

MODULE

6

The SAT[®] Suite of Assessments

Using Scores and Reporting
to Inform Instruction

The SAT® your students will take beginning in March 2016 is more aligned with classroom instruction than ever before. At the College Board, we know that the best way to prepare students for college and career is through excellent instruction aligned to college- and career-ready content and skills, and we have the opportunity to support excellent instruction by designing assessments that measure the skills that matter most for college and career readiness. We are committed to partnering with teachers and school and district leaders to help students build the necessary skills that will ensure their success at their chosen college, university, or career training program.

The purpose of the Professional Development Modules for Educators is to build a deep understanding of the content and skills assessed on the redesigned SAT and to support educators as they identify the natural points of alignment across the SAT, classroom instruction, and curriculum. Each professional development module contains descriptions of the assessment content, sample questions, and suggestions for helping students master content and prepare for the SAT. The modules are flexible; they are designed for download and presentation in various meetings and professional development sessions for individual or group use. The presentations can be viewed in one sitting or broken into shorter sections over time. Each module suggests interactive activities for groups and teams, but the content can be reviewed by individuals. There is no one right way to engage in this professional development; it is our hope that individuals, schools, and districts will use the presentations and handouts in ways that maximize effectiveness in a variety of situations.

WE WANT TO HEAR ABOUT YOUR EXPERIENCE WITH THE MODULES!

Email SATinstructionalsupport@collegeboard.org and take the **Exit Survey** to share your feedback. © 2015 The College Board.

What's in the modules?

You have accessed *Module 6 – Using Scores and Reporting to Inform Instruction*, which describes the scores and reports generated by the SAT Suite of Assessments. It includes sample reports and suggestions for using the reports to inform your instruction. Module 1 provides an overview of the redesigned SAT. Modules 2–5 are focused on the content assessed for the seven subscores reported on the redesigned SAT:

- » Module 1 — Key Changes
- » Module 2 — Words in Context and Command of Evidence
- » Module 3 — Expression of Ideas and Standard English Conventions
- » Module 4 — Math that Matters Most: Heart of Algebra and Problem Solving and Data Analysis
- » Module 5 — Math that Matters Most: Passport to Advanced Math and Additional Topics in Math
- » Module 6 — The SAT Suite of Assessments: Using Scores and Reporting to Inform Instruction

Each module is independent and can be viewed alone, although we strongly recommend becoming familiar with Module 1 before reviewing any of the other modules.

What's in this Facilitator's Guide?

Each module is accompanied by a *Facilitator's Guide* like this, which includes suggested discussion points, pacing guide, handouts, and activities. Each *Facilitator's Guide* lists the approximate length of time needed for each slide and activity. In addition, the guide suggests section breaks (chapters) to allow for a more succinct, targeted review of the content.

What are the suggestions for module presentations?

1. Review the complete *Facilitator's Guide* with handouts and the PowerPoint presentation to get familiar with the suggested talking points, activities, and handouts in the presentation.
2. Provide a paper or electronic copy of the PowerPoint presentation to all participants for personal review and note-taking.
3. Print or email all handouts at the end of this *Facilitator's Guide* for each participant.
4. Review the suggested timing for each slide and activity, and choose activities that fit in the time frame allotted for your meeting.
5. Each module assumes a new group of participants is present. If the participants have engaged in other modules, a facilitator may adjust and remove content that is repetitive.
6. Please follow up each presentation with an email to participants that includes a link to the online exit survey. Your feedback is valuable and will be used to improve the modules.

What are the follow-up activities?

This professional development is meant to be a starting point. Look for suggestions at the end of each *Facilitator's Guide* in Modules 2–6.

If you have questions, comments, or suggestions about the presentations, the materials, or the redesigned SAT, please email SATinstructionalsupport@collegeboard.org for personalized attention. We look forward to hearing from you.

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PREPARING YOUR PRESENTATION FOR THE TIME ALLOTTED			
How Much Time Do You Have?	Use These Slides	Use These Activities	Use These Handouts (Some handouts will not use the associated activity to meet time limitations)
30 minutes	1–13, 17–19, 21, 24–25, 39	Questions for Reflection	<ol style="list-style-type: none"> 1. Student Score Report 2. Scores by Institution Report 3. Instructional Planning Report 4. Question Analysis Report 5. Scores by Demographics Report 6. Benchmark by Demographics Report 7. Questions for Reflection
60 minutes	1–26, 39	<ul style="list-style-type: none"> » Discuss how to use reports to inform instruction » Questions for Reflection 	<ol style="list-style-type: none"> 1. Student Score Report 2. Scores by Institution Report 3. Instructional Planning Report 4. Question Analysis Report 5. Scores by Demographics Report 6. Benchmark by Demographics Report 7. Questions for Reflection
90 minutes	All Slides	<ul style="list-style-type: none"> » Discuss how to use reports to inform instruction » Writing SMART School Improvement Goals » Questions for Reflection 	All handouts

Suggested Discussion Points/Handouts/Activities

SLIDE 1	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Introduce Module 6. Remind participants that the first five modules are available online. Review logistics (restrooms, exits, etc.) if needed.

SAT

MODULE

6

The SAT® Suite of Assessments

Using Scores and Reporting to Inform Instruction

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Suggested Discussion Points/Handouts/Activities

SLIDE 2	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Remind participants that more information is available in additional modules at collegereadiness.collegeboard.org/educators/k-12/professional-development-modules.

Professional Development Modules for the Redesigned SAT®

SAT

- Module 1 Key Changes
- Module 2 Words in Context and Command of Evidence
- Module 3 Expression of Ideas and Standard English Conventions
- Module 4 Math that Matters Most
 - ▶ Heart of Algebra
 - ▶ Problem Solving and Data Analysis
- Module 5 Math that Matters Most
 - ▶ Passport to Advanced Math
 - ▶ Additional Topics in Math
- Module 6 The SAT Suite of Assessments: Using Scores and Reporting to Inform Instruction



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Suggested Discussion Points/Handouts/Activities

SLIDE 3	ESTIMATED TIME NEEDED (IN MINUTES): 1
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In Module 6, participants will take an in-depth look at the reports that are offered with the redesigned SAT and the SAT Suite of Assessments. Participants will discuss how the data can support student learning, inform curriculum and instruction, and support school improvement planning.


What is the Purpose of Module 6?

- ▶ Understand the reports and data provided by the SAT® Suite of Assessments
- ▶ Link data and reports to:
 - ▶ Student support and intervention
 - ▶ Monitoring of curriculum and instruction
 - ▶ Development of school improvement goals


Suggested Discussion Points/Handouts/Activities

SLIDE 4	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Begin by reviewing the scores for the SAT Suite of Assessments.



CHAPTER
1 | Scores and Reporting Within
the SAT® Suite of Assessments



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Suggested Discussion Points/Handouts/Activities

SLIDE 5	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Each of the tests in the SAT Suite of Assessments (SAT, PSAT/NMSQT®, PSAT™ 10, and PSAT™ 8/9) are built from the same overall content framework, which is made up of the skills that research shows are most important for success in college and career. All assessments in the SAT Suite of Assessments will report the same scores.

This slide shows the score ranges for the redesigned SAT. PSAT/NMSQT, PSAT 10, and PSAT 8/9 ranges are slightly different. Score ranges will be discussed on the next slide.

Each test in the SAT Suite of Assessments generates the following scores:

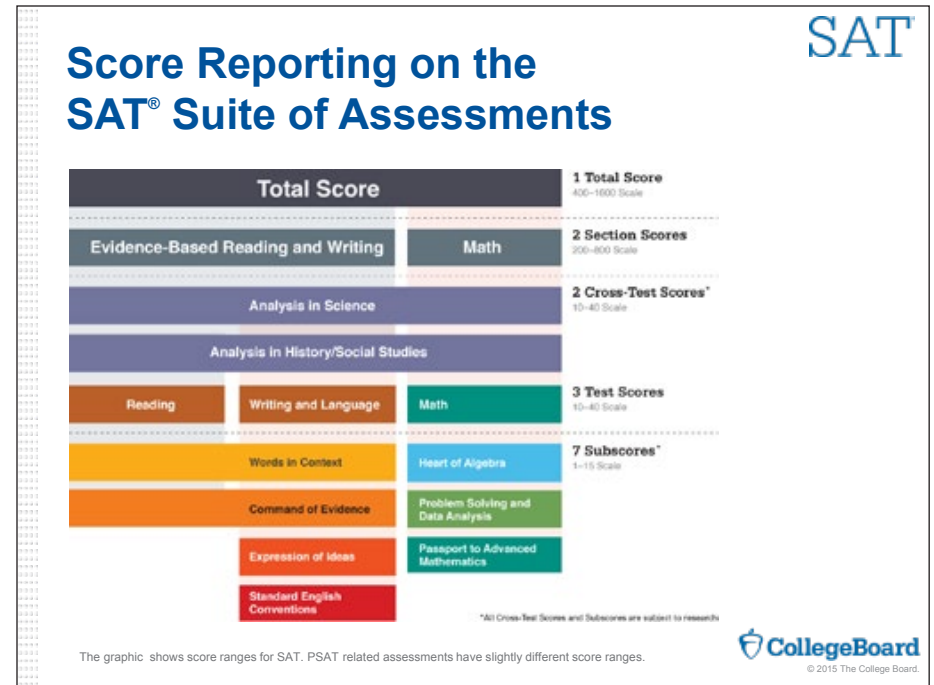
One total score (no longer a composite score)

Two section scores: Evidence-Based Reading and Writing; Math

Two cross-test scores: Analysis in Science and Analysis in History/Social Studies

Three test scores: Reading, Writing and Language, and Math

Seven subscores: Words in Context, Command of Evidence, Expression of Ideas, Standard English Conventions, Heart of Algebra, Problem Solving and Data Analysis, and Passport to Advanced Mathematics



Suggested Discussion Points/Handouts/Activities

SLIDE 6	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Working together, the tests in the SAT Suite of Assessments provide college and career readiness benchmarks and consistent feedback for measuring student progress. Benchmarks indicating college and career readiness are determined using SAT Suite data and first-year college performance data. The benchmark score indicates that students who earn that score or higher have a 75 percent likelihood of earning a C or better in a first-year, credit-bearing course in the same subject area.

- » The PSAT 8/9 will provide benchmarks and norms for both eighth and ninth grades.
- » PSAT 10 will provide benchmarks and norms for 10th grade.
- » The PSAT/NMSQT will provide benchmarks and norms for 10th- and 11th-graders.

Use benchmark information to identify and accelerate students who are ahead or behind, and use SAT Suite of Assessment scores and reports to provide the information and guidance to do so.

College and Career Readiness Benchmarks

SAT

Working together, the tests in the SAT® Suite of Assessments provide college and career readiness benchmarks and consistent feedback for measuring student progress.

- ▶ Benchmarks indicating college and career readiness are determined using SAT Suite data and first-year college performance data.
- ▶ The benchmark indicates that students who earn that score or higher have a 75% likelihood of earning a C or better in a first-year, credit bearing course in the same subject area.
 - ▶ The PSAT™ 8/9 will provide benchmarks and norms for both 8th and 9th grades.
 - ▶ PSAT™ 10 will provide benchmarks and norms for 10th grade.
 - ▶ The PSAT/NMSQT® will provide benchmarks and norms for 10th and 11th graders.

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Suggested Discussion Points/Handouts/Activities

SLIDE 7	ESTIMATED TIME NEEDED (IN MINUTES): 3
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The SAT Suite of Assessments, which more tightly integrates the SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9, is designed to deliver information about students’ growth over time.

Each of these tests assesses the skills that research shows are most important for success in college and career. This set of skills is then targeted for each assessment on content that is appropriate for the associated grade levels.

The scores in the SAT Suite of Assessments are vertically scaled, making it easy to determine student growth from one test to another: It’s the simple difference between scores. This allows the assessments to function as a system in which student performance over time can consistently be measured against a common metric, demonstrating growth over time for a student (or in the aggregate). This new level of feedback will help both students and educators engage in the best possible practice for future assessments: strong classroom work and instruction.

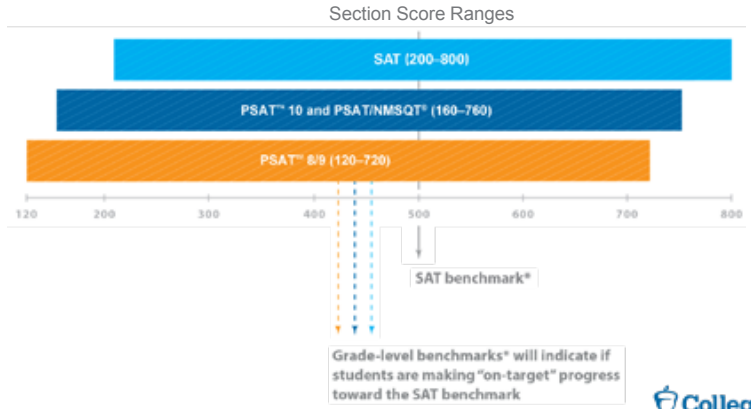
By design, the assessments are created to cover a slightly different range of content complexity that increases from PSAT 8/9 to PSAT 10 and PSAT/NMSQT and then to SAT. This increase in content complexity also corresponds to an increase in the difficulty level of each test. The PSAT/NMSQT is more difficult or challenging than the PSAT 8/9, and the SAT is more difficult than the PSAT/NMSQT.

As you can see on this slide, the PSAT/NMSQT score ranges will vary slightly from SAT score ranges. The min-max scores vary from assessment to assessment to show the difference in complexity of knowledge on the different tests. Theoretically, if a student were to take the PSAT 8/9, PSAT 10, and SAT on the same day, they would score the same on each assessment, but if the student scored “perfectly” on all three, he or she would only get a 720 for Math on the PSAT 8/9 versus an 800 for Math on the SAT. This is because the difficulty of questions is that much greater on the SAT.



Scores Across the SAT® Suite of Assessments

The redesigned SAT will be the anchor of a vertically aligned SAT Suite of Assessments.




Section Score Ranges

Assessment	Score Range
SAT	200–800
PSAT [™] 10 and PSAT/NMSQT [™]	160–760
PSAT [™] 8/9	120–720

SAT benchmark*

Grade-level benchmarks* will indicate if students are making “on-target” progress toward the SAT benchmark



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Suggested Discussion Points/Handouts/Activities

SLIDE 8

ESTIMATED TIME NEEDED (IN MINUTES): 3

Vertical scaling describes a methodology for taking the results of a series of tests (e.g., PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT) and placing them on a common scale, such that we can show growth across assessments.

Using a common vertical scale for total, section, test, and cross-test scores (*not* subscores) is actually quite helpful for both educators and students because the scores provide a gauge of how prepared a student is for the SAT. A 500 in Math on PSAT 8/9, for example, means that the student would be expected to also score a 500 in Math if he or she took the SAT on the same day. There are no zeroes to add, and the student and educator have a pretty good idea of where the student is in relation to the student's goals. Of course, earning a 500 on the PSAT 8/9 and SAT are very different indicators of college readiness. Students may aim for 500 on PSAT 8/9 but might aim for a 650 on SAT. With college and career readiness benchmarks, students and educators will know what scores indicate college and career readiness on each assessment.

Subscores on the redesigned assessments will not be vertically aligned but will be on the same scale. Although subscores do not indicate growth from assessment to assessment, they provide detailed information, allowing students to pinpoint specific areas for improvement. (For example, a student will know that he or she scored a 500 in Evidence-Based Reading and Writing. Specifically, he or she can see that the Reading test score was stronger than the Writing and Language test score. Even more specifically, the student struggled with Expression of Ideas, as evidenced by a lower subscore in that area.)

Understanding subscores:

- » If an aggregate cohort (“class of 2018”) scores a mean of 8 on Heart of Algebra on the PSAT 10 and then scores a 9 on Heart of Algebra on the SAT, you **cannot** say the “class of 2018” did better (i.e., had growth) in Heart of Algebra on the SAT. Nor can you say the students regressed or did the same had they scored a 7 or

SAT

Vertical Score Scale

Total scores, section scores, test scores, and cross-test scores are vertically scaled.

- ▶ Improved scores demonstrate growth from assessment to assessment.
- ▶ Vertical scaling allows educators to monitor growth across grades.

Subscores are not vertically scaled.

- ▶ Subscores provide information allowing students to pinpoint areas for improvement.
- ▶ Improved scores do not demonstrate growth from assessment to assessment at the subscore level.

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an 8, respectively, on the SAT instead of a 9. The subscores are scaled independently, and the subscores should not be compared across the assessments. That is to say, there is no assessment-to-assessment growth at the subscore level. However, there is assessment-to-assessment growth at the total, section, test, and cross-test levels.

- » If an aggregate cohort (“class of 2018”) scores a mean of 8 on Heart of Algebra on the PSAT 10, and the following cohort (“class of 2019”) scores a mean score of 9 on Heart of Algebra on the PSAT 10 the following year, you **can** say the class of 2019 performed better than the class of 2018 (i.e., year-over-year trend is accurate for a single assessment at the subscore level).

Suggested Discussion Points/Handouts/Activities

SLIDE 9	ESTIMATED TIME NEEDED (IN MINUTES): 2
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Scores from the SAT Suite of Assessments will be reported in a new online reporting portal. In addition to standard reports, data is configurable according to your interests and needs. You will be able to create groups, and sort and filter scores in the portal.

In the portal, you can access score rosters, counselor registration, and you will have the ability to batch print student score reports, score labels, and SAT admission tickets.

Scores and reporting will be delayed in the initial administrations of the redesigned SAT. As is the case with work that is done to redesign any standardized test, we need time to work with the data to do things like developing concordance tables that will be published at the same time that student scores from the first administration of the redesigned SAT are released.

- › Students taking the first administration of the redesigned SAT during March School Day SAT administration will receive scores in May, and schools that participated in the March School Day SAT will receive their Electronic Score Reports in May as well.
- › Students taking the first administration of the redesigned SAT during the March national administration will also be able to see their scores in May.

For PSAT/NMSQT

Student paper score reports will be mailed eight to nine weeks postadministration.

The reporting portal will be available starting approximately 7–8 weeks postadministration.

For PSAT 8/9

Paper score reports will start mailing approximately 6–8 weeks postadministration depending on when materials are returned.

SAT

Online Reporting Portal

New online reporting portal:

- ▶ Easy accessibility via your College Board account login to score reports for all SAT® Suite assessments
- ▶ Interactive features for educators (e.g., sorting, filtering)
- ▶ Counselor Registration and Score Roster access
- ▶ Ability to batch print:
 - ▶ Student score reports
 - ▶ Score labels
 - ▶ SAT admission tickets
- ▶ Enhanced data and drill-down capabilities
- ▶ “Search” functionality and ability to configure groups of your students

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Reporting results will be available via the reporting portal approximately 4–6 weeks postadministration, depending on when materials are returned.

PLEASE NOTE: Batch Printing is not the same as bulk registration. Batch printing is a posttest activity (after scores are available). Bulk registration is a pretest activity in which data are uploaded, and barcoded information on student answer sheets is used.

Suggested Discussion Points/Handouts/Activities

SLIDE 10

ESTIMATED TIME NEEDED (IN MINUTES): 1

When you receive feedback about your students' progress, you have the opportunity to support students as they work to own their learning and develop knowledge and skills they will use throughout their lives. The scores and reports generated from the SAT Suite of Assessments will provide you with the ability to drill down to the knowledge, skills, and understandings each student demonstrates as a strength or as an area for improvement. The scores and reports will help you target intervention strategies for students who need support.

You can use the feedback about student progress to take a step back and review patterns of scores for groups of students, determining whether there are curriculum and instructional needs that should be addressed.

You will also be able to review performance as a school or district, receiving valuable feedback about student performance as a whole and within various demographic groups that will inform your school improvement planning.

Using SAT® Suite of Assessments Standard Reports

SAT

- ▶ Reports for Student Intervention — Support and Acceleration
- ▶ Reports to Inform Curriculum and Instruction
- ▶ Reports for School Improvement Planning

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Suggested Discussion Points/Handouts/Activities

SLIDE 11	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Guide participants through a review of specific features of some of the standard reports. Each of the reports has multiple data points that can be used for various purposes. Begin with reports for student support and acceleration.

CHAPTER

2


Reports for Student
Intervention
Support and Acceleration

Suggested Discussion Points/Handouts/Activities



SLIDE 12	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Handout: Student Report (p. 47)

This is the paper report students will receive. You can access the same paper reports students will receive for the SAT and PSAT-related assessments through the portal. Educators can get additional copies of this report in the online reporting portal. This report gives students each of their scores, and indicates whether they have met or exceeded (green), are approaching (yellow), or need to strengthen skills in order to meet the benchmark. It provides information about the student's likelihood to succeed in AP courses and will give prediction information for future SAT Suite assessments.



Student Report (Paper/PDF Version)



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Suggested Discussion Points/Handouts/Activities

SLIDE 13	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Handout: Student Score Report (p. 49)

The educator report of individual student scores is slightly different from the actual report the student will receive. There is a link in this report allowing the user to download the student PDF report.

This report:

- › Lists student performance on all assessments taken over time, including benchmark performance and national percentile.
- › Identifies whether the student is likely to succeed in AP and links to the AP Potential™ tool.
- › Projects scores for next assessment in the SAT Suite.
- › Links to detailed score reporting, including test scores, cross-test scores, and subscores.

Student Score Report (Educator Version)

- ▶ Reports individual student scores
- ▶ Lists student performance on all assessments taken over time
- ▶ Shows projection of next year's scores
- ▶ Identifies whether the student is likely to succeed in AP® and links to the AP Potential™ tool
- ▶ Links to detailed score reporting, including test, cross-test, and subscores



NOTE: All reports are subject to change and should not be considered final.

Suggested Discussion Points/Handouts/Activities

SLIDE 14

ESTIMATED TIME NEEDED (IN MINUTES): 5

Suggestion for using the Student Score Report:

Use projection information to categorize students based on the likelihood of meeting the benchmark.

- › For those who need to strengthen skills to meet college and career benchmarks, develop an acceleration plan.
- › For students who are close to meeting the benchmark, click through to the **Student PDF Report** to identify particular areas to practice.
- › For students who have met or exceeded the benchmark:
 - * Ensure that these students are taking challenging courses, including Advanced Placement®.
 - * Provide challenging assignments that will help them expand their knowledge and skills.

Ask participants: What ideas do you have for using the Student Score Report to help you work with students to improve college and career readiness?

SAT

Using the Student Score Report

Use projection information in the report to categorize students based on the likelihood of meeting the benchmark.

- ▶ For those who **need to strengthen skills** to meet college and career benchmarks, develop an acceleration plan.
- ▶ For students who are **close to meeting the benchmark**, click through to the PDF version of the Student Report to identify particular areas to practice.
- ▶ For students who have **met or exceeded the benchmark**, ensure students are taking challenging courses, including Advanced Placement®, and provide challenging assignments to expand on their knowledge and skills.

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Suggested Discussion Points/Handouts/Activities

SLIDE 15

ESTIMATED TIME NEEDED (IN MINUTES): 1

Working with students, use this process to help them work toward college and career readiness:

1. **Determine current status:** Help students understand their scores and examine the areas in which they meet — and do not meet — the college and career readiness benchmarks. Use score reports and feedback from Khan Academy® to establish their baseline.
2. **Set attainable goals with benchmarks:** Work with your students to determine their goals for meeting/exceeding college and career readiness benchmarks before graduation. Help them set intermediate goals along the way.
3. **Guide students to targeted practice:** Provide students with opportunities to develop their college and career readiness skills in rigorous classroom activities. Lead them to Khan Academy for individualized practice activities.
4. **Measure progress:** Remind students to check their own progress. Ask them to arrange to meet with you and/or their counselor to discuss their progress toward meeting the standard of college and career readiness.
5. **Meet the benchmark:** When students engage in goal setting and targeted practice, measuring the progress along the way, they are bound to achieve their goals.

Making Information Work for You and Your Students

SAT

1. Determine students' current status.
2. Set attainable goals toward meeting/exceeding benchmarks.
3. Guide students to targeted practice.
4. Measure progress.
5. Meet the benchmark!

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Suggested Discussion Points/Handouts/Activities

SLIDE 16	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Guide participants through a review of the standard reports that inform curriculum and instruction.

CHAPTER 3 | Reports to Inform Curriculum and Instruction

Suggested Discussion Points/Handouts/Activities

SLIDE 17	ESTIMATED TIME NEEDED (IN MINUTES): 4
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Handout: Scores by Institution Report (p. 50)

Demonstrate the following data points on the report (circle shows on click):

1. School Mean Score (compared with state, district, and nation)
2. List of student scores
3. Comparison of section score to benchmark. Green indicates that the student met the college and career readiness benchmark. Red indicates that the student did not meet the benchmark.
4. Nationally Representative Sample Percentile is the percentile ranking for a student if **all** U.S. students took the test at the same grade level. The User Percentile – National is the percentile ranking if **typical** U.S. test-takers took the test at the same grade level.
 - a. Users can select the scores to review: section, test, cross-test.
 - b. Users can use the filter to select groups of students. Available filters (slide 18 lists these filters) for all reports include:
 - * Gender (PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT)
 - * Race/Ethnicity (PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT)
 - * Completing Core Curriculum (PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT)
 - * Highest Level of Parental Education (PSAT 10, PSAT/NMSQT, SAT)
 - * Testing Accommodations (Standard and SSD, State-Approved Accommodations) (PSAT 10, PSAT/NMSQT, SAT — in locations where they are offering State-Approved Accommodations)
 - * Student Search Service® (opted in or not) (PSAT 10, PSAT/NMSQT, SAT)

Scores by Institution Report

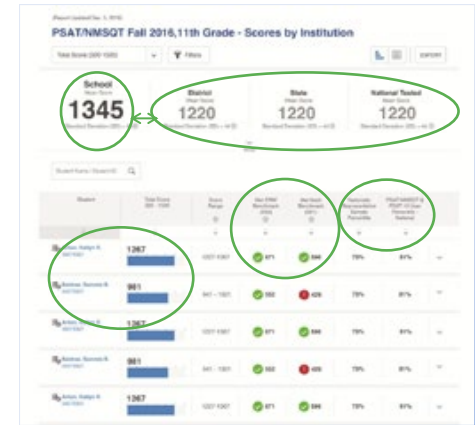
Reports scores for all students in school

- ▶ Reports each administration, assessment, grade
- ▶ Provides district/state aggregate comparison information

Filters by demographics such as race/ethnicity, gender

Groups students into smaller, custom groups for analysis

- ▶ “My Section 1 ELA”
- ▶ “Students in Tutoring Program”



NOTE: All reports are subject to change and should not be considered final.

- * Parental Income (SAT)
- * Fee Waiver Used (SAT)
- c. Users can create their own group for review

Ask participants to identify data points on the report that they will find useful.

Suggested Discussion Points/Handouts/Activities

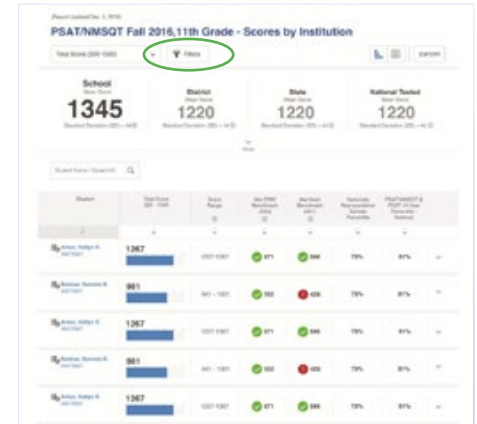
SLIDE 18	ESTIMATED TIME NEEDED (IN MINUTES): 3
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These filters are available on all institution-level reports to allow the user to configure the reports according to their needs and interests. Data are generated from student answer sheets.

- › Gender (PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT)
- › Race/Ethnicity (PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT)
- › Completing Core Curriculum (PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT)
- › Highest Level of Parental Education (PSAT 10, PSAT/NMSQT, SAT)
- › Testing Accommodations (Standard and SSD, State-Approved Accommodations) (PSAT 10, PSAT/NMSQT, SAT — in locations where they are offering State-Approved Accommodations)
- › Student Search Service (opted in or not) (PSAT 10, PSAT/NMSQT, SAT)
- › Parental Income (SAT)
- › Fee Waiver Used (SAT)

Online Reports – Available Filters

- ▶ Gender (PSAT™ 8/9, PSAT™10, PSAT/NMSQT®, SAT®)
- ▶ Race/Ethnicity (PSAT 8/9, PSAT10, PSAT/NMSQT, SAT)
- ▶ Completing Core Curriculum (PSAT 8/9, PSAT10, PSAT/NMSQT, SAT)
- ▶ Highest Level of Parental Education (PSAT10, PSAT/NMSQT, SAT)
- ▶ Testing Accommodations (Standard and SSD, State-Approved Accommodations) (PSAT10, PSAT/NMSQT, SAT – in locations where they are offering State-Approved Accommodations like Michigan)
- ▶ Student Search Service® (Opted in or not) (PSAT10, PSAT/NMSQT, SAT)
- ▶ Parental Income (SAT)
- ▶ Fee Waiver Used (SAT)



NOTE: All reports are subject to change and should not be considered final.

Suggested Discussion Points/Handouts/Activities

SLIDE 19	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Handout: Instructional Planning Report (p. 51)

The Instructional Planning report can be configured to show section scores, test scores, cross-test scores, and subscores.

Student performance at each level is compared to district, state, and nation.

- › The subscores are linked to state standards (cannot align specific questions to state standards, but subscores are aligned to the standards).

The Instructional Planning Report also lists students in each performance group (school-level only), drills through to the Question Analysis Report, and exports reports to PDF or .xls files.

The legend for the colors is as follows:

Need to strengthen skills (red)

Approaching benchmark (yellow)

Meets or exceeds benchmark (green)

Instructional Planning Report

- ▶ Provides breakout of student performance in section scores, test scores, cross test scores, and subscores:
 - ▶ Need to strengthen skills (red)
 - ▶ Approaching benchmark (yellow)
 - ▶ Meets or exceeds benchmark (green)
- ▶ Lists students in each performance group (school-level only)
- ▶ Links to state standards aligned to subscores
- ▶ Drills through to Question Analysis report
- ▶ Exports reports to PDF or .xls files



Suggested Discussion Points/Handouts/Activities

SLIDE 20

ESTIMATED TIME NEEDED (IN MINUTES): 2

This is a suggestion for a curriculum review process using the Instructional Planning Report:

1. Use the Instructional Planning Report to determine areas in which students are meeting and exceeding college and career benchmarks.
2. Compare areas to curriculum pacing maps, instructional strategies, and common assessments.
3. Determine what is helping students to be successful in these areas. Consider whether time-on-task, spiraled experiences with content, or familiarity with assessment questions (or any combination) might contribute to strong student performance.
4. Compare these processes with those in content areas in which students are less successful as indicated by the reports.
 - › Do they need more time-on-task?
 - › Are they encountering material only once?
 - › Do local common assessments reflect the question structure and format that will provide practice for the summative assessment?
5. Work with your colleagues, department, professional learning community, or vertical team to design common activities, assignments, and assessments that build skills from year to year to help students prepare for the assessments over time.

Using the Instructional Planning Report

SAT

1. Determine areas in which students are meeting and exceeding college and career readiness benchmarks.
2. Compare areas to curriculum pacing maps, instructional strategies, and common assessments.
3. Determine what is helping students to be successful in these areas:
 1. Time-on-task?
 2. Spiraled learning opportunities?
 3. Questions align to those used on common assessments for practice?
4. Compare these processes with those in content areas in which students are less successful as indicated by the reports. Identify possible processes for improvement in less successful areas.
5. Collaborate to design common activities, assignments, and assessments that build skills from year to year.

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Suggested Discussion Points/Handouts/Activities

SLIDE 21	ESTIMATED TIME NEEDED (IN MINUTES): 3
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Handout: Question Analysis Report (p. 52)

The sample report used in this slide is a disclosed* form, so users can click on the question number to read the question and all of the distractors.

The report gives the correct answer to each question.

It then compares your school's performance on that question to the district, state, and nation (circled).

Additional detail is provided, giving the percentage of students who selected each answer (and the percentage who omitted the question). This is also compared to the district, state, and nation (circled).

Question difficulty level is identified in the next column (circled).

Each question is mapped to cross-test scores and subscores.

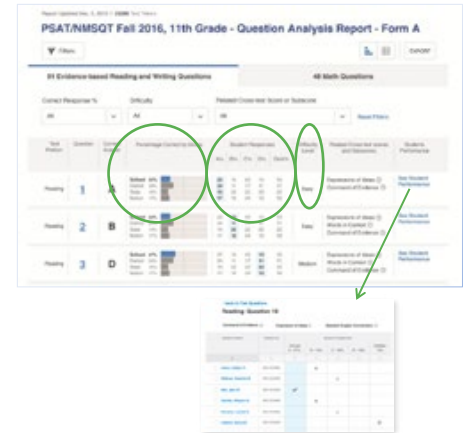
Use the last column to identify students who answered the question correctly (and incorrectly) — with their answer choices.

Ask participants: How will you use the data in this report?

*Disclosed forms will have test questions available for review. Questions on nondisclosed forms will not be available for review.

Question Analysis Report

- ▶ Provides performance, by question
- ▶ For disclosed forms:*
 - ▶ Provides individual answer choice performance
 - ▶ Links to actual question content (including answer explanations)
- ▶ For nondisclosed forms:*
 - ▶ Provides percent correct/incorrect
 - ▶ Does not provide question content
- ▶ Links to individual student performance
- ▶ Links to subscores and state standards aligned to subscores



*PSAT™ 8/9 is a nondisclosed form in 2015-16. PSAT™ 10 and April SAT® School Day are disclosed forms.

NOTE: All reports are subject to change and should not be considered final.

Suggested Discussion Points/Handouts/Activities

SLIDE 22	ESTIMATED TIME NEEDED (IN MINUTES): 2
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Suggestions for using the Question Analysis Report:

1. Review each question included in the report, and read the text of the question by clicking on the numbers in the second column. Consider the structure of the question, as well as the assessed knowledge and skills. Diagnose errors in student choices by understanding the distractors as well as the correct answer.
2. Use difficulty indicators to determine the level of question with which students are struggling.
 - › If students are struggling with all types of questions, this may indicate that they are not exposed to this content in class, and a curriculum review may be helpful.

If students are struggling with difficult questions, collaborate with other teachers to determine how to increase the level of difficulty students practice in classroom activities and other assessments.

3. Identify the cross-test scores and subscores related to each question. Look for connections among questions and scores to identify areas of focus for intervention and curriculum review in science and social studies courses. Teachers can review lessons and activities to ensure that students have the opportunity to practice analysis skills in these courses.

SAT

Using the Question Analysis Report

Understand what each question reveals about student learning.

- ▶ Consider whether students struggle with particular types of questions.
- ▶ Diagnose errors in student choices by understanding the distractors.

Use difficulty indicators to determine the level of question with which students are struggling.

- ▶ All types: Are students exposed to this content in class?
- ▶ Hard questions: How can you raise the level of challenge in class?

Look for opportunities for skill reinforcement in science and social studies courses.

- ▶ Identify questions linked to the cross test scores.
- ▶ Ensure students have the opportunity to practice analysis skills in these courses.

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Suggested Discussion Points/Handouts/Activities

SLIDE 23	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Guide participants through the review of some of the standard reports that support school improvement planning.



The slide features a dark grey background with the SAT logo in the top right corner. The title 'CHAPTER 4 | Reports for School Improvement Planning' is centered in white text. The CollegeBoard logo and copyright information are located in the bottom right corner.

SAT

CHAPTER 4 | Reports for School Improvement Planning

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Suggested Discussion Points/Handouts/Activities

SLIDE 24

ESTIMATED TIME NEEDED (IN MINUTES): 1

Handout: Scores by Demographics Report (p. 53)

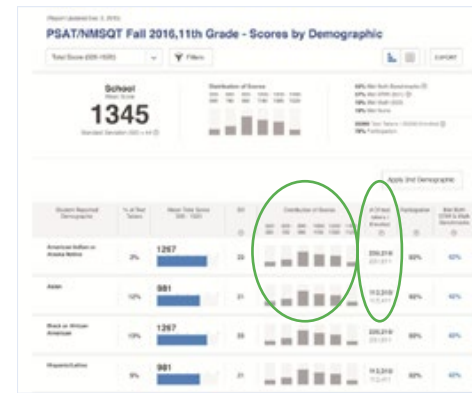
The Scores by Demographics Report provides performance data about students in various demographic groups. It allows the user to compare up to two demographic traits (for example, race/ethnicity and highest level of parental education).

The graph in the center (circled) shows the percentage of students who performed in each of six performance bands.

The next-to-last column gives participation rates (circled) on the test.

The last column identifies the percentage of students in the demographic group who met or exceeded the college and career readiness benchmark in both Evidence-Based Reading and Writing and in Math.

Scores by Demographics Report



- ▶ Provides aggregate scores for demographic groups
- ▶ Provides distribution of students in score bands
- ▶ Provides number of students in each demographic group who participated in the assessment

NOTE: All reports are subject to change and should not be considered final.


Suggested Discussion Points/Handouts/Activities

SLIDE 25	ESTIMATED TIME NEEDED (IN MINUTES): 3
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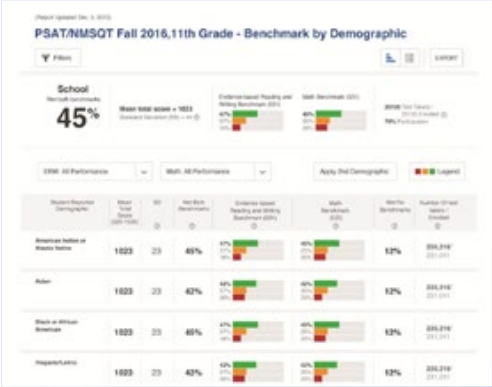
Handout: Benchmark by Demographics Report (p. 54)

The Benchmark by Demographics Report provides performance data in relation to benchmarks about students in various demographic groups. It allows the user to compare up to two demographic traits.

Ask participants: How will you use the data in this report and the Scores by Demographics Report?



Benchmark by Demographics Report




PSAT/NMSQT Fall 2016, 11th Grade - Benchmark by Demographic

School Benchmark: 45%

Demographic	Score	Count	Score Benchmark	College Board Benchmark	Score Benchmark %	College Board Benchmark %	Number of Items
All	1023	213	45%	45%	45%	45%	234,318
White	1023	213	42%	45%	42%	45%	234,318
Black or African American	1023	213	45%	45%	45%	45%	234,318
Hispanic/Latino	1023	213	42%	45%	42%	45%	234,318

- ▶ Provides benchmark performance demographic groups
- ▶ Allows comparison of up to two demographic traits.



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NOTE: All reports are subject to change and should not be considered final.

Suggested Discussion Points/Handouts/Activities

SLIDE 26

ESTIMATED TIME NEEDED (IN MINUTES): 5

Suggestions for using the Scores by Demographics and Benchmark by Demographics reports:

1. Compare average scores for all students with scores for each demographic group. Determine whether any subgroups are underperforming. Use the average score as a baseline for developing school improvement goals to raise scores for these subgroups. Use additional reports (Instructional Planning Report, Question Analysis Report) to drill down to the knowledge and skills that require improvement, and design targeted strategies — after-school or summer school programs, curriculum review and realignment — that will help your school or institution reach its goals.
2. Use the Scores by Demographics Report to examine participation rates for all subgroups. Ensure that all students have equal access to assessments. For the SAT, if groups are not participating equally, work with students who did not participate and their families to get engaged in the future. Work with counselors to develop plans for increasing participation. Develop school improvement goals focused on this issue.

Ask participants: How are you using demographic reports to support school improvement activities?

SAT

Using the Scores by Demographics and Benchmarks by Demographics Reports

Determine whether any subgroups are underperforming:

- ▶ Compare average scores and benchmark performance for all students and each demographic group.
- ▶ Use the average score/benchmark performance as a baseline for developing school improvement goals.

Ensure that all students have similar participation rates and equal access to assessments.

- ▶ Develop school improvement goals focused on participation rates.

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Suggested Discussion Points/Handouts/Activities

SLIDE 27	ESTIMATED TIME NEEDED (IN MINUTES): 1
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This activity allows you to practice writing SMART school improvement goals using reports from the SAT Suite of Assessments.

The slide features a dark grey background with the SAT logo in the top right corner. The title 'CHAPTER 5 | Writing SMART School Improvement Goals' is centered in white text. The CollegeBoard logo and copyright notice '© 2015 The College Board.' are located in the bottom right corner.

Suggested Discussion Points/Handouts/Activities

SLIDE 28	ESTIMATED TIME NEEDED (IN MINUTES): 3
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Reports from the SAT Suite of Assessments provide information to use when writing school improvement goals. Excellent, achievable school improvement goals that truly yield results are written to include the strategies, activities, and resources needed to achieve the goals. We are going to look at all of the steps included in writing excellent goals:

1. Determine the Target: General school improvement aim
2. Determine the Objectives: Measurable statements of success
3. Determine the Strategies: Actions adults in the school will complete to accomplish the goals and meet the objectives
4. Determine the Activities: Actions adults and students will complete to accomplish the goals and meet the objectives
5. Determine the Needed Resources: Assets needed to accomplish the goals

Handout: Writing SMART School Improvement Goals (p. 55)

Activity: As you explain the steps to writing SMART school improvement goals (following slides), have participants work through the handout. They can work independently, in pairs, or in school groups. They may practice with fictional data and information, and use the steps in the handout with their real data as a follow-up activity.

Writing SMART School Improvement Goals

SMART goals are **S**trategic, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely.

To develop goals, begin by thinking about global targets and narrow to measurable objectives, strategies and activities, and resources needed to accomplish the goals. Use these steps:

1. **Target** General school improvement aim
2. **Objectives** Measurable statements of success
3. **Strategies** Actions adults in the school will complete to accomplish the goals and meet the objectives
4. **Activities** Actions adults and students will complete to accomplish the goals and meet the objectives
5. **Resources** Assets needed to accomplish the goals

Suggested Discussion Points/Handouts/Activities

SLIDE 29	ESTIMATED TIME NEEDED (IN MINUTES): 5
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Begin by writing a broad statement of your school improvement target. Review your school or district’s mission statement. What do you tell the world you or your students will do? For example, Farmville School District (fictional) has in its mission that all students will graduate from high school college and career ready. This is a great place to start with the school improvement goals. But how exactly will Farmville achieve this goal? They need to write SMART objectives and determine the strategies, activities, and resources needed to achieve the goal.

Tie Goals to Your Mission Statement

Target General school improvement aim

- ▶ Example: All students in the Farmville School District will graduate from high school college and career ready.

Suggested Discussion Points/Handouts/Activities

SLIDE 30	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Objectives are specific, measurable, attainable, realistic, time-oriented statements that will help you reach your goal.

- › **Specific:** Clearly identifies who and what
- › **Measurable:** Defines criteria for measuring progress toward the attainment of each goal
- › **Attainable:** Likely to be successful
- › **Realistic:** Possible to accomplish
- › **Time Oriented:** Grounded in a time frame

SMART Objectives Work Toward the Goal

SAT

- Target** General school improvement aim
- Objectives** Measurable statements of success
 - Specific:** Clearly identifies who and what
 - Measurable:** Defines criteria for measuring progress toward the attainment of each goal
 - Attainable:** Likely to be successful
 - Realistic:** Possible to accomplish
 - Time Oriented:** Grounded in a time frame

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Suggested Discussion Points/Handouts/Activities

SLIDE 31	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Note that the two examples differ in the groups they will measure.

Example 1 measures two different sets of students taking the same test (PSAT/NMSQT) in different years. This goal helps to evaluate improvements in curriculum and instruction by measuring whether different groups of students exposed to curriculum improvements show improved performance on the assessment. All subgroups will demonstrate growth at similar levels if curriculum improvements are effective.

Example 1: In the 2015-16 school year, 42 percent of students met or exceeded the college and career readiness benchmark on the PSAT/NMSQT. By the 2018-19 school year, 50 percent of students will meet or exceed the college and career readiness benchmark on the PSAT/NMSQT, with all subgroups demonstrating growth.

Example 2 measures the same group of students on two different tests (PSAT 8/9 and PSAT/NMSQT). This goal measures student growth and improvement.

In the 2015-16 school year, 75 percent of the students in the class of 2020 met or exceeded the college and career readiness benchmark on the PSAT 8/9. By the 2018-19 school year, 80 percent of the students in the class of 2020 (all subgroups) will meet or exceed the college and career readiness benchmark on the PSAT/NMSQT.

SMART Objectives Work Toward the Goal (cont.)

SAT

Target	General school improvement aim
Objectives	Measurable statements of success

Examples:

1. In the 2015-16 school year, 42% of students met or exceeded the college and career readiness benchmark on the PSAT/NMSQT®. By 2018-19, at least 50% of students will meet or exceed the college and career readiness benchmark on the PSAT/NMSQT, with all subgroups demonstrating growth.
2. In the 2015-16 school year, 75% of the students in the class of 2020 met or exceeded the college and career readiness benchmark on the PSAT™ 8/9. By 2018-19, 80% of the students in the class of 2020 will meet or exceed the college and career readiness benchmark on the PSAT/NMSQT.

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Suggested Discussion Points/Handouts/Activities

SLIDE 32	ESTIMATED TIME NEEDED (IN MINUTES): 7
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Using example 2, help participants identify which elements of the objective fit in the SMART categories.

- Specific** Percentage of the students in the class of 2020 who will meet or exceed the college and career readiness benchmark on the PSAT/NMSQT (what)
- Measurable** Increase from 75 percent to 80 percent
- Attainable** Determine how many students are near the benchmark, and decide whether 75 percent to 80 percent is attainable
- Realistic** Use past growth to determine whether the goal is reasonable
- Timely** By 2018-19

Ask participants to practice writing SMART objectives based on data in the reports in the handouts or based on their own data if available.

SMART Objectives Work Toward the Goal (cont.)



- Target** General school improvement aim
- Objectives** Measurable statements of success

In the 2015-16 school year, 75% of students in the class of 2020 met or exceeded the college and career readiness benchmark on the PSAT™ 8/9. By 2018-19, 80% of students in the class of 2020 will meet or exceed the college and career readiness benchmark on PSAT/NMSQT®.

- Specific:** Percentage of the students in the class of 2020 will meet or exceed the college and career readiness benchmark on the PSAT/NMSQT.
- Measurable:** Increase from 75% to 80%.
- Attainable:** Determine how many students are near the benchmark, and decide whether 75% to 80% is attainable.
- Realistic:** Use past growth to determine whether the goal is reasonable.
- 32 Timely:** By 2018-19



Suggested Discussion Points/Handouts/Activities

SLIDE 33	ESTIMATED TIME NEEDED (IN MINUTES): 5
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Once participants have determined what must happen to achieve the goal, they need to consider how they'll meet the objectives. The strategies are the plans in which the teachers, administrators, and counselors will engage so they can meet their objectives.

Examples:

1. All teachers will engage in professional development to learn about the knowledge, skills, and understandings assessed on the PSAT/NMSQT.
2. Teachers and counselors will review PSAT 8/9 scores to identify students who are approaching the college and career readiness benchmark.

Ask participants: What other strategies will help Farmville educators meet their objectives? Ask participants to write their own strategies on the handout.

Strategies: What Adults Will Do

Target	General school improvement aim
Objectives	Measurable statements of success
Strategies	Actions adults in the school will complete to accomplish the goals and meet the objectives

Examples:

1. All teachers will engage in professional development to learn about the knowledge, skills, and understandings assessed on the PSAT/NMSQT®.
2. Teachers and counselors will review PSAT™ 8/9 scores to identify students who are approaching the college and career readiness benchmark.

Suggested Discussion Points/Handouts/Activities

SLIDE 34	ESTIMATED TIME NEEDED (IN MINUTES): 5
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When developing activities to help meet the objectives and reach the goals, consider what students will do. Activities are the actions students and adults together will complete to accomplish the goals.

Examples:

1. Students who are approaching the college and career readiness benchmark on the PSAT 8/9 will be invited to individual sessions to review their scores and help them understand their strengths and opportunities for growth related to college and career readiness.
2. Students will see and practice PSAT-type questions on formative assessments (bell work, ticket-out-the-door, etc.) at least monthly in content-area classes.

Have participants write their own activities on the handout.

Activities: What Adults and Students Will Do

Target	General school improvement aim
Objectives	Measurable statements of success
Strategies	Actions adults in the school will complete to accomplish the goals and meet the objectives
Activities	Actions students and adults in the school will complete to accomplish the goals and meet the objectives

Examples:

1. Students who are approaching the college and career readiness benchmark on the PSAT™ 8/9 will be invited to individual score review sessions to help them understand their strengths and opportunities for growth related to college and career readiness.
2. Students will see and practice PSAT related questions in classroom activities (bell work, ticket out the door, etc.) at least monthly in content area classes.

Suggested Discussion Points/Handouts/Activities

SLIDE 35	ESTIMATED TIME NEEDED (IN MINUTES): 5
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For the last step, consider the people, facilities, time, and costs associated with the strategies and activities, and identify what resources are available and will be used to attain the goals.

› **Examples:**

- * Two staff meetings will be devoted to learning about the knowledge, skills, and understandings assessed on PSAT/NMSQT.
- * Counselors will schedule time for score review sessions with individual students.

If the professional development sessions were not part of staff meetings, additional resources may be required to pay for teachers' time or pay for substitutes.

Ask participants to write the resources required for their strategies and activities in the handout.

Resources – Assets Needed

Target	General school improvement aim
Objectives	Measurable statements of success
Strategies	Actions adults in the school will complete to accomplish the goals and meet the objectives
Activities	Actions students and adults in the school will complete to accomplish the goals and meet the objectives
Resources	Assets needed to accomplish the goals

Examples:

1. Two staff meetings will be devoted to learning the knowledge, skills, and understandings assessed on PSAT/NMSQT®.
2. Counselors will schedule time for individual score review sessions.

Suggested Discussion Points/Handouts/Activities

SLIDE 36

ESTIMATED TIME NEEDED (IN MINUTES): 1

In this section, share a protocol for data analysis that can be used in departments, professional learning communities, and/or vertical teams.

NOTE TO PRESENTER: *This is intended as a follow-up activity if reviewing this presentation without actual data (pre-results release). Once scores and reports are available, it can be reviewed or it can be completed in 60 to 90 minutes.*

SAT

CHAPTER

6

Protocols for
Data Analysis

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Suggested Discussion Points/Handouts/Activities

SLIDE 37

ESTIMATED TIME NEEDED (IN MINUTES): 1

Protocols are communication plans that result in meaningful and efficient problem solving and learning. Often led by a facilitator, protocols provide guidance for discussion for participants and keep people focused on the same data to improve results. Protocols can also give everyone a voice, ensuring that no one person dominates a discussion, and no one is left out.

Protocols for Data Analysis

- ▶ Provide guidance and structure for data discussions
- ▶ Encourage every participant to share data insights
- ▶ Manage time
- ▶ Allow deep development of ideas
- ▶ Build collaboration

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Suggested Discussion Points/Handouts/Activities

SLIDE 38	ESTIMATED TIME NEEDED (IN MINUTES): 3 (IF TALKING ABOUT THE ACTIVITY) 60–90 (IF REVIEWING DATA AND COMPLETING THE ACTIVITY)
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Handout: Protocol for Professional Learning Communities and Vertical Teams (p. 58)

Until data are available for analysis, this can be reviewed as an activity for follow-up after this presentation.

Protocols for analyzing data can provide guidance and focus for Professional Learning Communities as they review and discuss data and reports.

1. Review your data. This data may include SAT results on the Score Report, Question Analysis Report, Subscore Analysis Report, or other reports from the online portal. These reports can be reviewed independently, together, or in combination with local assessment data. Ask each person in the group to make an observation about the data. Consider the following questions for guidance:
 - a. What scores are higher/lower than average?
 - b. What scores are higher/lower than in previous years?
 - c. What scores are higher/lower than expected?
 - d. Which questions were answered correctly more often than average? Less often?

Protocol for Professional Learning Communities and Vertical Teams

SAT

1. Review your data and make observations.
2. Select an area of focus.
3. Identify how content and skills associated with the area of focus are included in your curriculum/lesson plans.
4. Review other sources of data to look for evidence of students' performance on this skill/topic.
5. Develop an action plan for addressing the area of focus.

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2. Examine all of the observations of the group. Select one or two observations to analyze and discuss further. Determine whether the group discussion should be focused on gaps, strengths, or both. To select an area of focus, the group can consider:
 - a. Are the scores on one subscore exceptionally high or low?
 - b. Are there high/low scores on several questions related to the same content or skill?
 - c. Do several questions with high/low scores ask students to engage in the same tasks (e.g., are the questions all no-calculator questions or are they all student-produced response questions)?

(continued on next page)

3. Identify content and skills associated with the area of focus; how are the content and skills included in your curriculum/lesson plans?
 - a. Is the skill listed as an objective in lesson plans? Is it practiced frequently?
 - b. Is the skill explicitly assessed? Is it assessed differently on different tests?
 - c. Does the curriculum provide sufficient attention to the skill?
4. Review other sources of data (i.e., class and state assessments) to look for evidence of students' performance on this skill/topic.
5. Develop an action plan for addressing the area of focus:
 - a. Set a goal for improvement, including a time frame for measuring progress.
 - b. Determine how you'll measure success.
 - c. Design specific steps for addressing the issue:
 - i. Add a unit to the curriculum?
 - ii. Include specific lessons in current units?
 - iii. Observe lessons in other classrooms to expand repertoire of instructional strategies and incorporate a variety of strategies more frequently?
 - iv. Add formative assessment, cooperative learning, or other student engagement activities?
 - d. Assess students and measure progress at regular intervals.
 - e. Discuss results and celebrate successes.

Suggested Discussion Points/Handouts/Activities

SLIDE 39	ESTIMATED TIME NEEDED (IN MINUTES): 5
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Handout: Questions for Reflection (p. 62)

Ask participants to spend 5 minutes thinking about how they'll implement some of the ideas for using SAT Suite reports to inform instruction discussed today.

Reflection/Self-Assessment

Teachers

1. How will you use SAT® Suite score reports to create intervention and support strategies for your students? To inform your instruction?

Counselors and School Leaders

1. What system can you implement to help students use their SAT Suite data to improve their own learning?
2. How will departments or Professional Learning Communities use SAT Suite reports to inform curriculum and instruction?

District Leaders

1. What additional data can you combine with SAT Suite reports to help review curriculum and instruction?
2. How can SAT Suite reports inform your school improvement processes?

Suggested Discussion Points/Handouts/Activities

SLIDE 40

ESTIMATED TIME NEEDED (IN MINUTES): 1

Get more information about the Redesigned SAT and Scores and Reporting for the SAT Suite of Assessments at **collegereadiness.collegeboard.org/educators/k-12**.

SAT

More Information

- ▶ Redesigned SAT® Teacher Implementation Guide
- ▶ Using Scores and Reporting to Inform Instruction

See both guides at

collegereadiness.collegeboard.org/educators/k-12


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Suggested Discussion Points/Handouts/Activities


SLIDE 41	ESTIMATED TIME NEEDED (IN MINUTES): 1
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Ask participants to follow the link and evaluate the module.



Exit Survey

▶ surveymonkey.com/s/PD_Module_6


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Your Evidence-Based Reading and Writing Score

380

160 to 760

Your Nationally Representative **18th** Sample Percentile

! Your scores indicate you are close to being on track for college readiness, but you need to continue to strengthen your skills.

Let's get you back on track, so you won't have to take noncredit courses in college. You have free, personalized recommendations waiting for you on khanacademy.org/sat

Your Total Score

860

320 to 1520

Your Nationally Representative **28th** Sample Percentile

Keep in mind, the PSAT/NMSQT® and SAT are on the same scale.

Your score shows you how you would have scored that day on the SAT¹. How well you do depends on what you do next!

Your Math Score

480

160 to 760

Your Nationally Representative **47th** Sample Percentile

✓ You are on track for college readiness.

Stay on track and continue your progress. Start now with your free, personalized recommendations waiting for you on khanacademy.org/sat

The College and Career Readiness Benchmark

Reaching your grade-level Benchmark means that you are likely on track to be ready to succeed in select first-year, credit-bearing college courses

- Need to strengthen skills
- Approaching Benchmark
- Meets or exceeds Benchmark

*The red, yellow, and green ranges in the test scores and subscores reflect your areas of strengths and weaknesses compared to the typical performance of students in your grade

Test Scores 8 to 38 range*



Cross-Test Scores 8 to 38 range

- 19** Analysis in History/Social Studies
- 18** Analysis in Science

When you take tests more than once, your scores may differ slightly upon each testing occasion. This expected variation is considered your score range, and reflects the range your scores will likely fall in upon retesting. For the PSAT/NMSQT®, these ranges are approximately:

Total: Your score ± 40 points.
Section: Your score ± 30 points.
Test Scores and Cross-Test Scores: Your score ± 3 points.
Subscores: Your score ± 2 points.

Remember that you will receive scores in the same areas when you take the SAT.

1. Beginning in March 2016

Subscores 1 to 15 range*



Ima B. Student

John F. Kennedy High School, 123456, 2015, Grade 10, I.D. #24068907

National Merit Scholarship Corporation

National Merit Scholarship Corporation (NMSC) conducts the National Merit® Scholarship Program, an academic competition for recognition and college scholarships. To designate students who qualify for recognition in its 2017 competition, NMSC will consider the 2015 PSAT/NMSQT® Selection Index scores of some 1.5 million test-takers (usually high school juniors) who meet program entry requirements. For more information, please visit: www.nationalmerit.org.

If any of your responses to NMSC's "Entry Requirements" questions (see right-hand column) are inaccurate or there has been a change in plans that may affect program entry, write immediately to:

National Merit Scholarship Corporation
Attn: Scholarship Administration
1560 Sherman Avenue, Suite 200
Evanston, IL 60201-4897

Include your name and home address along with your high school name, address, and six-digit code number.

Your NMSC Selection Index

124*

NMSC uses a Selection Index based on PSAT/NMSQT scores as an initial screen of students who enter its scholarship programs. To calculate your Selection Index, double the sum of your Reading, Writing and Language, and Math Test scores.

Eligibility Information

The asterisk () next to your Selection Index means you do not meet entry requirements for the 2017 National Merit Scholarship Program. See your responses to entry requirements to the right.

NOTE: Students leaving high school and entering college in 2018 or later must take the PSAT/NMSQT again in their 3rd year (junior year) of grades 9–12 to enter the National Merit Scholarship Program.

Entry Requirements

(information you provided on your answer sheet)

High school student:

YES

Year to complete high school and enroll full-time in college:

2018

Years to be spent in grades 9–12:

4

U.S. Citizenship:

NO, but I am a U.S. lawful permanent resident (or have applied for permanent residence, the application for which has not been denied) and I intend to become a U.S. citizen at the earliest opportunity allowed by law.

Your Scores: Next Steps

Your score indicates that you are already likely able to:

Revise text as needed to improve the exactness or content appropriateness of word choices within somewhat challenging texts

Retain or add information or ideas to a piece of a text to support claims or points in somewhat challenging text

Revise somewhat challenging text to ensure that information is presented in the most logical order

Reading Test

Improve your skills by focusing on:

Retain or add information or ideas to a piece of text to support claims or points in challenging text

Use a variety of sentence structures to accomplish a rhetorical purpose such as persuading an audience

Revise text as needed to improve the exactness or content appropriateness of word choices within challenging texts

18

8 to 38

Writing and Language Test

Draw reasonable conclusions from somewhat challenging texts

Describe the overall structure of a somewhat challenging text

Identify claims and counterclaims explicitly stated in a somewhat challenging passage

20

8 to 38

Draw reasonable inferences and logical conclusions from challenging texts

Analyze information presented quantitatively in such forms as graphs, tables, and charts and relate that information to information presented in somewhat challenging text

Determine how the selection of specific words shapes meaning and tone in a challenging passage

Math Test

Interpret a linear inequality in one variable with rational coefficients that represents a context. Select the equation of a line of best fit and interpret the slope and intercept of the line in the context of the situation (when a linear model is appropriate)

Interpret sample statistics understanding and using margin of error

Solve and interpret a quadratic function or equation that represents a context and requires multiple steps

Calculate and interpret frequency distributions using tables and other representational methods

24.0

8 to 38

Determine how a graph may be affected by a change to its equation

Determine the value of a constant or coefficient for an equation with no solution or infinitely many solutions

Using a specified model, make a prediction and compare the predicted values with the actual values in the data set

Within a context, compare the center of two separate data sets with different spreads

Determine whether two events are independent given their probabilities

Get more next steps online

studentscores.collegeboard.org



SAT Practice

Connect to FREE, world-class SAT practice online on khanacademy.org/sat



AP® and Course Work

See which AP courses may be a good match for you



Register for the SAT

Select an SAT test date and register for it now

Report Updated Dec. 5, 2015

Dupuy, Maxine A. Student ID 000123456

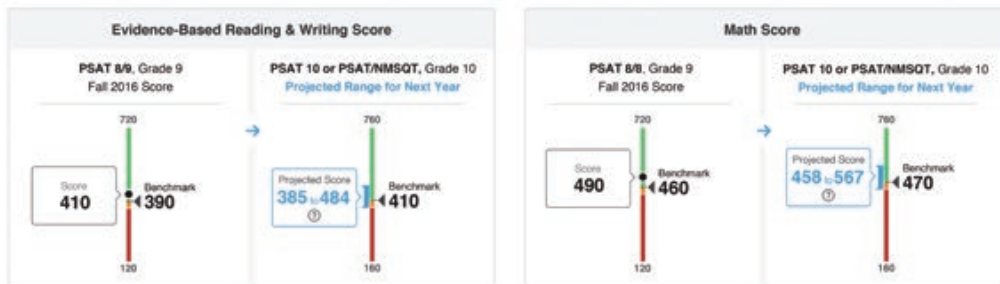
Legend

GRADE: 9 CLASS OF: 2019 SEX: Female RACE & ETHNICITY: Hispanic/Latino CORE CURRICULUM: Completing Core Curriculum HIGHEST LEVEL PARENTAL EDUCATION: Bachelor's Degree

AP Potential
For 9th graders, AP Potential is predicted for 2 courses

HAS AP POTENTIAL: **World History**

HAS SOME AP POTENTIAL: **European History**



(Report Updated Dec. 5, 2016)

PSAT/NMSQT Fall 2016, 11th Grade - Scores by Institution

Total Score (320-1520) Filters EXPORT

School
Mean Score
1345

Standard Deviation (SD) = 44

District
Mean Score
1220

Standard Deviation (SD) = 44

State
Mean Score
1220

Standard Deviation (SD) = 44

National Tested
Mean Score
1220

Standard Deviation (SD) = 44

More

Student Name / Student ID

Student	Total Score 320 - 1520	Score Range	Met ERW Benchmark (532)	Met Math Benchmark (521)	Nationally Representative Sample Percentile	PSAT/NMSQT & PSAT 10 User Percentile - National
Antun, Katlyn R. 34578321	1267	1227-1307	671	596	73%	81%
Baldree, Sammie B. 34578321	981	941 - 1021	552	429	73%	81%
Antun, Katlyn R. 34578321	1267	1227-1307	671	596	73%	81%
Baldree, Sammie B. 34578321	981	941 - 1021	552	429	73%	81%
Antun, Katlyn R. 34578321	1267	1227-1307	671	596	73%	81%
Baldree, Sammie B. 34578321	981	941 - 1021	552	429	73%	81%
Antun, Katlyn R. 34578321	1267	1227-1307	671	596	73%	81%
Baldree, Sammie B. 34578321	981	941 - 1021	552	429	73%	81%

CollegeBoard Assessment Reporting John Smith

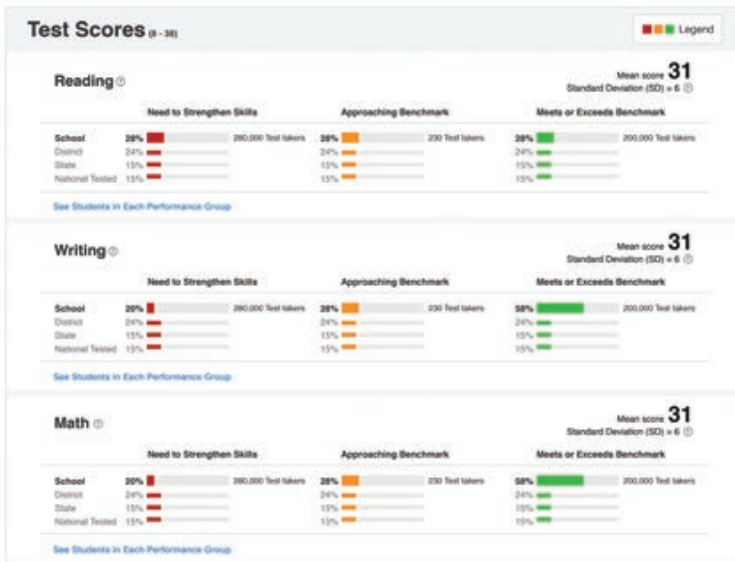
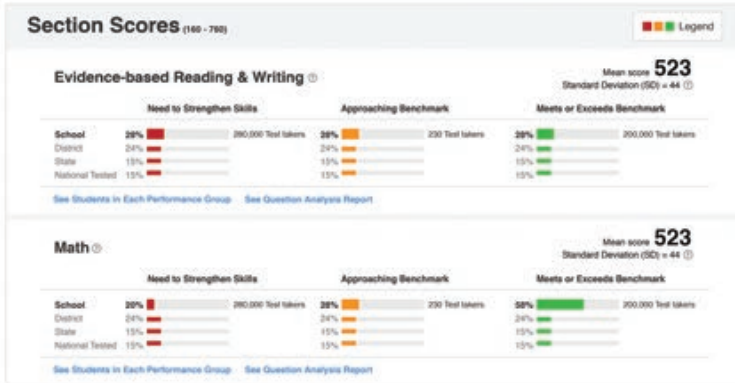
Reports Center Download Center HELP

Reports New York City Department of Education / Fordham High School for the Arts List: All Students (182) SEARCH

Report Updated Dec. 5, 2015 | 25200 Test Takers

PSAT/NMSQT Fall 2016, 11th Grade - Instructional Planning Report

Filters All Score (EWR Related and Math Related) EXPORT



Report Updated Dec. 5, 2015 | 25200 Test Takers

PSAT/NMSQT Fall 2016, 11th Grade - Question Analysis Report - Form A

Filters



EXPORT

91 Evidence-based Reading and Writing Questions

48 Math Questions

Correct Response %: All | Difficulty: All | Related Cross-test Score or Subscore: All [Reset Filters](#)

Test Portion	Question	Correct Answer	Percentage Correct by Group	Student Responses					Difficulty Level	Related Cross-test scores and Subscores	Students Performance
				A%	B%	C%	D%	Omit%			
Reading	1	A	School 22% District 24% State 15% Nation 17%	22	15	43	15	15	Easy	Expressions of Ideas Command of Evidence	See Student Performance
Reading	2	B	School 22% District 24% State 14% Nation 17%	22	13	43	13	13	Easy	Expressions of Ideas Words in Context Command of Evidence	See Student Performance
Reading	3	D	School 27% District 24% State 15% Nation 17%	27	15	43	15	15	Medium	Expressions of Ideas Words in Context Command of Evidence	See Student Performance
Reading	4	C	School 22% District 24% State 15% Nation 17%	22	15	43	15	15	Medium	Expressions of Ideas Command of Evidence	See Student Performance
Reading	5	B	School 27% District 24% State 15% Nation 17%	27	15	43	15	15	Hard	Expressions of Ideas Words in Context Command of Evidence	See Student Performance
Reading	6	D	School 22% District 24% State 15% Nation 17%	22	15	43	15	15	Hard	Expressions of Ideas Command of Evidence	See Student Performance
Writing	1	B	School 27% District 24% State 15% Nation 17%	27	15	43	15	15	Hard	Expressions of Ideas Words in Context Command of Evidence	See Student Performance
Writing	2	D	School 22% District 24% State 15% Nation 17%	22	15	43	15	15	Hard	Expressions of Ideas Command of Evidence	See Student Performance

(Report Updated Dec. 5, 2015)

PSAT/NMSQT Fall 2016, 11th Grade - Scores by Demographic

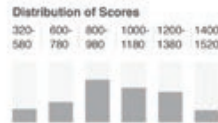
Total Score (320-1520)

Filters



EXPORT

School Mean Score
1345
Standard Deviation (SD) = 44



42% Met Both Benchmarks
27% Met ERW (531)
19% Met Math (522)
19% Met None
25200 Test Takers / 25200 Enrolled
78% Participation

Apply 2nd Demographic

Student Reported Demographic	% of Test Takers	Mean Total Score 320 - 1520	SD	Distribution of Scores						# Of test takers / Enrolled	Participation	Met Both ERW & Math Benchmarks
				320-580	600-790	800-980	1000-1180	1200-1380	1400-1520			
American Indian or Alaska Native	2%	1267	23							230,216 / 231,011	92%	42%
Asian	12%	981	21							112,310 / 112,411	92%	42%
Black or African American	13%	1267	23							230,216 / 231,011	92%	42%
Hispanic/Latino	5%	981	21							112,310 / 112,411	92%	42%
Native Hawaiian/Other Pacific Islander	12%	1267	23							230,216 / 231,011	92%	42%
White	1%	981	21							112,310 / 112,411	92%	42%
Two or More Races	3%	1267	23							230,216 / 231,011	92%	42%
Other	23%	981	21							112,310 / 112,411	92%	42%
No Response	2%	981	21							112,310 / 112,411	92%	42%

(Report Updated Dec. 5, 2015)

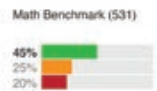
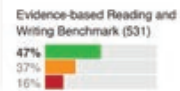
PSAT/NMSQT Fall 2016, 11th Grade - Benchmark by Demographic

Filters

EXPORT

School
Met both benchmarks
45%

Mean total score = 1023
Standard Deviation (SD) = 44



25120 Test Takers / 25120 Enrolled
78% Participation

ERW: All Performance

Math: All Performance

Apply 2nd Demographic

Legend

Student Reported Demographic	Mean Total Score (320-1520)	SD	Met Both Benchmarks	Evidence-based Reading and Writing Benchmark (531)	Math Benchmark (522)	Met No Benchmarks	Number Of test takers / Enrolled
American Indian or Alaska Native	1023	23	45%	47% 37% 16%	45% 25% 20%	12%	230,216/ 231,011
Asian	1023	23	42%	43% 37% 20%	42% 35% 23%	12%	230,216/ 231,011
Black or African American	1023	23	45%	47% 37% 16%	45% 25% 20%	12%	230,216/ 231,011
Hispanic/Latino	1023	23	42%	43% 37% 20%	42% 35% 23%	12%	230,216/ 231,011
Native Hawaiian/Other Pacific Islander	1023	23	45%	47% 37% 16%	45% 25% 20%	12%	230,216/ 231,011
White	1023	23	42%	43% 37% 20%	42% 35% 23%	12%	230,216/ 231,011
Two or More Races	1023	23	45%	47% 37% 16%	45% 25% 20%	12%	230,216/ 231,011
Other	1023	23	42%	43% 37% 20%	42% 35% 23%	12%	230,216/ 231,011
No Response	1023	23	42%	43% 37% 20%	42% 35% 23%	12%	230,216/ 231,011

WRITING SMART SCHOOL IMPROVEMENT GOALS

Target: General aims of the school or district

Objective: Measurable statement of success (Specific, Measurable, Attainable, Realistic, Time Oriented)

Strategies: Actions adults in the building will complete to accomplish the goal

Activities: Actions adults and students will complete to accomplish the goal

Resources: Assets needed to accomplish the goal

Target: Identify a school improvement aim.

Example: All students in the Farmville School District will graduate from high school college and career ready.

1.

SMART Objectives:

Define how you will measure your implementation success.

Examples:

1. In the 2015-16 school year, 42 percent of students met or exceeded the college and career readiness benchmark on the PSAT/NMSQT[®]. By 2018-19, at least 50 percent of students will meet or exceed the college and career readiness benchmark on the PSAT/NMSQT, with all subgroups demonstrating growth.
2. In the 2015-16 school year, 75 percent of the students in the class of 2020 met or exceeded the college and career readiness benchmark on the PSAT[™] 8/9. By 2018-19, 80 percent of the students in the class of 2020 will meet or exceed the college and career readiness benchmark on the PSAT/NMSQT.

List up to two objectives:

1.

2.

Strategies:

What will adults in the building do differently in order to accomplish the goal?

Examples:

1. All teachers will engage in professional development to learn about the knowledge, skills, and understandings assessed on the PSAT/NMSQT.

WRITING SMART SCHOOL IMPROVEMENT GOALS

2. Teachers and counselors will review PSAT 8/9 scores to identify students who are approaching the college and career readiness benchmark.

List up to *three* strategies:

1.

2.

3.

Activities:

What actions will adults and students take to accomplish the goal?

Examples:

1. Students who are approaching the college and career readiness benchmark on PSAT 8/9 will be invited to individual score review sessions to help them understand their strengths and their opportunities for growth related to college and career readiness.
2. Students will see and practice PSAT-type questions on formative assessments (bell work, ticket-out-the-door, etc.) at least monthly in content area classes.

List up to *three* activities:

1.

2.

3.

Resources:

What assets are needed (human, material, fiscal) to accomplish the goal?

Examples:

1. Two staff meetings will be devoted to learning about the knowledge, skills, and understandings assessed on the PSAT/NMSQT.
2. Counselors will schedule time for individual score review sessions.

WRITING SMART SCHOOL IMPROVEMENT GOALS

List up to *three* resources:

1.

2.

3.

Protocols for analyzing data can provide guidance and focus for Professional Learning Communities as they review and discuss data and reports.

1. Review your data. This data may include SAT results on the Score Report, Question Analysis Report, Subscore Analysis Report, or other reports from the online portal. These reports can be reviewed independently, together, or in combination with local assessment data. Ask each person in the group to make an observation about the data. Consider the following questions for guidance:
 - a. What scores are higher/lower than average?
 - b. What scores are higher/lower than in previous years?
 - c. What scores are higher/lower than expected?
 - d. Which questions were answered correctly more often than average? Less often?
2. Examine all of the observations of the group. Select one or two findings from the observations to analyze and discuss further. Determine whether the group discussion should be focused on gaps, strengths, or both. To help select an area of focus, the group can consider:
 - a. Are the scores on one subscore exceptionally high or low?
 - b. Are there high/low scores on several questions related to the same content or skill?
 - c. Do several questions with high/low scores ask students to engage in the same tasks (e.g., are the questions all no-calculator questions or are they all student-produced response questions)?
3. Identify content and skills associated with the area of focus. How are the content and skills included in your curriculum/lesson plans?
 - a. Is the skill listed as an objective in lesson plans? Is it practiced frequently?
 - b. Is the skill explicitly assessed? Is it assessed differently on different tests?
 - c. Does the curriculum provide sufficient attention to the skill?
4. Review other sources of data like class and state assessments to look for evidence of students' performance on this skill/topic.
5. Develop an action plan for addressing the area of focus:
 - a. Set a goal for improvement, including a timeframe for measuring progress.
 - b. Determine how you'll measure success.
 - c. Design specific steps for addressing the issue:
 - i. Add a unit to the curriculum?

- ii. Include specific lessons in current units?
- iii. Observe lessons in other classrooms to expand repertoire of instructional strategies and incorporate a variety of strategies more frequently?
- iv. Add formative assessment, cooperative learning, or other student engagement activities?
- d. Assess students and measure progress at regular intervals.
- e. Discuss results and celebrate successes.

	Professional Learning Community Data Analysis
<p>Review the data and make observations.</p>	
<p>Examine all of the observations of the group. Select one or two areas of focus from the observations to analyze and discuss further. Determine whether the group discussion should be focused on gaps, strengths, or both.</p>	
<p>Identify content/skills associated with the area(s) of focus.</p>	
<p>Review other sources of data for additional information.</p>	

QUESTIONS FOR REFLECTION

Teachers: How will you use SAT® Suite score reports to inform your instruction?

Counselors and School Leaders: What system can you implement to help students use their SAT Suite data to improve their own learning?

How will departments or Professional Learning Communities use SAT Suite reports to inform curriculum and instruction?

District Leaders: What additional data can you combine with SAT Suite reports to help review curriculum and instruction?

How can SAT Suite reports inform your school improvement processes?

Curriculum Mapping

1. Gather curriculum maps for content-area courses.
2. Identify where each content and skill in the SAT® Test Specifications (found in **PD Modules 2–5**) is taught.
3. Review SAT Suite scores and reports for indicators of curriculum strengths and weaknesses.
4. Consider and discuss other places in the curriculum where skills and content can be reinforced.
5. Review common assessments and ensure that skills and content are assessed and student progress is measured.

Assessment Study Groups

1. Form Assessment Study Groups to review SAT Test Questions with the SAT Test Specifications (found in **PD Modules 2–5**).
2. Go to collegereadiness.collegeboard.org or khanacademy.org/sat to find four full-length SAT practice forms.
3. Use the *SAT Test Specifications* to compare the assessed content and skills with the questions on the test forms. Identify the types of questions used to assess the content and skills in the test specifications.
4. Use the data in the Question Analysis Report to identify questions with which students have difficulty.
5. Gather question stems from various content areas and practice writing test questions similar to those used on the SAT practice forms. Use these questions on classroom assessments for student practice.