



# Understanding the SAT<sup>®</sup> Suite of Assessments Results



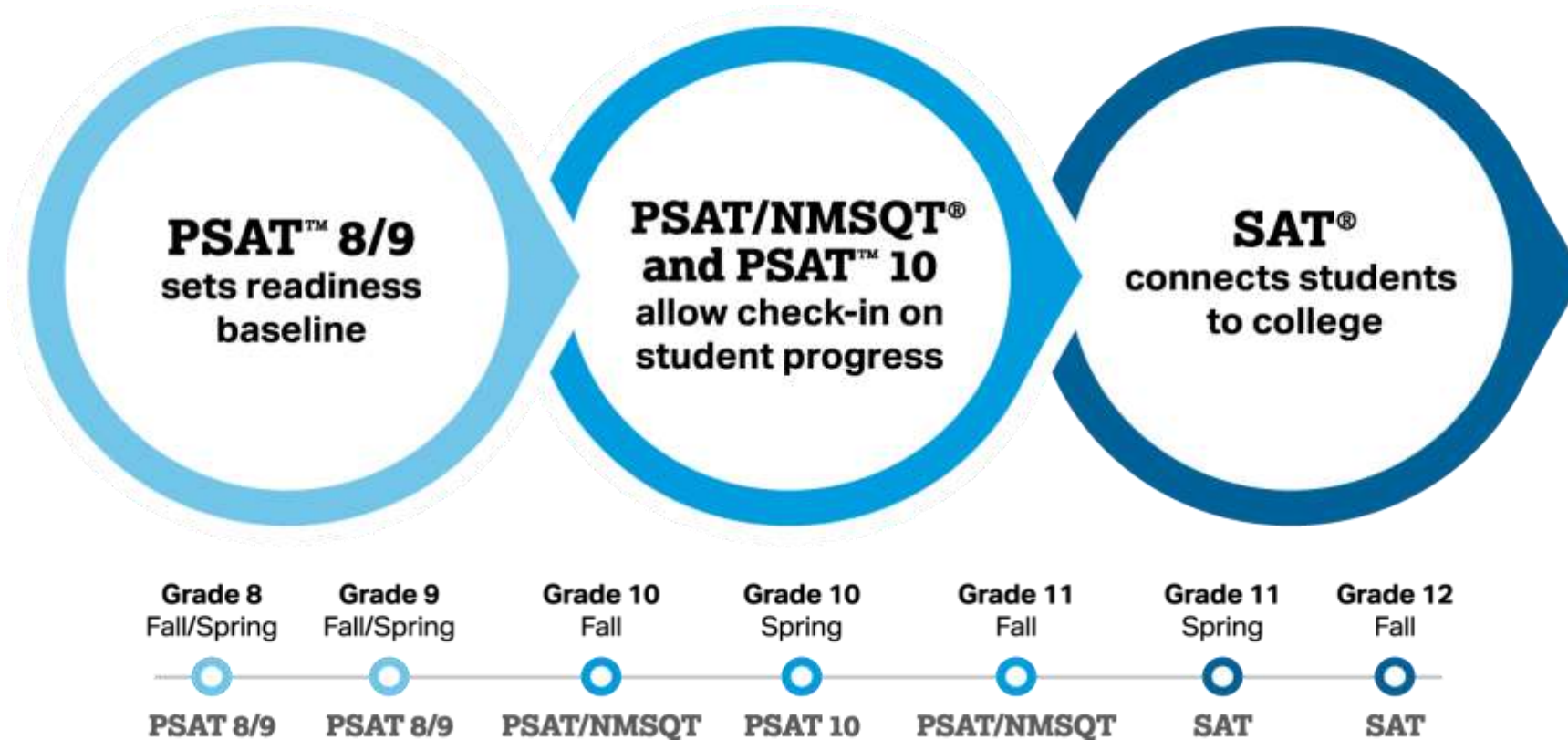
June 2023

# Agenda

- ✓ The SAT Suite of Assessments
- ✓ Scores and Benchmarks
- ✓ Accessing the K-12 Reporting Portal
- ✓ Leveraging Educator Reports
- ✓ Using the SAT Suite to Grow AP<sup>®</sup>
- ✓ Resources and Support



# The SAT Suite of Assessments



# The SAT Suite Offers Students

## Alignment



Reflects the work students do in school

## Readiness



Establishes a baseline and check-in for college readiness

## Practice



Offers free, online personalized practice through Khan Academy

## Growth



Measures student progress from PSAT 8/9 through SAT

## Potential



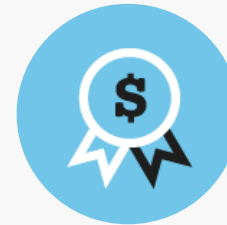
Evaluates students for "AP Potential"

## Recruitment



Connects students with colleges and universities

## Scholarships



Links students to college scholarships

## Success



Supports admission, placement, and student retention

# SAT Suite Scores and Benchmarks

# SAT Scores

## 1 Total Score

400–1600 Scale

## Total Score

## 2 Section Scores

200–800 Scale

Evidence-Based Reading and Writing

Math

## 3 Test Scores

10–40 Scale

Reading

Writing and Language

Math

## 2 Cross-Test Scores

10–40 Scale

Analysis in History/Social Studies

Analysis in Science

## 7 Subscores

1–15 Scale

Command of Evidence

Words in Context

Expression of Ideas

Standard English Conventions

Heart of Algebra

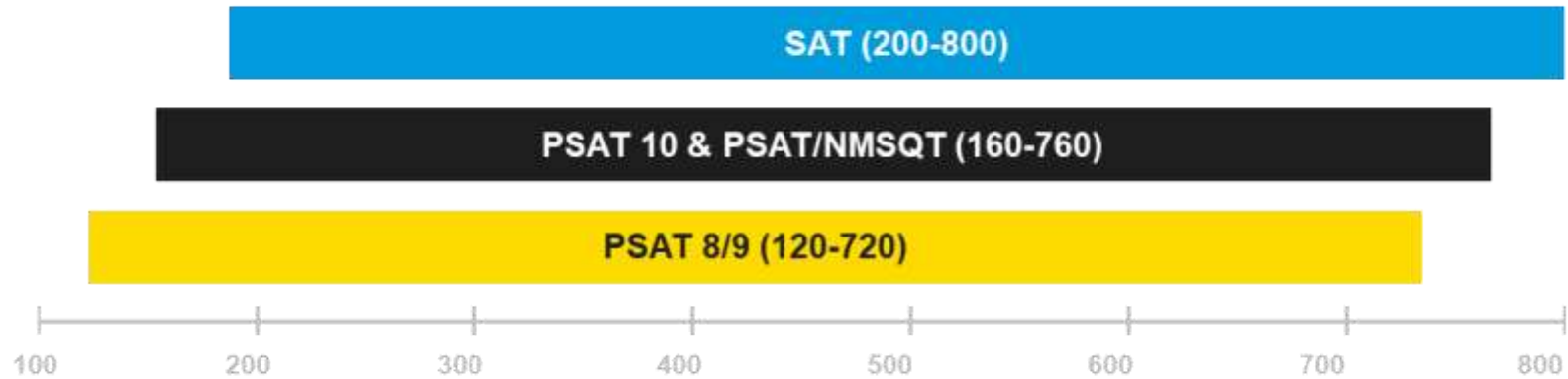
Problem Solving and Data Analysis

Passport to Advanced Math

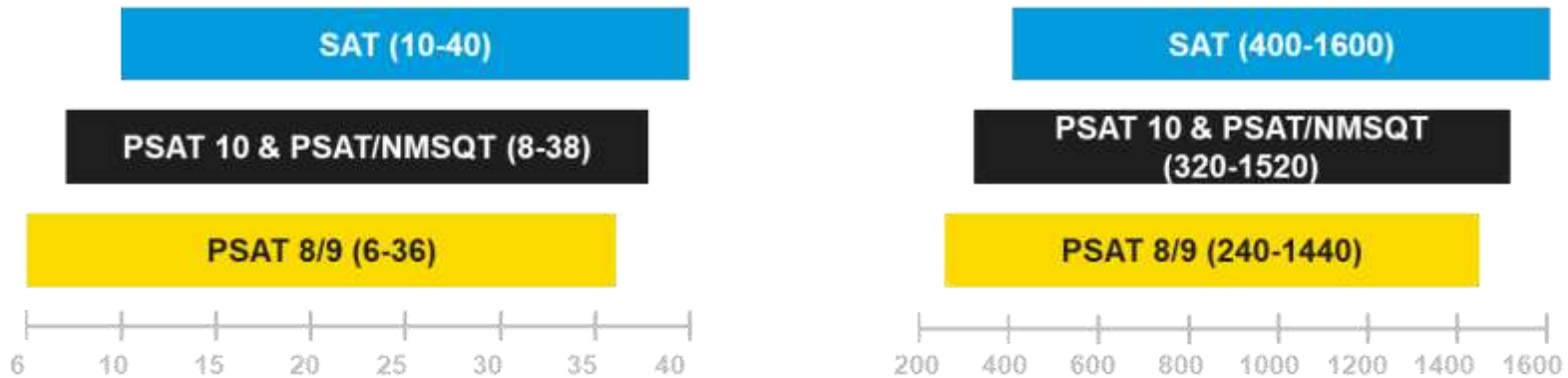


# Monitor Progress Over Time

**Section Scores** are placed on a vertical scale.



The same concept holds true for the **Test, Cross-Test Scores** and **Total Score**.



Students and educators can track progress toward college readiness from year to year

# Use Benchmarks to Enhance College Readiness

Gauge college readiness



Identify strengths and weaknesses

Strengthen academic programs





# SAT College and Career Readiness Benchmarks

- 75% likelihood of earning at least a C in a first-semester, credit-bearing college course in a related subject
- Set at section level
- Grade-level benchmarks are based on expected student growth toward the SAT Benchmarks

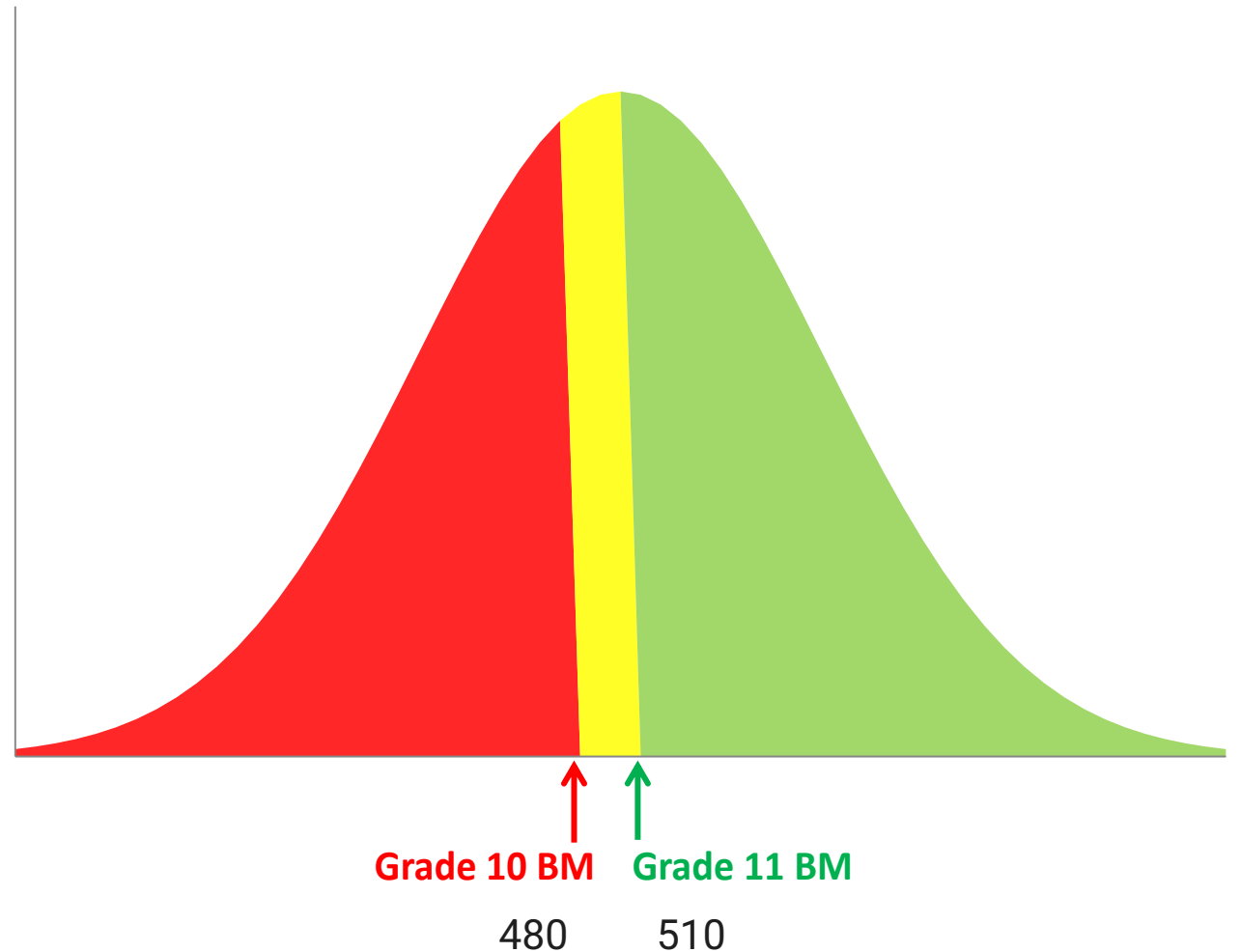
	Grade 8	Grade 9	Grade 10	Grade 11	SAT	
Section Level	390	410	430	460	480	ERW
	430	450	480	510	530	MATH

# Reporting: Color-Coded Score Ranges

## Section Scores

- A student who meets the benchmark for her grade level is in the **green** range
- A student who does not meet the benchmark for the previous grade level is in the **red** range
- A student in between these two ranges is in the **yellow** range

## Example: Math Section, 11<sup>th</sup> Graders



# Accessing the K-12 Reporting Portal

# Accessing the Portal

Three key steps to accessing the K-12 Reporting Portal



College Board  
Professional  
Account



Request  
and receive  
access from an  
Access Manager



Log into the  
K-12 Score  
Reporting  
Portal



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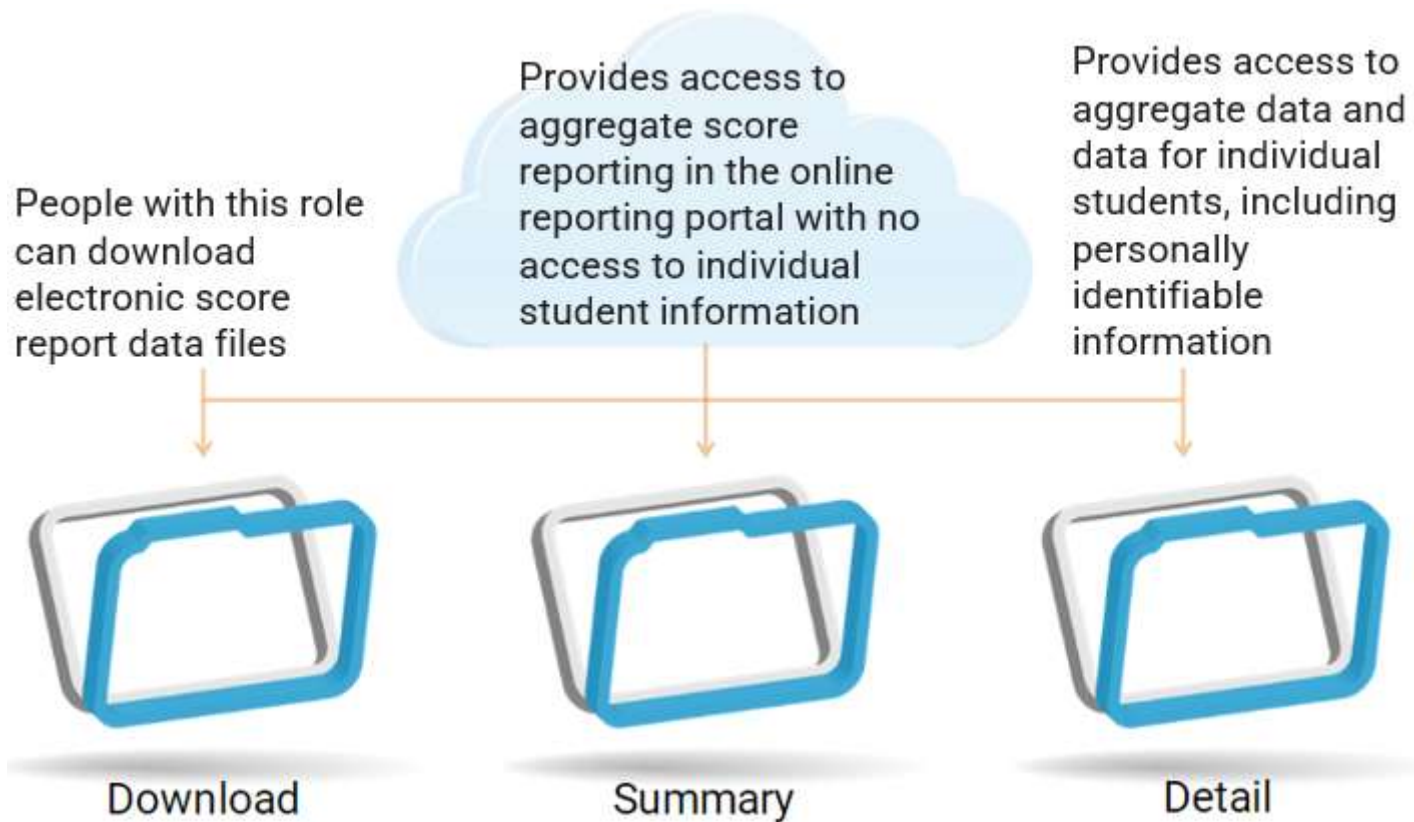
# Assess Management

**Access Managers:** selected staff members with approved access to the score reporting portal

- Granting access only to those within their school/district that have a need for the data; including their own access level
- Reviewing and extending access on a yearly basis
- Revoking access to those who no longer require access
- Determining the type of access to student data each user should have:

**[Download | Summary | Detail](#)**

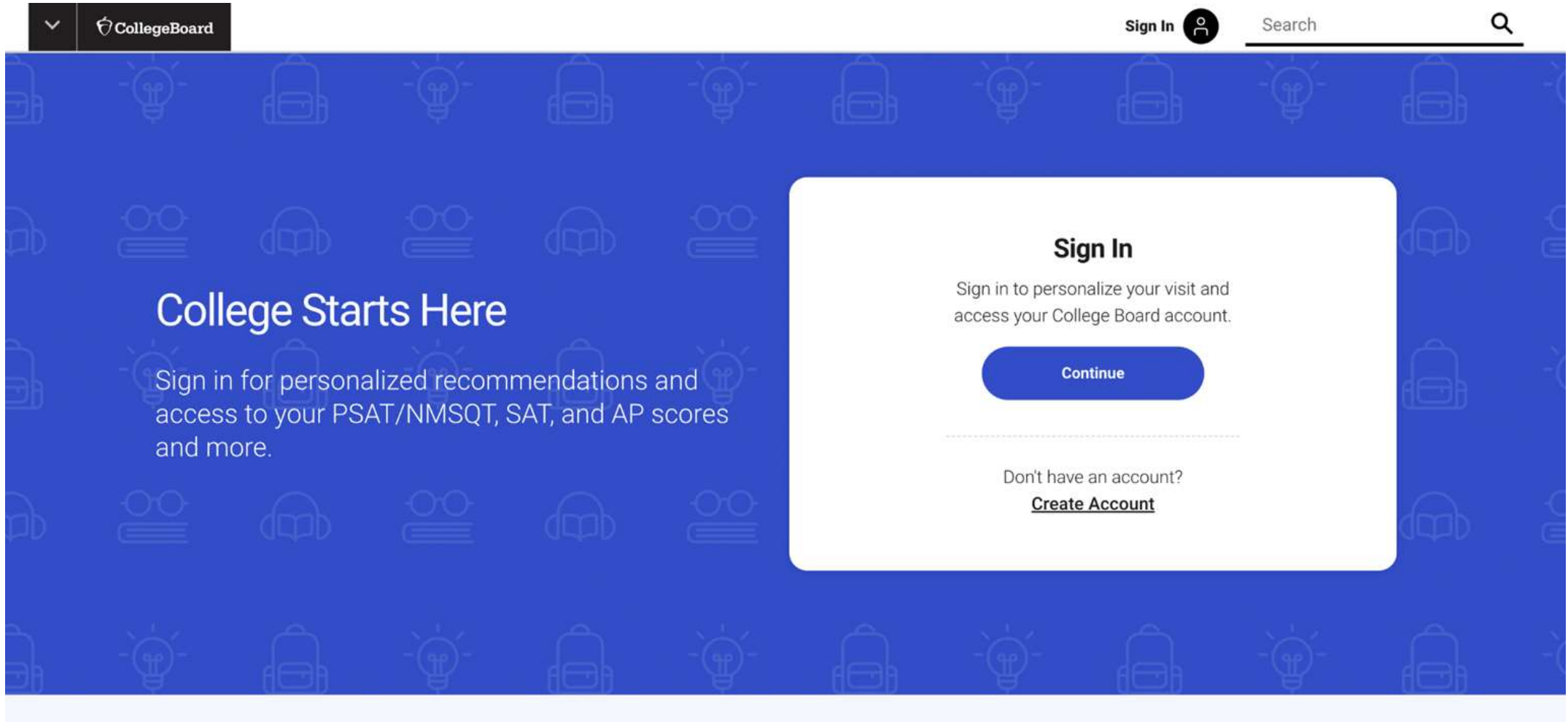
# Access Managers: Assigning Roles



Organizations can have an unlimited number of Professional Accounts and access to the reporting portal.

Each individual does not require the same capabilities to view and analyze student data.

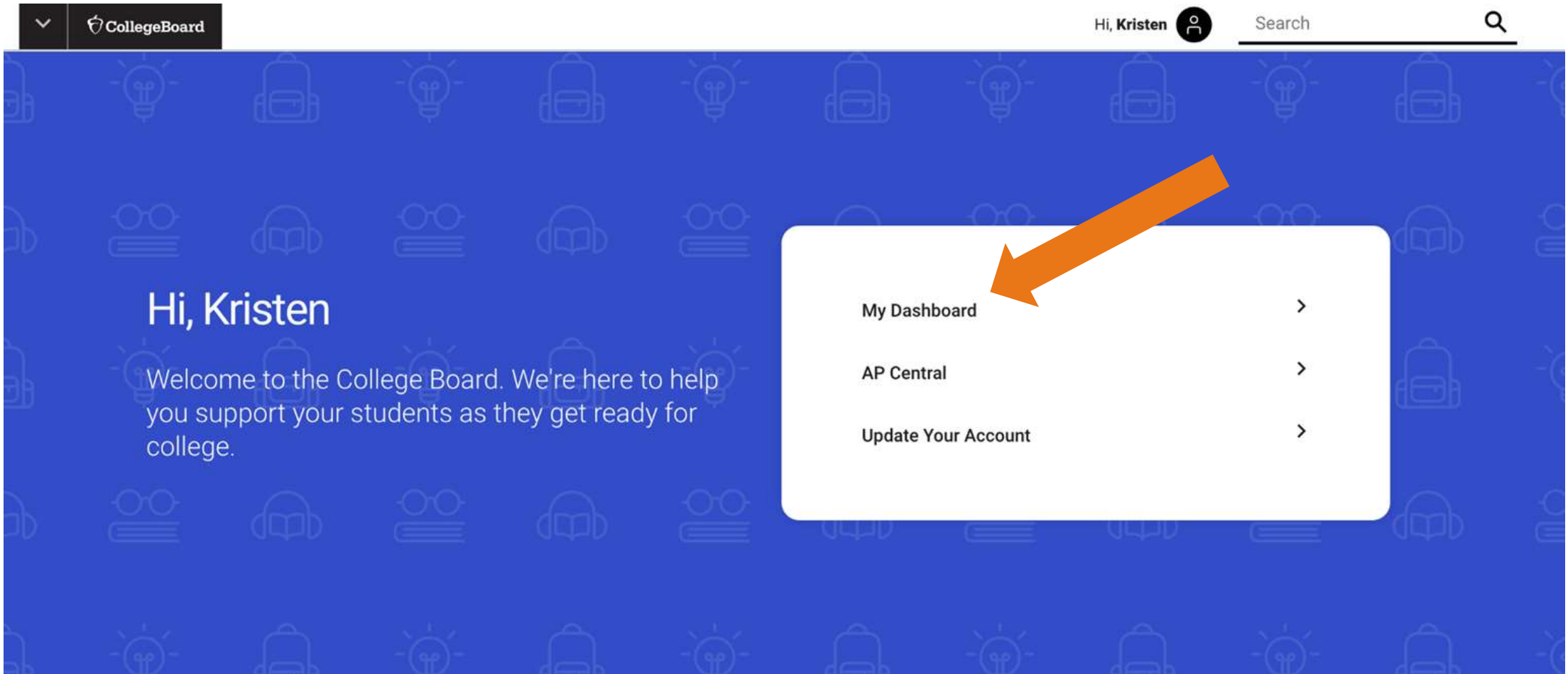
# Step 1: Log into your Education Professional Account



The screenshot shows the top navigation bar of the CollegeBoard website. On the left, there is a dropdown menu icon and the CollegeBoard logo. On the right, there is a "Sign In" button with a user icon, a search bar with the text "Search", and a magnifying glass icon. The main content area has a blue background with a repeating pattern of icons representing a lightbulb, a backpack, and a book with glasses. On the left side of this area, the text reads "College Starts Here" followed by "Sign in for personalized recommendations and access to your PSAT/NMSQT, SAT, and AP scores and more." On the right side, there is a white rounded rectangle containing the "Sign In" heading, a sub-heading "Sign in to personalize your visit and access your College Board account.", a blue "Continue" button, a dashed horizontal line, and a link "Don't have an account? [Create Account](#)".



# Step 2: Click on “My Dashboard”



# My Tools and Services

## Managing Access to support K-12 Assessment Reporting

My College Board Professional Account

**My Tools And Services**

Tool or Service	My Role	Expires*	Manage Access
<a href="#">AP® Teacher Community ▶</a>	N/A	N/A	
<a href="#">College Board Institutional Ordering ▶</a>	N/A	N/A	

\*Dates in red are close to expiring. Select **Edit** to update.

**Add Additional Tools And Services**

- Recommended Tools and Services
- K-12
- Higher Education
- General
  - College Board Communities [Get Access](#)
  - College Board Online Store [Get Access](#)
  - Managing Access to support Higher Ed Assessment Reporting [Get Access](#)
  - Managing Access to support K-12 Assessment Reporting [Get Access](#)
  - Professional Test Administration Training [Get Access](#)

**Other Tools**

We offer an array of tools and services to support your work in education. See the College Board Professional website for more information.

## K-12 Assessment Reporting

My College Board Professional Account

**My Tools And Services**

Tool or Service	My Role	Expires*	Manage Access
<a href="#">AP Potential™ ▶</a>	multiple roles	multiple dates	edit
<a href="#">AP Professional Learning ▶</a>	N/A	N/A	
<a href="#">AP Registration &amp; Ordering and AP &amp; Pre-AP Classroom Access Management ▶</a>	multiple roles	multiple dates	edit
<a href="#">AP® / Pre-AP Course Audit ▶</a>	multiple roles	multiple dates	edit
<a href="#">AP® Score Reports for Educators ▶</a>	multiple roles	multiple dates	edit
<a href="#">AP® Teacher Community ▶</a>	N/A	N/A	
<a href="#">K-12 Assessment Reporting ▶</a>	multiple roles	multiple dates	edit
<a href="#">SAT Suite Ordering and Registration ▶</a>	multiple roles	multiple dates	edit
<a href="#">Managing Access to support K-12 Assessment Reporting ▶</a>	multiple roles	multiple dates	edit

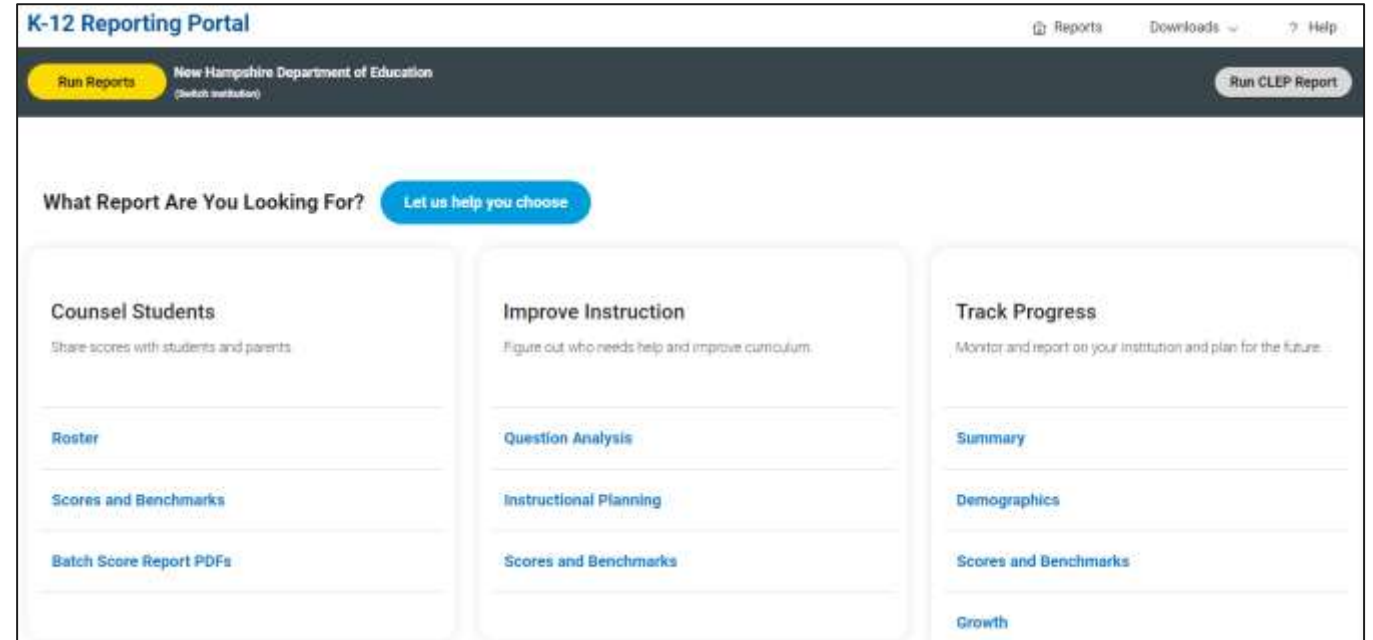
**Other Tools**

We offer an array of tools and services to support your work in education. See the College Board Professional website for more information.

# Leveraging Educator Reports in the K-12 Reporting Portal

# K-12 Reporting Portal

- A homepage for all users – State, District, and School Users assigned at least one of the reporting roles
- Click “Run Reports” to quick search for districts, schools, or students (user specific)
- All reports provided on the homepage
  - Grouped by task
  - Report descriptions provided
- Quick and Guided report selection
- Report history to allow users to quickly re-run a report



# Select the Report for the Task at Hand

## Counsel Students

Share scores with students and parents

Roster

Scores and Benchmarks

Batch Score Report PDFs

## Improve Instruction

Figure out who needs help and improve curriculum

Question Analysis

Instructional Planning

Scores and Benchmarks

## Track Progress

Monitor and report on your institution and plan for the future

Summary

Demographics

Score and Benchmarks

Growth

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# Ways to Leverage the K-12 Score Reporting Portal

## Scores and Benchmarks

# Running Reports

## K-12 Reporting Portal

Run Reports

New Hampshire Department of Education  
(Switch Institution)

Run CLEP Report

✓ Institution: New Hampshire Department of Education +

Choose Report Type -

Choose Report Type

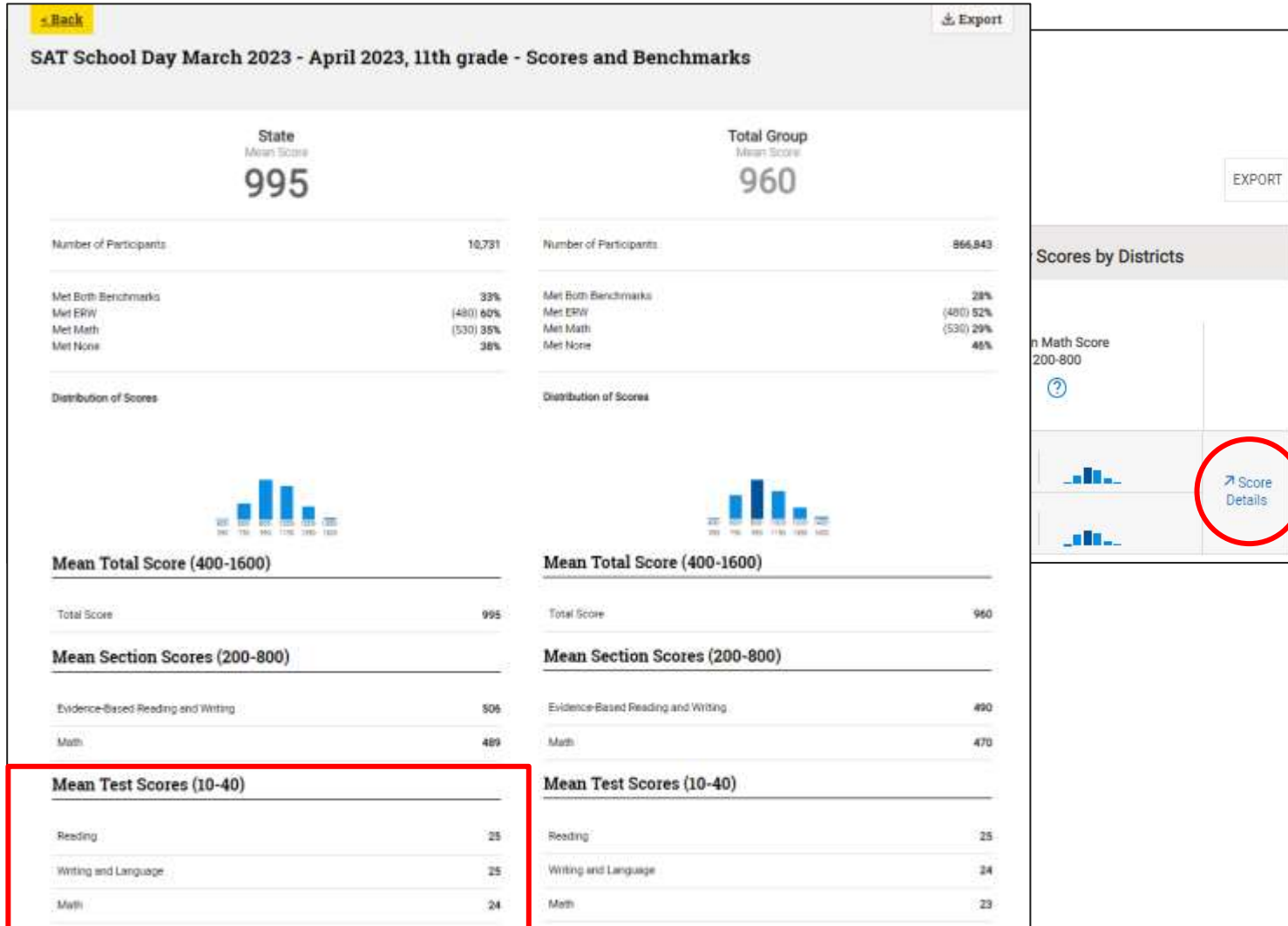
Run Report Cancel

Roster	?	Summary	?
Scores and Benchmarks	?	Roster	?
Batch Score Report PDFs	?	Question Analysis	?
		Instructional Planning	?
		Scores and Benchmarks	?
		Demographics	?
		Growth Report (scheduled report)	?
		Batch Score Report PDFs (scheduled report)	?
		Instructional Planning	?
		Scores and Benchmarks	?
		Summary	?
		Demographics	?
		Scores and Benchmarks	?
		Growth	?



# Scores and Benchmark Report

# Scores and Benchmarks Report



The Scores and Benchmarks report shows the percent of students in each score band

Educators can use Skills Insight to see the academic skills typically mastered at each score band and develop strategies for improvement.

Skills Insight provides actionable suggestions for improving skills that help students gain additional practice.

# Using Skills Insight for the SAT Suite

- Gives specific feedback on what a student has likely mastered
- Helps identify what the student needs to work on to get to the next skill level
- Breaks down each of the skills and suggestions by test score for students at all levels



## Skills Insight™ for the SAT® Suite

- PSAT™ 8/9
- PSAT/NMSQT® and PSAT™ 10
- SAT®

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<https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf>

# Skills Insight for the SAT Suite (Reading Examples)

## Academic Skills at Each Score Band and Suggestions for Improvement

### Reading Score Range 20–24

#### Academic Skills

##### A typical student in this score band can do the following:

- Read a moderately challenging passage closely to draw a reasonable inference
- Determine the best textual evidence for an inference when both evidence and inference are relatively obvious and direct (e.g., a clearly stated fact as evidence for a simple inference) [COE]
- Determine the central idea or theme of a moderately challenging passage
- Determine a straightforward relationship between information, ideas, or people depicted in a passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a common high-utility academic word or phrase, especially when clear context clues are available (e.g., when the passage's topic suggests a likely definition); determine the meaning of a simple figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a moderately challenging passage [WIC]
- Identify the narrator's point of view in a literary passage; determine the author's perspective in a moderately challenging informational passage
- Determine the implicit main purpose of a moderately challenging passage or of one of its paragraphs; identify a clearly indicated main purpose of a complex passage
- Identify a similarity or difference in a pair of moderately challenging passages (e.g., recognizing that a particular detail appears in one passage but not in the other)
- Locate data or make a straightforward accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing the sizes of numerous bars; determining which of two lines, each revealing a clear trend, represents a generally higher value) [COE]

#### Suggestions for Improvement

##### To advance to the next highest score band, students should focus on the following skills:

- Spend time reading complex texts. These are texts that can be difficult to understand at first because their information, ideas, structure, purpose, and language are likely to be challenging, may be unfamiliar, and will require careful analysis. Read these texts closely and purposefully, rereading as necessary, and focus on identifying key information that is stated directly in the texts. Then, think about what reasonable inferences you can draw from the texts.
- When you read, look for the ideas, points, or claims the text is presenting, and look for and analyze details in the text that can support the inferences you draw about them. Determine what evidence provides the best support for a given inference. Check your interpretation by identifying all possible evidence and making sure you can determine what evidence stands out as providing particularly effective support for that inference. If you cannot find good, sufficient evidence, go back to the text and reconsider your inference.
- When you are reading complex texts, look closely at the key information and ideas, and then use them to help you determine the central idea or theme the authors want to convey.
- When you read, look for the connections the author draws between information, ideas, and people depicted in the text. Among the most important of these are cause-effect, comparison-contrast, and sequential relationships. Pay attention to words that signal such relationships, such as *because*, *differs*, and *then*.
- *High-utility academic words and phrases*—vocabulary found frequently in readings across a range of subjects—are especially valuable to know when trying to unlock the meaning of texts. Work on developing your vocabulary through reading, vocabulary lessons, and class discussions, paying particular attention to acquiring the meaning(s) of relatively common high-utility academic words and phrases and how their particular meaning is often shaped by the contexts in which they appear. Also, underline or highlight figurative (nonliteral) expressions in texts, and use context clues to help determine their meaning.
- When you are reading complex texts, pay close attention to the specific word and phrase choices authors make, and consider what purpose or effect is being sought. Keep in mind

## Academic Skills at Each Score Band and Suggestions for Improvement

### Reading — Academic Skills

#### SCORE RANGE 25–29

##### A typical student in this score band can do the following:

- Read a complex passage closely to identify explicitly stated information or ideas or to draw a relatively simple reasonable inference
- Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis [COE]
- Determine the central idea or theme of a complex passage
- Determine a relationship between information, ideas, or people depicted in a passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a relatively common high-utility academic word or phrase in context; determine the meaning of a straightforward figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a complex passage or in a simpler passage when the purpose or effect is somewhat subtle (e.g., an author using words to convey a particular emotion) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole when the purpose is straightforward (e.g., providing an example or factual support)
- Draw a straightforward reasonable inference about point of view or perspective in a complex passage (e.g., identifying the impact of a technique the author uses to shape point of view in a literary passage; distinguishing among the multiple perspectives in an informational passage)
- Determine the main purpose of a complex passage
- Establish a similarity or difference in how authors present information or ideas (e.g., in terms of point of view, structure, or relationship) in a pair of complex passages
- Locate data or make an accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., drawing a valid conclusion based on an understanding of a bar graph's overall purpose; summarizing a clear trend from several data points); draw a straightforward supportable connection between a graphic and its accompanying passage (e.g., determining a graphic's clear main purpose and finding a matching assertion in the passage) [COE]

#### SCORE RANGE 30–34

##### A typical student in this score band can do the following:

- Read a complex passage closely to draw a reasonable inference
- Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis and the inference requires close reading [COE]
- Determine the central idea or theme of a complex passage that features several important ideas
- Recognize an accurate summary
- Determine a relationship between information, ideas, or people depicted in a complex passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a relatively uncommon high-utility academic word or phrase in context; determine the meaning of a moderately challenging figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a complex passage or in a simpler passage when the purpose or effect is fairly subtle or complex (e.g., an author using wordplay or parody) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole
- Draw a reasonable inference about point of view or perspective in a complex passage (e.g., identifying where point of view switches in a literary passage; distinguishing among conflicting perspectives in an informational passage)
- Determine the main purpose of a complex passage or of one of its paragraphs
- Determine a claim or counterclaim in a complex argument; analyze a subtle argumentative technique (e.g., an application of a principle or flaw) (e.g., an author using weak reasoning in support of a claim)
- Compare two authors' positions in a pair of complex passages (e.g., determining the extent to which two authors agree or disagree about a claim)
- Make an accurate, somewhat subtle or complex interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing results in terms of two variables; recognizing an implication of the values represented on a table; draw a supportable connection between a graphic and its accompanying passage (e.g., characterizing a broad trend exhibited in a graph)

#### SCORE RANGE 35–40

##### A typical student in this score band can do the following:

- Read a highly complex passage closely to identify explicitly stated information or ideas or to draw a reasonable inference
- Determine the best textual evidence for an inference when the evidence is subtle, abstract, or figurative and the inference requires multiple steps [COE]
- Determine the central idea or theme of a highly complex passage
- Determine a relationship between information, ideas, or people depicted in a highly complex passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of an uncommon high-utility academic word or phrase in context, including an archaic usage found in a text from an earlier time period; determine the meaning of a subtle or complex figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a highly complex passage or in a simpler passage when the purpose or effect is subtle or complex (e.g., an author establishing meaning chiefly through tone via understatement, exaggeration, or sarcasm) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole when the purpose is subtle or complex (e.g., an author using rhetorical questions to indicate self-evident truths)
- Draw a nuanced inference about point of view or perspective in a complex or highly complex passage (e.g., tracing a subtle shift in point of view in a literary passage; associating particular opinions with the individuals who hold them in an informational passage)
- Determine the main purpose of a highly complex passage or of one of its paragraphs
- Compare two authors' positions in a pair of highly complex passages or in a simpler pair when the comparison is subtle or complex (e.g., determining the extent to which two authors agree or disagree philosophically)
- Make an accurate subtle or complex interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing results in terms of three or more variables; determining which individual bars in a bar graph ("paid vacation," "health insurance") can reasonably be considered part of an overarching category ("job benefits"); draw a subtle or complex supportable connection between a graphic and its accompanying passage)

# Activity

## Analyzing the Data:

1. How does your school compare to the state and nation?
2. Looking at the "Distribution of Scores," which score band(s) include the largest percentage of students? Smallest percentage of students?
3. What do your participation percentages show?
4. Click on "Score Details" to view your Mean Test Scores in Reading, Writing and Language, and Math. Please record them here for each assessment you administer:

Assessment	Reading Mean Test Score	Writing and Language Mean Test Score	Math Mean Test Score

5. Looking at Skills Insight, what are some academic skills that a typical student in this score band can do?
6. Is this data consistent with other pieces of data you have?
7. Thinking about your core curriculum, what are three to five "suggestions for improvement" you want to implement by grade level? Why?
8. How will these "suggestions for improvement" be implemented in your school/district?

# Instructional Planning Report



# Instructional Planning Report: Focus Improvement Efforts

## Section Scores

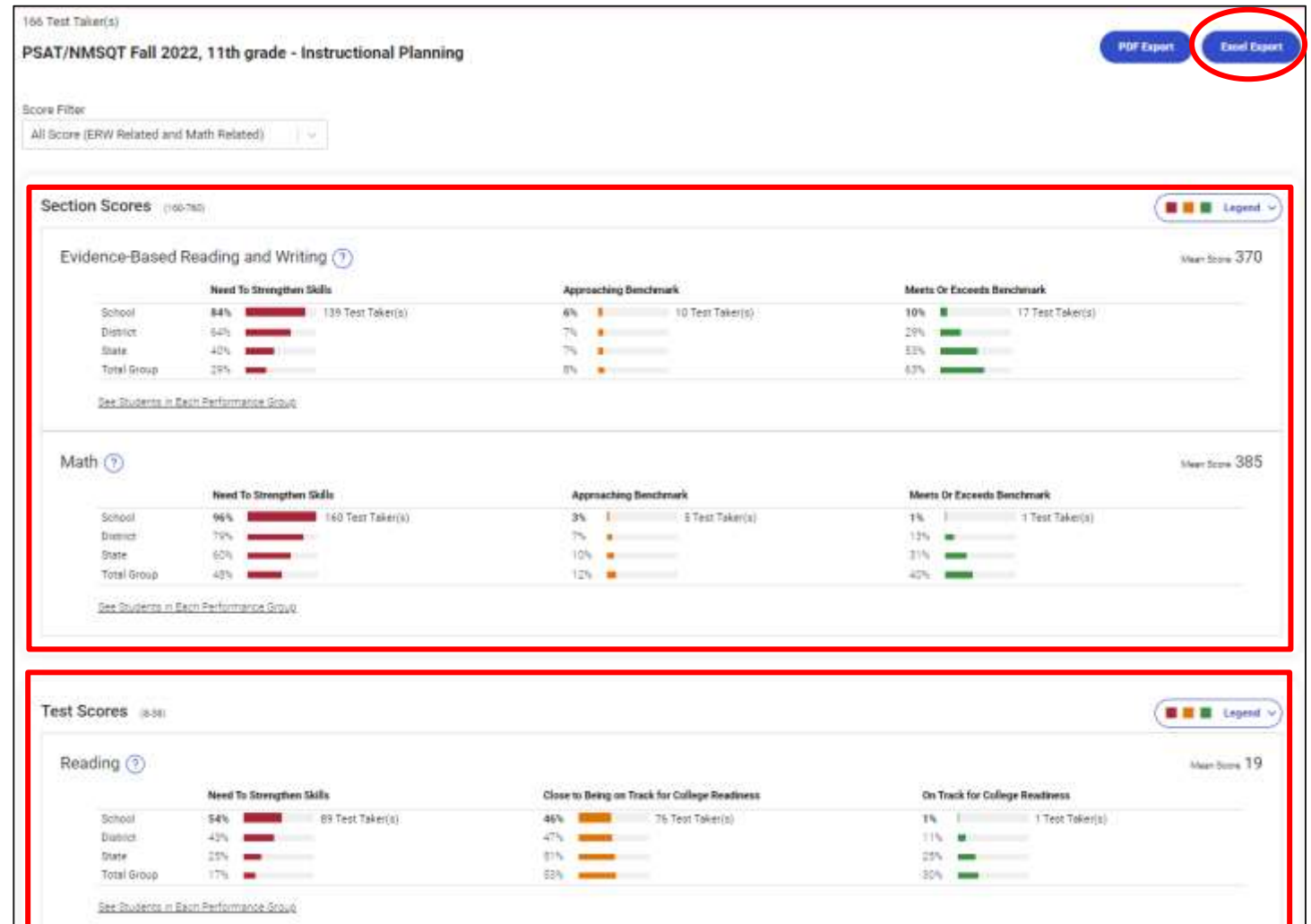
The color-coded bar chart for the section scores is designed to provide context for understanding scores.

- **Green:** Students who met or exceeded the benchmark
- **Yellow:** Students who did not meet the benchmark, but are within one year's growth
- **Red:** Students who have a score more than a year's growth below the grade-level benchmark

## Test Scores and Subscores

For each of the test scores and subscores, we have provided a color-coded guide to a student's relative strengths and weaknesses.

The colors on each of these score scales represent the typical performance of students in their grade who met (**green**), approached (**yellow**), or were further away (**red**) from the benchmark.





# SAT Suite Question Bank

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# SAT Suite Question Bank (SSQB)

Create custom, targeted question sets and improve instruction

- **Access.** The SAT Suite Question Bank provides educators with access to over 3,500 questions from the SAT, PSAT/NMSQT, PSAT 10 and PSAT 8/9 assessments.
- **Inform Instruction.** The skills and knowledge that students need to be successful on any SAT Suite Assessment are provided
- **Easy to Use.** Questions can be sorted by sub- scores, cross-test scores, and content domains.

<https://satsuitequestionbank.collegeboard.org>



# SAT Suite Question Bank vs. Question and Analysis Report

## Question and Analysis Report (QAR)

Performance Data by Question:

- Questions
- Answer Choices
- Answer Explanations

For released forms of an assessment

## SAT Suite Question Bank (SSQB)

Search for questions by assessment, test and subscore and/or cross test score.

Each question provides:

- Level of Difficulty
- Primary, Secondary and Tertiary Dimensions
- Passage text complexity level
- Calculator / no-calculator for Math questions

Performance Data by Question:

- Questions
- Answer Choices
- Answer Explanations

# SAT Suite Question Bank and Instruction



Use questions as bell ringers.



Develop formative assessments.



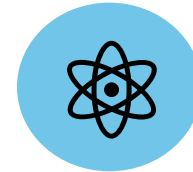
Use questions in group work and in collaborative practice.



Use questions on summative assessments.



Engage in guided-level practice on difficult questions.



Analyze data from previous assessments to identify gaps in instruction.



Use questions to build stamina for text complexity.

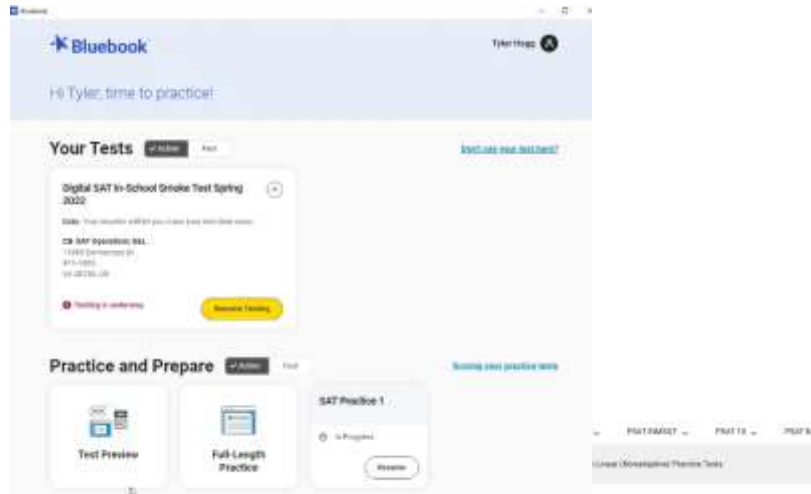


Analyze student performance to make recommendations for further practice through Official SAT Practice.

# Bluebook™



# Digital SAT Practice Ecosystem



## Full-Length Linear (Nonadaptive) Practice Tests

Download 4 official SAT practice tests for free. The PDF versions of linear (nonadaptive) practice test forms are recommended only for students who will test with paper-based accommodations on test day.

If you have an approved accommodation to take the digital SAT on a paper form, you can download and print the practice tests available below to practice and prepare. If you are approved for a paper braille test, contact Services for Students with Disabilities (SSD) for a practice test.



## SAT Practice 1 - August 31, 2022 Reading and Writing: Question 1

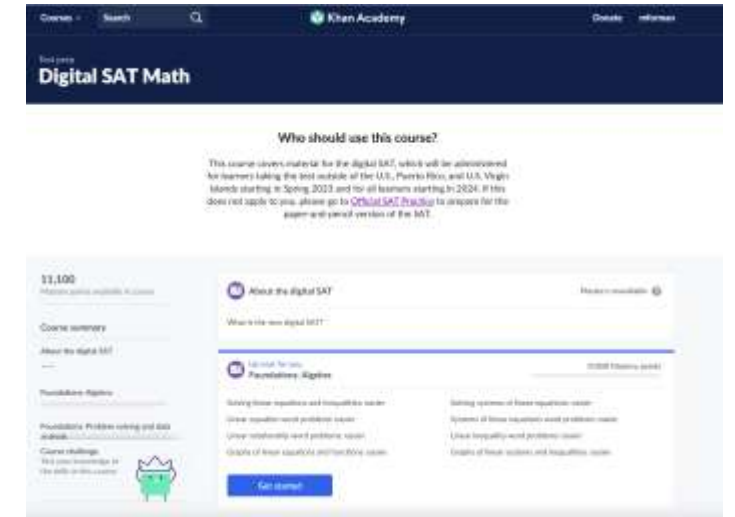
Readers and commentators agree that Gulliver's story does not illustrate a(n) \_\_\_\_\_, for research cannot be done upon him with an accuracy that would allow him to be used as a scientific specimen.

Which choice completes the text with the most logical and precise word or phrase?

- A. anomaly
- B. anomaly
- C. anomaly
- D. anomaly

Correct answer: B

**Unlimited**, adaptively scored practice exam attempts and review of items, answers and answer explanations



**Official Digital SAT Prep – Digital SAT Course with Khan Academy’s videos, articles and worked examples of digital SAT content**

**You're All Finished!**



Congratulations on completing a full-length SAT practice test. Your scores will be available shortly on **My SAT**.

[View Your Score](#)

# Practice Tests on Bluebook

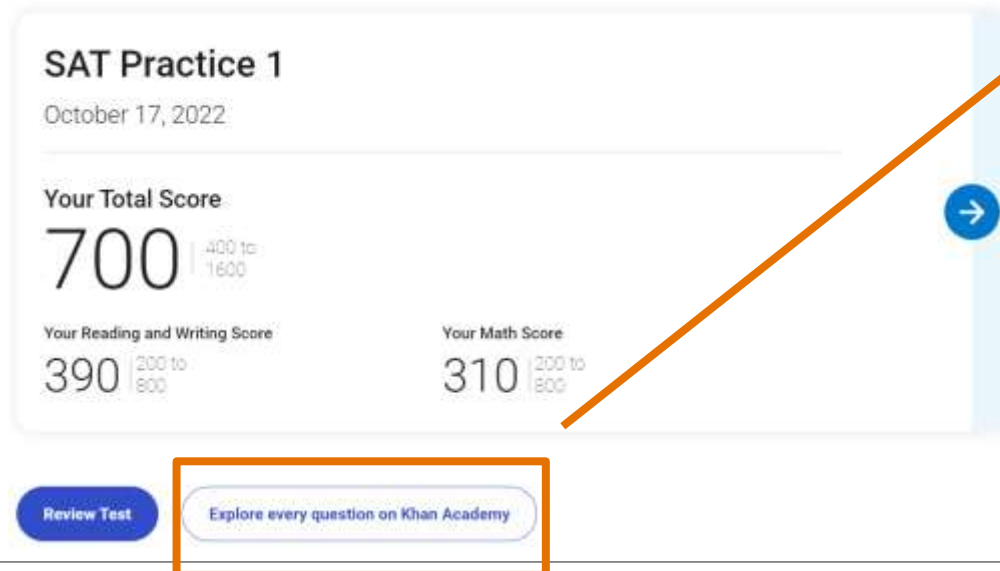
- ✓ Currently available
- ✓ Practice experience is the same as actual test experience
- ✓ No time lost for exiting and coming back
- ✓ Retake as many times as you want
- ✓ Practice Test Question Review and Scores in MySAT





# Connecting Students Practice Test to Khan Academy's Instructional Resources

**Deeper connection** to Khan Academy's instructional resources by linking students to Khan Academy's Practice Test review experience **tailored** to the version of the full-length practice test they took – no account linking required!



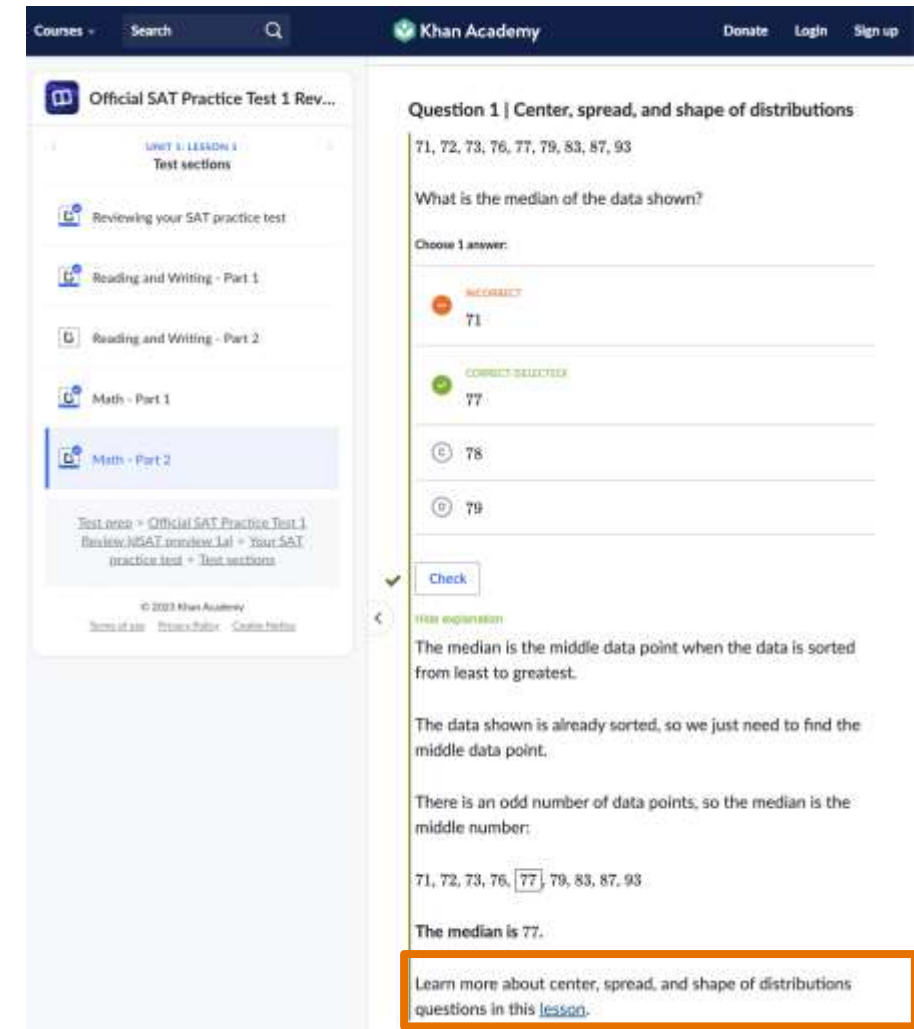
**SAT Practice 1**  
October 17, 2022

Your Total Score  
**700** (400 to 1600)

Your Reading and Writing Score  
**390** (200 to 800)

Your Math Score  
**310** (200 to 800)

[Review Test](#) [Explore every question on Khan Academy](#)



**Official SAT Practice Test 1 Rev...**

UNIT 1 | LESSON 1  
Test sections

- Reviewing your SAT practice test
- Reading and Writing - Part 1
- Reading and Writing - Part 2
- Math - Part 1
- Math - Part 2**

Test prep • Official SAT Practice Test 1 Review • SAT review 1st • Your SAT practice test • Test sections

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**Question 1 | Center, spread, and shape of distributions**  
71, 72, 73, 76, 77, 79, 83, 87, 93

What is the median of the data shown?

Choose 1 answer:

- INCORRECT**  
71
- CORRECT SELECTED**  
77
- 78
- 79

[Check](#)

**THIS explanation**

The median is the middle data point when the data is sorted from least to greatest.

The data shown is already sorted, so we just need to find the middle data point.

There is an odd number of data points, so the median is the middle number:

71, 72, 73, 76, **77**, 78, 83, 87, 93

The median is 77.

[Learn more about center, spread, and shape of distributions questions in this lesson.](#)

# Practice Timeline

Spring 2023

Digital PSAT practice  
launch and Mastery  
Enabled Khan courses



Summer 2023

Digital SAT Question  
Bank,  
Khan PSAT Practice  
Test review,  
P89 Full-length  
Practice Test

# Activity

## **Analyzing the Data:**

1. Looking at your Evidence-Based Reading and Writing Section scores, how many students fall into “Need to Strengthen Skills?” and “Approaching Benchmark?”
2. Compare your Section Scores with your Test Score and Subscore results. What conclusions can you draw?
3. Looking at your Math Section scores, how many students fall into “Need to Strengthen Skills?” and “Approaching Benchmark?”
4. Compare your Section Scores with your Test Score and Subscore results. What conclusions can you draw?
5. Do these results vary significantly from the state and/or nation? Why or why not?
6. Is this information consistent or inconsistent with other pieces of data you use? What other data sources do you use to assess these skills?
7. What interventions can be implemented to help students reach the benchmark? What interventions are already in place?
8. What school improvement or strategic planning goals can be developed to improve benchmark performance?
9. What skill areas do you want to further investigate in the SAT Suite Question Bank?

# Growth Report

# Growth Report



**Note:** Student data is illustrative

School-level growth reports are available:

- For students who tested on-grade for assessments
- For matched cohorts (of more than 10 students), schools will only see scores and projected growth for students who took all the assessments
- 8th grade students who took the PSAT 8/9 are not included

Schools choose the cohort and the assessments for which they want growth reports and will be able to see:

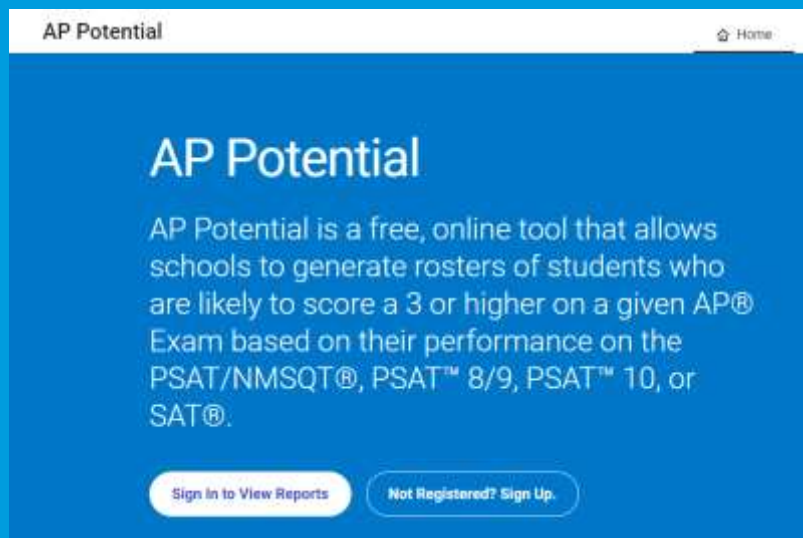
- Actual mean scores for the assessments
- A projection of a range of possible mean scores for a future assessment

For each section, schools can see a long-term growth report:

- Includes both a chart and a table
- Growth between paired tests report

# Using the SAT Suite of Assessments to Grow AP

Information from the SAT Suite of Assessments can help schools identify students who are likely to perform well in AP courses.



[appotential.collegeboard.org](https://appotential.collegeboard.org)

# AP Potential™

AP Potential is a free, web-based tool that helps you increase access to AP through data from the SAT Suite of Assessments to identify students who demonstrate readiness to succeed on certain AP Exams.

Research shows that PSAT/NMSQT scores, and by extension SAT scores, predict performance on specific AP Exams with much stronger correlations than other traditionally used methods.

\*AP Potential is only one data point to inform course enrollment and school decision-making.

# Accessing AP Potential

For users with *Detailed* access

- Run a *Roster Report*
- Click *See Full Registration*
- Find your school's *AP Potential Tool Access Code* (upper right corner)
- Click *AP Potential Tool* button
- Once on AP Potential website, log in and enter your access code

The screenshot displays the 'SAT (Aug 2022 - Jul 2023) Detailed Roster' page. At the top left, there is a link '< Back to Roster Summary'. Below it, the text '939 Test Taker(s)' and 'SAT (Aug 2022 - Jul 2023) Detailed Roster' are visible. A 'Roster Report Filter' button is located on the left. On the right side, the text 'This School's AP Potential Access Code:' is circled in red. Below this, there are two buttons: 'AP Potential Tool' and 'Excel Export'. The page also features navigation links for 'Registration Report / Admission Tickets' and 'Score Reports / Labels Printing'. A search bar for 'Student Name / Student ID' is present. At the bottom, a table header is shown with columns: Student Name, Student ID, Date of Birth, Grade, Assessment, Administration, Registration Date, Registration #, Test Date, Registered Test Center Name, and Registered Test Center City.



# Indicate the Test Criteria

Have conversations with teachers about increasing AP participation.

- What courses can be expanded?
- What new courses can be offered?
- How can new teachers be trained?

## Test Criteria

Use the following options to refine the criteria you want to use to calculate students' potential.

\* indicates a required field

Test Administration \*  
2022-2023 PSAT/SAT Suite of Assessments

Only PSAT/SAT administrations where students at your organization have taken the test will be listed.

AP Subjects <sup>1</sup> \*  
24 Selected

Art History × Biology × Calculus AB × Chemistry × Comparative Government and Politics × Computer Science A ×  
Computer Science Principles × English Language and Composition × English Literature and Composition × Environmental Science ×  
European History × Human Geography × Macroeconomics × Microeconomics × Music Theory × Physics 1 ×  
Physics C: Electricity and Magnetism × Physics C: Mechanics × Psychology × Seminar × Statistics ×  
United States Government and Politics × United States History × World History: Modern ×

Grade Levels <sup>2</sup> \*

All Grades (35550 total test-takers)  
 9th - 11th Grades (31523 total test-takers)  
 No response (31 total test-takers)  
 8th Grade (1302 total test-takers)  
 9th Grade (4101 total test-takers)  
 10th Grade (13461 total test-takers)

[← Previous](#) [Continue](#)

# Define Your Parameters

Identify more students with potential for success by decreasing the percentages. By default, the pool is defined at 60% for all subjects.

Compare the number of potential AP students with the actual exam takers. Is your program serving enough students?

Pool %	Subject	2022-2023 Potential AP Students	2021-2022 AP Students	
			Total Exams Taken	Exams Scored 3 or Higher
60	Biology	107	15	13
60	Calculus AB	23	22	16
60	Chemistry	34	16	16
60	Comparative Government and Politics	68	8	5
60	Computer Science A	42	8	7
60	Computer Science Principles	206	0	0
60	English Language and Composition	164	18	18
60	English Literature and Composition	72	17	17
60	Environmental Science	68	0	0
60	European History	116	8	6
60	Human Geography	164	0	0
60	Macroeconomics	34	7	6
60	Microeconomics	63	7	5
60	Music Theory	99	0	0
60	Physics 1	22	29	15
60	Physics C: Electricity and Magnetism	16	1	1
60	Physics C: Mechanics	42	9	9
60	Psychology	164	67	58
60	Seminar	411	0	0
60	Statistics	47	25	21
60	United States Government and Politics	60	13	8
60	United States History	107	30	17
60	World History: Modern	173	0	0

# Reading the Student Roster

Export the student roster to a .csv file and sort based on self-reported demographics to review and promote equity of access.

Subject: All Subjects

Generate Sample Letters [Download Data](#)

Name	Grade	Art Hist	Biol	Calc AB	Chem	Comp Gov Pol	Comp Sci A	Comp Sci Prin	Eng Lang Comp	Eng Lit Comp	Env Sci	Euro Hist	Hum Geog	Macr Econ	Micr Econ	Mus Theo	Phys 1	Phys C: E M	Phys C: Mech	Psy
	10th Grade	✓	✓			✓		✓	✓		✓	✓	✓		✓	✓				
	10th Grade	✓							✓											
	10th Grade	✓	✓					✓	✓			✓	✓			✓				
	10th Grade																			
	10th Grade																			
	10th Grade	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	10th Grade							✓					✓							

AP Potential helps school leaders include more students for AP courses as well as manage time and talent more strategically

AP Exam	Sample Size	PSAT/NMSQT Section Used	PSAT/NMSQT Correlation
Art History	36,698	ERW	.521
Biology	343,360	ERW + M	.752
Calculus AB	480,485	Math	.558
Chemistry	221,688	ERW + M	.655
Computer Science A	85,611	ERW + M	.603
Computer Science Principles	102,407	ERW + M	.654
English Language	823,584	ERW	.739
English Literature	638,629	ERW	.728
Environmental Science	240,839	ERW + M	.706
European History	97,535	ERW + M	.630
Government & Politics: Comparative	36,346	ERW + M	.589
Government & Politics: United States	461,065	ERW + M	.647
Human Geography	76,080	ERW + M	.623
Macroeconomics	237,142	ERW + M	.624
Microeconomics	134,359	ERW + M	.632
Music Theory	25,549	ERW + M	.542
Physics 1	238,540	ERW + M	.647
Physics C: Elec. & Mag.	42,468	ERW + M	.474
Physics C: Mechanics	95,021	ERW + M	.586
Psychology	426,236	ERW + M	.636
Seminar	45,919	ERW + M	.531
Statistics	342,715	ERW + M	.697
U.S. History	640,108	ERW + M	.675
World History: Modern	232,331	ERW + M	.676

# Put the AP Potential Tool to Work

## Review AP Potential in the late fall:

- Increase equity access to Advanced Placement<sup>®</sup> courses by identifying students who have the potential to be successful in AP courses
- Identify additional AP courses in which students may be successful and add new courses to course selection and master schedule
- Advise students with potential to take Advanced Placement courses by generating letters to parents to encourage AP enrollment
- Host an **AP Potential Breakfast/Lunch** featuring a panel of current/former AP students

## Review AP Potential in the spring and summer:

- Understand student performance in AP
- Identify courses that may need to be added the following school year

# Share AP: Resources and Support Materials

<https://apcentral.collegeboard.org/start-grow-ap/share-ap-resources>

## Purpose:

Provides student resources, parent resources, school leader materials, and AP event and activity communication

Helps communicate key components of your AP program and introduce students and parents to the program

Resources include brochures, PowerPoint presentations, and email and text templates

The screenshot shows the AP Central website's "Outreach and Support Resources" page. The page has a blue header with the title "Outreach and Support Resources" and a navigation bar with links for Home, About AP, AP Courses & Exams, Exam Ordering, Administration & Scores, Instructional Resources, and Professional Learning. Below the header, there is a paragraph of introductory text: "Here's a set of materials to help you communicate with your community about your school's AP program. Use these materials to build awareness of AP, announce new AP courses, and welcome students and parents to AP." The page is organized into three main sections: "Students", "Parents", and "Resources". Each section contains a list of resources with a "DOWNLOAD" or "LINK" button, a title, a brief description, and a file size. The "Students" section includes "Student Brochure—English" (768.71 KB), "Student Brochure—Spanish" (1.17 MB), and "Conversation Starter" (638.32 KB). The "Parents" section includes "Your Child and AP—English" (125.96 KB), "Tu hijo y AP—Spanish" (126.81 KB), and "Free Learning Resources for AP Students—English" (704.91 KB). The "Resources" section includes "What Is AP?" and "BigFuture".

AP Central

Home About AP AP Courses & Exams Exam Ordering, Administration & Scores Instructional Resources Professional Learning

## Outreach and Support Resources

Here's a set of materials to help you communicate with your community about your school's AP program. Use these materials to build awareness of AP, announce new AP courses, and welcome students and parents to AP.

### Students

Introduce students to AP and help them explore what AP has to offer.

**DOWNLOAD**  
**Student Brochure—English**  
For students: What to expect when they take an AP course and how it can help them find their future.  
PDF | 768.71 KB

**DOWNLOAD**  
**Student Brochure—Spanish**  
For students (in Spanish): What to expect when they take an AP course and how it can help them find their future.  
PDF | 1.17 MB

**DOWNLOAD**  
**Conversation Starter**  
To help students and parents talk to counselors about AP.  
PDF | 638.32 KB

**LINK**  
**What Is AP?**  
Share this website with students who are interested in exploring the benefits of AP.

**LINK**  
**BigFuture**  
Information and tools to help students explore and plan for college and careers.

### Parents

Show parents what AP courses can do for their children.

**DOWNLOAD**  
**Your Child and AP—English**  
PDF | 125.96 KB

**DOWNLOAD**  
**Tu hijo y AP—Spanish**  
PDF | 126.81 KB

**DOWNLOAD**  
**Free Learning Resources for AP Students—English**  
PDF | 704.91 KB

# Activity

## Part IV: Using the SAT Suite Question Bank and Bluebook™

The **SAT Suite Question Bank** allows educators to create custom, targeted question sets and improve instruction. To view more questions, four, full-length digital adaptive test forms are available through Bluebook, College Board's test delivery platform. Download Bluebook to take practice tests 1–4 using the same interface, format, and scoring as the digital SAT Suite.

## Part V: Putting It All Together

### Questions to Consider:

1. In which areas are students not meeting, meeting and/or exceeding college and career readiness benchmarks? Compare these areas to curriculum pacing maps, instructional strategies, and common assessments.
2. What is helping students to be successful in these areas:
  - a. Time-on-task?
  - b. Spiraled learning opportunities?
  - c. Questions aligned to those used on common assessments for practice?
3. 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.
4. Are there existing opportunities to collaborate to design common activities, assignments, and assessments that build skills from year to year?

## Part VI: Next Steps

Use the chart below to develop a plan for making curriculum improvements

### Action Steps, Assigned Responsibility, Timeline, and Impact on Instruction

1. **Action Steps:** How do you plan to use this data? What are your action steps?
2. **Staff Responsible:** Which individual(s) and/or group(s) are responsible for follow-up?
3. **Resources Needed:** Is any additional information/data needed to support your action steps?
4. **Timeline:** Is this a short-term or a long-term strategy? What is your timeline?
5. **Measurable Outcome:** What are the instructional changes that will be implemented as a result of your action steps and what are the anticipated outcomes from these instructional changes?
6. **Indicator of Success:** How will you monitor implementation? What evidence will demonstrate if the instructional changes are effective or not?

Action Steps	Staff Responsible	Resources Needed	Timeline	Measurable Outcome	Indicator of Success

# Resources and Support

# Instructional and Skill-Building Strategies



# General Instructional Strategies

**Reinforce for students the alignment between your course activities and the tasks students will be asked to perform on the PSAT/SAT**

- Create confidence by replicating testing conditions
  - Give timed assessments with four answer choices
  - Use test directions in classroom assignments
- Increase familiarity by modeling test design
  - Follow the same format of reading passages, math questions, and essay prompt but substitute existing content with your course's content
  - Have students answer multiple questions pertaining to the same prompt
- Build students writing and analysis skills
  - Have students to provide quotations from reading passages, data from graphs, tables or charts, or from other relevant text as evidence to support their conclusions in class
  - Practice revising and editing during class by asking students to refine their own work, as well as the work of their peers
  - Give students the opportunity to correct mistakes

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# Instructional Strategies for ELA/Social Studies

- Have students practice reading and analyzing extended passages of text at varied levels of text complexity
- Include graphs, tables, and charts in reading assignments and ask students to draw connections between the text and graphics
- Practice evaluating evidence for consistent and legitimate supporting arguments
- Ask students to investigate the way authors create a desired effect in both fiction and nonfiction passages
- Have students make meaning from challenging, often abstract texts on topics such as rights, duties, and freedoms (e.g. U.S. Founding Documents, texts in the great global conversation) and engage them in the “conversations” these texts inspire

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# Skill-Building Strategies for ELA/Social Studies

- Assign a range of reading passages that includes some longer and more difficult selections
- Ask students to select a particularly meaningful or powerful word or phrase from a reading selection and then substitute another word or phrase of similar meaning and discuss how it is uncommon for two words or phrases to have exactly the same impact, nuance, or connotation
- When analyzing texts, ask students to use the SOAPSTone method (Speaker, Occasion, Audience, Purpose, Subject, and Tone.)
- Ask students to identify meaningful and relevant information in order to create high-quality questions for their peers to answer and when students answer their peers' questions, require them to provide the evidence that supports their selection.
- Have students create a Venn diagram to identify similarities and differences in multiple passages to help them organize their thoughts and facilitate synthesis and analysis of multiple texts.
- Ask students to practice both synthesizing and supporting their ideas with evidence by identifying and presenting additional texts that support an author's conclusion and then have them defend their choices by citing textual evidence (e.g., quotations) from the additional texts.

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# Skill-Building Strategies for ELA/Social Studies

- Teach students to use **OPTIC** to interpret informational graphics:
  - O** – write **O**verview notes about the graphic;
  - P** – zoom in on the **P**arts of the visual and describe important details;
  - T** – highlight the words of the **T**itle;
  - I** – identify **I**nterrelationships among elements of the graphic;
  - C** – draw **C**onclusions about the graphic as a whole.
- Using the informational graphics in a textbook or periodical, provide students with inaccurate interpretations of data and ask them to correct the error(s) and explicitly describe the data they used to make each correction.
- Provide students with a reading passage containing several sentences in need of correction. After students make corrections, ask them to explain their reasoning and discuss how these changes influence the tone and meaning of the passage.
- Employ peer editing and/or use released student essay samples to practice analyzing text for strength of proposition, support, focus, and effective language use.
- Use rubrics to support students in analyzing their writing or their peers' writing

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# Instructional Strategies for Math/Science

- Ensure that students practice solving multistep problems
- Organize students into small working groups and ask them to discuss how to arrive at solutions and discuss how to make corrections when their solutions are incorrect
- Encourage them to express quantitative relationships in meaningful words and sentences to support their arguments and conjectures.
- Vary the types of problems in homework assignments so that students are not always using the same strategy to solve every problem
- Assign students math problems/assessments that do not allow the use of a calculator.
- Use tables, expressions, and graphs that students encounter in other content areas to present math as a tool that may be applied to many areas of study
- Have students practice both multiple choice and student-produced response questions (grid-ins)

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# Skill-Building Strategies for Math

- Provide students with explanations and/or equations that incorrectly describe a graph. Ask students to identify the errors and provide corrections, citing the reasoning behind the change.
- Ask students to create pictures, tables, graphs, lists, models, and/or verbal expressions to interpret text and/or data to help them arrive at a solution.
- Ask students to solve problems that require multiple steps.
- As students work in small groups to solve problems, ask open-ended questions and facilitate discussions in which they communicate their own thinking and critique the reasoning of others as they work toward a solution.
- Have students find a chart/graph/table from a periodical and write a series of questions about the graphic to be discussed in class. Ask them to present purposefully incorrect interpretations and have the class to correct their analyses.
- Use “Guess and Check” in which students first guess the solution to a problem and then check that the guess fits the information in the problem and is an accurate solution.
- Assign math problems for students to solve without the use of a calculator, problems for which the calculator is actually a deterrent to expedience, and the choice whether to utilize the calculator.