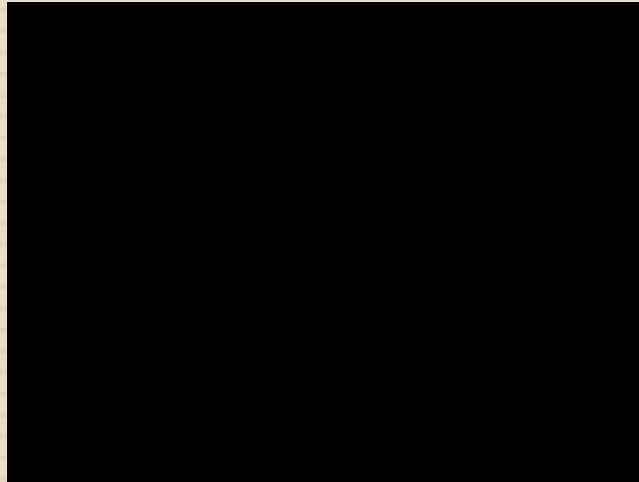




PREVIEW OF THE REDESIGNED PSAT/SAT

Walnut Hills High School, College Information Center
Mrs. Martha Geller and Mrs. Kathy Restle

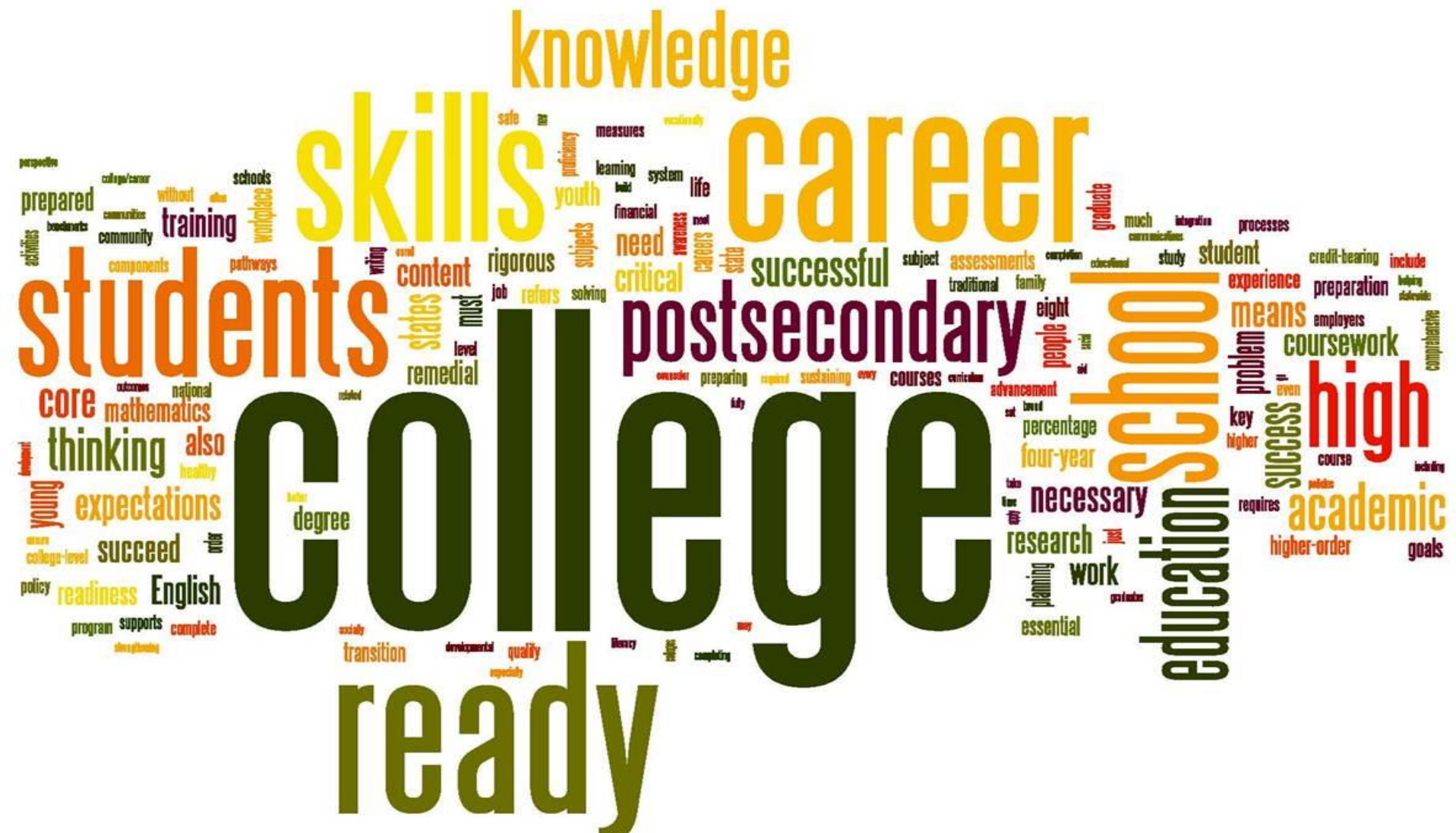
The Middle, “The Test”



Program overview

- **Why** is this happening?
- **What** are the changes?
- **When** do the changes take place?
- **Who** takes which test?
- **How** can students prepare?

Why is this happening?



College Access and Success	Both College and Career Access and Success	College and Career Access Success and Dropout Prevention
Institute for Higher Education Policy Lumina Foundation National Center for Public Policy and Higher Education The College Board Woodrow Wilson National What Works Clearinghouse	Achieve ACT American School Counselor Association American Youth Policy Forum America's Promise Alliance Annenberg Institute for School Reform Carnegie Corporation of New York, Urban and Higher Education Program Center on Education Policy Common Core State Standards Initiative Council of Chief State School Officers Data Quality Campaign Educational Policy Improvement Center John J. Heldrich Center for Workforce Development Metlife Foundation National Academy Foundation National Alliance for Secondary Education and Transition National Center for Educational Achievement National Center on Education and the Economy National Collaborative on Workforce and Disability for Youth National Office for School Counselor Advocacy National Secondary Transition Technical Assistance Center National Youth Employment Coalition Partnership for Assessment of Readiness for College and Careers Ready by 21 Rennie Center for Education Research and Policy Smarter Balanced Assessment Consortium Southern Regional Education Board The Center on Education and Work, University of Wisconsin–Madison The Forum for Youth Investment The Future Ready Project The Partnership for 21st Century Skills The Thomas B. Fordham Institute	Alliance for Excellent Education American Youth Policy Forum America's Promise Alliance Association for Career and Technical Education Bill & Melinda Gates Foundation Campaign for High School Equity Center for American Progress Center For Public Education Coalition for a College and Career Ready America Doing What Works Education Trust Georgetown University Center on Education and the Workforce Harvard Graduate School of Education Institute for Educational Leadership IDEA Partnership Jobs for the Future Linked Learning, Irvine Foundation, Connect Ed National Assessment Governing Board National Association of Secondary School Principals National Association of State Boards of Education National Center for Education Statistics National Center for Learning Disabilities National Dropout Prevention Center/Network National High School Center National Post-Secondary Outcomes Center, U of Oregon National Research Center for Career and Technical Education National Women's Law Center NGA Center for Best Practices North American Council for Online Learning
Career Access and Success		
Center for Postsecondary and Economic Success		
Dropout Prevention		
National Dropout Prevention Center for Students With Disabilities		
College Access and Success and Dropout Prevention		
Annie E. Casey Foundation Coalition for Community Schools Institute for Higher Education Policy Pathways to College Network		

College Board's definition

High school graduates who are **college and career ready have a high likelihood of successfully entering some type of postsecondary education** (i.e., four-year institution, two-year institution, trade school, technical school, and/or workforce training program) **without remediation**. Research shows that the threshold reading and math skills required for college readiness are essentially the same as those required for career training readiness, meaning that sharply differentiated forms of preparation aren't required.

Source: "Test Specifications for the Redesigned SAT," College Board

Why is this happening?

- 2013 cohort results: only 43% of all SAT takers reached the “College and Career Readiness” benchmark: a score of 1550 or better, predicting a 90% likelihood of earning a “C” or better in college-entry courses without remediation
- 2012: first year total number of students taking the ACT overtook the SAT
 - 128% increase in ACT takers
 - 68% increase in SAT takers

What are the changes?

- The redesigned SAT requires students to:
 - ▣ Read, analyze and use reasoning to comprehend challenging literary and informational texts in order to demonstrate and expand knowledge and understanding
 - ▣ Revise and edit extended texts to show facility with a core set of grammar, usage and punctuation conventions
 - ▣ Show command of focused but powerful set of knowledge, skills and understandings in math and apply that ability to solve real-world problems

What are the changes?

- The redesigned SAT requires students to:
 - ▣ Make careful and considered use of evidence
 - ▣ Demonstrate skill in analyzing data, including data represented graphically
 - ▣ Understand relevant words in context and how word choice helps shape meaning and tone

8 Key Changes to the SAT



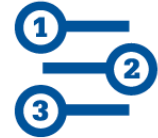
**Relevant words
in context**



**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**

The 8 Key Changes

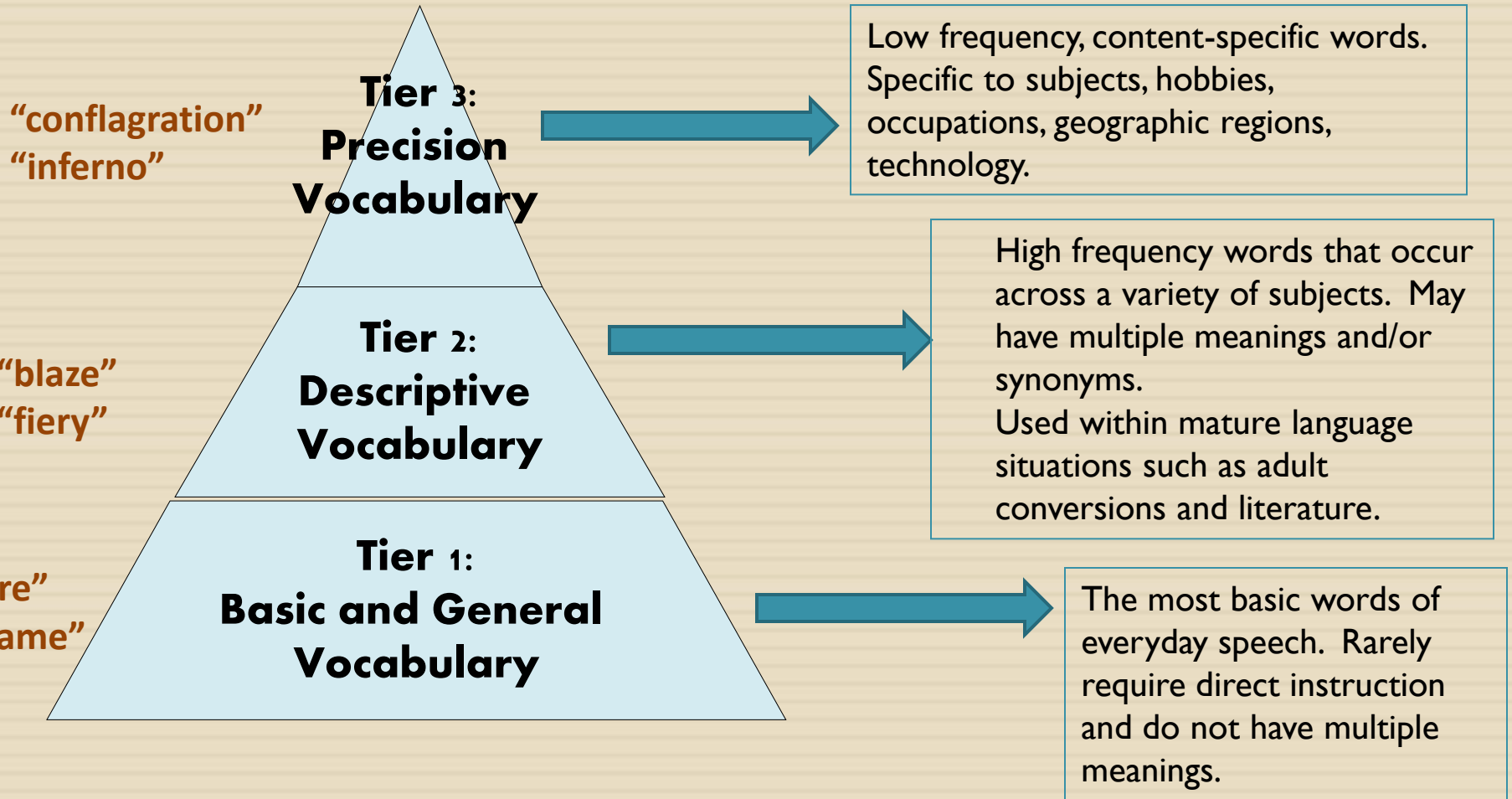


**Relevant words
in context**

Students will need to:

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

Vocabulary Pyramid



Relevant words in context

Furthermore, the prospect of de-extinction is profound news. That something as irreversible and final as extinction might be reversed is a stunning realization. The imagination soars. Just the thought
25 of mammoths and passenger pigeons alive again
invokes the awe and wonder that drives all
conservation at its deepest level.

40

As used in line 27, “deepest” most nearly means

- A) most engrossing.
- B) most challenging.
- C) most extensive.
- D) most fundamental.

The 8 Key Changes



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

Command of evidence

The problem of our age is the proper administration of wealth, that the ties of brotherhood may still bind together the rich and poor in harmonious relationship. The conditions of human life have not only been changed, but revolutionized, within the past few hundred years. In former days there was little difference between the dwelling, dress, food, and environment of the chief and those of his retainers. . . . The contrast between the palace of the millionaire and the cottage of the laborer with us to-day measures the change which has come with civilization. This change, however, is not to be deplored, but welcomed as highly beneficial. It is well, nay, essential, for the progress of the race that the houses of some should be homes for all that is highest and best in literature and the arts, and for all the refinements of civilization, rather than that none should be so. Much better this great irregularity than universal squalor. Without wealth there can be no

32

The author describes the people who live in the “houses of some” (line 15) as interested in the

- A) materials from which their houses are constructed.
- B) size of their homes.
- C) advantages of culture.
- D) pedigree of their guests.

33

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

- A) Lines 9-10 (“the palace . . . laborer”)
- B) Lines 15-16 (“all . . . arts”)
- C) Lines 18-19 (“Much . . . squalor”)
- D) Lines 19-20 (“Without . . . Maecenas”)

The 8 Key Changes



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

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]

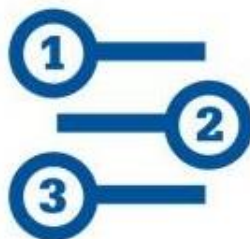
(In this example, passage is adapted from “Why Literature Matters” by Dana Gioia. ©2005 by The New York Times Company. Originally published April 10, 2005.)

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.

The 8 Key Changes

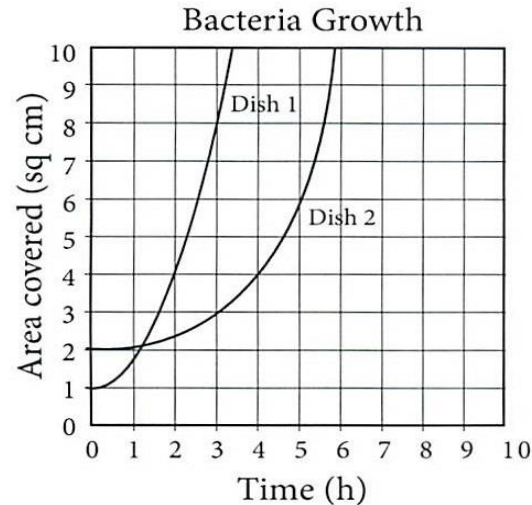


Math focused on
three key areas

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)

Problem solving and data analysis



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.

Heart of Algebra

$$4x - y = 3y + 7$$

$$x + 8y = 4$$

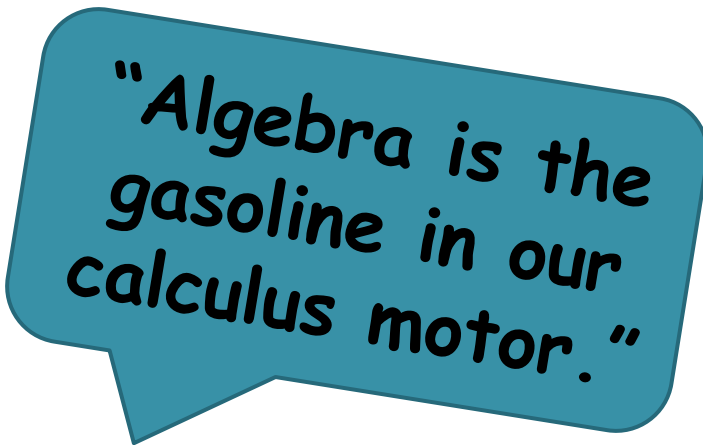
Based on the system of equations above, what is the value of the product xy ?

A) $-\frac{3}{2}$

B) $\frac{1}{4}$

C) $\frac{1}{2}$

D) $\frac{11}{9}$



"Algebra is the gasoline in our calculus motor."

Mr. Ferd Schneider,
WHHS AP Calculus teacher

Passport to Advanced Math

The function f is defined by $f(x) = 2x^3 + 3x^2 + cx + 8$, where c is a constant. In the xy -plane, the graph of f intersects the x -axis at the three points $(-4, 0)$, $(\frac{1}{2}, 0)$, and $(p, 0)$. What is the value of c ?

- A) -18
- B) -2
- C) 2
- D) 10

Non-calculator problem

$$\frac{5(k + 2) - 7}{6} = \frac{13 - (4 - k)}{9}$$

In the equation above, what is the value of k ?

- A) $\frac{9}{17}$
- B) $\frac{9}{13}$
- C) $\frac{33}{17}$
- D) $\frac{33}{13}$

The 8 Key Changes



**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**

Problems grounded in real-world contexts

Aaron is staying at a hotel that charges \$99.95 per night plus tax for a room. A tax of 8% is applied to the room rate, and an additional one-time untaxed fee of \$5.00 is charged by the hotel. Which of the following represents Aaron's total charge, in dollars, for staying x nights?

- A) $(99.95 + 0.08x) + 5$
- B) $1.08(99.95x) + 5$
- C) $1.08(99.95x + 5)$
- D) $1.08(99.95 + 5)x$

The 8 Key Changes



**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.

Analysis in science and social studies

Questions 20-28 are based on the following passage and supplementary material.

This passage is adapted from Tina Hesman Saey, "Lessons from the Torpid." ©2012 by Society for Science & the Public.

Understanding how hibernators, including ground squirrels, marmots and bears, survive their long winter's naps may one day offer solutions for problems such as heart disease, osteoporosis and muscular dystrophy.

Nearly everything about the way an animal's body works changes when it hibernates, and preparations start weeks or months in advance. The first order of business is to fatten up.

"Fat is where it's at for a hibernator," says Matthew Andrews, a molecular biologist at the University of Minnesota Duluth who studies 13-lined ground squirrels. "You bring your own lunch with you." Packing lunch is necessary because the animals go on the world's strictest diet during the winter, surviving entirely off their white fat. "They have their last supper in October; they don't eat again until March," Andrews says.

Bigger fat stores mean a greater chance of surviving until spring. "If they go in really chunky, nice and roly-poly, that's going to be a good hibernator," he says.

Bears also watch their waistlines expand in the months before settling in for the season. The brown bears cardiologist Ole Frøbert studies pack on the pounds by chowing down on up to 40 kilograms of blueberries a day. Such gluttony among humans could have severe consequences: Obesity is associated with a greater risk of heart attack and diabetes, among other ailments.

To see how fattening up affects Scandinavian brown bears, Frøbert and his colleagues ventured into the wilds of Sweden following signals given off by radio transmitters or GPS devices on tagged bears.

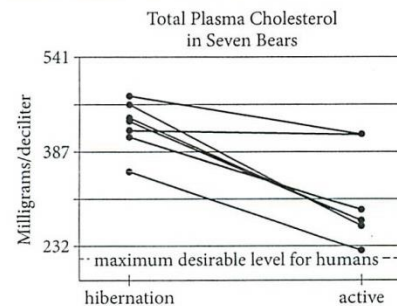
Bears can be dangerous close-up. Even hibernating bears can rouse to action quickly, so scientists tracking down bears in the winter use darts to tranquilize the animals from a distance. Scientists studying the bears in the summer tranquilize them from a helicopter.

Once a bear is under the tranquilizer's influence (which takes about five minutes), the scientists have 60 minutes max to get the animal from its den, weigh and measure it, draw blood samples and do minor surgeries to collect fat and other tissues. The bear is returned to its den by minute 61.

Precious materials collected during this high-pressure encounter need to be analyzed within 24 hours, so the researchers often test for levels of cholesterol or certain proteins in the blood while working in the snow or at a nearby research station. A pilot sometimes flies samples from field sites to a lab in Denmark in order to meet the deadline, Frøbert says. Samples such as bones and arteries that can't be collected from live bears come from bears killed by hunters during the legal hunting season.

Recent analyses revealed that Scandinavian brown bears spend the summer with plasma cholesterol levels considered high for humans; those values then increase substantially for hibernation, Frøbert and his colleagues reported. These "very, very fat" bears with high cholesterol also get zero exercise during hibernation. Lolling about in the den pinches off blood vessels, contributing to sluggish circulation. "That cocktail would not be advisable in humans," Frøbert says. It's a recipe for hardened arteries, putting people at risk for heart attacks and strokes.

Even healthy young adult humans can develop fatty streaks in their arteries that make the blood vessels less flexible, but the bears don't build up such artery-hardening streaks. "Our bears, they had nothing," Frøbert says. It's not yet clear how the bears keep their arteries flexible, but Frøbert hopes to find some protective molecule that could stave off hardened arteries in humans as well.



The 8 Key Changes



**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.

The 8 Key Changes



No penalty for
wrong answers

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

Grade Level Appropriate Reading

PSAT 8/9

Draw fairly simple, one-step conclusions spelled out clearly in the text

Identify relationships based on multiple, fairly straightforward pieces of info stated in the text

Determine explicit meaning from the graphic or text

PSAT 10 & PSAT/NMSQT

Draw a more subtle inference to reach the right conclusion from a text

Infer somewhat more complicated relationships based on more subtle pieces of info stated in the text

Recognize trends in graphical data

SAT

Perform several steps to draw the right conclusion from a text

Infer more complex relationships from the text by piecing facts or incidents together

Synthesize information from a graphic and passage

Grade Level Appropriate Writing & Language

PSAT 8/9	PSAT 10 & PSAT/NMSQT	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 & PSAT/NMSQT	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

Redesigned SAT: 3 sections

Evidence-based
reading and
writing

200-800 points

Math

200-800 points

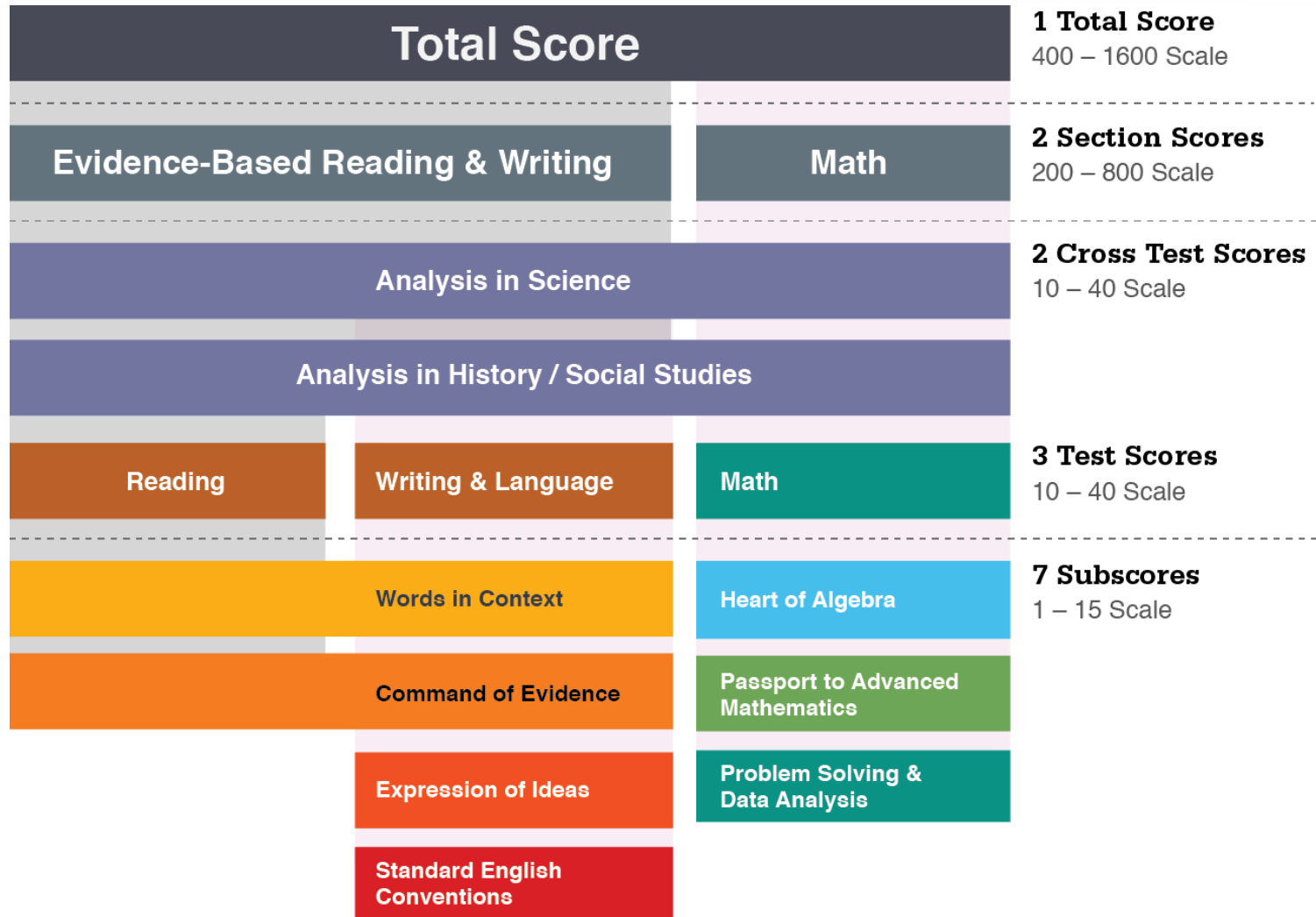
3 hours

*Please note: precise timing is tentative and
subject to research.*

Essay

50 minutes

SAT Scores and Subscores



When are the changes taking place?

REDESIGNED PSAT

October 2015

- ▣ 9th – PSAT 9
- ▣ 10th – PSAT/NMSQT
- ▣ 11th – PSAT/NMSQT

SAT

January 2016

last administration of
current SAT

March 2016

first administration of
redesigned SAT

Who takes which test?

- **Current 9th graders:** first class to take only the redesigned PSAT and SAT
- **Current 10th graders:** class with option of taking the current SAT prior to March 2016 and the redesigned SAT starting in March 2016
 - **Colleges are prepared and expecting that students applying to start college in fall 2017 may have scores from the current and redesigned tests.**

Who takes which test?

Considerations for 10th graders:

SAT

January 2015

last administration of
current SAT

Really like your results on
PSAT in October 2014?

Then, consider taking the
current SAT.

March 2016

first administration of
redesigned SAT

Not certain if the SAT is for
you based on PSAT in
October 2014?

Then, wait to evaluate
PSAT scores from
October 2015.

AND . . . Don't forget about the ACT!

□ ALL JUNIORS SHOULD TAKE THE ACT IN DECEMBER 2015!

□ Why?

- Good timing to allow comparison of ACT score with projected SAT from October's PSAT and future SAT scores
- Test date offers return of "Test Information Release" = return of test booklet and expanded score report
- Students can practice based on these results for the CPS-funded ACT in April 2016

AND . . . Don't forget about the ACT!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
June 2015						
	1	2	3	4	5	6
7	8	9	10	11	12	13 ACT
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	Notes:			

June 2015 Calendar Printable calendars available from www.calendarcraze.com

Want an early experience with the ACT or a baseline score?

Consider taking the ACT on June 13.

- Register at www.act.org by May 8.
- Take advantage of “Test Information Release” for additional \$20.

Alternative: simulated ACT at home using CIC test copy

How can students prepare?

- **Use resources in College Information Center**
 - ▣ Lunch time review sessions
 - ▣ Individualized and small group tutoring
 - ▣ Test copies, concept review sheets and more
- **Use College Board materials**
- **Use Khan Academy resources**

Practice!

December 2014



Practice questions available:
collegereadiness.collegeboard.org

March 2015



PSAT/NMSQT Practice Test Release

June 2015



Khan Academy Practice Site Launch

June 2015



The Official SAT Study Guide Release

Fall 2015



Enhanced Khan Academy functionality

- + The College Board and Khan Academy have partnered to provide online SAT® test preparation programs and resources entirely free of charge.
- + Beginning in **June 2015**, Khan Academy will release an interactive and personalized practice program for the redesigned SAT
- + Features include:
 - + Thousands of practice problems
 - + Personalized tutorials on test content
 - + Official SAT practice questions and full-length tests
 - + Comprehensive reporting for students
 - + Access anytime, anywhere — for free
- + We are working with educators, community groups, college access organizations, and parents to provide the necessary resources to propel students to college success.

 **CollegeBoard**
+
 **KHANACADEMY**
+
YOU

PROVIDING WORLD-CLASS
FREE SAT® PREPARATION
TOGETHER.



For more information

Martha Geller

gellerm@cps-k12.org

513-363-8455

Kathy Restle

restlek@cps-k12.org

513-363-8609

SAT Website

www.deliveringopportunity.org