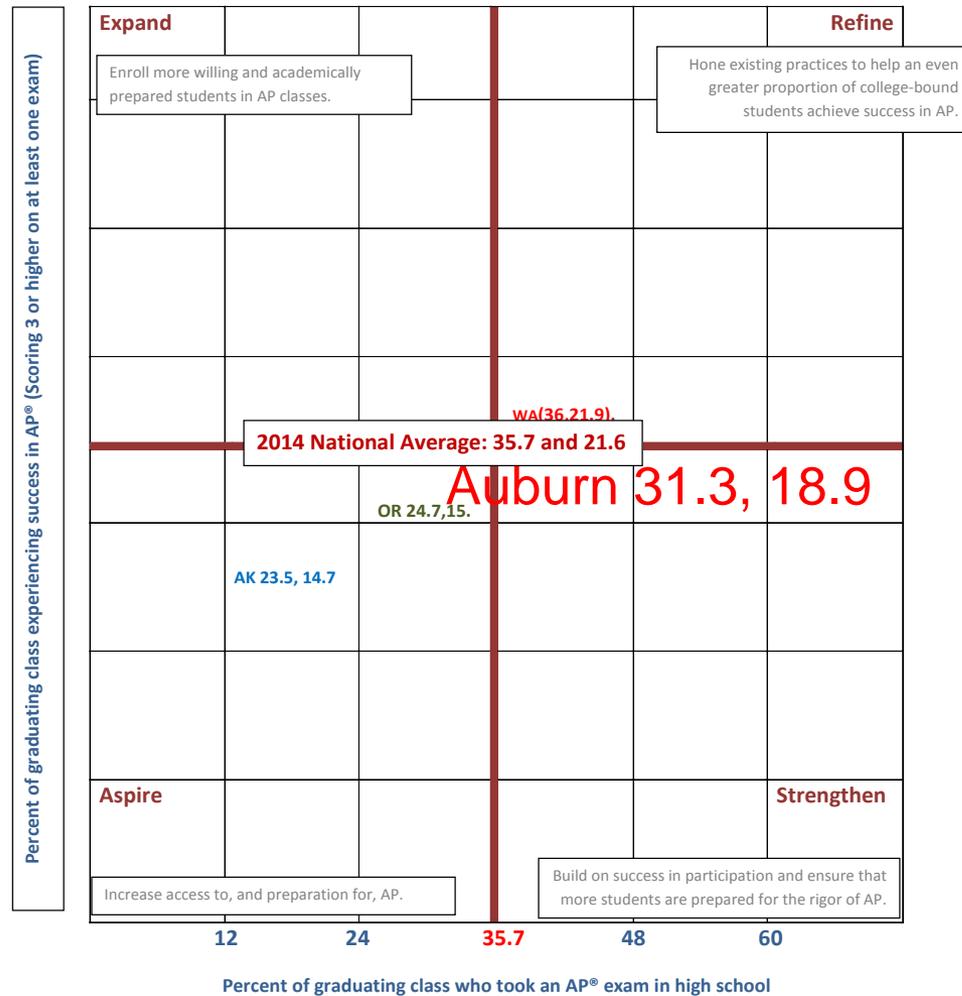
The screenshot shows the CollegeBoard website with a navigation bar at the top containing links for SAT, AP, College Planning, College Search, Professional Development, Store, More, and Search. The main header features the CollegeBoard logo and a blue box with the text "Delivering Opportunity and the Redesigned SAT". To the right, there is a call to action: "View the Announcement of the Redesigned SAT" with a "Learn More" link and a pagination indicator "< 1 3 >". Below the header is a secondary navigation bar with links for Redesigned SAT, Instruction, Practice, Access to Opportunity, FAQs, and Who Are You?. The main content area includes a section titled "View the Live Announcement" with a "Sign Up for Updates" button. The central headline reads "Delivering Opportunity: Redesigning the SAT is just one step." Below this, a sub-header states "HERE ARE THREE MORE WAYS THE COLLEGE BOARD WILL DELIVER OPPORTUNITY:" followed by a list of three items in blue boxes:

- 1 Ensure that students are propelled forward >
- 2 Provide free test preparation to the world >
- 3 Support excellent classroom work and students who are behind >

[www.deliveringopportunity.org](http://www.deliveringopportunity.org)

# AP Report to Nation

## Equity grid, plot participation, success



# Benefits of AP from State Report

## The Importance of AP for Oregon Students

New research shows the benefits of AP for all students.<sup>1</sup>  
AP students with an average AP Exam score of:

- 1  are 2–6 percentage points higher
- 2  are 7–11 percentage points higher
- 3  are 12–16 percentage points higher
- 4  are 17–22 percentage points higher
- 5  are 23–27 percentage points higher

in expected on-time college graduation rate, compared to academically matched peers who don't take an AP Exam.

The typical student who receives a score of 3 or higher on two AP Exams has the potential to save an average of more than \$1,700 at a public four-year college in Oregon and \$7,000 at a private institution.\*

# 2013 cost savings AP--\$13,816,188

## Oregon

### Potential Cost Savings for Oregon's Students and Families

---

In May 2013, Oregon public and private high school students took a total of **16,056 AP Exams** that resulted in scores of 3, 4, or 5. Based on students' opportunity to earn at least 3 college credits for each AP Exam score of 3 or higher, this represents an **estimated 48,168 college credits**. At an average rate of **\$286.83\*** per credit hour, the **total potential cost savings** for the state's students and families was **\$13,816,188**.

\*Please note: These estimates are based on Table 5 of the 2013 College Board report, *Trends in College Pricing*. This report indicates the average in-state tuition and fees at Oregon public four-year colleges is \$8,605 per year or \$286.83 per credit assuming 30 credits taken by a full-time student. These estimates also assume all of the 16,056 exams taken in Oregon were applied toward college credit.



# To compare your students' performance to students worldwide. . .

## AP<sup>®</sup> Instructional Planning Report - Aggregated for Districts (2010) Print / Download Options

✓ Data Updated Jun 17, 2010, Report Run Jul 1, 2010

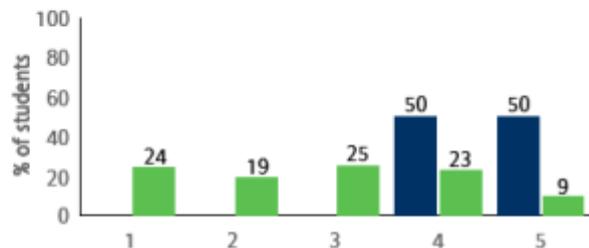
This subject-specific report compares your students' performance on specific topics in this AP Exam with the performance of all students on these same topics, helping teachers target areas for increased attention and focus in the curriculum. Other uses of the report, such as teacher evaluation or institutional ranking, are not warranted. Students who tested on late-testing dates are not included in this report.

### GARLAND INDEPENDENT SCHOOL DISTRICT (D104204) - Art History

■ Your Group Total Students: 2

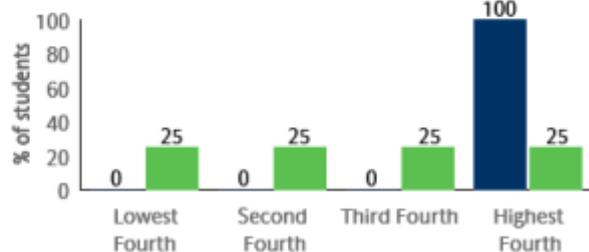
■ Global Total Students: 20,320

#### Overall Score Distributions



Overall Score Distributions	1	2	3	4	5
Number of Students in Your Group	0	0	0	1	1
% Students in Your Group	0.0	0.0	0.0	50.0	50.0
% Students Globally	24.1	19.0	24.9	22.8	9.1

#### Multiple-Choice Section



Multiple-Choice Section	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
Number of Students in Your Group	0	0	0	2
% Students in Your Group	0.0	0.0	0.0	100.0
% Students Globally	25.0	25.0	25.0	25.0

✓ Data Updated Jul 13, 2013, Report Run Aug 6, 2013

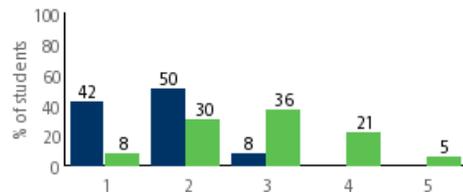
This subject-specific report compares your students' performance on specific topics in this AP Exam with the performance of all students on these same topics, helping teachers target areas for increased attention and focus in the curriculum. Other uses of the report, such as teacher evaluation or institutional ranking, are not warranted. Students who tested on late-testing dates are not included in this report.

**Tacoma Public Schools (D104122) - Biology**

**Your Group** Total Students: 36

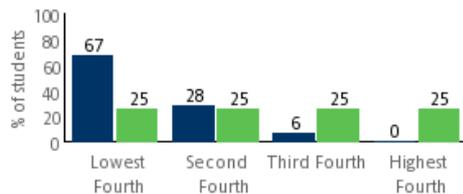
**Global** Total Students: 191,233

**Overall Score Distributions**



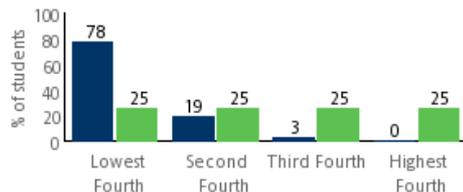
Overall Score Distributions	1	2	3	4	5
Number of Students in Your Group	15	18	3	0	0
% Students in Your Group	41.7	50.0	8.3	0.0	0.0
% Students Globally	7.5	29.5	36.2	21.4	5.4

**Multiple-Choice Section**

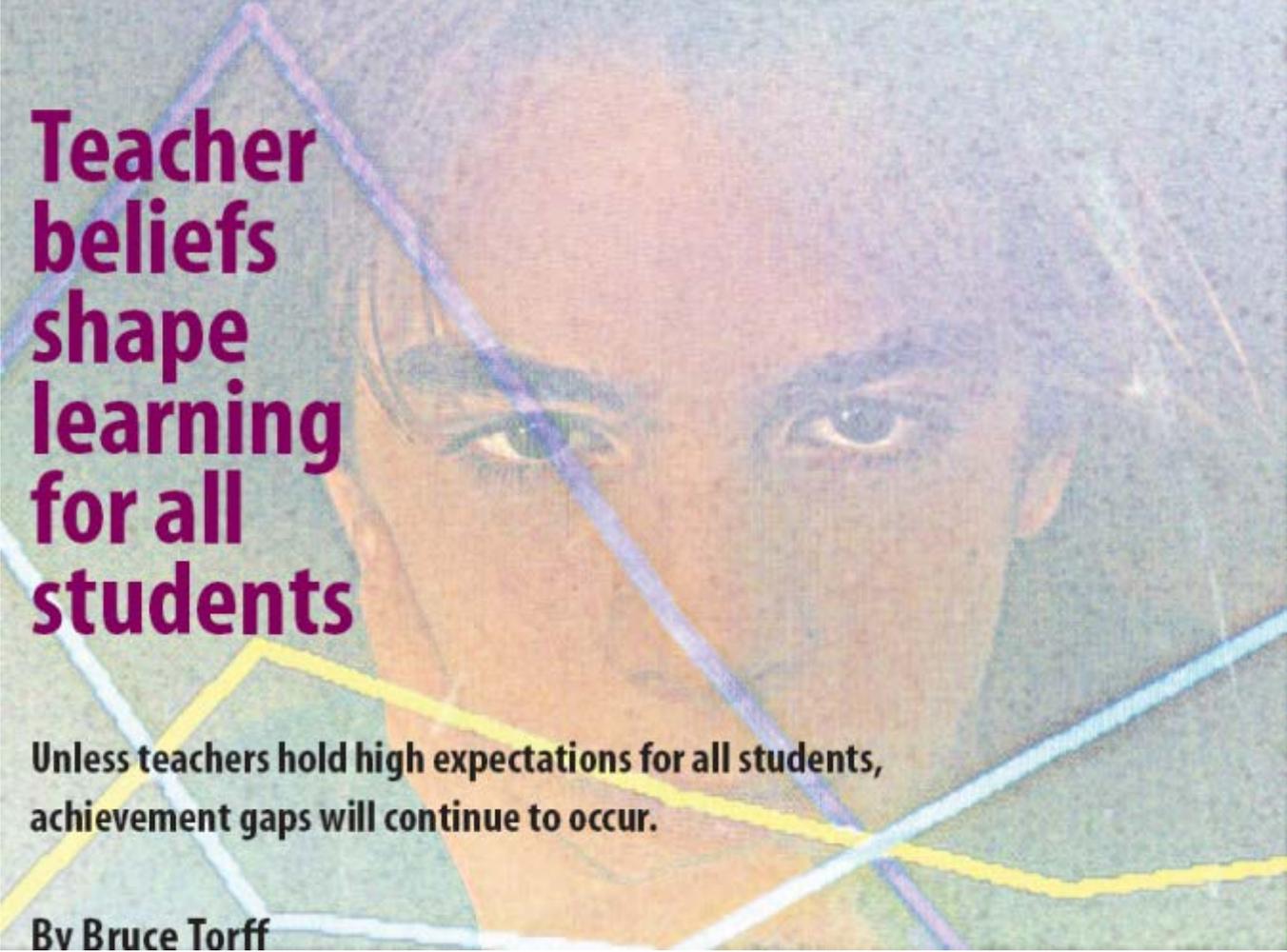


Multiple-Choice Section	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
Number of Students in Your Group	24	10	2	0
% Students in Your Group	66.7	27.8	5.6	0.0
% Students Globally	25.0	25.0	25.0	25.0

**Free-Response Section**



Free-Response Section	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
Number of Students in Your Group	28	7	1	0
% Students in Your Group	77.8	19.4	2.8	0.0
% Students Globally	25.0	25.0	25.0	25.0



# Teacher beliefs shape learning for all students

**Unless teachers hold high expectations for all students, achievement gaps will continue to occur.**

**By Bruce Torff**

**Kaestle, C. Testing Policy in the United States: A Historical Perspective.**

**Raudenbush, S. W., Rowan, B., & Cheong, Y. F. (1993). Higher order instructional goals in secondary schools: Class, teacher, and school influences. *American Educational Research Journal*, 30(3), 523-553.**

**Torff, B. (2011). Teacher beliefs shape learning for all students. *Phi Delta Kappan*, 93(3), 21-23.**

There once was a pretty good student,  
Who sat in a pretty good class  
And was taught by a pretty good teacher,  
Who always let pretty good pass.  
He wasn't terrific at reading,  
He wasn't a whiz-bang at math,  
But for him education was leading  
Straight down a pretty good path.  
He didn't find school too exciting,  
But he wanted to do pretty well,  
And he did have some trouble with writing  
And nobody had taught him to spell.  
When doing arithmetic problems,  
Pretty good was regarded as fine.  
Five plus five needn't always add up to be ten,  
A pretty good answer was nine.  
The pretty good class that he sat in  
Was part of a pretty good school.  
And the student was not an exception,  
On the contrary he was the rule.  
The pretty good school that he went to  
Was there in a pretty good town.  
And nobody there seemed to notice  
He could not tell a verb from a noun.  
The pretty good student in fact was  
Part of a pretty good mob.  
And the first time he knew what he lacked  
was  
When he looked for a pretty good job.  
It was then, when he sought a position,  
He discovered that life could be tough.  
And he soon had a sneaky suspicion  
Pretty good might not be good enough.  
The pretty good town in our story  
Was part of a pretty good state,  
Which had pretty good aspirations,  
And prayed for a pretty good fate.  
There once was a pretty good nation  
Pretty proud of the greatness it had,  
Which learned much too late,  
If you want to be great  
Pretty good is, in fact, pretty bad

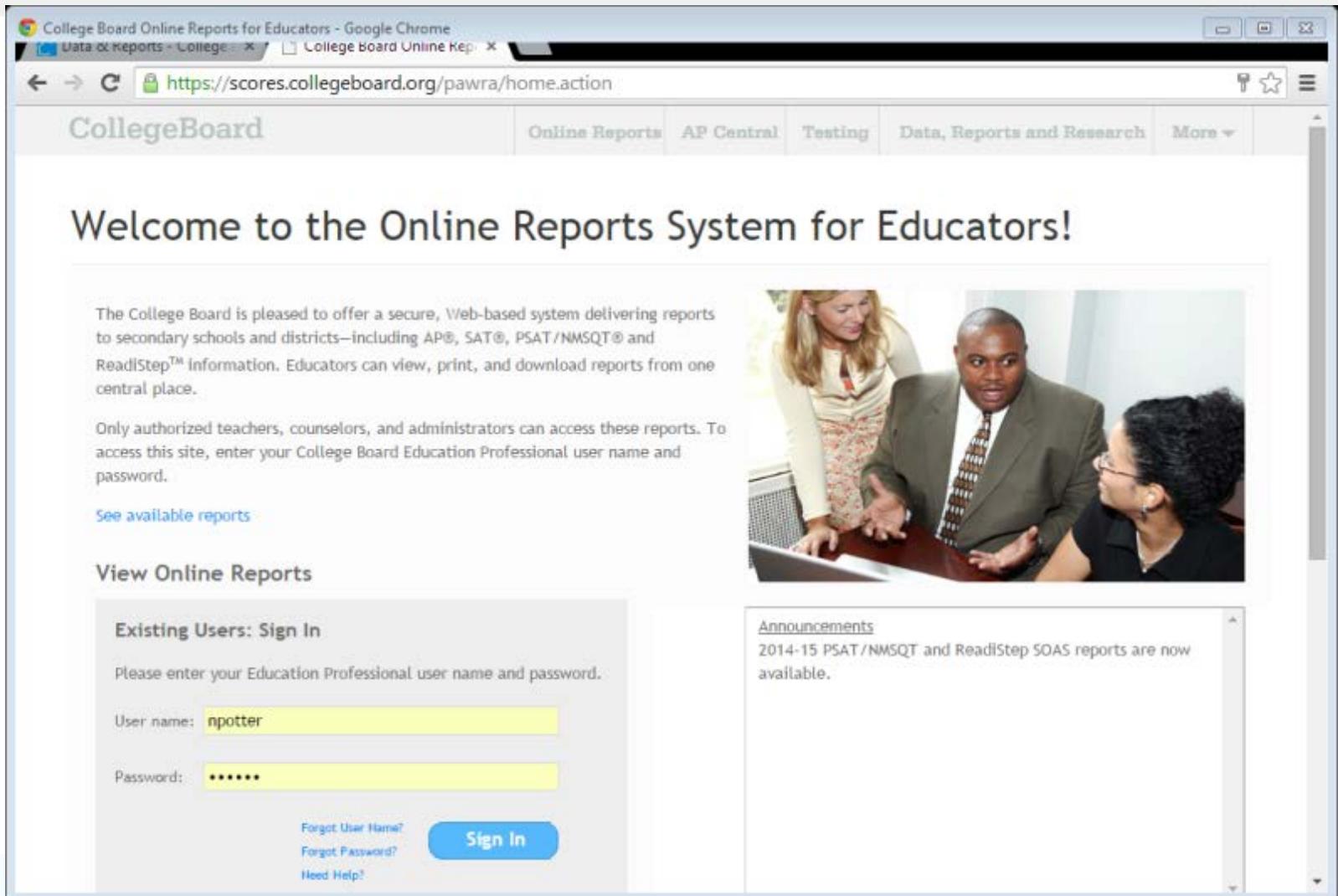
The Osgood File, 1986

# Summary of Answers and Skills (SOAS)

- Reports performance metrics on the College Readiness Benchmark
- Includes aggregate performance feedback on Skills Insight skill categories
- Offers analysis of performance on each question
- Provides “one stop” electronic access to items, rationales, state alignments, and item details



# http://scores.collegeboard.org



The screenshot shows a web browser window with the URL <https://scores.collegeboard.org/pawra/home.action>. The page features the CollegeBoard logo and a navigation menu with options: Online Reports, AP Central, Testing, Data, Reports and Research, and More. The main heading reads "Welcome to the Online Reports System for Educators!". Below this, a paragraph explains that the system provides secure, web-based reports for secondary schools and districts, including AP®, SAT®, PSAT/NMSQT®, and ReadIStep™ information. A second paragraph states that only authorized teachers, counselors, and administrators can access these reports. A blue link "See available reports" is provided. The "View Online Reports" section contains a sign-in form for existing users, with the username "npotter" and a masked password. Links for "Forgot User Name?", "Forgot Password?", and "Need Help?" are visible. To the right, an "Announcements" box states that 2014-15 PSAT/NMSQT and ReadIStep SOAS reports are now available. An image of three people (two women and one man) looking at a laptop is also present.

College Board Online Reports for Educators - Google Chrome  
Data of Reports - College... x College Board Online Rep... x  
← → ↻ <https://scores.collegeboard.org/pawra/home.action> 🔑 ☆ ☰

CollegeBoard Online Reports AP Central Testing Data, Reports and Research More ▾

## Welcome to the Online Reports System for Educators!

The College Board is pleased to offer a secure, Web-based system delivering reports to secondary schools and districts—including AP®, SAT®, PSAT/NMSQT® and ReadIStep™ information. Educators can view, print, and download reports from one central place.

Only authorized teachers, counselors, and administrators can access these reports. To access this site, enter your College Board Education Professional user name and password.

[See available reports](#)

### View Online Reports

**Existing Users: Sign In**

Please enter your Education Professional user name and password.

User name:

Password:

[Forgot User Name?](#) [Forgot Password?](#) [Need Help?](#)

**Announcements**  
2014-15 PSAT/NMSQT and ReadIStep SOAS reports are now available.





# Table of Contents

## Page(s)

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- Question Analysis 3-4,  
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- Comparable Group  
Analysis 5, 10, 14
- Performance  
Overview

**PSAT/NMSQT**<sup>®</sup>  
Preliminary SAT/National Merit Scholarship Qualifying Test

## **2014-15** SOAS

Summary of Answers and Skills Report

Wednesday Form: Sophomores, Class of 2017  
**Oregon State Public Schools**



PSAT/NMSQT results for your students are enclosed. Use this information to adjust curricula and instructional practice to improve student learning.

# SOAS-how many college ready?

## Performance Overview

This report details the performance of 25,066 students from the 10th grade. This page provides an overview of your students' performance on the PSAT/NMSQT, allowing you to make general comparisons of your student population with the state and nation. The remainder of the report will assist you in analyzing your students' performance in much greater detail - use it to identify gaps in your local curriculum or to adapt instruction.

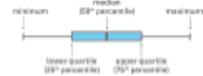
For each section of the test (critical reading, mathematics and writing skills), you will find the following:

- Skill Analysis:** A summary of your students' performance on the college readiness skills tested on the PSAT/NMSQT.
- Question Analysis:** A detailed analysis of your students' responses to each PSAT/NMSQT question.
- Comparable Group Analysis:** A statistical comparison highlighting anomalies in your students' performance on each PSAT/NMSQT question.

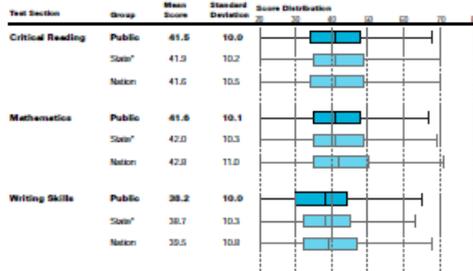
**25,066**  
10th GRADE STUDENTS  
**242**  
SCHOOLS

## Score Distribution

The "boxplots" to the right show the distribution of test scores for your students, as well as for the state and nation. When interpreting these results, focus on typical scores (means and medians), variability in scores (standard deviations and lengths of boxes), and shapes of distributions (position of boxes relative to the median). Plots that have boxes that are off-center reveal that a greater proportion of students are high-scoring (the box to the right) or low-scoring (box appears to the left).



Note: The minimum and maximum are not shown.

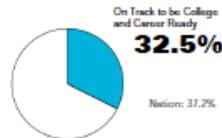


\* Note: "State" refers to all students in your state, including public and non-public schools for all pages in this report.

## College and Career Readiness

The PSAT/NMSQT College and Career Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college and career ready (for more information about benchmarks, visit [www.collegeboard.org/results](http://www.collegeboard.org/results)).

The pie chart shows the percentage of your students who have met the PSAT/NMSQT composite score benchmark (142 for Juniors and 133 for sophomores). Use this information with the Roster of Student Scores and Plans or optional Student Data File CD to identify students who may need extra support or who may be ready for more rigorous course work.



All data on this page (score information and percent of students meeting the College and Career Readiness Benchmark) are based on students who took the same PSAT/NMSQT form (including 50-item version and optional score information and of students meeting the College Readiness Benchmark for the test group (Wednesday and Saturday combined), see the College Board Sophomore and Junior reports available at [www.collegeboard.org](http://www.collegeboard.org).

## Performance Overview

This report details the performance of 1,425 students from the 10th grade. This page provides an overview of your students' performance on the PSAT/NMSQT, allowing you to make general comparisons of your student population with the state and nation. The remainder of the report will assist you in analyzing your students' performance in much greater detail - use it to identify gaps in your local curriculum or to adapt instruction.

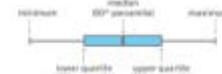
For each section of the test (critical reading, mathematics and writing skills), you will find the following:

- Skill Analysis:** A summary of your students' performance on the college readiness skills tested on the PSAT/NMSQT.
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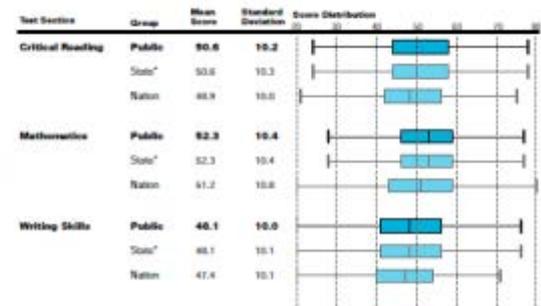
**1,425**  
10th GRADE STUDENTS  
**38**  
SCHOOLS

## Score Distribution

The "boxplots" to the right show the distribution of test scores for your students, as well as for the state and nation. When interpreting these results, focus on typical scores (means and medians), variability in scores (standard deviations and lengths of boxes), and shapes of distributions (position of boxes relative to the median). Plots that have boxes that are off-center reveal that a greater proportion of students are high-scoring (the box to the right) or low-scoring (box appears to the left).



Note: The minimum and maximum are not shown.

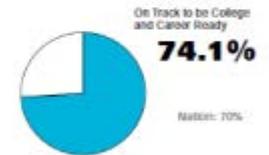


\* Note: "State" refers to all students in your state, including public and non-public schools for all pages in this report.

## College and Career Readiness

The PSAT/NMSQT College and Career Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college and career ready (for more information about benchmarks, visit [www.collegeboard.org/results](http://www.collegeboard.org/results)).

The pie chart shows the percentage of your students who have met the PSAT/NMSQT composite score benchmark (142 for Juniors and 133 for sophomores). Use this information with the Roster of Student Scores and Plans or optional Student Data File CD to identify students who may need extra support or who may be ready for more rigorous course work.



All data on this page (score information and percent of students meeting the College and Career Readiness Benchmark) are based on students who took the same PSAT/NMSQT form (including 50-item version and optional score information and of students meeting the College Readiness Benchmark for the test group (Wednesday and Saturday combined), see the College Board Sophomore and Junior reports available at [www.collegeboard.org](http://www.collegeboard.org).



# Page 1

- Number of students in report
- Mean scores and score distribution
- College Readiness Benchmarks

PSAT/NMSQT Summary of Answers and Skills 2014-15

WASHINGTON State Public Schools  
WEDNESDAY FORM - JUNIOR, CLASS OF 2016

## Performance Overview

This report details the performance of 31,569 students from the 11th grade. This page provides an overview of your students' performance on the PSAT/NMSQT, allowing you to make general comparisons of your student population with the state and nation. The remainder of the report will assist you in analyzing your students' performance in much greater detail - use it to identify gaps in your local curriculum or to adapt instruction.

For each section of the test (critical reading, mathematics, and writing skills), you will find the following:

- **Skill Analysis:** A summary of your students' performance on the college readiness skills tested on the PSAT/NMSQT.
- **Question Analysis:** A detailed analysis of your students' responses to each PSAT/NMSQT question.
- **Comparable Group Analysis:** A statistical comparison highlighting anomalies in your students' performance on each PSAT/NMSQT question.

**31,569**  
11th GRADE STUDENTS

**346**  
SCHOOLS

## Score Distribution

The "boxplots" to the right show the distribution of test scores for your students, as well as for the state and nation. When interpreting these results, focus on typical scores (means and medians), variability in scores (standard deviations and lengths of boxes), and shapes of distributions (position of boxes relative to the median). Note that boxes that are off center reveal that a greater proportion of students are high-scoring (the box to the right) or low-scoring (the box appears to the left).

Test Section	Group	Mean Score	Standard Deviation
Critical Reading	Public	49.6	11.4
	State*	45.8	11.4
	Nation	45.2	11.3
Mathematics	Public	49.2	11.8
	State*	48.7	11.6
	Nation	47.9	11.8
Writing Skills	Public	43.6	11.8
	State*	44.0	11.6
	Nation	44.7	11.8

\* Note: "State" refers to all students in your state, including public and nonpublic schools for all grades in the report.

Box: The distance or width of the box reveals outliers.

## College and Career Readiness

The PSAT/NMSQT College and Career Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college and career ready (for more information about benchmarks, visit [www.collegeboard.org/results](http://www.collegeboard.org/results)).

The pie chart shows the percentage of your students who have met the PSAT/NMSQT composite score benchmark (142 for juniors and 133 for sophomores). Use this information with the Master of Student Scores and Plans or optional Student Tracks File CD to identify students who may need extra support or who may be ready for more rigorous course work.

**44.2%**  
On Track to be College and Career Ready

Nation: 45.0%

All data on this page (such as information and percent of students meeting the College and Career Readiness Benchmark) are based on students who took the score PSAT/NMSQT form. (Wednesday). To view state and national score information and of students meeting the College Readiness Benchmark for the total group (Wednesday and Saturday combined), see the College Board Sophomores and Juniors reports available at [www.collegeboard.org](http://www.collegeboard.org).

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Page 1

# Washington Junior Wednesday

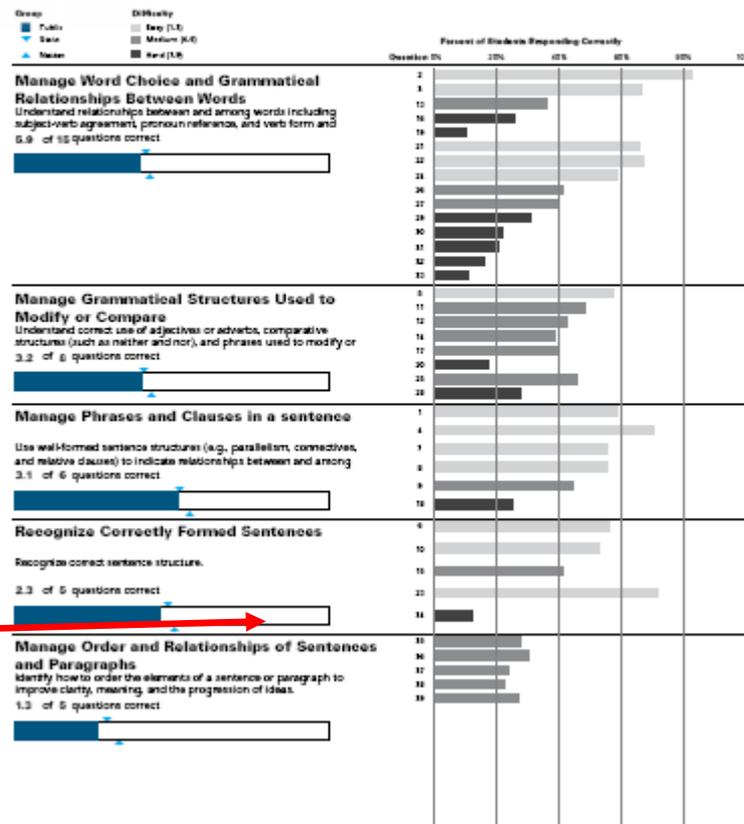
# Skills Analysis

Pages: 2, 6-7, 11

- Skills
- Triangles show a comparison to the state and nation
- Each test question is linked to a skill

## Writing Skills Skill Analysis

The left column indicates how many questions your students answered correctly. The right column shows your students' performance on each question by skill category.



# Question Analysis: Wrong Answers

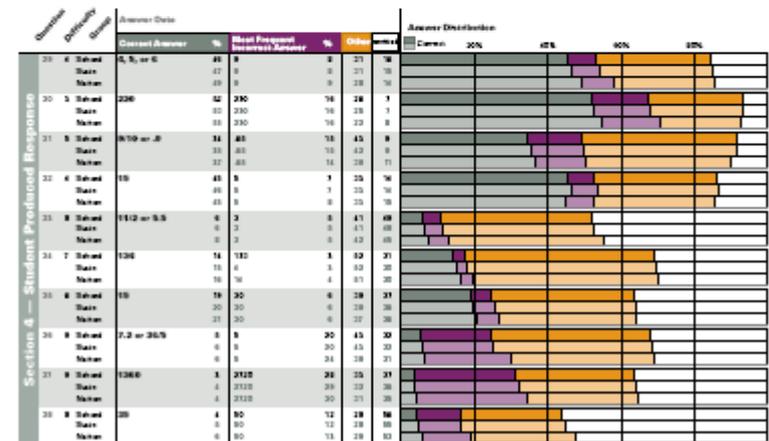
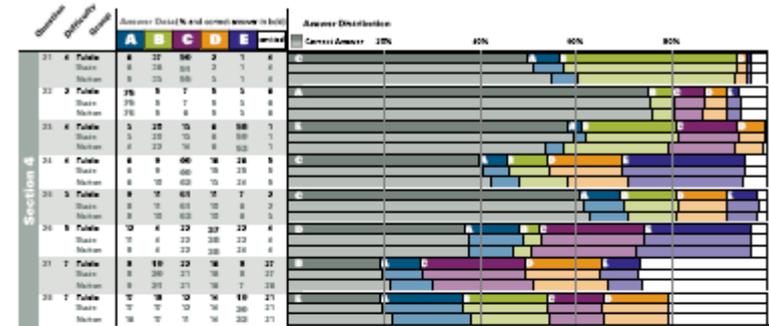
Pages: 3-4, 8-9, 12-13

- Student responses and answer patterns
- Comparisons to the state and nation
- Look for questions students answered incorrectly that the students in the state and nation answered correctly
- Look for common wrong answers

PSAT/NMSQT Summary of Answers and Skills 2011-12

CRS/CR State Public Schools  
MEMBERSHIP FORM 10/10/10 MORE CLASS OF 2014

## Mathematics Question Analysis



# Comparable Group Analysis

Pages: 5, 10, 14

Darker blue =  
Significantly below the  
comparable group.

Lighter blue =  
significantly above the  
comparable group

## Critical Reading Comparable Group Analysis

### What is a comparable group?

A comparable group is a statistically generated virtual group that allows you to identify questions where your students' performance diverges from what might be expected based on their overall performance. It is a sample of students whose overall performance was similar to the performance of your student population. This group is compiled based on performance only, and does not account for attributes like student demographics, geographic region or school size.

### How is this information useful?

Focusing on questions where your students' performance is significantly lower than the comparable group performance can reveal opportunities where you might realistically expect to improve student learning. Similarly, when your students' performance is significantly higher than the comparable group performance, you can identify strengths in your curriculum and instruction, and work to ensure that those strengths are recognized and maintained.

	School (Number)	Group (Number)	Difference between School and Comparable Group					
			20%	10%	0%	+10%	+20%	
1	1	88	81					
2	1	86	80					
3	2	72	72					
4	1	70	78					
5	3	62	68					
6	3	52	48					
7	7	27	26					
8	7	20	26					
9	8	17	18					
10	8	38	31					
11	8	36	36					
12	8	60	48					
13	8	32	31					
14	8	22	28					
15	7	22	26					
16	8	62	48					
17	8	20	28					
18	8	68	48					
19	8	16	18					
20	8	11	12					
21	8	16	11					
22	3	28	48					
23	7	17	18					
24	7	18	18					

	School (Number)	Group (Number)	Difference between School and Comparable Group					
			20%	10%	0%	+10%	+20%	
25	8	62	48					
26	8	68	48					
27	8	12	12					
28	8	17	18					
29	8	11	11					
30	7	30	28					
31	5	61	48					
32	8	37	36					
33	8	38	33					
34	8	38	36					
35	8	37	31					
36	3	67	63					
37	8	26	26					
38	3	66	61					
39	8	20	18					
40	3	62	60					
41	8	68	65					
42	8	31	48					
43	7	22	22					
44	7	27	26					
45	8	28	45					
46	8	20	28					
47	8	20	26					
48	3	62	48					

Your state performed significantly worse on questions that fell in the dark blue columns, and significantly better on questions that fell in the light blue columns.



# SOAS Comparable Group

## What is a comparable group?

- **A useful statistical model**
- **A statistically created group (virtual group)**
- **Mirrors your group's performance profile**
- **This creates an expected performance indicator for your group on each question.**
- **Provides more “actionable” feedback than state or national averages on questions/skills.**

## How are the differences between your students and the comparable group calculated?

Local Group		
Score band	No. of students	Percent with a correct response
70-80	12	0.83
60-69	26	0.81
50-59	59	0.71
40-49	71	0.49
30-39	36	0.25
20-29	24	0.04
Total	228	0.52

- Your students (the “local group”) are arranged into groups based on their score band
- The percent of students who answered a given question correctly is computed for each score band
- This process is repeated for the “comparable group”— the random sample of 200,000 students on which your students are compared (see next slide)

- Next we find the difference in the percentages between groups (local group minus comparable group) for each score band
- To protect against over-interpreting large differences based on small groups of students (i.e., a difference of 50% based on three students), we weight each difference by multiplying it by the number of your students in that score band
- Then we sum the weighted differences and divide by the total number of your students
- The result is the average difference in performance between your students and the comparable group. In the example below, that's -0.04, or – 4%

Score band	Local Group		Comparable Group		Comparison	
	No. of students	Percent with a correct response	No. of students	Percent with a correct response	Local % minus comparable group %	Difference weighted by sample size
70-80	12	0.83	5,673	0.90	-0.07	-0.82
60-69	26	0.81	44,674	0.82	-0.01	-0.38
50-59	59	0.71	50,321	0.82	-0.11	-6.46
40-49	71	0.49	81,339	0.52	-0.03	-2.12
30-39	36	0.25	13,221	0.26	-0.01	-0.32
20-29	24	0.04	4,772	0.03	0.01	0.29
Total	228	0.52	200,000	0.65		
Sum of weighted differences divided by sample size (n = 228)						-0.04



## PSAT/NMSQT® Reading Question 5

The producer thought that the musical could be ----- , but she realized that despite its ----- , it still needed much more work.

- (A) disastrous . . charm
- (B) pointless . . identity
- (C) excellent . . problems
- (D) successful . . potential
- (E) boring . . anticipation

### **Sophomores:**

WA -75% comp 77% nation 76%

### **Juniors:**

OR - 80% comp 82% nation 82%

**Difficulty Level = Easy**

**Skill Category = Determining the Meaning of words: Using vocabulary skills, context, roots, prefixes, and suffixes to determine the meaning of words**



## PSAT/NMSQT® Reading Question 6

Although Dominique did not want to ----- the investigation, her reluctance to answer questions ----- its progress.

- (A) obstruct . . hindered
- (B) abet . . undermined
- (C) disrupt . . advanced
- (D) promote . . impeded
- (E) thwart . . expedited

**Answer A**

**Difficulty Level = Medium**

**Skill Category = Determining the Meaning of words: Using vocabulary skills, context, roots, prefixes, and suffixes to determine the meaning of words**



## PSAT/NMSQT® Reading Question 11

### Passage

Until recently, the process of creating computer generated skin for characters in animated films was painstaking, and the results were often unconvincing: skin looked hard, opaque, fake. Computer-generated characters looked “wrong” because conventional rendering techniques operated as if light rays bounce off skin like they do off metal surfaces. In reality, light rays penetrate skin, scatter beneath the surface, and exit at varying angles. Press a flashlight against your hand and you’ll see light diffusing under your skin. Computer software that can simulate this translucency has transformed animation dramatically. **Question: Purpose of Passage**

**Difficulty Level = Medium 5**  
**Skill Category = Author’s craft**



# PSAT/NMSQT® Reading Question 11

**Passage** process of creating computer generated skin for characters in animated...

**Question:** The primary purpose of the passage is to

- (A) discuss a continuing problem in an occupation
- (B) explain a major breakthrough in a field
- (C) describe a physiological process
- (D) advocate a major reform in a practice
- (E) note a sudden resurgence of a discipline

**Sophomores:**

**OR**– 63% comp 57% nation 58%

**Juniors:**

**OR**– 72% comp 69% nation 67%

**Sophomores:**

**WA**– 64% comp 60% nation 58%

**Juniors:**

**WA**– 71% comp 67% nation 67%

**Answer B:**

**Difficulty Level = Medium 5**  
**Skill Category = Author’s craft**

# PSAT/NMSQT Mathematics Question 1

A menu has 4 choices for salads, 6 choices for main dishes, and 3 choices for desserts. How many different meals are available if each meal must consist of one salad, one main dish, and one dessert?

- (A) 81
- (B) 72
- (C) 64
- (D) 52
- (E) 13

**Sophomores:**

WA– 76% comp 77% nation 73%

**Juniors:**

WA– 80% comp 81% nation 81%

**Answer B:**

**Sophomores:**

OR– 63% comp 72% nation 73%

**Juniors:**

OR– 75% comp 81% nation 81%

**Difficulty Level = Easy 2**  
**Skill = Number and Operations**  
**Process Skill = Reasoning**

## PSAT/NMSQT Mathematics Question 7

The area of one face of a cube is 10. What is the total surface area of the cube?

- A. 5
- B. 10
- C. 30
- D. 60
- E. 100

**Sophomores:**

WA—80% comp 76% nation 75%

**Juniors:**

WA— 83% comp 81% nation 79%

**Answer D**

**Sophomores:**

OR—79% comp 72% nation 75%

**Juniors:**

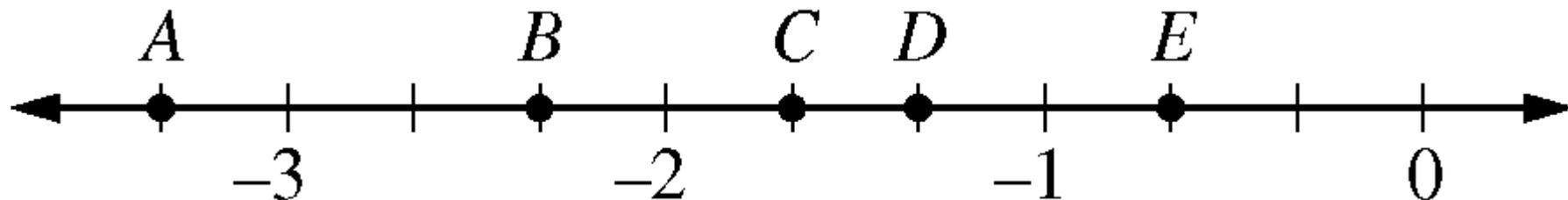
OR— 85% comp 81% nation 79%

**Difficulty Level = Easy 4**

**Skill = Geometry and Measurement**

**Process Skill = Problem Solving**

PSAT/NMSQT<sup>®</sup> Mathematics Question 23



On the number line above, the tick marks are equally spaced. Which of the labeled points represents  $-\frac{4}{3}$ ?

- (A)
- (B)
- (C)
- (D)
- (E)

**Answer D:**

**Sophomores:**

WA— 61% comp 59% nation 52%

**Juniors:**

WA— 69% comp 67% nation 67%

**Sophomores:**

OR— 50% comp 50% nation 52%

**Juniors:**

OR— 66% comp 66% nation 67%

**Difficulty Level = Medium 5**  
**Skill = Number and Operations**  
**Process Skill = Representation**

# PSAT/NMSQT® Mathematics Question 26

If  $m^3 = 10$  and  $p^2 = 5$  for positive numbers  $m$  and  $p$ , what is the value of  $m^6 p$ ?

- (A)  $100\sqrt{5}$   
 (B)  $300\sqrt{5}$   
 (C) 75  
 (D) 150  
 (E) 500

**Sophomores:**

WA— 41% comp 44% nation 38%

**Juniors:**

WA— 53% comp 57% nation 52%

**Answer A**

**Difficulty Level = Medium 4**  
**Skill = Algebra and Functions**  
**Process Skill = Problem Solving**

# PSAT/NMSQT® Writing Question 11

Select the option that, when used in place of the underlined material, produces the most effective sentence. If you think the original sentence is best, select choice A.

When asked how will you finance the proposed project, the governor admitted that he did not yet know.

- (A) will you
- (B) would you
- (C) will he
- (D) would he
- (E) he would

**Answer E:**

**Sophomores:**

WA– 54% comp 50% nation 49%

**Juniors:**

WA– 63% comp 58% nation 61%

**Sophomores:**

OR– 51% comp 45% nation 49%

**Juniors:**

OR– 67% comp 61% nation 61%

**Difficulty Level = Medium 4**  
**Skill = Manage Word choice and grammatical relationships between words**

## PSAT/NMSQT® Writing Question 14

Select the option that, when used in place of the underlined material, produces the most effective sentence. If you think the original sentence is best, select choice A.

When the chief executive officer was appointed, the company had only 30 employees, and now it is thousands.

- (A) and now it is
- (B) it now has
- (C) they now have
- (D) but now it has
- (E) now there are

**Sophomores:**

WA— 37% comp 41% nation 42%

**Juniors:**

WA— 42% comp 46% nation 48%

**Sophomores:**

OR— 38% comp 38% nation 42%

**Juniors:**

OR— 44% comp 48% nation 48%

**Answer D: OR sophs 27% picked wrong answer B, jrs. 23%**

**Difficulty Level = Medium 6**

**Skill Category = Manage phrases and clauses in a sentence**



## PSAT/NMSQT® Writing Question 26

Select the one underlined part of the sentence that must be changed to make the sentence correct, or select "No error" to indicate that the sentence contains no error.

When in 1779 Lieutenant James King became the first European to record a description (a) of surfing in Hawaii, surfing (b) has already been an integral (c) part of Hawaiian culture (d) for generations. (e) No error

**Answer B**

**Sophomores:**

WA– 55% comp 54% nation 52%

**Juniors:**

WA- 64% comp 61% nation 65%

**Difficulty Level = Medium 4**

**Skill Category= Manage word choice and Grammatical Relationships among words including subject-verb agreement, pronouns, and verb form and tense.**



# Activity A: Connections to Common Core

**CCSS: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies and allusions to other texts.**

**STRD** Determine or clarify the meaning of unknown and multiple-meaning works and phrases based on grades 9-10 or 11-12 reading and content, choosing flexibly from a range of strategies.

**SKILL** Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by *checking the inferred meaning in context...*)



# **AP Potential**





# The main reason our students do NOT choose to take AP<sup>®</sup> courses is:

- |    |   |     |
|----|---|-----|
| A. | Students view the course as too difficult or too much work      | 61% |
| B. | Students do not want to risk a lower GPA                        | 18% |
| C. | Their friends are not taking the course                         | 2%  |
| D. | Students choose to take IB, dual enrollment, early college, etc | 10% |
| E. | Our campus does not offer AP courses                            | 9%  |

# What is AP Potential?

I have heard of AP Potential

I could describe AP Potential or have  
received the results for my school

I have used AP Potential

I am an expert! I have used AP Potential  
and have helped others

# Would you like your school's AP Potential access codes?

I have heard of AP Potential

I could describe AP Potential or have  
received the results for my school

I have used AP Potential

I am an expert! I have used AP Potential  
and have helped others



# Oregon's AP Potential

## 12,704 have 60% chance of getting three or higher in AP Psychology

10/13/14

By adjusting the percentages below, you can increase or decrease the number of students included on your roster of potential AP students. You may select a different percentage for each AP subject.

Define Pool	Subject	2015 Potential AP Students	2014 AP Students	
			Exam Takers	Exams 3 or Higher
60 ▼	Art History	7150	110	81
60 ▼	Biology	5024	1217	830
60 ▼	Calculus AB	3694	1763	1109
60 ▼	Chemistry	4682	980	439
60 ▼	Comparative Government & Politics	5350	164	77
60 ▼	Computer Science A	5024	96	37
60 ▼	English Language	11959	2717	1594
60 ▼	English Literature	7150	2799	1558
60 ▼	Environmental Science	6589	738	334
60 ▼	European History	10636	1043	551
60 ▼	Human Geography	9472	1409	822
60 ▼	Macroeconomics	4353	448	308
60 ▼	Microeconomics	6140	431	292
60 ▼	Music Theory	6266	80	58
60 ▼	Physics B	4353	385	261
60 ▼	Physics C: Electricity & Magnetism	2678	45	35
60 ▼	Physics C: Mechanics	4057	177	123
60 ▼	Psychology	12704	1463	963
60 ▼	Statistics	5765	1108	776
60 ▼	U.S. Government & Politics	5350	1609	910
60 ▼	U.S. History	8051	2967	1580
60 ▼	World History	10233	395	184

Next

# 40% OR achieved potential



## A Right to Rigor: Fulfilling Student Potential in Oregon

Public Schools, Graduating class of 2014

### Any AP Discipline, All Students with AP Potential\*



### Any AP Discipline, By Ethnic Background



# 27% OR achieved potential English



## A Right to Rigor: Fulfilling Student Potential in Oregon

Public Schools, Graduating class of 2014

### AP English, All Students with AP Potential\*



### AP English, By Ethnic Background



\*These students took the PSAT/NMSQT and scored a threshold composite score, thus demonstrating at least a 90% likelihood of earning a 3 or higher on an AP Exam within the discipline. See the Data Note page at the back of this report for more information.

English



# The PSAT/NMSQT<sup>®</sup> and AP<sup>®</sup> Connection

## Research shows a strong relationship between PSAT/NMSQT<sup>®</sup> and AP<sup>®</sup>

- Studies conducted in 1998, 2006 and 2007
- Analyzed performance of more than a million students
- Showed strong correlations between PSAT/NMSQT<sup>®</sup> scores and AP<sup>®</sup> Exam results
- Download the research reports at:

<https://appotential.collegeboard.org/app/welcome.do>

# Signing in to AP Potential:

[www.collegeboard.com/appotential](http://www.collegeboard.com/appotential)

## AP Potential



AP Potential is a free, Web-based tool that allows schools to generate rosters of students who are likely to score a 3 or higher on a given AP® Exam. Based on research that shows moderate to strong correlations between PSAT/NMSQT® scores and AP Exam results, AP Potential is designed to help you increase access to AP and to ensure that no student who has the chance of succeeding in AP is overlooked.

### Who can access AP Potential?

Counselors, Teachers, High School Principals, District Officials and State Department of Education Officials.

### How to Access AP Potential

Enter your user name and password under **Sign In to View Reports**. First-time visitors are asked to create an educational professional account, and enter their AP Potential access code. Access codes are emailed in early December to principals and AP Coordinators at 2014-15 participating AP schools, and also appear on the PSAT/NMSQT Roster of Scores. District AP Potential access codes are emailed to the attention of district officials in early December. State Department of Education Officials looking to access the tool should contact [appotential@collegeboard.org](mailto:appotential@collegeboard.org) for more details.

### Accessing Prior Years' Results

Schools, districts and states can generate rosters of students based on prior years' PSAT/NMSQT or PSSS results. After logging in and entering your access code, you can choose whether to generate reports based on the 2012, 2013, or 2014 PSAT/NMSQT administration. Rosters can also be generated based on the 2013, 2014 or 2015\* PSSS (Preliminary SAT Scoring Service) administration. For more information on the PSSS, visit the [PS](#)

### Guidelines for Proper Use

According to College Board research, PSAT/NMSQT scores are useful in identifying students who Exams. These studies show that PSAT/NMSQT scores are stronger predictors of students' AP Exam traditional factors such as high school grades and grades in same-discipline course work.

AP Potential should never be used to discourage a motivated student from registering for an AP course. AP Potential results only account for some of the factors that contribute to the students' exam results, and do not take into account the power of an individual student's motivation, parental support, and teacher efficacy.

For more information on the research underlying AP Potential, download the [latest statistical report](#).

\*2015 PSSS results are not available in AP Potential until March 2015.

Print Full Article

Sign In to View Reports

## Sign In to View Reports

User Name:

Password

Sign In

[Forgot your user name?](#)

[Forgot your password?](#)

Not Registered? [Sign Up](#)



# AP Potential

## Expectancy Tables

### Expectancy Tables

See the scores that correlate to probabilities of success in AP Biology.

E.g. students who score 114 in Critical Reading and Math have 60% chance or greater of earning 3 or better in AP Biology.

### AP Potential

Home

Score Correlations

Expectancy Tables

Demo

Help

### Expectancy Tables

Select a subject below to see specific data from the correlation study showing the percentage of students at any given PSAT/NMSQT score range who achieved AP Exam grades of 3 or higher and 4 or higher.

Subject:

#### AP Biology

##### PSAT/NMSQT CR + M Score

Probability (%)	≥3	≥4
90	132	143
80	124	135
70	118	129
60	114	124
50	109	120
40	105	115
30	101	111
20	95	105
10	87	96
<b>Total N =</b> 205,036	<b>107,486</b>	<b>74,750</b>

# AP Potential

## Select PSAT/NMSQT Administration Year

### Step 1 of 4

- Select the PSAT/NMSQT administration year for which you'd like to generate a roster.

### Step 1 of 4: Select Administration Year

You can generate rosters of students for your school based on the current or prior years' PSAT/NMSQT or PSSS results.

Select the administration for which you would like to generate a roster:

- 2012 PSAT/NMSQT administration
- 2013 PSAT/NMSQT administration
- 2014 PSAT/NMSQT administration
- 2013 PSSS administration
- 2014 PSSS administration
- 2015 PSSS administration

\*2015 PSSS results are not available in AP Potential until March 2015.

Next

# AP Potential

## Select PSAT/NMSQT Administration Year

There's an optional shortcut

You can “**fill seats in your existing AP classes**” by clicking the green button on the left. OR...

You can “**identify new AP courses**” by clicking the green button on the right.

### Choose Your Student Roster Type

At this point, you can continue to generate a student roster on your own:

Continue to generate a student roster manually

OR

You can generate a student roster using one of the following options:

Identify students with potential to succeed in existing AP courses at your school

Identify students with potential to succeed in AP courses not offered at your school

Close

# AP Potential

## Select Subjects

### Step 2 of 4

If you chose to generate your roster manually, you'll continue onto Step 2:

Select the AP courses you'd like to identify students for.

### Step 2 of 4: Select Subjects



Select the subjects you'd like to create a roster for below. The most common selection criteria are courses that you currently offer or courses that you are interested in offering.

- Select All Subjects
- Art History
- Biology
- Calculus AB\*
- Chemistry
- Computer Science A
- English Language
- English Literature
- Environmental Science
- European History
- Gov't & Politics: Comp.
- Gov't & Politics: U.S.
- Human Geography
- Macroeconomics
- Microeconomics
- Music Theory
- Physics B\*\*
- Physics C: Elec. & Mag.
- Physics C: Mechanics
- Psychology
- Statistics
- U.S. History
- World History

Next

Print This Page

"I can't say enough good things about AP Potential. The number of students enrolled in AP has nearly doubled. The kids love it -- for those who are hesitant, it gives them the confidence to take AP."

**Rhonda Stevens**

Director of Guidance and Counseling  
Perry High School, OK

# AP Potential

## Select Pool

### Step 3 of 4

- Choose a grade level and define your pool.

#### Step 3 of 4: Select Pool

##### Choose Grade Level

Choose the grade level(s) for the students you wish to find.

- All Grades (2415 total test takers in all grade levels)
- 8th Grade (0 test takers in this grade level)
- 9th Grade (3 test takers in this grade level)
- 10th Grade (1279 test takers in this grade level)
- 11th Grade (1127 test takers in this grade level)

Selecting 'All Grades' generates data for all students who took the PSAT/NMSQT or PSSS and marked any of the following responses on their answer sheets: not yet in 8th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade, other, and no response.

##### Define the Pool of Students

A pool includes all students who have the minimum PSAT/NMSQT score associated with earning an AP Exam score of 3, 4, or 5 given a particular probability level (or pool) that you select. For example, if you set your pool level at 60%, your roster includes all

By adjusting the percentages below, you can increase or decrease the number of students included on your roster of potential AP students. You may select a different percentage for each AP subject.

Define Pool	Subject	2015 Potential AP Students	2014 AP Students	
			Exam Takers	Exams 3 or Higher
60 ▼	Calculus AB	576	282	227
60 ▼	English Language	831	264	241
60 ▼	European History	960	66	50
60 ▼	Physics B	354	97	69

Next

# AP Potential

## Student Roster

### Step 4 of 4

- Read the instructions for using the roster and see your list of students at the bottom of the screen.

### Step 4 of 4: Student Roster



2014 PSAT/NMSQT administration

Print This Page

#### Using this Roster

The following roster includes all students from your selected administration year whose AP

Show 50 students

Showing 1 to 50 of 1,041 students

[Export to CSV](#)

Student	Grade	Student ID	Biology	Calculus AB	Chemistry
			60	60	60
A R N, A	10th				
AARON, A	10th		Y	Y	Y
AARON, A	10th			Y	
AARON, A	10th			Y	
ABDULLAH, A	10th				
ABHIK, A I	10th			Y	
ABRAR, A L	10th		Y		Y
ADAM, A E	10th				
ADANFA, A E	10th			Y	

table below. This file does not contain PSAT/NMSQT or PSSS score data, though it does contain other confidential student data such as name, address, date of birth, ethnicity and gender.

[Sample Letters to Parents](#)

# AP Potential

## Subject Detail & Student Detail

### Additional details available

A roster of students  
in a specific subject

#### Subject Detail

**Biology** [Print This Page](#)

The students listed below fall into the pool you defined. Click on a student's name to view student details. [Return to Student Roster](#)

**Critical Reading + Math Correlation:** .647 [i](#)  
**Pool:** 60%

Student Name	Grade	2014 CR + M Score	Percent of students with the same PSAT/NMSQT with AP success	Ethnicity	Gender
AARON, AARON	10th	119	70	Asian, Asian American, or Pacific Islander	M
ABRAR, ABRAR L	10th	118	70	Asian, Asian American, or Pacific Islander	M
ADIT, ADIT H	10th	114	60	Asian, Asian American, or Pacific Islander	M

A list of courses  
for individual students

#### Student Detail

**AARON, AARON** [Print This Page](#)

**N/A** **DOB:** Not Available [Return to Student Roster](#)  
**Current Grade:** 10th **Ethnicity:** Asian, Asian American, or Pacific Islander  
**Gender:** Male

**2014 PSAT/NMSQT** **Critical Reading Score:** 49  
**Math Score:** 70  
**Writing Score:** 50

Subject	Selected Pool Criteria	Meets Criteria	Percent of students with the same PSAT/NMSQT who received AP grade of 3 or above
Biology	60	Y	70
Calculus AB	60	Y	80
Chemistry	60	Y	60
English Language	60	Y	60
English Literature	60		30

# AP Potential Tips

TIP

Export data into an Excel spreadsheet to make it easy to read and use.

TIP

Create letters to parents. AP Potential provides sample letters in English and Spanish.

## Step 4 of 4: Student Roster

2013 PSAT/NMSQT administration

[Print This Page](#)

### Using this Roster

The following roster includes all students from your selected administration year whose AP potential falls within the pool you defined. A 'Y' indicates the student is in the pool you defined for that subject. Click on the student's name to view student details, including gender, ethnicity, and a view of which pool the student falls into for each subject you have selected. Click on the subject name in the column heading to see an isolated view of the students in your roster who fall within the pool that you have defined for the selected subject, along with select demographic information.

If the number of students you are seeing doesn't fit your needs, you can click on 'Select Pool' in the menu on the left and adjust the pool level for one or more of the subjects you've selected. By default, the pool is defined at 60% for all subjects.

Please note, AP Potential does not indicate that students should move directly into AP without taking prerequisites. For students who have not taken prerequisites, AP Potential should be used to encourage enrollment in the prerequisite course(s) that will prepare them to take AP in a subsequent year.

### Export Data

You can capture this roster electronically, in CSV format, by clicking 'Export Data' below. This file does not contain PSAT/NMSQT or PSSS score data, though it does contain other confidential student data such as name, address, date of birth, ethnicity and gender.

[Export Data \(approx. 1 Mb\)](#)

### Sample Letters to Parents

Use our sample letter to encourage AP enrollment. Remember that AP Potential is not an official score reporting service; you should not include the PSAT/NMSQT or PSSS scores in these letters.

[Generate letters to parents](#)



# AP Potential Tips



## TIP

After considering potential AP students using your school's standard process, check AP Potential for additional students that might have been overlooked.



## TIP

Use AP Potential to make a case for professional development - more teachers will need to be trained to handle an increased number of AP courses.



## TIP

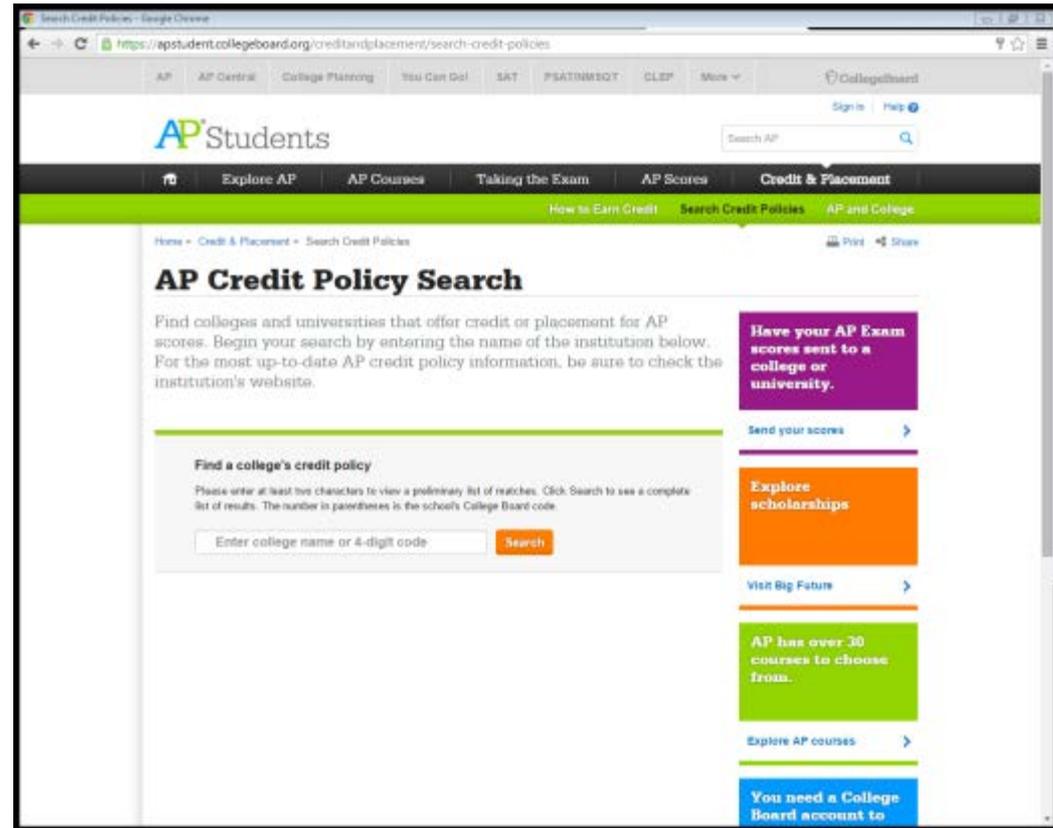
Review AP Potential for 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> graders in preparation for 11<sup>th</sup> or 12<sup>th</sup> grade AP courses and ensure that they are taking the correct preparatory courses.

# AP Credit Policy Info Tool

https://

apstudent.collegeboard.org/creditandplacement/search-credit-policies

- Searchable by institution
- Find credit, placement information for over 1,000 colleges and universities
- Link to the institution's own Web page that details its AP credit, placement policies
- Statement by college or university about their AP policy



# Educator Access Codes on *Roster of Student Scores and Plans*—schools receive in December

- Access codes for AP Potential, MyRoad, and Summary of Answers and Skills (SOAS)
- Student access codes for their *My College QuickStart* accounts

School Codes for Online Access to:  
AP Potential: UYP75N  
MyRoad: 6576CC  
SOAS (Summary of Answers and Skills): N/A

**PSAT/NMSQT® Roster of Student Scores and Plans**

School Code: 010001    School Name: ARREVILLE HIGH SCHOOL    Grade: 10    Response:    Year: 2006    Page Number: 1

College Board Student Search Service	Testing School or Not This School	Online College Planning Package and MyRoad Access Code
Y	010001	071010349W

School Codes for Online Access to:  
AP Potential: UYP75N  
MyRoad: 6576CC  
SOAS (Summary of Answers and Skills): N/A

Online College Planning Package and MyRoad Access Code

D71010349W

TOTAL BY GRADE: 1210    0    1119    0    1010    0    510    0    810    0    210    0    0    Other    C    00    0    0    0

**Notes**

**Entry to NMSC Scholarship Programs**

**Keys to Information the Student Coded**

**Student Search Service®**

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# Student Data File – Excel Format

For each student:

ID info

E	F	G	H	I	J
Last Name	First Name	M.I.	Street Address	City	State
SMITH	JOHN		45 COLUMBUS AVE	NEW YORK	NY

Scores

AC	AD	AE
Critical Reading (CR) Score	Math (M) Score	Writing Skills (W) Score
40	45	50

Question details

E.g. CR 1 D: (e)

Critical Reading question 1, which has the correct answer of D, and is easy

AO	AP	AQ	AR	AS
CR 1: D (e)	CR 2: C (e)	CR 3: B (e)	CR 4: A (m)	CR 5: D (h)
A	B	C	B	D

Skills

CO	CP	CQ	CR	CS	CT
Words # Right	Words # Wrong	Words # Omit	Craft # Right	Craft # Wrong	Craft # Omit
2	13	2	1	3	0



# Student Data File

## Teacher Use

- Sort data by teacher
- Review for common issues
- Review problem questions with students to help them recognize and correct mistakes
- Reconvene with department to share findings, determine direction



# Student Data File

## School Counselor Use

### Examine students' selected major

- Help plan career days and/or invite relevant speakers
- Advise students about skills that will need strengthening.
- Review students' schedules to ensure they are enrolled in the right classes
- Use the AP Potential indicator as a starting point for AP course enrollment planning

# Understanding PSAT/NMSQT Scores

- PSAT/NMSQT score related FAQs
- Information on percentiles and mean scores
- Score conversions

## Understanding 2014

### Who takes the PSAT/NMSQT?

More than 3.5 million students take the test each year. Approximately 1.5 million of those students are high school juniors (11th graders), and the remainder are students in the tenth grade (sophomores) or younger. Nearly all students who take the test indicate they plan to attend college.

The over 23,000 high schools that test-takers attend vary greatly in size, curricula, standards, grading systems, populations served, and sources of support. For students who take the PSAT/NMSQT®, the score report provides a standardized view of their scholastic skills, regardless of the school attended, and helps them compare their performance to other college-bound students nationwide.

### What does the PSAT/NMSQT measure?

The PSAT/NMSQT measures skills in three basic academic areas important for success in college.

- **Critical reading** questions assess students' abilities to draw inferences, synthesize information, distinguish between main and supporting ideas, and understand vocabulary as it is used in context.
- **Mathematics problem-solving** questions deal with numbers and operations; algebra and functions; geometry and measurement; and data analysis, statistics, and probability.
- **Writing skills** questions measure the ability to identify appropriate expressions in standard written English, detect faults in usage and structure, choose effective revisions to sentences and paragraphs, and recognize appropriate writing strategies.

### How is the PSAT/NMSQT scored?

First, a raw score is computed. Students receive one point for each correct answer (regardless of difficulty). For incorrect answers to multiple-choice questions, a quarter (1/4) of a point is deducted. Nothing is deducted for unanswered questions or for incorrect answers to student-produced response (grid-in) questions.

Next, the raw score is adjusted for differences in difficulty between various forms, or editions, of the test. Finally, the raw score is converted to a score on the PSAT/NMSQT scale of 20 to 80. The statistical procedures used to arrive at these final scores, called equating and scaling, allow one to compare the scores of students who have taken different editions of the test, even if they were taken in different years.

Student score reports show a numerical score for each area measured, as well as a range that extends from a few points below the student's score to a few points above. This range shows the extent to which a student's score might differ with repeated testing, assuming that the student's skill level remains constant.

### Do PSAT/NMSQT scores fairly reflect students' skills?

Concern for fairness is an integral part of the development of the PSAT/NMSQT. Comprehensive reviews and analyses ensure that questions and tests are fair for different groups of students. Although differences in test performance may be the result of many factors, long-term educational preparation is the primary cause. The test itself reflects such differences.

### How does the PSAT/NMSQT report on skills?

The PSAT/NMSQT reports on the same set of college readiness skills as SAT® (grades 11 and 12) and ReadStep™ (middle grades). Aligned to both state standards and the College Board Standards for College Success, these skills reflect the essential knowledge and skills students need for success in college. To learn more, visit [collegeboard.org/psatreports](http://collegeboard.org/psatreports).

### What is PSAT/NMSQT Skills Insight™?

Using hundreds of skill descriptions and practice questions, the PSAT/NMSQT Skills Insight tool demonstrates the link between student PSAT/NMSQT scores and college readiness skills — the same skills measured on the SAT — and provides actionable suggestions for improvement. Visit Skills Insight at [collegeboard.org/psatskills](http://collegeboard.org/psatskills).

### What are the PSAT/NMSQT College and Career Readiness Benchmarks?

The PSAT/NMSQT College and Career Readiness Benchmarks are the scores that students should meet or exceed to be considered on track to be college ready. The benchmarks are included in several PSAT/NMSQT reports for educators, including the Summary of Answers and Skills (SOAS) Report and the optional Student Data File CD. The College and Career Readiness Benchmarks are not included on reports for students and should never be used to discourage students from pursuing college or for preventing enrollment in rigorous coursework.

### How are the benchmarks calculated?

The methodology for calculating the PSAT/NMSQT benchmark mirrors the calculation of the SAT benchmarks. The current benchmarks are the 10th- or 11th-grade PSAT/NMSQT scores that predict, with a 65 percent probability, a first year college grade point average of 2.67 or higher.

PSAT/NMSQT COLLEGE AND CAREER READINESS BENCHMARKS				
	Critical Reading	Mathematics	Writing	PSAT/NMSQT Composite*
11th grade PSAT/NMSQT	45	47	45	142
10th grade PSAT/NMSQT	42	44	42	133

\*Composite score benchmark was computed independently of individual section score benchmarks.

*continued on back cover*

# SAT School Day Data reports

EXCELLENCE THROUGH EDUCATION

District: Auburn School Dist 408

Administration Date: 10/15/2014



This report summarizes the performance of SAT School Day test-takers in three areas: mean score by test section, percentage of answers correct by skill category and score distribution by test section.

School Day: **849** Students **4** Schools

Mean Score		
Critical Reading	Mathematics	Writing Skills
453	462	437

## Skill Categories

This section provides the percentage of items answered correctly in each skill category. The number of questions in each skill category is shown in parenthesis ( ).

### Critical Reading (67)

### Mathematics (54)

### Writing Skills (49)

Skill Categories	% Correct	Skill Categories	% Correct	Skill Categories	% Correct
Determining the meaning of words (24)	45	Number and operations (13)	51	Managing word choice and grammatical relationships between words (16)	50
Understanding literary elements (12)	56	Algebra and functions (20)	50	Managing grammatical structures used to modify or compare (11)	47
Organization and ideas (9)	50	Geometry and measurement (15)	52	Managing phrases and clauses in a sentence (7)	54
Author's craft (8)	55	Data analysis, statistics and probability (6)	51	Recognizing correctly formed sentences (9)	42
Reasoning and inference (14)	50			Managing order and relationships of sentences and paragraphs (6)	68

## Distribution by Score Band

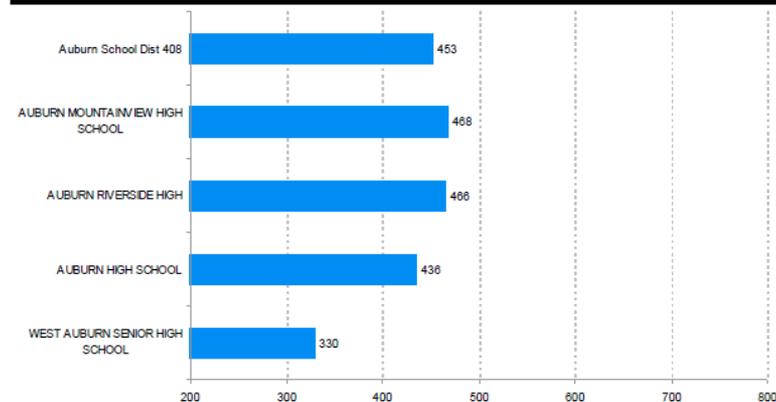
### Critical Reading

### Mathematics

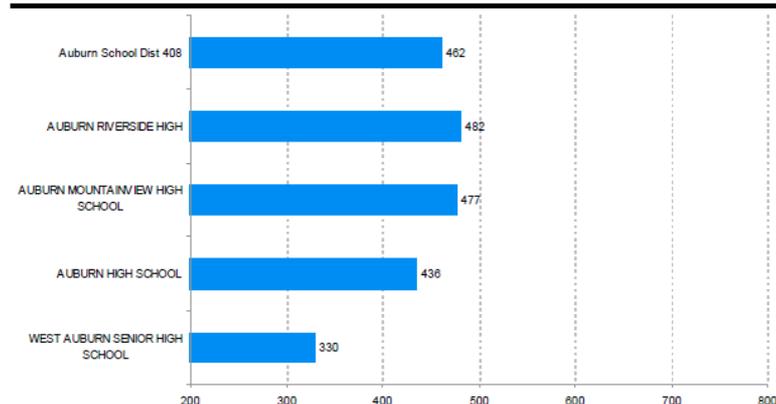
### Writing Skills

Score Band	# of Test-Takers	% of Test-Takers	Score Band	# of Test-Takers	% of Test-Takers	Score Band	# of Test-Takers	% of Test-Takers
200 - 290	72	8	200 - 290	83	10	200 - 290	91	11
300 - 390	199	23	300 - 390	178	21	300 - 390	216	25
400 - 490	277	33	400 - 490	246	29	400 - 490	294	35
500 - 590	202	24	500 - 590	213	25	500 - 590	172	20
600 - 690	89	10	600 - 690	113	13	600 - 690	67	8
700 - 800	10	1	700 - 800	16	2	700 - 800	9	1

## Critical Reading



## Mathematics



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Mean Score Report - District  
 District: Auburn School Dist 408  
 Administration Date: 10/15/2014

# PSAT, & SAT

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**PSAT/NMSQT**

**888 477 7728 or**

**888 477 PSAT**

**SAT:**

**888 728 4357**

**888 SAT HELP**

**Western Region of the  
College Board**

**866 392 4078**

# Access to Opportunity™

## Apply to 4 or More™ and Counselors

Apply to 4 or More™



Make a pledge to help students apply to 4 or more colleges.

The **Apply to 4 or More™** campaign supports counselors and helps them deliver opportunity to all college-ready students—especially low-income and minority students—by ensuring that they apply to four or more colleges that meet their academic ability and are their best fit.

**Our Commitment:** To aid counselors in this important work, the College Board will provide free tools and resources to help students identify colleges that are a good academic fit.



### The Pledge

- I pledge to help my students apply to four or more colleges to increase their chances of enrolling in an institution that matches their academic potential.

As a part of joining this effort you will receive free resources in the mail this fall. In the spring 2015 semester, we will email you a link to an online survey to capture your valuable feedback on how well the campaign performed at your school. To thank you for completing the survey, we will send you a free copy of the College Counseling Sourcebook (full PDF).

First name:

Middle initial:

Last name:

Email address:

Confirm email address:

Your institution's AI or CEEB code:

Your institution name:

Your institution street address:

Your institution city:

Your institution state or province:



### The Pledge

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Email address:

Confirm email address:

Your institution's AI or CEEB code:

Your institution name:

Your institution street address:

Your institution city:

Your institution state or province:

Your institution postal code:

### Where did you hear about this pledge?

- Colleague
- Webinar
- Other College Board event
- Collegeboard.org
- Counselor workshop
- College Board email/newsletter
- College Board staff
  -
- Association
- Other

Please click below to submit your pledge.

The College Board 2014 Counselor Workshops - Register Today - Google Chrome

counselorworkshops.collegeboard.org/?s\_kwcid=AL14330P3146782585044/b!gl/counselor%20workshop&ef\_id=U2VVVAQAALRZ4imQ-20140912225657s

## Free Local and Online Counselor Workshops

Previously called the Fall Counselor Workshops, these free workshops provide school counselors with the information they need to help students prepare for college and career success. The **2014 College Board Counselor Workshops** will include:

- Updates on the SAT, the PSAT/NMSQT, and AP Programs
- A briefing on the ways the College Board delivers opportunity
- Spotlight on critical websites for counselors
- An in-depth presentation on financial aid
- Counseling tips from seasoned counseling practitioners

Participants will also receive:

- The *What's New* brochure with program highlights and changes
- The *College Board Quick Reference Guide* with test dates for the upcoming year
- And more

### Register for a Local Workshop

Click the map below to register for a free Counselor Workshop in your area. Presented by a College Board representative, local workshops bring you the latest tools and resources — and the chance to network with colleagues and share best practices.

- Midwest States ▶
- Midwestern ▶
- New England ▶
- Southern ▶
- Southwestern ▶
- Western ▶



### Look for an Online Counselor Workshop

For those who can't attend a local workshop, the online workshops are a perfect alternative. There are two types of online workshops: one for counselors with two years of experience or less and another for more-experienced counselors.

**Sign up for a Counselor Workshop in your state or a neighboring state.**

Select a state:

[Go](#)

#### Quick Links

- [View the Workshop Presentation](#)
- [AP Resources for Educators](#)
- [SAT Resources for Educators](#)

#### Apply to 4 or More™



Make a pledge to help students apply to 4 or more colleges.

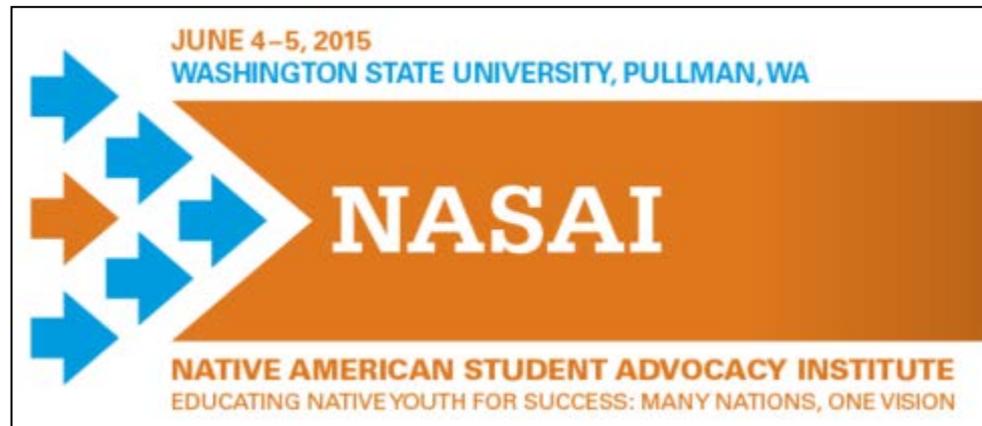
#### Upcoming Events

- [ACCUPLACER National Conference](#)
- [College Board Forum 2014](#)

#### Connect with Us

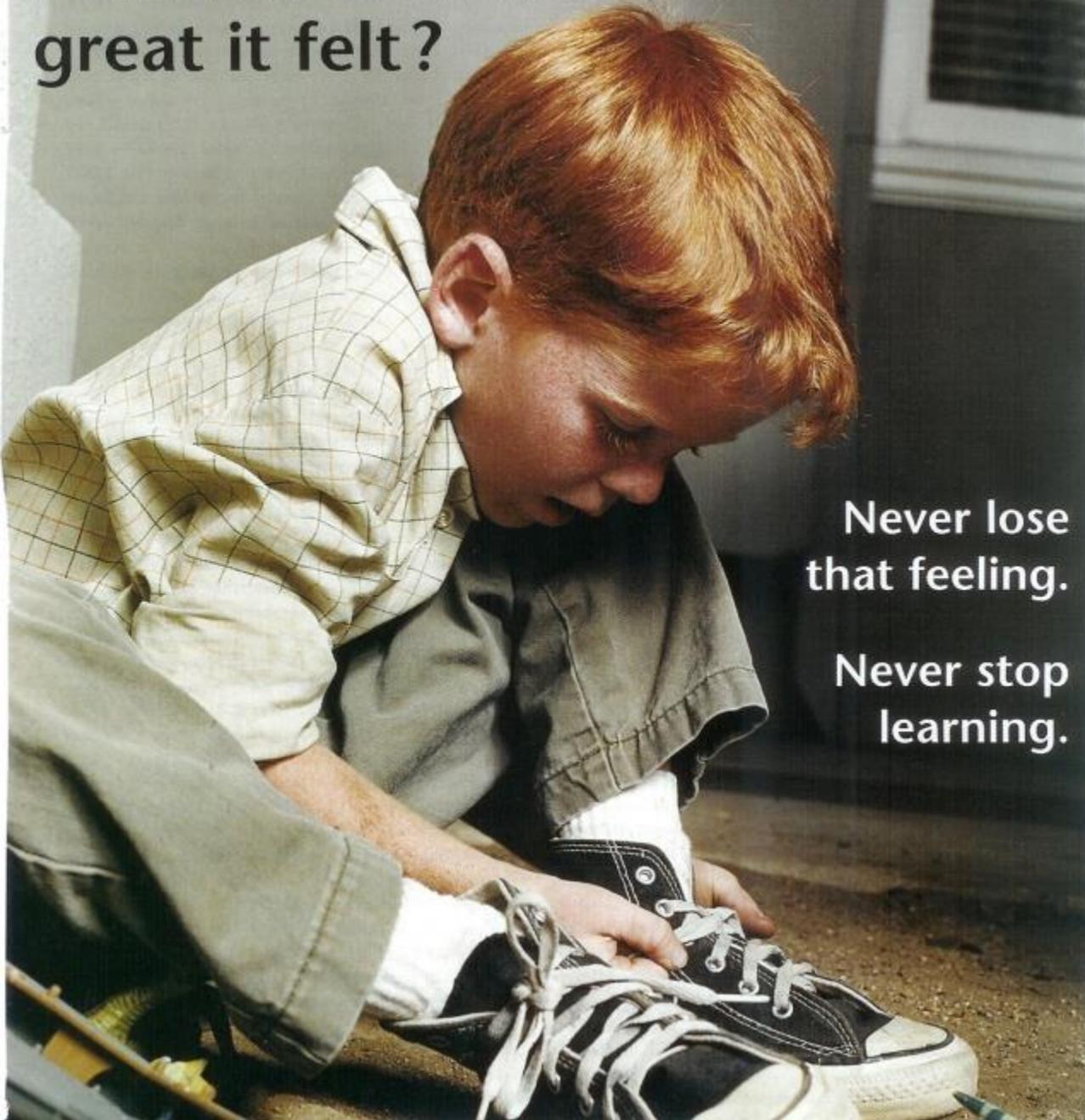
-  [Follow us on Twitter](#)
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Native American Student Advocacy Institute,  
June 4-5, 2015  
Washington State University, Pullman WA



Visit <https://nasai.collegeboard.org/> for more  
information

Remember how  
great it felt?



Never lose  
that feeling.

Never stop  
learning.

Questions?

866-392-4078  
(Toll free)

[wro@collegeboard.org](mailto:wro@collegeboard.org)

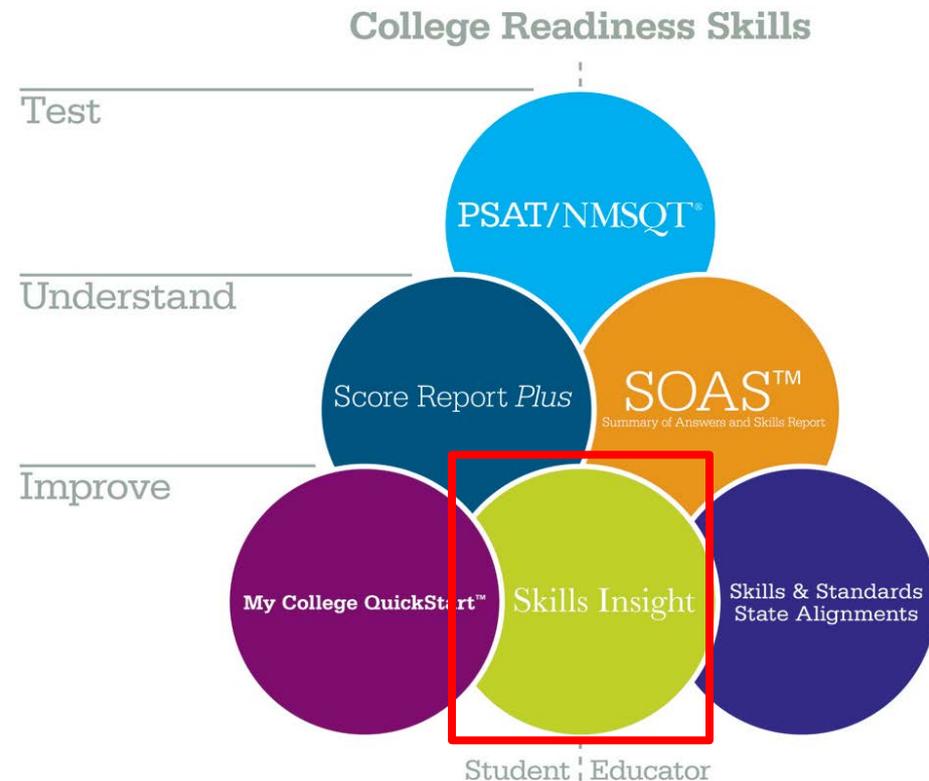
PSAT/NMSQT

# PSAT/NMSQT<sup>®</sup> Benefits School Staff

- Connect assessment to learning/instruction with lessons employing PSAT/NMSQT<sup>®</sup> data and MyRoad.
- Summary of Answers and Skills (SOAS) links aggregate PSAT/NMSQT<sup>®</sup> performance with academic skills.
- Free access to AP Potential<sup>™</sup> that assists schools in identifying students who have the potential to be successful in AP<sup>®</sup> course
- Student Data on Disk Question-by-question analysis with aggregate data to schools and districts regarding student performance on every test question on state and national scale

# Skill Insights

- Available online
- Help identify skills to target prior to state assessments
- Assist students with



# PSAT/NMSQT® Skills Insight™: Align with SAT®

- Identifies the types of skills tested on the SAT®
- Helps teachers inform instruction
- Sample questions for each skill

The screenshot displays the PSAT/NMSQT Skills Insight website. At the top, there is a search bar with the text "Search" and a "Go" button. Below the search bar are navigation tabs for "Overview", "Get Started", "Critical Reading", "Mathematics", and "Writing". Underneath these tabs is a "Select a Score:" section with buttons for score bands: "20-29", "30-39", "40-49", "50-59", "60-69", and "70-80". The "50-59" band is selected. Below the score selection are tabs for "Overview", "Reading", "Mathematics", and "Writing". The "Reading" tab is selected. The main content area shows a "Select a score band" section with buttons for "200 - 290", "300 - 390", "400 - 490", "500 - 590", "600 - 690", and "700 - 800". The "500 - 590" band is selected. Below this is a "Select a skill group within this score band" section with buttons for skill groups "1", "2", "3", "4", "5", and "6". The "1" skill group is selected. The main content area displays the title "Determining the Meaning of Words" in green text. Below the title is the text "Skills needed to score in this band". There are three skill descriptions listed below:

**SKILL 1:** Use the context of a sentence or larger section of text to determine the meaning of unknown words or to differentiate among multiple possible meanings of words

**SKILL 2:** Understand how syntax (the arrangement of words and phrases in a sentence) influences the relationship among words and ideas within a sentence

**SKILL 3:** Demonstrate increased comprehension of specialized vocabulary

# How does it all add up?

## Critical Reading example

Skills Insight has a repository of questions to illustrate what the skill involves when it's applied.

**Determining the Meaning of Words**

Use vocabulary skills, context, roots, prefixes, and suffixes to determine the meaning of words.

[How to Improve](#)

◀ Next lower score band    Next higher score band ▶

**1** Use **context clues**, such as an embedded definition (a definition provided in the sentence), when selecting missing vocabulary at the sentence level.

▼ [Hide practice question for this skill](#)

**Q:** The region's barrenness, evident in its lack of animal life, vegetation, and even flowing water, presents an extreme example of -----.

**A:** (A) elevation  
(B) desolation  
(C) cynicism  
(D) impermanence  
(E) versatility

[Show answer](#)

▶ [Show answer explanation](#)

# Redesigned SAT Essay Prompt

1

As you read the passage below, consider how Dana Gioia 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.

2

[Sample Passage here]

(In this example, passage is adapted from “Why Literature Matters” by Dana Gioia. ©2005 by The New York Times Company. Originally published April 10, 2005.)

3

Write an essay in which you explain how Dana Gioia builds an argument to persuade his audience that the decline of reading in America will have a negative effect on society. In your essay, analyze how Gioia uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Gioia’s claims, but rather explain how Gioia builds an argument to persuade his audience.



# Current SAT Example: Critical Reading

---

**Based on information presented in the passage, which best describes what Georgia was “tired of ” (line 8) ?**

- (A) Being forced to earn a living
- (B) Being teased about Joseph Tank
- (C) Being considered a hack writer by some of her colleagues
- (D) Being betrayed by her supposed friends
- (E) Being the only woman in the newsroom

# Redesigned SAT Sample Item: Command of Evidence (Reading Test)

... The North Carolina ratification convention: “No one need be afraid that officers who commit oppression will pass with immunity.” “Prosecutions of impeachments will seldom fail to agitate the passions of the whole community,” said Hamilton in the Federalist Papers, number 65. “We divide into parties more or less friendly or inimical to the accused.”\* I do not mean political parties in that sense.

The drawing of political lines goes to the motivation behind impeachment; but impeachment must proceed within the confines of the constitutional term “high crime[s] and misdemeanors.” Of the impeachment process, it was Woodrow Wilson who said that “Nothing short of the grossest offenses against the plain law of the land will suffice to give them speed and effectiveness. Indignation so great as to overgrow party interest may secure a conviction; but nothing else can.” [ . . . ]

Adapted from a speech delivered by Congresswoman Barbara Jordan of Texas on July 25, 1974, as a member of the Judiciary Committee of the United States House of Representatives.

In lines 48-53 (“Prosecutions . . . sense”), what is the most likely reason Jordan draws a distinction between two types of “parties”?

- A) To counter the suggestion that impeachment is or should be about partisan politics
- B) To disagree with Hamilton’s claim that impeachment proceedings excite passions
- C) To contend that Hamilton was too timid in his support for the concept of impeachment
- D) To argue that impeachment cases are decided more on the basis of politics than on justice



# Redesigned SAT Sample Item: Command of Evidence (Reading Test) Continued

Which choice provides the best evidence for the answer to the previous question?

A) Lines 13-17 (“It . . . office”)

*It is wrong, I suggest, it is a misreading of the Constitution for any member here to assert that for a member to vote for an article of impeachment means that that member must be convinced that the President should be removed from office.*

B) Lines 20-24 (“The division . . . astute”)

*The division between the two branches of the legislature, the House and the Senate, assigning to the one the right to accuse and to the other the right to judge—the framers of this Constitution were very astute.*

C) Lines 54-57 (“The drawing . . . misdemeanors”)

*The drawing of political lines goes to the motivation behind impeachment; but impeachment must proceed within the confines of the constitutional term “high crime[s] and misdemeanors.”*

D) Lines 64-67 (“Congress . . . transportation”)

*Congress has a lot to do: appropriations, tax reform, health insurance, campaign finance reform, housing, environmental protection, energy sufficiency, mass transportation.*



# Current SAT Example: Sentence Completions

---

**Some fans feel that sports events are \_\_\_\_\_ only when the competitors are of equal ability, making the outcome of the game \_\_\_\_\_.**

- (A) successful . . assured
- (B) boring . . questionable
- (C) dull . . foreseen
- (D) interesting . . predictable
- (E) exciting . . uncertain



# Redesigned SAT Sample Item: Relevant Words in Context (Writing & Language Test)

---

[. . .] As Kingman developed as a painter, his works were often compared to paintings by Chinese landscape artists dating back to CE 960, a time when a strong tradition of landscape painting emerged in Chinese art. Kingman, however, **4** vacated from that tradition in a number of ways, most notably in that he chose to focus not on natural landscapes, such as mountains and rivers, but on cities. [. . .]

4. A) NO CHANGE  
B) evacuated  
C) departed  
D) retired



# Redesigned SAT Sample Item: Relevant Words in Context (Reading Test)

---

[ . . . ] The coming decades will likely see more **intense** clustering of jobs, innovation, and productivity in a smaller number of bigger cities and city-regions. Some regions could end up bloated beyond the capacity of their infrastructure, while others struggle, their promise stymied by inadequate human or other resources.

Adapted from Richard Florida, *The Great Reset*.  
©2010 by Richard Florida.

---

As used in line 55, “intense” most nearly means

- A) emotional.
- B) concentrated.
- C) brilliant.
- D) determined.



# Current SAT Example: Identifying Sentence Errors

---

The students have discovered that they can address issues  
A B  
more effectively through letter-writing campaigns and not  
C D  
through public demonstrations. No error  
E



# Redesigned SAT Sample Item: Relevant Words in Context (Writing & Language Test)

---

[. . .] The transportation planner's job might involve conducting a traffic count to determine the daily number of vehicles traveling on the road to the new factory. If analysis of the traffic count indicates that there is more traffic than the **3** current road as it is designed at this time can efficiently accommodate, the transportation planner might recommend widening the road to add another lane. [. . .]

3. A) NO CHANGE  
B) current design of the road right now  
C) road as it is now currently designed  
D) current design of the road



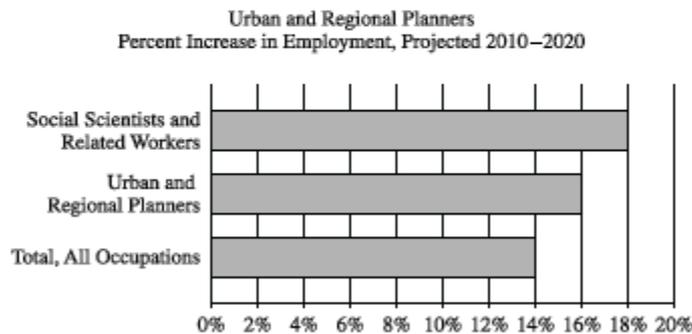
# Current SAT Example: Improving Sentences

The library is older than it but still just as beautiful as the courthouse.

- (A) older than it but still just as beautiful as the courthouse
- (B) older and it is just as beautiful as the courthouse
- (C) older than the courthouse; it is just as beautiful as it
- (D) older than the courthouse but just as beautiful
- (E) just as beautiful as the courthouse and it is older than it

# Redesigned SAT Sample Item: Command of Evidence (Writing & Language Test)

[...] Transportation planners perform critical work within the broader field of urban and regional planning. As of 2010, there were approximately 40,300 urban and regional planners employed in the United States. The United States Bureau of Labor Statistics forecasts steady job growth in this field, projecting that 16 percent of new jobs in all occupations will be related to urban and regional planning. Population growth and concerns about environmental sustainability are expected to spur the need for transportation planning professionals.



Adapted from United States Bureau of Labor Statistics, Employment Projections Program. "All occupations" includes all occupations in the United States economy.

Which choice completes the sentence with accurate data based on the above graph?

- A) NO CHANGE
- B) warning, however, that job growth in urban and regional planning will slow to 14 percent by 2020.
- C) predicting that employment of urban and regional planners will increase 16 percent between 2010 and 2020.
- D) indicating that 14 to 18 percent of urban and regional planning positions will remain unfilled.

# Current SAT Example: Math

Family	Number of Consecutive Nights
Jackson	10
Callan	5
Epstein	8
Liu	6
Benton	8

The table above shows the number of consecutive nights that each of five families stayed at a certain hotel during a 14-night period. If the Liu family's stay did not overlap with the Benton family's stay, which of the 14 nights could be a night on which only one of the five families stayed at the hotel?

- A) The 3rd
- B) The 5th
- C) The 6th
- D) The 8th
- E) The 10th

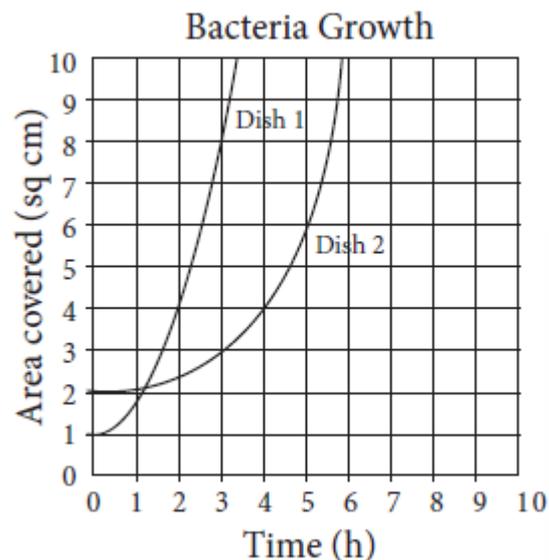


# Redesigned SAT Sample Item: Math

---

If  $\frac{1}{2}x + \frac{1}{3}y = 4$ , what is the value of  $3x + 2y$ ?

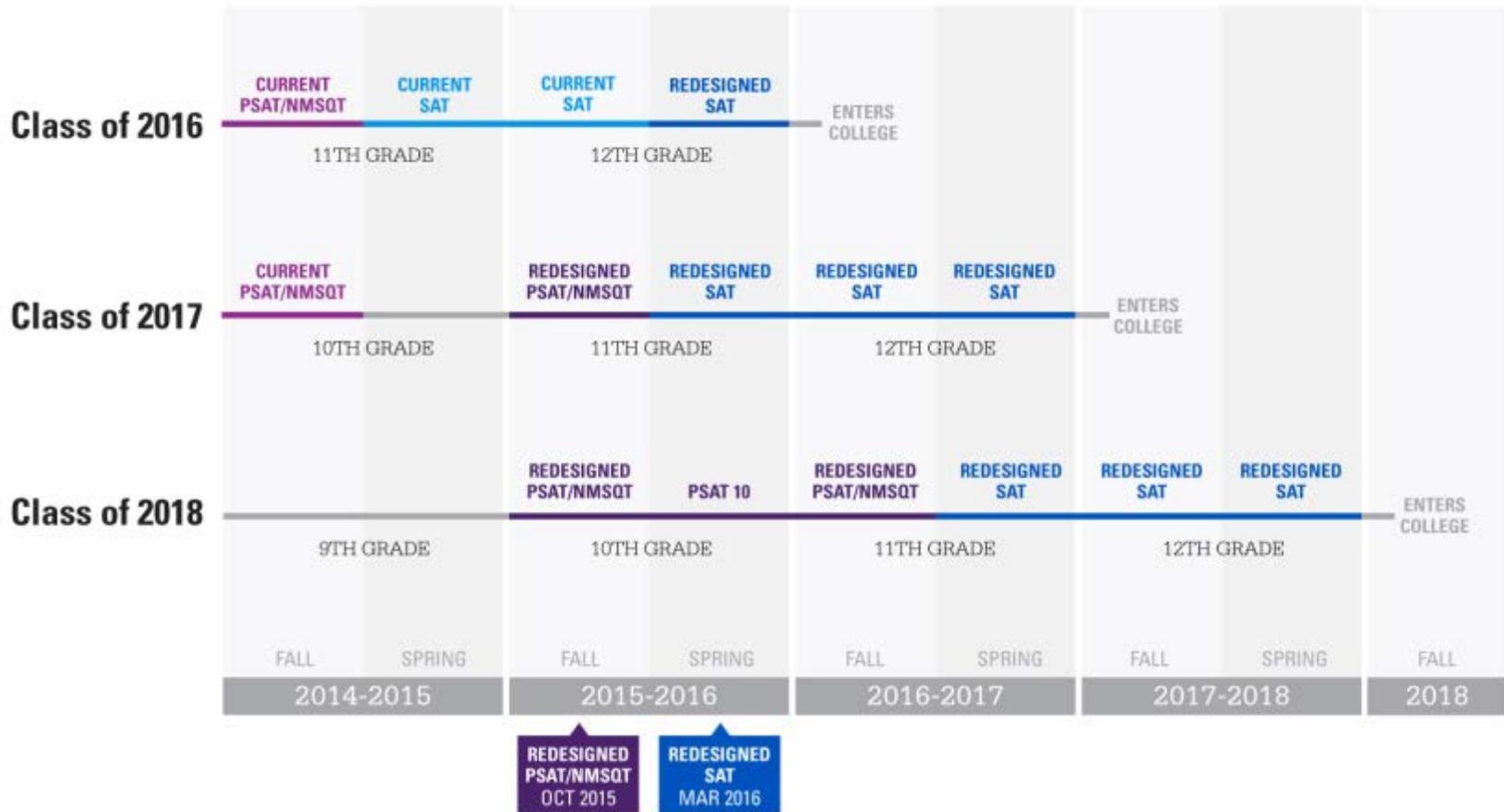
# Redesigned SAT Sample Item: Math



A researcher places two colonies of bacteria into two petri dishes that each have area 10 square centimeters. After the initial placement of the bacteria ( $t = 0$ ), the researcher measures and records the area covered by the bacteria in each dish every ten minutes. The data for each dish were fit by a smooth curve, as shown above, where each curve represents the area of a dish covered by bacteria as a function of time, in hours. Which of the following is a correct statement about the data above?

- A) At time  $t = 0$ , both dishes are 100% covered by bacteria.
- B) At time  $t = 0$ , bacteria covers 10% of Dish 1 and 20% of Dish 2.
- C) At time  $t = 0$ , Dish 2 is covered with 50% more bacteria than Dish 1.
- D) For the first hour, the area covered in Dish 2 is increasing at a higher average rate than the area covered in Dish 1.

# Redesign Timing





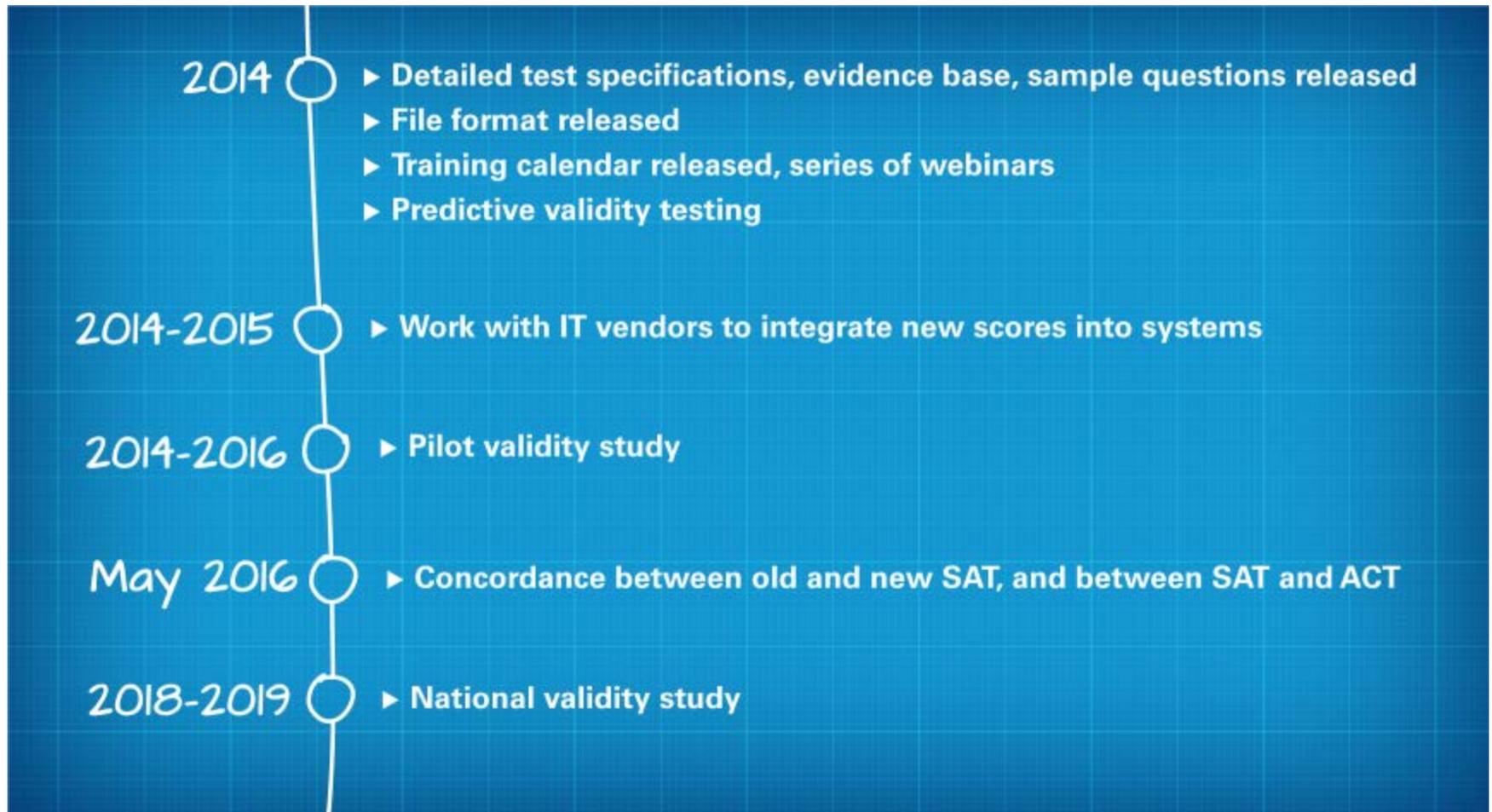
# Goals of the Redesigned SAT

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- ▶ More focused on the few essential things that research shows matter most for college readiness
- ▶ Assessment and instruction will work together
- ▶ Open and clear, so students and educators know what to expect

# About the Redesigned SAT

Major steps in College Board's operational implementation:





# About the Redesigned SAT

To establish a strong foundation for **validity**, the new test design is based on a growing body of current national and international research on the skills and knowledge needed for success in college.

Three ways The College Board will demonstrate predictive validity:

- ▶ Complete test specifications, evidence base, and sample items (April 2014)
- ▶ Pilot Predictive Validity Study (2014-2016)
- ▶ National Predictive Validity Study (2018-2019)

# Comparison of Current SAT and Redesigned SAT

## Current SAT

### Total Testing Time

- ▶ 3 Hours, 45 Minutes

\* Subject to research

### Components

- ▶ Critical Reading
- ▶ Writing + Essay
- ▶ Mathematics

## Redesigned SAT

- ▶ 3 Hours\*
- ▶ 50 Minutes for Optional Essay

- ▶ Evidence-Based Reading & Writing
  - Reading
  - Writing & Language
- ▶ Math
- ▶ Essay (Optional)

# Comparison of Current SAT and Redesigned SAT

## Current SAT

### 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)

## Redesigned SAT

- ▶ Reasoning + strong focus on 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)

# Comparison of Current SAT and Redesigned SAT

## Current SAT

### 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

## Redesigned SAT

- ▶ Optional and given at the end of the SAT
  - 50 minutes to write the essay
  - Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text

# Comparison of Current SAT and Redesigned SAT

## Current SAT

### Scoring

\* Subject to research

- ▶ 600-2400 Scale
  - Critical Reading (800)
  - Mathematics (800)
  - Writing (800)

### Insight Scores

- ▶ None

## Redesigned SAT

- ▶ 400-1600 Scale
  - Evidence-Based Reading & Writing (800)
  - Math (800)
  - Essay score
- ▶ Multiple Insight Scores

# Evidence-Based Reading & Writing and Essay

## Key Design Elements Supported by Evidence

- ▶ **Text Complexity** - Adams (2009)
- ▶ **Source Analysis and Evidence Use** – Duke University (2009), Cornell University (2009), Texas A&M University (2014)
- ▶ **Analysis of Data in Graphics** – Friel, Curcio, & Bright (2001)
- ▶ **Words in Context** – Beck, McKeown, & Kucan (2013)
- ▶ **Language Conventions and Effective Language Use** – Micciche (2004)
- ▶ **Disciplinary Literacy** – Shanahan, Sjamaham, & Misischia (2011)

The full evidentiary foundation for the redesigned SAT can be found in Section II of the Test Specifications Document.

Please visit [deliveringopportunity.org](http://deliveringopportunity.org)



# Math Test

## Key Design Elements Supported by Evidence

- ▶ **Focusing on Content that Matters Most** – Conley (2011)
- ▶ **Problem Solving and Data Analysis** – NCEE (2013)
- ▶ **Calculator and No-Calculator Sections** – Conley (2011)

The full evidentiary foundation for the redesigned SAT can be found in Section II of the Test Specifications Document.

Please visit [deliveringopportunity.org](http://deliveringopportunity.org)

# The redesigned SAT Will Be Distinguished From Any Other Admissions Exam

- ▶ A clear focus on fewer, more important things that research tells us matter most for college readiness and success
- ▶ Students' command of evidence matters more than ever before
- ▶ Students will analyze and synthesize words and numbers, while evaluating their consistency in reading, writing, language, and math
- ▶ Students will move beyond traditional problems to real world applications that they will encounter in college and career
- ▶ Students will be asked to honor the contributions that science and history/social studies make to college and career readiness in reading, writing, language and math
- ▶ Reflects students' best work – not a departure from high school, but a distillation

# About the Redesigned SAT

**THIS HIGH-LEVEL BLUEPRINT OUTLINES THE FOUNDATION FOR THE REDESIGNED SAT AND SUMMARIZES THE KEY CHANGES.**

	<b>EVIDENCE-BASED READING AND WRITING</b>	<b>THE ESSAY</b>	<b>MATH</b>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>→ Command of Evidence</li> <li>→ Relevant Words in Context</li> <li>→ Revising and Editing Skills Applied to Text and Data</li> <li>→ Analysis of Sources in Social Studies, Science, and Literature</li> <li>→ Founding Documents and Great Global Conversation</li> </ul>	<p>Common prompt applied to different sources.</p> <p>As you read the passage, consider how the author uses:</p> <ul style="list-style-type: none"> <li>- Evidence such as facts or examples</li> <li>- Reasoning to develop ideas and to connect claims and evidence</li> <li>- Stylistic or persuasive elements to add power to the ideas expressed</li> </ul> <p>Write an essay in which you explain how the author builds an argument to persuade an audience.</p>	<ul style="list-style-type: none"> <li>→ Math focused on three key areas:               <ul style="list-style-type: none"> <li>- Heart of Algebra</li> <li>- Problem Solving and Data Analysis</li> <li>- Passport to Advanced Math</li> </ul> </li> <li>→ Problems Grounded in Real-World Contexts</li> <li>→ Multistep and Extended-Thinking Problems</li> </ul>
<b>INSTRUCTION &amp; ACCESS</b>	<b>THE COLLEGE BOARD'S FOUNDATION FOR DELIVERING OPPORTUNITY</b>		
	<ol style="list-style-type: none"> <li>1 All In: Ensure all qualified students take AP, especially underrepresented students</li> <li>2 Application fee waivers to four colleges for all income-eligible students</li> </ol>	<ol style="list-style-type: none"> <li>3 Free test prep for the world</li> <li>4 Access to daily practice with rigorous course work</li> <li>5 Support to accelerate students who have fallen behind</li> </ol>	
<b>DESIGN NOTES</b>	<p><b>Score scale:</b> 1600 with optional essay scored separately</p> <p><b>Scoring:</b> Rights-only scoring, no penalty for wrong answers</p> <p><b>SAFE USE WARNING:</b> SAT scores should only be used in combination with other relevant information to make responsible decisions about students.</p>		
<b>NOT SECRET</b>	<div style="display: flex; align-items: center;"> <div style="font-size: 4em; margin-right: 10px;">SAT</div> <div style="text-align: center;"> <p><b>High-Level Blueprint</b></p> <p>The redesigned SAT draws on research-based evidence that defines the knowledge and skills that are most essential for readiness and success.</p> <p>Developed in collaboration with college and K-12 educators, the redesigned SAT will reflect the work students do in class that best prepares them for college and career success.</p> <p>Full test specifications and sample items available on April 16. Find out more at <a href="http://deliveringopportunity.org">deliveringopportunity.org</a></p> </div> <div style="margin-left: 20px;">  </div> </div>		

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# Comparison of Current P/N and Redesigned P/N

## Current PSAT/NMSQT

- ▶ 2 Hours, 10 Minutes

### Total Testing Time

\* Subject to research

### Components

- ▶ Critical Reading
- ▶ Writing
- ▶ Math

## Redesigned PSAT/NMSQT

- ▶ 2 Hours, 45 Minutes\*

- ▶ Evidence-Based Reading & Writing
  - Reading
  - Writing & Language
- ▶ Math

# Comparison of Current P/N and Redesigned P/N

## Current PSAT/NMSQT

### 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)

## Redesigned PSAT/NMSQT

- ▶ Reasoning + strong focus on 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)

# Comparison of Current P/N and Redesigned P/N

## Current PSAT/NMSQT

### Scoring

\* Subject to research

- ▶ Scale ranging from 60 to 240
- ▶ Scaling ranging from 20 to 80 for Critical Reading, Mathematics, and Writing

### Insight Scores

- ▶ None

## Redesigned PSAT/NMSQT

- ▶ Some scores will be reported on the same scale used for the SAT: For P/N the score ranges are: 320 to 1520 for the composite score, 160-760 for each area scores, and 8-38 for test scores.
- ▶ Subscores for every test, providing added insight for students, parents, educators, and counselors

# Get the most from PSAT/NMSQT<sup>®</sup> Results



<https://www.collegeboard.org/psat-nmsqt/resources>

Filter By

AUDIENCE

Student (22)

Educator (24)

District (5)

Parent (1)

TOPIC

Administration (5)

College Planning (11)

General Info (6)

Preparation (7)

PSSS (4)

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## Resources

### Scores



PDF 1.09 MB

#### [Understanding PSAT/NMSQT Scores](#)

Includes PSAT/NMSQT percentiles, mean scores, score conversions, answer keys, and skills.

educator

scores

guide



PDF 845.8 KB

#### [Sample PSAT/NMSQT Score Report Plus](#)

Explains the sections of the paper student score report. Can be used as a guide for reviewing the score report...

educator

scores

handout



PDF 211.67 KB

#### [PSAT/NMSQT Student Data Disk File Format](#)

A description of the contents of the PSAT/NMSQT Student

# PSAT/NMSQT<sup>®</sup> : A Step to the Future

## Connects

- ... to individual students
- ... to scholarships
- ... to classrooms
- ... to colleges
- ... to the SAT<sup>®</sup>
- ... to AP<sup>®</sup>
- ...to life





# 2014-15

Official Educator Guide to the  
**PSAT/NMSQT**<sup>®</sup>  
Preliminary SAT/National Merit Scholarship Qualifying Test



Taken by more than 3.86 million students in 2014 (45% eleventh-graders and 55% tenth-graders or younger)

## Inside:

- Calendar of important dates and deadlines
- Tools for getting the most from PSAT/NMSQT<sup>®</sup> results
- Handouts for students, parents, and staff
- Information about National Merit Scholarship Corporation Programs

*According to rules established by the National Merit Scholarship Corporation, students must take the PSAT/NMSQT<sup>®</sup> as a junior (ie. 11th grade) to be eligible for certain scholarships.*

PSAT/NMSQT<sup>®</sup> is cosponsored by the College Board and the National Merit Scholarship Corporation.



## Why take the PSAT/NMSQT® ?

- Preparation for the SAT®
- Scholarship and recognition opportunities (11<sup>th</sup> grade)
- College and career planning tools
- Admissions and financial aid information from colleges
- Feedback on academic skills
- Entry to National Merit and other Awards





Knowledge Skills Behaviors Awareness

# Understanding Your PSAT/NMSQT® Results

*Powerpoint to use with students!*



Knowledge Skills Behaviors Awareness

# How Can My College QuickStart<sup>®</sup> Help You?

# My College QuickStart

INSIGHTS
I.D. ME
EXPLORE MAJORS
FIND A COLLEGE
RESEARCH CAREERS

CIVIL ENGINEERING

Overview | High School Courses | College Courses | Career Connection | Perspectives |

Majors A-Z

My Interest ?

High
Medium
None

Updated: 8-31-2009

Topics

Construction Engineering & Management

Environmental Engineering

Geological Engineering

Geotechnical Engineering

Mining Engineering


Overview

T

he ancient Egyptians built pyramids and levees. The Romans built aqueducts and the Colosseum. The Persians and ancient Greeks undertook massive building projects. Civil engineering has been practiced for thousands of years.

Civil engineers plan, design, build, and repair just about anything you can think of. That includes buildings, bridges, dams, tunnels, highways, stadiums, sewage treatment plants, power plants, airports, and even satellites. These days they're also in demand to repair the damage caused by natural disasters such as earthquakes, hurricanes, and floods. And our crumbling public structures, from bridges to tunnels, all need civil engineers to repair them.

Civil engineers plan, design, build, and repair just about anything you can think of.

earthquakes in both geotechnical and structural engineering. In a geotechnical engineering course, you'll focus on soil structure and foundation design. But when you study structural engineering, you'll be more concerned with designing



Civil engineers specialize in different areas. Transportation engineers, for example, tackle problems like traffic jams and air travel safety. Water resources engineers work to control the flow of rivers and ensure clean drinking water.

As a civil engineering major, you'll take classes in several fields before focusing on one. But you'll find there's overlap in some course work. For instance, you'll learn how to build structures that can stand up to

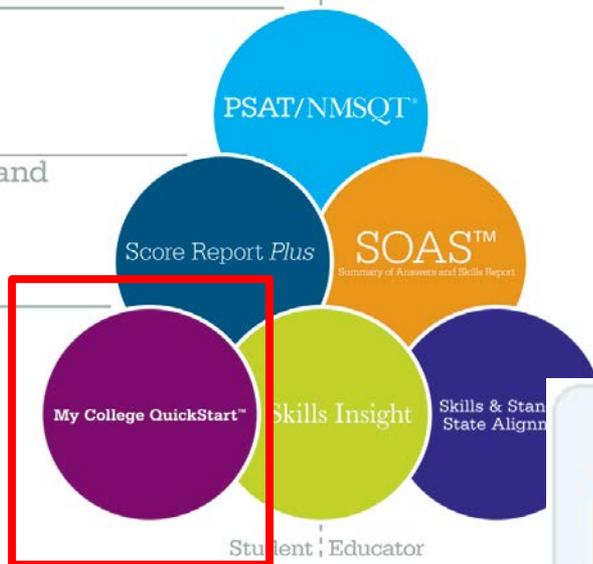
162

PSAT/NMSQT

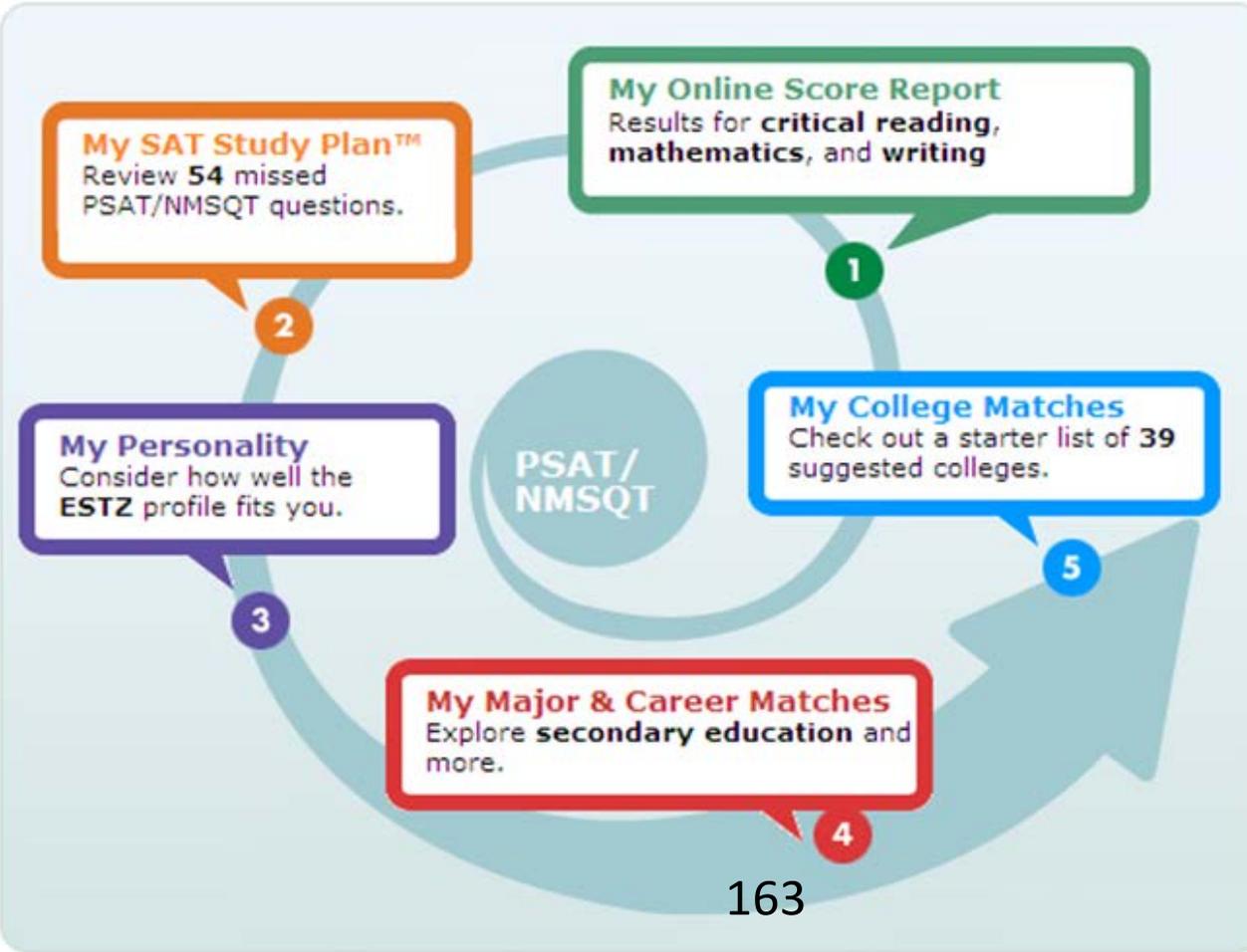
Test

Understand

Improve



# My College QuickStart



# My College QuickStart

## My AP Potential

- List of AP courses
- Which ones are offered at your school

Review 34 missed PSAT/NMSQT questions.

...ing kit, Ima.

...s with My College QuickStart.

**Online Score Report: 2012**  
... for critical reading, ...  
...matics, and writing

Help ?

### Ima Student

pujamshr00@gmail.com

[Update My Info](#) | [Sign Out](#)

### My AP Potential

Learn more about your AP Potential and see which AP Courses are the best fit for you.

[View Your Potential](#)

### My Personality

Consider how well the **ENTA** profile fits you.

### My College Matches

Check out a starter list of **109** suggested colleges.

### My Major & Career Matches

Explore **math & statistics** and more.

### Your Past PSAT/NMSQT Tests

- [2011](#)
- [2010](#)
- [2006](#)

## My College QuickStart

**Log in to your personalized account at**

**[www.collegeboard.org/quickstart](http://www.collegeboard.org/quickstart)**