

Using the SAT[®] Suite of Assessment to Inform Instruction



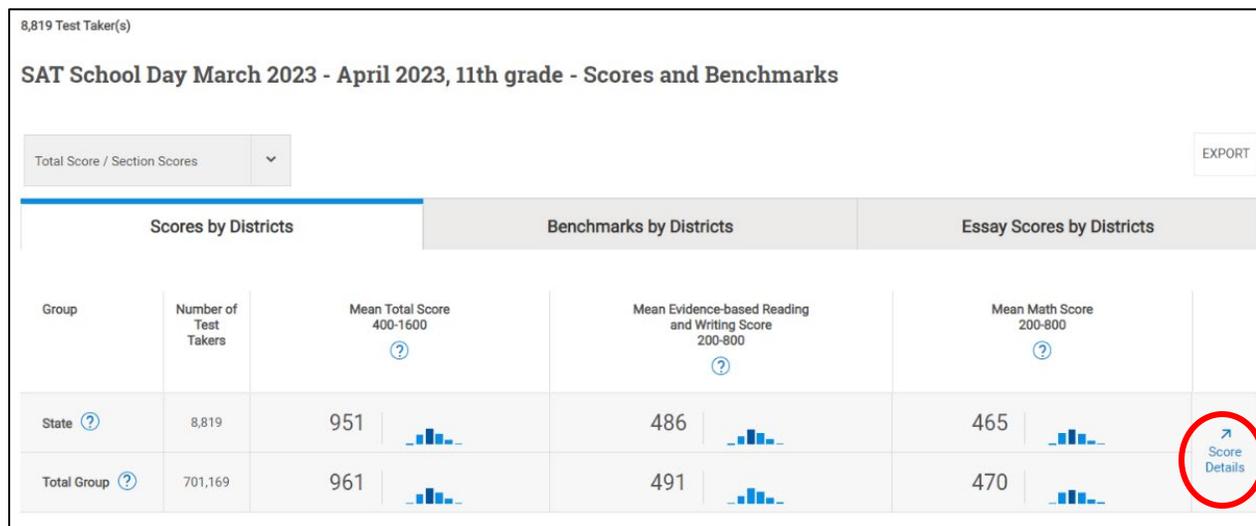
Part I: Understanding the College and Career Readiness Benchmarks

The college and career readiness benchmarks predict a 75 percent likelihood of achieving at least a C in a set of first-semester, credit-bearing college courses. The benchmarks are set at the section level, so there is a benchmark for Evidence-Based Reading and Writing (ERW) and a benchmark for Math. The PSAT/NMSQT[®], PSAT[™]10, and PSAT 8/9 benchmarks are determined by observing how students grow from year to year and by adjusting the SAT benchmark using the average rate of progress.

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

Part II: Using the Scores by Institution Report and Skills Insight[™] for the SAT Suite

The **Scores by Institution Report** provides aggregate scores for your school as well as scores for all students in your school for each assessment, test administration or cohort, and grade. 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: <https://satsuite.collegeboard.org/media/pdf/skills-insight-sat-suite.pdf>



Click on "Score Details" to view additional data

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?

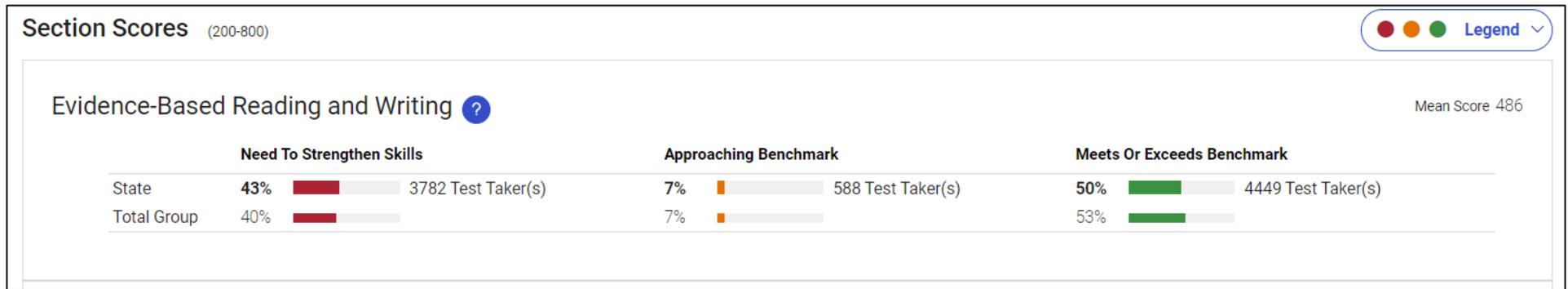
Part III: Using the Instructional Planning Report

The **Instructional Planning Report** provides aggregate and student-level performance in three performance groups related to the benchmarks and allows you to see how your school compares to the state and nation regarding benchmark performance.

Section Scores

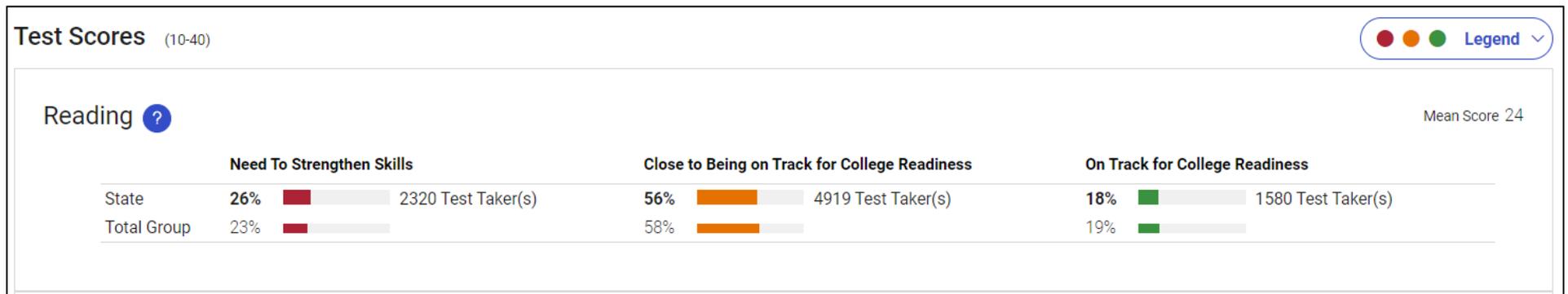
The color-coded bar chart for the section scores is designed to provide context for understanding scores.

- 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.



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?

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