The Redesigned SAT

Key Changes
# Professional Development Modules for the Redesigned SAT

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<td>Words in Context and Command of Evidence</td>
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<td>Heart of Algebra</td>
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What is the Purpose of Module 1?

► Describe the structure and content of the redesigned SAT
► Introduce scores and score reports
► Provide information to share with students about practice and preparation
What Do Students Need to Know for Post-High School Success?

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

- Comprehend challenging literary and informational texts
- Revise and edit extended texts
- Show command of math, especially algebra and data analysis
- Use evidence in reading and writing
- Analyze data
- Use and understand words in context
CHAPTER 2

The Redesigned SAT: Assessed Skills and Sample Questions
What Does the Redesigned SAT Look Like?

▶ Evidence-Based Reading and Writing Section
  - Reading Test
  - Writing and Language Test

▶ Math Section
  - Math Test

▶ Optional Essay
# How Does the Redesigned SAT Compare?

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Current SAT</th>
<th>Redesigned SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Testing Time</td>
<td>3 hours and 45 minutes</td>
<td>3 hours (plus 50 minutes for the Essay [optional])</td>
</tr>
<tr>
<td>(Subject to research)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Components</td>
<td>a) Critical Reading</td>
<td>a) Evidence-Based Reading and Writing Section</td>
</tr>
<tr>
<td></td>
<td>b) Writing</td>
<td>» Reading Test</td>
</tr>
<tr>
<td></td>
<td>c) Mathematics</td>
<td>» Writing and Language Test</td>
</tr>
<tr>
<td></td>
<td>d) Essay</td>
<td>b) Math Section</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» Math Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Essay (optional)</td>
</tr>
<tr>
<td>Important Features</td>
<td>» Emphasis on general reasoning skills</td>
<td>» Continued emphasis on reasoning, alongside a clearer, stronger focus on the</td>
</tr>
<tr>
<td></td>
<td>» Emphasis on vocabulary, often in limited contexts</td>
<td>knowledge, skills, and understandings most important for college and career</td>
</tr>
<tr>
<td></td>
<td>» Complex scoring (a point for a correct answer and a deduction for an</td>
<td>readiness and success</td>
</tr>
<tr>
<td></td>
<td>incorrect answer; blank responses have no impact on scores)</td>
<td>» Greater emphasis on the meaning of words in extended contexts and on how</td>
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<tr>
<td></td>
<td></td>
<td>word choice shapes meaning, tone, and impact</td>
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<td></td>
<td></td>
<td>» Rights-only scoring (a point for a correct answer but no deduction for an</td>
</tr>
<tr>
<td></td>
<td></td>
<td>incorrect answer; blank responses have no impact on scores)</td>
</tr>
<tr>
<td>Essay</td>
<td>» Required and given at the beginning of the SAT</td>
<td>» Optional and given at the end of the SAT; postsecondary institutions determine</td>
</tr>
<tr>
<td></td>
<td>» 25 minutes to write the essay</td>
<td>whether they will require the essay for admission</td>
</tr>
<tr>
<td></td>
<td>» Tests writing skill; students take a position on a presented issue</td>
<td>» 50 minutes to write the essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» Tests reading, analysis, and writing skills; students produce a written</td>
</tr>
<tr>
<td></td>
<td></td>
<td>analysis of a provided source text</td>
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## Test-Length Comparison

<table>
<thead>
<tr>
<th>Component</th>
<th>Current SAT</th>
<th>Redesigned SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Time Allotted (minutes)</td>
<td>Number of Questions/ Tasks</td>
</tr>
<tr>
<td>Critical Reading</td>
<td>70</td>
<td>67</td>
</tr>
<tr>
<td>Writing</td>
<td>60</td>
<td>49</td>
</tr>
<tr>
<td>Essay</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>70</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>225</td>
<td>171</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Key Changes in the Redesigned SAT

1. Words in Context
2. Command of Evidence
3. The Essay and Analysis
4. Focused Math
5. Problems Grounded in Real-World Contexts
6. Analysis in Science and Analysis in History/Social Studies
7. Founding Documents and the Great Global Conversation
8. Rights-Only Scoring
Which Key Change will have the most impact on students?
Evidence-Based Reading and Writing Overview

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

▶ The overall aim of the Reading Test is to determine whether students can demonstrate college and career readiness proficiency in comprehending a broad range of high-quality, appropriately challenging literary and informational texts in the content areas of U.S. and world literature, history/social studies, and science.

▶ The test will comprise a series of passages and associated multiple-choice questions. Some question sets will refer to paired passages, others will refer to only one passage.

▶ Students must refer to the specific language in the passages and use careful reasoning to draw supportable inferences.
Today, I am an inquisitor. An hyperbole would not be fictional and would not overstate the solemnness that I feel right now. My faith in the Constitution is whole; it is complete; it is total. And I am not going to sit here and be an idle spectator to the diminution, the subversion, the destruction, of the Constitution. “Who can so properly be the inquisitors for the nation as the representatives of the nation themselves?” “The subjects of its jurisdiction are those offenses which proceed from the misconduct of public men.”
The main rhetorical effect of the series of three phrases in lines 5–6 (“the diminution, the subversion, the destruction”) is to

A) convey with increasing intensity the seriousness of the threat Jordan sees to the Constitution.

B) clarify that Jordan believes the Constitution was first weakened, then sabotaged, then broken.

C) indicate that Jordan thinks the Constitution is prone to failure in three distinct ways.

D) propose a three-part agenda for rescuing the Constitution from the current crisis.

Content: Rhetoric / Analyzing word choice

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

Explanation

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

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

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

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

Content: Standard English Conventions/Conventions of Punctuation
Objective: Students must recognize and correct inappropriate shifts in verb tense and mood.
B) box. From just a few primary colors, Choice B is the best answer because it provides punctuation that creates two grammatically complete and standard sentences.
Optional Essay Overview

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

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

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

Source Text

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

Focus on **content that matters most** for college and career readiness:
- Assesses fluency with, understanding of, and ability to apply mathematical concepts
  - Algebra and linear equations
  - Problem solving and data analysis
  - Advanced mathematical practices

Certain key elements will be woven throughout the Math Test:
- Emphasis on **mathematical application and reasoning**
- Problems from a **range of disciplines** addressing real-world problems drawn from science, social studies, and careers
- Inclusion of both **calculator and no-calculator portions** as well as attention to the use of a calculator as a tool
- Includes both **multiple choice questions** and **student-produced response questions**
Math Test Sample Question (No Calculator portion)

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

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

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

Content: Passport to Advanced Math
In this problem, multiplying both sides of the equation by the common denominator \((x + 1)(x - 1)\) yields \(24(x - 1) - 12(x + 1) = (x + 1)(x - 1)\). Multiplication and simplification then yields

\[12x - 36 = x^2 - 1,\]

or

\[x^2 - 12x + 35 = 0.\]

Factoring the quadratic gives \((x - 5)(x - 7) = 0\), so the solutions occur at \(x = 5\) and \(x = 7\), both of which should be checked in the original equation to ensure that they are not extraneous. In this case, both values are solutions.
How Do The Tests Impact Instruction in Science, Social Studies, and Career-Related Courses?

- **Cross-test scores** will include a score for Analysis in Science and Analysis in History/Social Studies
  - Texts used for analysis in reading and writing and language may have foundations in content area courses. Questions related to these texts will contribute to the Cross-Test scores.
  - At least one text used on the Reading Test for analysis will be a Founding Document or from the Great Global Conversation. Questions related to this document will contribute to the Analysis in History/Social Studies Cross-Test score.
  - Tables, graphs, and data may relate to topics in content areas. Questions related to these informational graphics will contribute to Cross-Test scores.
  - Math problems may have science or social science contexts. Questions related to these informational graphics will contribute to Cross-Test scores.
For more information about SAT scores, reports, and using data (available in September 2015):

Professional Development Module 6 – Using Assessment Data to Inform Instruction

SAT Suite of Assessments Scores and Reporting: Using Data to Inform Instruction
Score Reporting on the Redesigned SAT

- Total Score: 400–1600 Scale
- Evidence-Based Reading and Writing
- Math
- Analysis in Science
- Analysis in History/Social Studies
- Reading
- Writing and Language
- Math
- Words in Context
- Heart of Algebra
- Command of Evidence
- Problem Solving and Data Analysis
- Expression of Ideas
- Passport to Advanced Mathematics
- Standard English Conventions

1 Total Score
2 Section Scores: 200–800 Scale
2 Cross-Test Scores*: 10–40 Scale
3 Test Scores: 10–40 Scale
7 Subscores*: 1–15 Scale

*All Cross-Test Scores and Subscores are subject to research.
Scores and Score Ranges Across the SAT Suite of Assessments

- Section Scores will be placed on a vertical scale.

- This same concept will hold true for the Test and Cross-Test Scores as well as Total Score.
## Standard Reporting Exercise

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

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

- Generates rich score reports that connect student results to classroom work.
- Provides benchmarks and consistent feedback to help teachers encourage and accelerate students.
- Accesses a wide array of standard reports.
- Generates score reports based on student demographics:
  - Compare means and trends among demographic groups;
  - Compare the performance of students in the district and at the state level.
- Allows educators to drill down to the student level.
CHAPTER 5

How To Help Students Prepare for the Redesigned SAT
The College Board and Khan Academy have partnered to provide online SAT® test preparation programs and resources entirely free of charge.

Beginning on June 2, 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

The College Board is working with educators, community groups, college access organizations, and parents to provide the necessary resources to propel students to college success.
Practice with Khan Academy

- Practice programs will be individually targeted to address each student’s greatest areas of need (based on diagnostic assessment on khanacademy.org).

- Khan Academy provides online guides and suggestions to help teachers use Khan Academy supports in classroom instruction.

- [www.khanacademy.org/sat](http://www.khanacademy.org/sat)
So What? / Now What?
Making Information Work for You and Your Students

1. Determine students’ current status
2. Set attainable goals with benchmarks
3. Guide students to targeted practice
4. Measure progress
5. Meet the standard
Top 10 Things to Tell Students About the Redesigned SAT

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

► What are you doing/can you do in your classroom to help students understand what they’ll see on the redesigned SAT?

► Which Key Change is most aligned with your current instruction?

► Which Key Change is going to be most challenging to incorporate into your lesson planning?

► What do you need to know to begin using Khan Academy with your students?

► What is the first/best point of entry for including Khan Academy in your curriculum map/lesson plans?

► How can you help students keep track of their own progress toward meeting the college and career ready benchmark?
What’s in the Redesigned SAT Teacher Implementation Guide?

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

Email: SATinstructionalsupport@collegeboard.org
Exit Survey

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