



Spring 2023 Data Analysis Workshop and Spring 2024 Digital Preview



**Illinois
State Board of
Education**



June 2023

<https://www.isbe.net/Pages/sat-psat.aspx>

Welcome



As we prepare to begin today's workshop, please do the following:

- Ensure you have signed in on the sign-in sheet.
- Log in to your College Board Professional Account at collegeboard.org (if you have issues, please see a Brilljent or College Board team member for assistance).

Professional Development

Professional Development credit is available for today's session. If you would like to receive credit, please make sure you include your IEIN on the sign in sheet. If you do not know your IEIN, please follow the steps below to locate it:

- Login to your ELIS account here:
<https://apps.isbe.net/iwasnet/login.aspx>
- Select **Credentials** on the left side of the screen.
- Under your name at the top of the screen, the IEIN number will be listed and labeled as such.

SAT Suite Support & Presenters



College Board



**Meredith
Kramer**
State & District
Partnerships



**Mike
Nick**
State & District
Partnerships



**Tamika
Thomas**
State & District
Partnerships



**Jennifer
McDonnell**
State & District
Partnerships

Illinois State Board of Education



**Megan
Forness**
PSAT & SAT



**Rob
Potempa**
IICA

Agenda

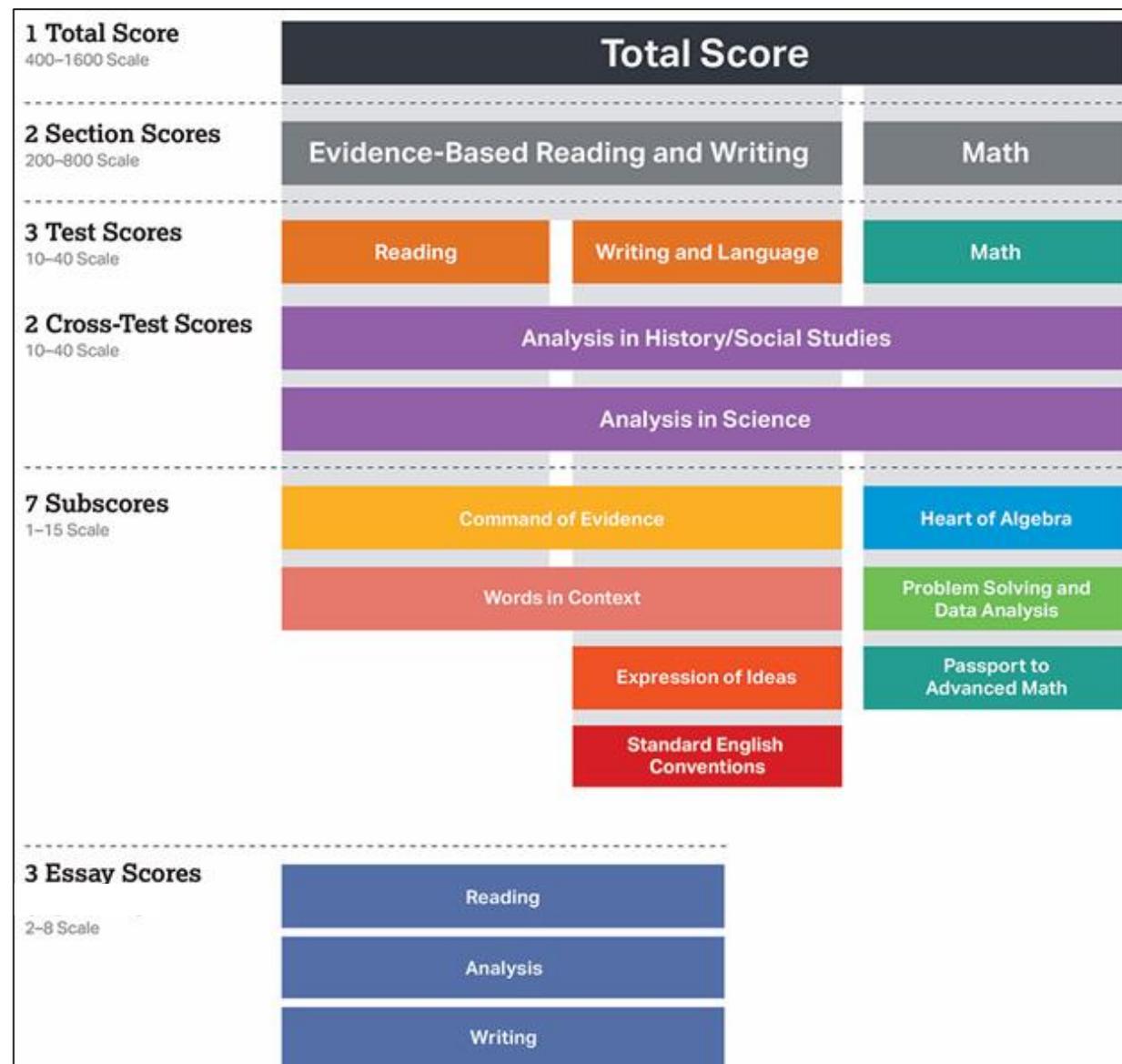
- Data Analysis
 - Score Overview
 - Student Scores
 - K-12 Assessment Reporting Portal
 - Access
 - Reports
 - Data Analysis
 - AP Potential
- Digital Preview
 - Understanding the Digital SAT Suite of Assessments
 - Multi-Stage Adaptive Testing
 - Technology Requirements
 - Digital SAT Practice
 - Supporting Students with Accommodations
 - Resources
- Closing and Next Steps

Score Overview

SAT Suite of Assessments Scores

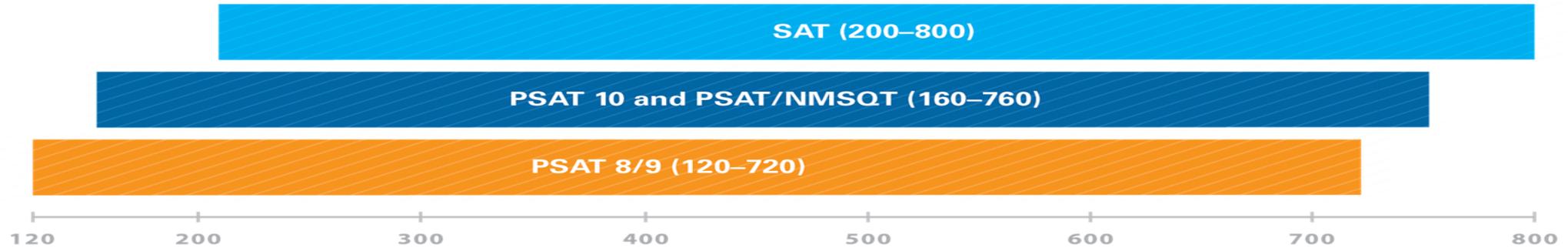
The SAT Suite of Assessments provides detailed information about student learning by reporting different types of scoring metrics.

Scores shown here are representative of the SAT with Essay.

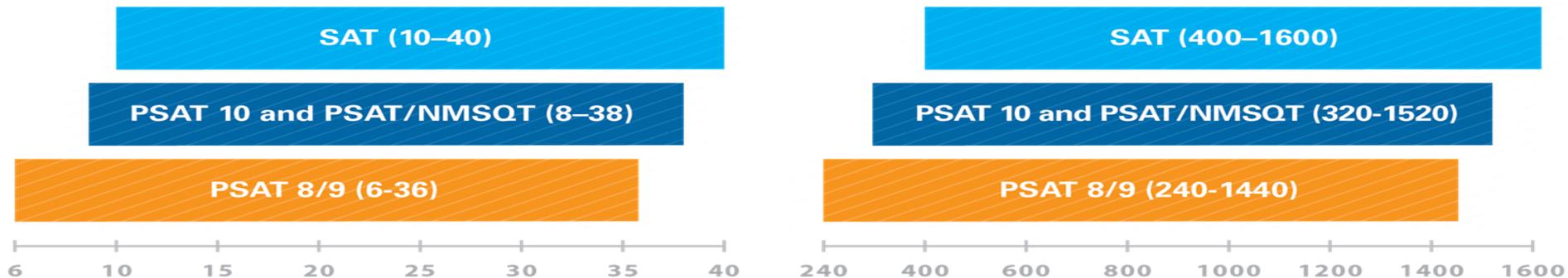


SAT Suite of Assessments Scores and Subscores

Section Scores are placed on a vertical scale.



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



What 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[®] College and Career Readiness Benchmarks

Gauge college readiness



Identify strengths and weaknesses

Strengthen academic programs



- Students who met the benchmark in ERW or math have a 75% likelihood of earning at least a C in the first-semester, credit-bearing college course in a related subject.
- Benchmarks are set at the section level.
- Overall college and career readiness is defined as achieving both section-level benchmarks on a given assessment.
- Grade-level benchmarks are based on expected student growth toward the SAT Benchmarks:

		Grade 8	Grade 9	Grade 10	Grade 11	SAT	ISBE Proficiency Level
Section Level	ERW	390	410	430	460	480	540
	MATH	430	450	480	510	530	540

Student Scores

Scores on the SAT[®] in the student's College Board account

Hi, Charles.

Your 3 score reports are below—your most recent report is at the top.
Click any report for more details or to download a copy.

SAT School Day with Essay March 23, 2022 11th Grade	Your Total Score 1490 400 to 1600	>
Your Evidence-Based Reading and Writing Score 730 200 to 800	Your Math Score 760 200 to 800	
PSAT/NMSQT October 13, 2021 11th Grade	Your Total Score 1340 320 to 1520	>
Your Evidence-Based Reading and Writing Score 670 160 to 760	Your Math Score 670 160 to 760	
PSAT 8/9 December 16, 2019 9th Grade	Your Total Score 1290 240 to 1440	>
Your Evidence-Based Reading and Writing Score 610 120 to 720	Your Math Score 680 120 to 720	



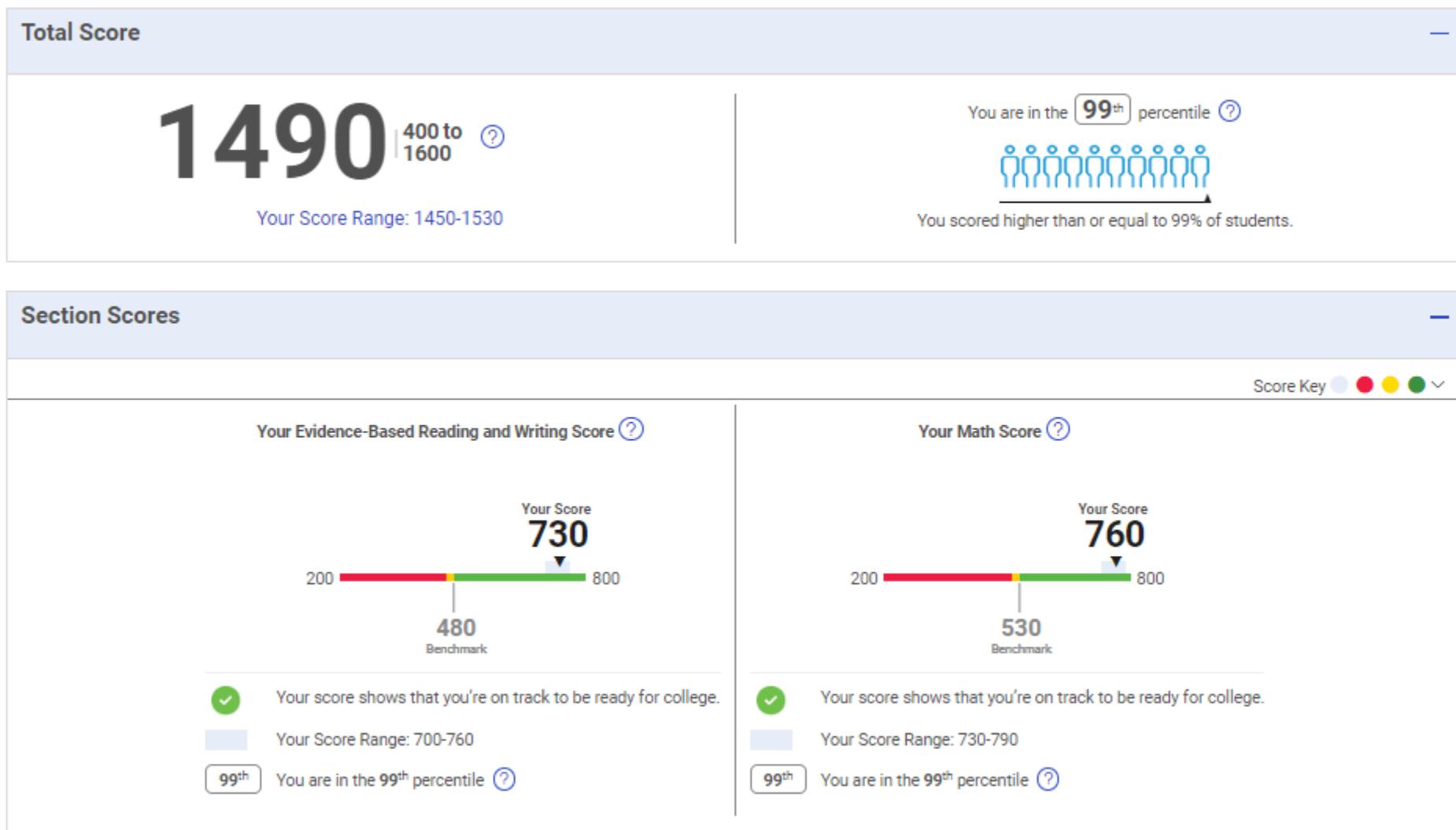
Find and Keep Track of Colleges You Love

[Explore Colleges](#)

Popular Tools

- AP Potential >
- SAT Score Sends >
- SAT Registration >
- SAT Practice >
- My College List >
- College Search >
- BigFuture Career Search >
- BigFuture Scholarships >
- Scholarship Search >
- Expected Family Contribution Calculator >
- Student Search Service >

Scores on the SAT[®] in the student's College Board account



Essay scores on the SAT[®] in the student's College Board account

Essay Scores

Essay - Reading ? 4 2 to 8	Essay - Analysis ? 3 2 to 8	Essay - Writing ? 6 2 to 8 View Essay Details
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Your Response

In her essay "It's time for a plastics revolution," Stella Borini attempts to persuade her audience that advancements in the manufacturing and use of plastic must be made to protect the environment. Stella uses multiple methods to build her argument, including using facts and evidence, using reasoning and logic, and providing nuance to appeal to a wider variety of people. First, Stella appeals to people by stating

the emotions of her readers, like when she says that garbage trucks dump plastic into the ocean at a rate of one garbage truck per minute. This appeals to the reader's emotions by providing an easy to understand measurement for the amount of plastic that is accumulating in the oceans. The last way that Stella builds her argument

Scores on the SAT[®] in the student's College Board account

Reading

Writing and Language

Math

Essay



Your score indicates that you are likely able to:

- 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](#)

Improve your skills by focusing on the following suggestions:

- This is the top score band, and students who score at this level will likely have mastered the skills and knowledge listed at all earlier levels. However, the ability to independently read and understand texts of all sorts and complexities is a skill that must be practiced often. We encourage you to continue to engage in academic reading, review the skills and suggestions listed in the 25–29 and 30–34 score bands, and explore the Official SAT Practice at satpractice.org.

K-12 Assessment Reporting Portal

- **Access**
- Reports
- Data Analysis

Log in to your Education Professional Account

CollegeBoard

Sign In Search

College Starts Here

Sign in for personalized recommendations and access to your PSAT/NMSQT, SAT, and AP scores and more.

Sign In

Sign in to personalize your visit and access your College Board account.

[Continue](#)

Don't have an account?
[Create Account](#)

Click on My Dashboard

CollegeBoard

Hi, Kristen

Welcome to the College Board. We're here to help you support your students as they get ready for college.

- My Dashboard >
- AP Central >
- Update Your Account >

Click On

K-12 Assessment Reporting to Access Scores

Data Access Manager: Each building establishes 2-3 staff members who manage College Board SAT Suite of Assessments data for the school. They use the Managing Access to support K-12 Assessment Reporting link to grant staff access.



My College Board Professional Account

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.

My Tools And Services

Tool or Service	My Role	Expires*	Manage Access
AP Potential™ ▶	AP Potential Region	31-Dec-2035	edit
AP Registration & Ordering and AP & Pre-AP Classroom Access Management ▶	AP SDP	31-Dec-2022	edit
AP® / Pre-AP Course Audit ▶	AP/Pre-AP Course Audit Teacher	04-Apr-2035	edit
AP® Score Reports for Educators ▶	multiple roles	multiple dates	edit
AP® Teacher Community ▶	N/A	N/A	
K-12 Assessment Reporting ▶	multiple roles	multiple dates	edit
Test Ordering ▶	TOS Lead/Region	31-Dec-2021	edit
College Board Communities ▶	N/A	N/A	
Managing Access to support K-12 Assessment Reporting ▶	multiple roles	multiple dates	edit
Membership Community ▶	N/A	N/A	
Pre-AP Ordering ▶	N/A	N/A	

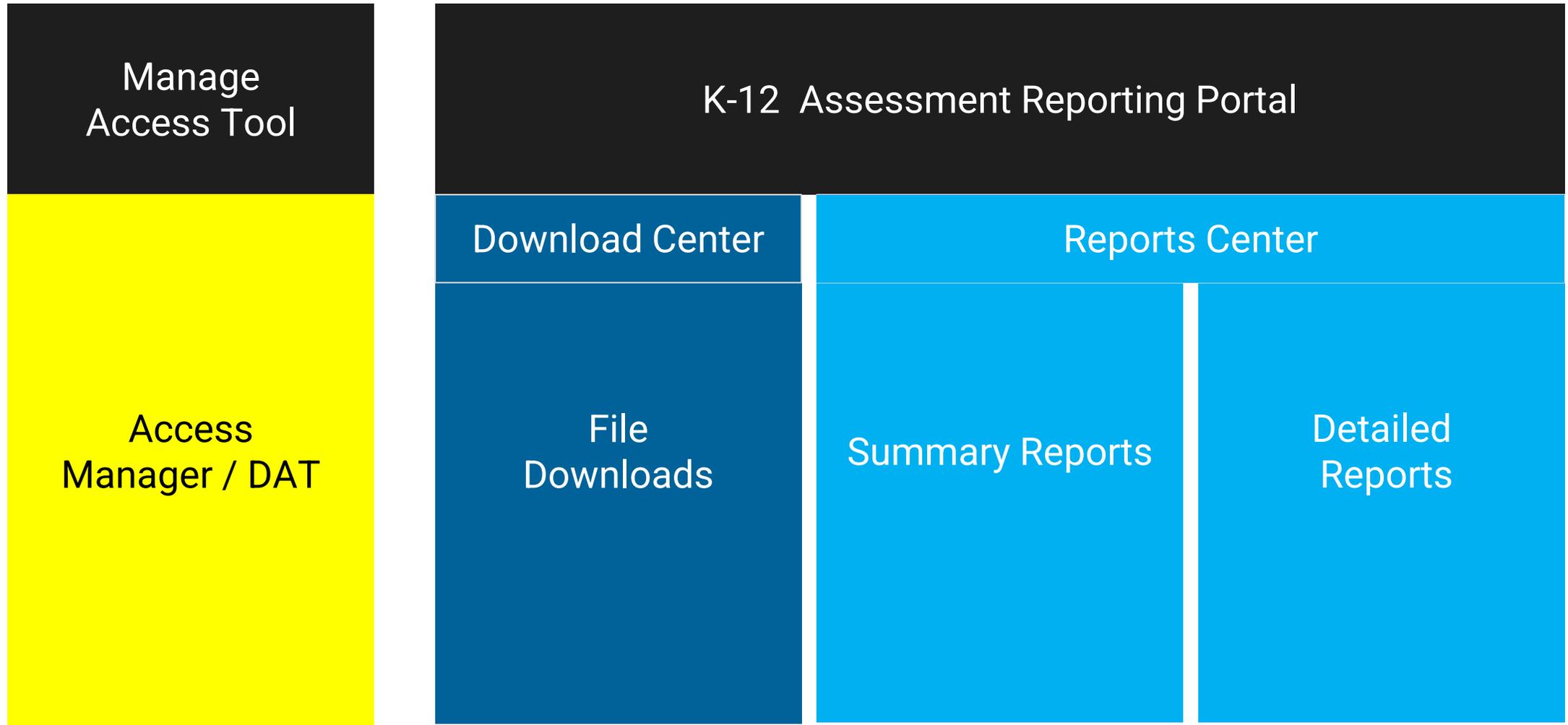
K-12 Assessment Reporting Portal

The screenshot shows the top navigation bar with the CollegeBoard logo and 'Assessment Reporting' menu. The user is logged in as 'Hi, Kristen'. Below the navigation is a 'K-12 Reporting Portal' header with links for 'Reports', 'Downloads', and 'Help'. A secondary bar contains a 'Run Reports' button, a dropdown for 'Sample School 1 (Switch Institution)', and a 'Run CLEP Report' button. The main content area features a search section titled 'Find a Student Score Report' with input fields for 'Currently Enrolled St...', 'Student Last Name', and 'Student First Name', and a 'Search' button. Below this is a section 'What Report Are You Looking For?' with a 'Let us help you choose' button. Three columns of report categories are displayed: 'Counsel Students' (Roster, Scores and Benchmarks), 'Improve Instruction' (Question Analysis, Instructional Planning), and 'Track Progress' (Summary, Demographics). A 'Live Chat' button is visible in the bottom right corner of the content area.

The K-12 Assessment Reporting portal allows for users with appropriate permissions to:

- Search individual students by name.
- Access a variety of reports.

K-12 Assessment Reporting Portal Roles



K-12 Assessment Reporting Portal

- Access
- **Reports**
- Data Analysis

Select Reports



Roster Report

Provides aggregate performance data for each school.

Counsel Students



Instructional Planning Report

Provides an easy way to view students by performance group in specific subscores as well as section and test scores.

Improve Instruction



Question Analysis Report

Shares performance data on individual questions for released exams, how students performed on specific skills, and how state standards map to subscores.

Improve Instruction



Growth Report

Tracks the growth of the same group of students from test to test and projects their performance on a future test.

Track Progress



Scores & Benchmarks Report

Provides aggregate and student-level performance data for each school.

**Counsel Students,
Improve Instruction, &
Track Progress**



Scores & Benchmarks Report

 CollegeBoard

Scores & Benchmarks Report

K-12 Reporting Portal		Reports
Run Reports	Sample School 1 <small>(Switch Institution)</small>	
✓ Report Type:	Scores and Benchmarks	
✓ Assessment:	SAT	
Choose Administration Date		
		SAT May 6, 2023
		SAT May 2023
		SAT School Day March 2023 - April 2023
		SAT March 11, 2023
		SAT March 2023
		Select an older Administration Date
Run Report	Cancel	

Scores & Benchmarks Report



What is this report?

- This report provides aggregate and student-level performance data for each school, including every score for the assessment you select.
- Use it to see how well students performed by comparing their scores to mean scores, benchmark data, and other statistics at the school, district, state, and total group levels; establish baselines for school improvement goals and identify which students did not meet benchmarks.



K-12 Reporting Portal

Run Reports Sample School 1



SEARCH

343 Test Taker(s)

SAT School Day March 2023 – April 2023, All Grades – Scores & Benchmarks

Total Score / Section Scores

EXPORT

Scores by Students				Benchmarks by Students		Essay Scores by Students	
Group	Number of Test Takers	Mean Total Score 400-1600		Mean Evidence-based Reading and Writing Score 200-800		Mean Math Score 200-800	
School	343	1019		512		507	
District	673	1022		516		507	
State	7,294	957		484		473	
Total Group	935,040	998		506		493	

Score Details

Scores by Students

Scores & Benchmarks Report

The Scores & Benchmarks Report allows users to toggle back and forth to access the type of data they want to view.

K-12 Reporting Portal

Run Reports Sample School 1

343 Test Taker(s)

SAT School Day March 2023 – April 2023, All Grades – Scores & Benchmarks

Total Score / Section Scores

- ✓ Total Score / Section Scores
- Test Scores
- Cross-Test Scores
- ERW Subscores
- Math Subscores

EXPORT

Scores by Students		Benchmarks by Students		Essay Scores by Students	
Group	Number of Test Takers	Mean Total Score 400-1600	Mean Evidence-based Reading and Writing Score 200-800	Mean Math Score 200-800	
School	343	1019	512	507	Score Details
District	673	1022	516	507	
State	7,294	957	484	473	
Total Group	935,040	998	506	493	

Scores by Students

Scores & Benchmarks Report

Benchmarks by Students allows users to see the percentage of students in the school, district, state, and total group who met the benchmark, are approaching the benchmark, or need to strengthen their skills for the Math, Evidence-Based Reading & Writing, or both exams.

K-12 Reporting Portal

Reports Downloads ? Help

Run Reports Sample School 1



343 Test Taker(s)

SAT School Day March 2023 – April 2023, All Grades – Scores & Benchmarks

EXPORT Legend

Scores by Students		Benchmarks by Students		Essay Scores by Students	
Group	Number of Test Takers	Met Both Benchmarks	Met No Benchmarks	ERW Benchmark (480)	Math Benchmark (530)
School	343	37% Met Both	35% Met None	Met 61% Approaching 9% Strengthen Skills 30%	Met 41% Approaching 7% Strengthen Skills 52%
District	673	37% Met Both	34% Met None	Met 64% Approaching 8% Strengthen Skills 29%	Met 40% Approaching 7% Strengthen Skills 52%
State	7,294	26% Met Both	49% Met None	Met 49% Approaching 8% Strengthen Skills 43%	Met 28% Approaching 6% Strengthen Skills 66%
Total Group	935,040	34% Met Both	41% Met None	Met 57% Approaching 7% Strengthen Skills 35%	Met 35% Approaching 8% Strengthen Skills 57%

Benchmarks by Students

Scores & Benchmarks Report

Users can also view aggregate and individual essay data for the Reading, Analysis, and Writing scores.

SAT School Day March 2023 – April 2023, All Grades – Scores & Benchmarks

EXPORT

Scores by Students		Benchmarks by Students		Essay Scores by Students
Group	Percent of SAT with Essay Test Takers	Mean Reading Score 2-8	Mean Analysis Score 2-8	Mean Writing Score 2-8
School	100% <small>264 of 264</small>	5	4	6
District <small>?</small>	99% <small>24,403 of 24,593</small>	4	3	4
State <small>?</small>	99% <small>141,105 of 142,076</small>	4	3	4
Total Group <small>?</small>	22% <small>268,917 of 1,203,098</small>	4	3	4

Essay Scores by Students

Scores & Benchmarks Report



Deeper dive into this report

Scroll down to see individual student score data.

Section Scores:

- **Green:** Students who met the benchmarks
- **Yellow:** Students who are approaching the benchmarks
- **Red:** Students who need to strengthen their skills to meet the benchmarks

Student	Total Score 400-1600 ?	Evidence-based Reading and Writing Score 200-800 ?	Math Score 200-800 ?	
	1300 Range 1260-1340	630 Range 600-660	670 Range 640-700	More
	820 Range 780-860	490 Range 460-520	330 Range 300-360	More
	950 Range 910-990	530 Range 500-560	420 Range 390-450	More
	860 Range 820-900	450 Range 420-480	410 Range 380-440	More
	960 Range 920-1000	460 Range 430-490	500 Range 470-530	More
	1250 Range 1210-1290	640 Range 610-670	610 Range 580-640	More
	1230 Range 1190-1270	640 Range 610-670	590 Range 560-620	More
	930 Range 890-970	460 Range 430-490	470 Range 440-500	More

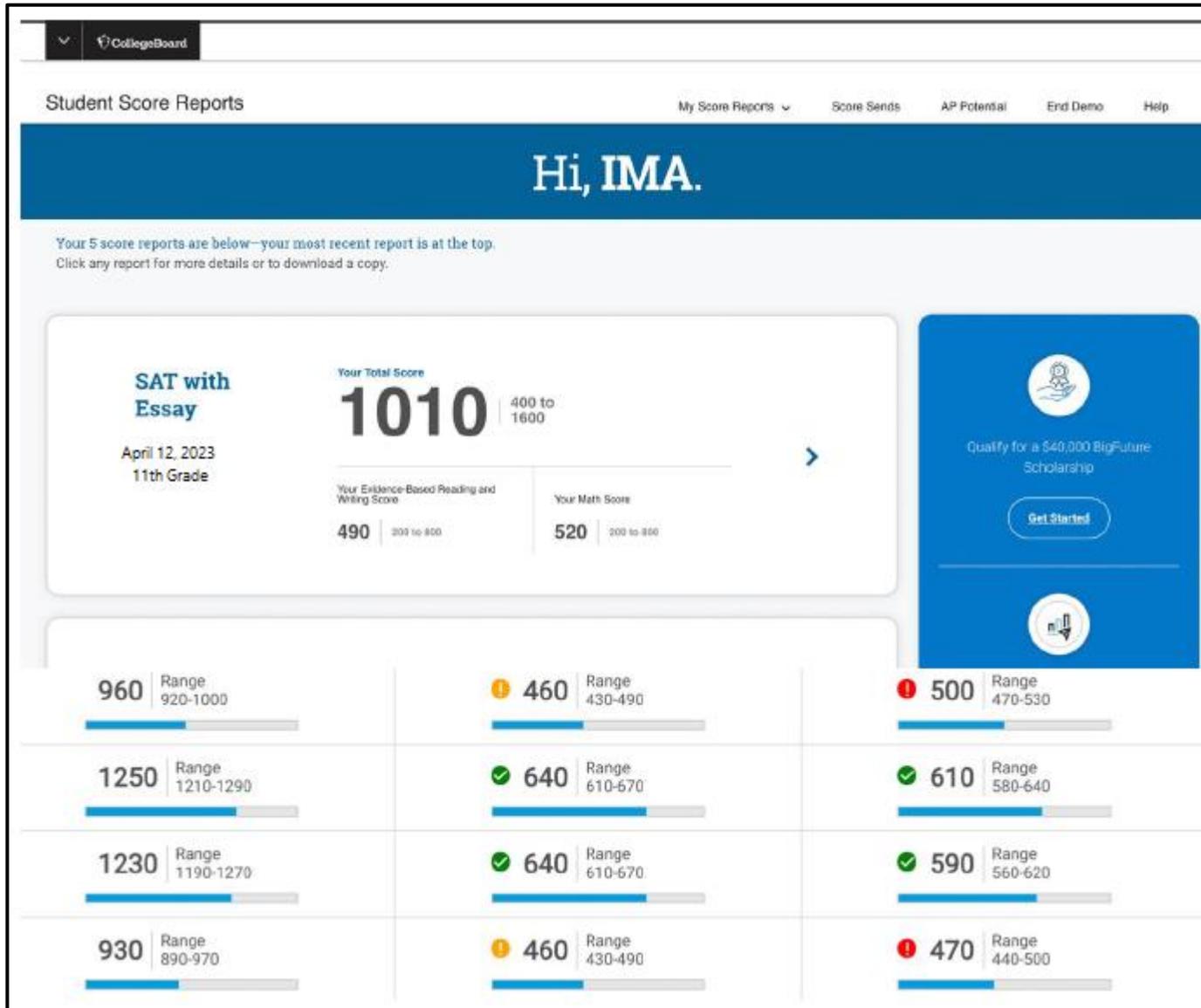
Scores by Students

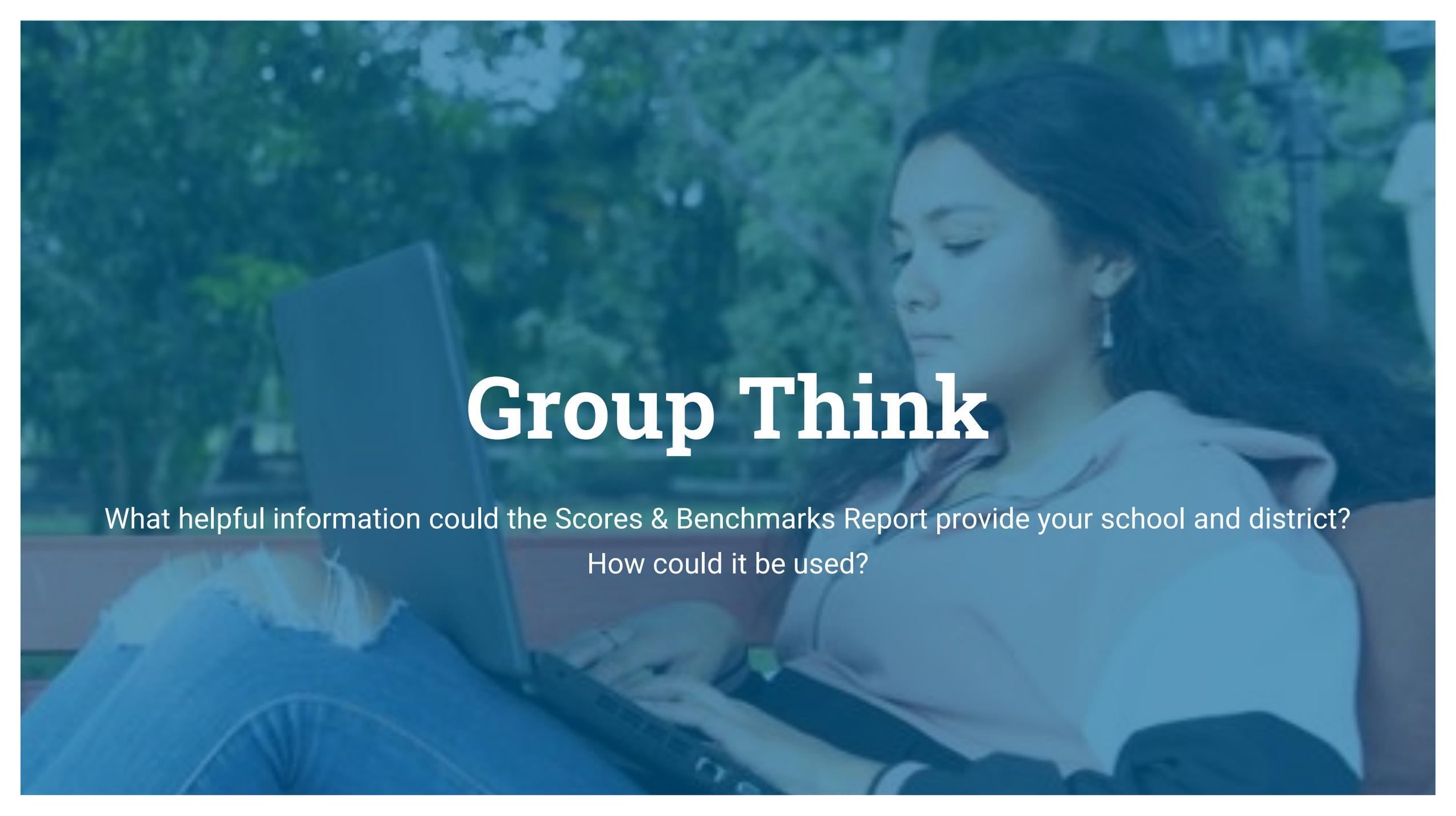
Scores & Benchmarks Report



Deeper dive into this report

Click on an individual student's name to access his or her Student Score Report.





Group Think

What helpful information could the Scores & Benchmarks Report provide your school and district?
How could it be used?

K-12 Assessment Reporting Portal

- Access
- Reports
- **Data Analysis**

ATLAS Data Protocol

- **Describing Data - What do you see?**
 - Purpose: To examine the data and to identify factual information
- **Interpreting the Data - What does the data suggest?**
 - Purpose: To make connections and to encourage free flow of ideas and imagination
- **Implications for Practice - What does this mean for our work?**
 - Purpose: To discuss any implications this might have for teaching and assessment in the classroom/school/district
- **Reflection and Next Steps - So what are we going to do?**
 - Purpose: To propose next steps, develop an action plan, and make decisions

ATLAS - Looking At Data Protocol

Instructions

This is an example of the questions that would stem from each of the ATLAS Protocol steps. It can also serve as a template for note-taking. For each of the four phases of the ATLAS protocol, jot down additional questions that can be raised to elicit deeper analysis and reflection from participants.

FACTS <i>(What do we see?)</i>	▶ INTERPRETATIONS & WONDERINGS <i>(What does the data suggest?)</i>	▶ IMPLICATIONS <i>(What does this mean for our work?)</i>	▶ NEXT STEPS <i>(So what are we going to do?)</i>
<p>What do we see in terms of:</p> <ul style="list-style-type: none"> • Performance in core courses vs electives? • Historical performance over time in courses? (if provided in graph) • Entire grade level vs special populations? (if student lists are provided) • Boys' performance? Girls' performance? • The proportion of students with B's or better vs those with D's and F's? • Proximity to our annual/quarterly On-Track benchmark? (if point-in-time On-Track percentage is shared) • Change in performance of students targeted for intervention? • Number of off-track students who have averages within the 40 - 59% range? 	<p>What does the data suggest about:</p> <ul style="list-style-type: none"> • Academic rigor of the courses? • Student attendance patterns? • The effectiveness of our Tier 2 intervention on targeted students? • Execution of the modifications and accommodations in student IEPs? • Execution of learning plans for our ELLs? • Our tenacity in regularly updating grades? Are these grades a true reflection of where students are academically? • The quantity and types of opportunities given for students to succeed? 	<p>What does this mean for our work in terms of:</p> <ul style="list-style-type: none"> • Students who are nearly off track? • Students who are off track? • Students who are failing more than 3 classes? • Our needs as teachers to successfully meet the directives in student IEPs and/or ELL learning plans? • Improving student access to the concepts and skills in our courses? • Adjusting our Tier 2 intervention? • Ensuring grades are as current as possible so that our actions are addressing real-time need? 	<p>From all the implications, what would be the high leverage next steps we can take toward improvement?</p> <p>(Limit the next steps to no more than 3, especially if the whole team is owning them)</p>

Practice Together

SAT School Day March 2023 – April 2023, All Grades – Scores & Benchmarks

EXPORT  Legend

Scores by Students		Benchmarks by Students		Essay Scores by Students	
Group	Number of Test Takers	Met Both Benchmarks ?	Met No Benchmarks ?	ERW Benchmark (480) ?	Math Benchmark (530) ?
School	338	33% Met Both	40% Met None	Met 58%  Approaching 10%  Strengthen Skills 32% 	Met 35%  Approaching 11%  Strengthen Skills 54% 
District ?	965	38% Met Both	37% Met None	Met 60%  Approaching 10%  Strengthen Skills 31% 	Met 41%  Approaching 10%  Strengthen Skills 49% 
State ?	16,537	33% Met Both	44% Met None	Met 54%  Approaching 7%  Strengthen Skills 39% 	Met 35%  Approaching 9%  Strengthen Skills 56% 
Total Group ?	679,424	28% Met Both	46% Met None	Met 52%  Approaching 8%  Strengthen Skills 40% 	Met 30%  Approaching 7%  Strengthen Skills 63% 

Atlas Data Protocol Activity



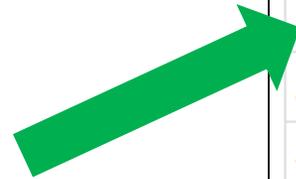
With a partner, review the spring 2023 Scores & Benchmarks Report for the SAT at your school. Use the Atlas protocol to work through the four steps. We will signal when to switch.

1. Describe the data – What do you see?
2. Interpret the data – What does the data suggest?
3. Implications for practice – What does this mean for our work?
4. Next steps – What are we going to do?

AP Potential

The AP Potential Tool for Educators

Educators can view AP Potential for all students under My Tools and Services in their College Board account.



My College Board Professional Account

My Tools And Services

Tool or Service	My Role	Expires* 	Manage Access
AP Potential™ ▶	AP Potential Region	31-Dec-2025	edit
AP Professional Learning ▶	N/A	N/A	
AP Registration & Ordering and AP & Pre-AP Classroom Access Management ▶	AP SDP	31-Dec-2025	edit
AP® Score Reports for Educators ▶	OSR Regional Staff	23-Jun-2025	edit
AP® Teacher Community ▶	N/A	N/A	
K-12 Assessment Reporting ▶	multiple roles	multiple dates	edit
SAT Suite Ordering and Registration ▶	multiple roles	multiple dates	edit

The AP Potential Tool for Educators

The AP Potential Access code and link are available in the K-12 Reporting Portal Roster Report

Run the “Roster Report”

1. Select the “See Full Registration Roster” option.
2. The access code will appear on the right-hand side.
3. Click AP Potential Tool and when prompted, enter your school information and activate the access code.

CollegeBoard Assessment Reporting

Hi, Michael

K-12 Reporting Portal

Run Reports Sample School 1 (Switch Institution)

Back to Roster Summary

203 Test Taker(s)

SAT (Aug 2022 - Jul 2023) Detailed Roster

Roster Report Filter

Registration Report / Admission Tickets

Student Name / Student ID

AP Potential Tool Excel Export

Printing

Student Name	Student ID	Date of Birth	Grade	Assessment	Administration	Registered Test Center Name	Registered Test Center City
◇	◇	◇	◇	◇	◇		◇

AP Potential

Educator View

AP Potential is a free, web-based tool that allows schools to generate rosters of students who are likely to score a 3 or higher on a given AP® Exam based on their performance on the PSAT/NMSQT®, PSAT™ 8/9, PSAT™ 10, or SAT®.

AP Potential allows your school or district to offer these benefits:

- Support access to AP for all academically prepared students.
- Develop a robust AP program by identifying new course offerings.
- Increase the number of sections of AP courses already offered.

Threshold %	Subject	2022-2023 Students with AP Potential	2021-2022 AP Students	
			Total Exams Taken	Exams Scored 3 or Higher
60	Art History	357	0	0
60	Biology ✓	424	63	22
60	Calculus AB ✓	177	54	9
60	Chemistry ✓	162	8	1
60	Comparative Government and Politics	321	0	0
60	Computer Science A ✓	177	14	3
60	Computer Science Principles ✓	424	65	30

	Eng Lit	Env Sci	Euro Hist	Hum Geog	Macr Econ	Micr Econ	Mus Theo	Phys 1	Phys C: E	Phys C: Mech	Psyc	Sem	Stat	US Gov Pol	US Hist	World H
Via M				✓			✓				✓	✓			✓	✓
ukwu												✓				
(ID:												✓				
n.A												✓				
ett E												✓				
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ara P	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
rrrez												✓				
(ID:												✓				

AP Potential

Student View

Students can log into their College Board account and view their AP Potential.

Students can see a list of AP courses for which they have Potential, Some Potential, or Potential Not Yet Indicated.

AP Potential
Based on your SAT School Day scores from March 2, 2022

Biochemistry ▾ Table Key ●●● ▲

Course	AP Potential	Your School Offers This Course	Matches Major
Biology	●●●	✓	✓
Calculus AB	●●●	✗	✗
Comparative Government and Politics	●●●	✗	✗
Computer Science Principles	●●●	✗	✗
Environmental Science	●●●	✗	✗
European History	●●●	✗	✗
Human Geography	●●●	✓	✗
Microeconomics	●●●	✗	✗
Music Theory	●●●	✗	✗
Psychology	●●●	✗	✗
Seminar	●●●	✗	✗
United States History	●●●	✓	✗
World History: Modern	●●●	✗	✗
Art History	●●○	✗	✗

Table Key

- **Potential**
Your scores indicate that you're ready to succeed in this course.
- **Some Potential**
Your scores indicate that you could be ready to do AP-level coursework in this subject, especially if you're interested in the subject and you work hard.
- **Potential Not Yet Indicated**
Your scores indicate that you may need more preparation or support to succeed in this course—ask your teachers and school counselor to support you.

Suggested Next Steps & Reminders

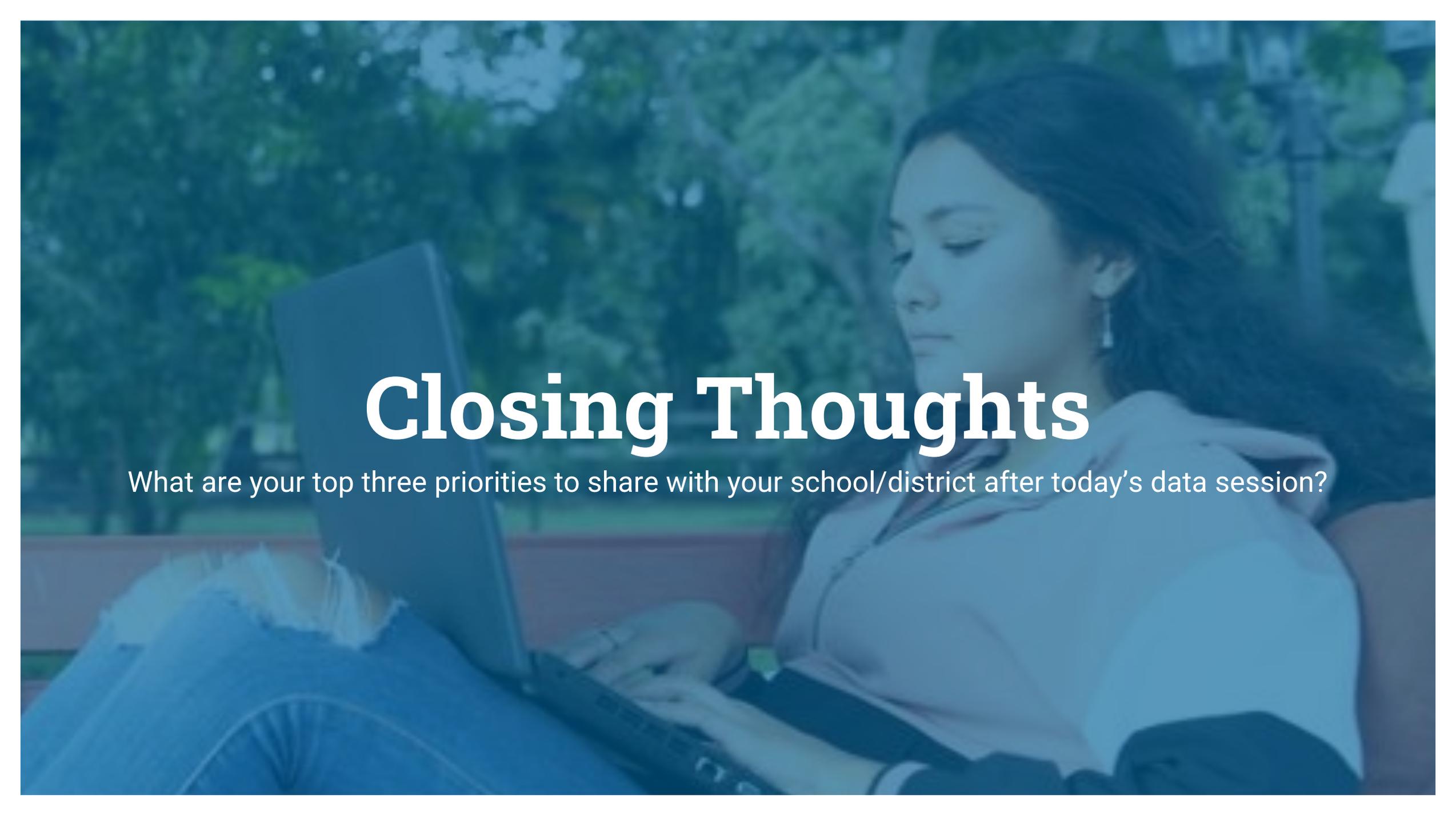
AP Potential is one of many tools educators can use to help students with academic planning and course selection.

Suggested Next Steps:

- Send letters to parents.
- Conduct AP course information sessions for students/parents.
- Have students explore their AP Potential through their College Board account.

Reminders:

- AP Potential access codes are emailed to the AP Coordinator.
- If you have access to the K-12 Reporting Portal, you can retrieve the AP Potential access code from the Roster report.
- AP Potential percentage likelihood can be adjusted to fit your school's context. By default, it is set to 60%.
- Rosters can be created or filtered by AP course, gender, race/ethnicity, etc.



Closing Thoughts

What are your top three priorities to share with your school/district after today's data session?

Understanding the Digital SAT Suite of Assessments

The digital SAT Suite of Assessments will be...



Easier to take



Easier to give



More secure



More relevant

When will students take the digital SAT?

	International SAT	PSAT-Related Assessments	U.S. SAT and SAT School Day
Spring 2023			
Fall 2023			
Spring 2024			

 Digital  Paper and Pencil

In spring of 2024, all Illinois public school students and IKA scholarship recipients will take the digital SAT with Essay, PSAT 10, and PSAT 8/9.

Illinois Spring 2024 Testing Window

Assessment	Grade Level	Testing Window
SAT with Essay	11*	March 18 – April 26, 2024**
PSAT 10	10	
PSAT 8/9	9	

In spring of 2024, all Illinois public school students and IKA scholarship recipients will take the digital SAT with Essay, PSAT 10, and PSAT 8/9.

*Current grade 12 public school students without a valid grade 11 or 12 score or qualifying exemption from any previous ISBE-provided administration will be rostered to take SAT with Essay in the spring of 2024.

**Testing can be administered on as many days of the testing window as needed.

***Some private schools may test in the fall and winter, but IKA students must test in the spring.

What's staying the same?

- ✓ College and career readiness
- ✓ 1600 scale, and no concordance is required
- ✓ Testing at school or in a test center
- ✓ Free, world-class practice resources
- ✓ Scholarships and College Board National Recognition Programs
- ✓ Support for all students



What's changing?

- ✓ Laptop or tablet necessary
- ✓ Test will be shorter
- ✓ Calculators allowed and embedded
- ✓ More Relevant score information provided
- ✓ Security and flexibility increased



Major security advancements through digital

Testing Integrity



Test Form Variety



Elimination of Packages



Digital SAT Suite Test Specifications – Reading and Writing



96 total questions (2 sections)

100 total minutes (1.04 min./question)

Set-based questions



54 total questions (1 section)

64 total minutes (1.19 min./question)

Discrete questions

Consistent Across All Assessments

Digital SAT Suite Test Specifications – Math



58 total questions
2 sections – calculator and no calculator



44 total questions
1 section – with [Desmos calculator](#)



80 total minutes (1.38 min./question)



70 total minutes (1.59 min./question)

Discrete and set-based questions
Four-option multiple choice ($\approx 78\%$)
Student-produced response (SPR) ($\approx 22\%$)



Discrete questions
Four-option multiple choice ($\approx 75\%$)
Student-produced response (SPR) ($\approx 25\%$)

Consistent Across All Assessments

Essay Section

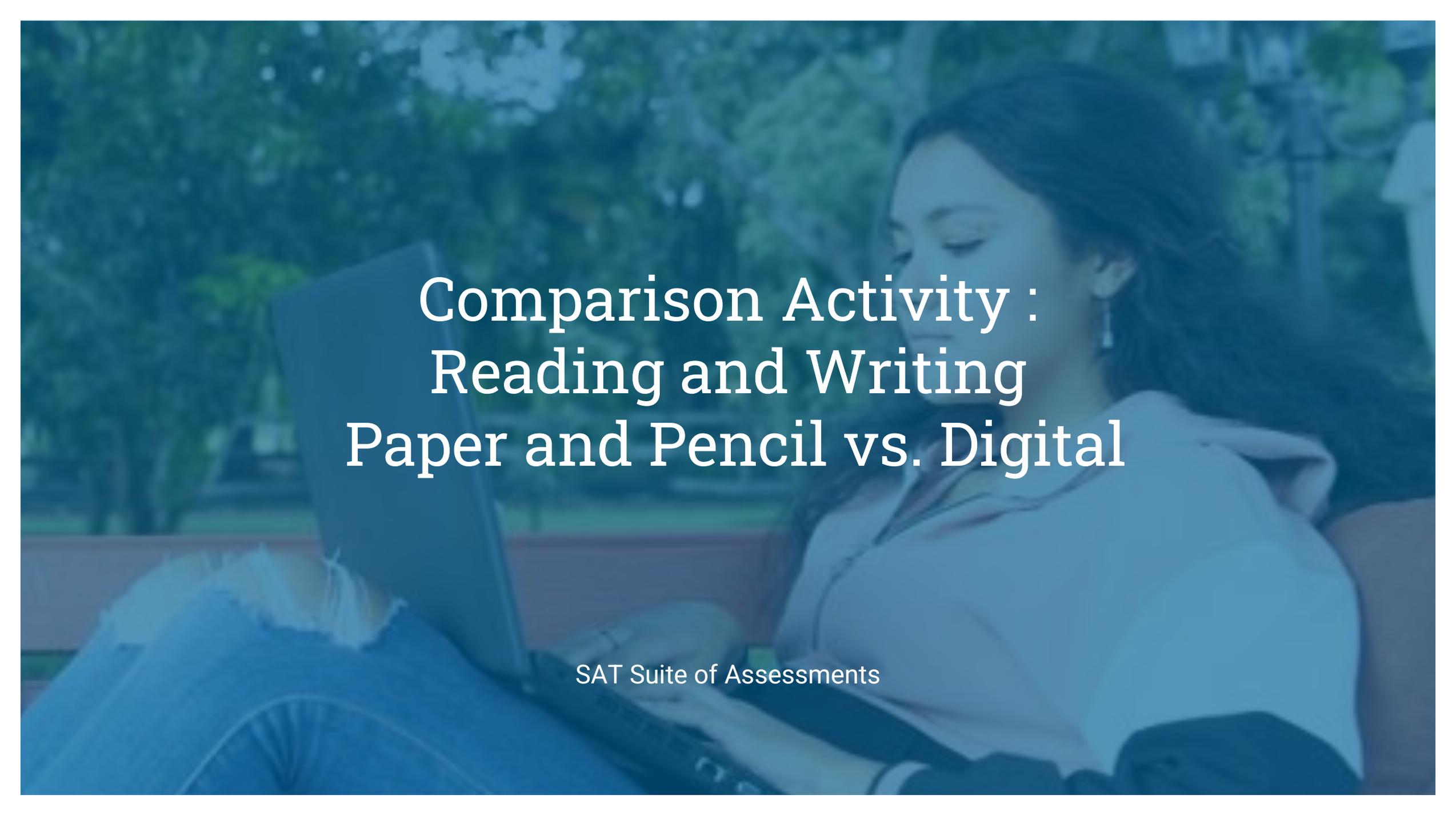
As you read the passage below, consider how Jimmy Carter uses

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

Adapted from former US President Jimmy Carter, *Foreword to Arctic National Wildlife Refuge: Seasons of Life and Land, A Photographic Journey* by Subhankar Banerjee. ©2003 by Subhankar Banerjee.

- 1 The Arctic National Wildlife Refuge stands alone as America's last truly great wilderness. This magnificent area is as vast as it is wild, from the windswept coastal plain where polar bears and caribou give birth, to the towering Brooks Range where Dall sheep cling to cliffs and wolves howl in the midnight sun.
- 2 More than a decade ago, [my wife] Rosalynn and I had the fortunate opportunity to camp and hike in these regions of the Arctic Refuge. During bright July days, we walked along ancient caribou trails and studied the brilliant mosaic of wildflowers, mosses, and lichens that hugged the tundra. There was a timeless quality about this

- The Illinois State Board of Education (ISBE) requires the SAT with Essay be taken by all grade 11 Illinois public school students (including those at nonpublic facilities) and by some grade 12 students for whom testing is required.
- Grade 11 students who receive scholarships through the IKA program are required to take the SAT with Essay.
- The essay section is 50 minutes for students using standard time.
- A computer keyboard is required for the essay portion of the SAT.
 - Tablet users will also be permitted to use a keyboard for the entire test.



Comparison Activity : Reading and Writing Paper and Pencil vs. Digital

SAT Suite of Assessments

Paper and Pencil – SAT Reading Test Questions

Questions 1-10 are based on the following passage.

This passage is from Lydia Minatoya, *The Strangeness of Beauty*. ©1999 by Lydia Minatoya. The setting is Japan in 1920. Chie and her daughter Naomi are members of the House of Fuji, a noble family.

Akira came directly, breaking all tradition. Was that it? Had he followed form—had he asked his mother to speak to his father to approach a go-between—would Chie have been more receptive?

Line 5 He came on a winter's eve. He pounded on the door while a cold rain beat on the shuttered veranda, so at first Chie thought him only the wind. The maid knew better. Chie heard her soft scuttling footsteps, the creak of the door. Then the maid brought a calling card to the drawing room, for Chie.

Chie was reluctant to go to her guest; perhaps she was feeling too cozy. She and Naomi were reading at a low table set atop a charcoal brazier. A thick quilt spread over the sides of the table so their legs were tucked inside with the heat.

“Who is it at this hour, in this weather?” Chie questioned as she picked the name card off the maid’s lacquer tray.

“Shinoda, Akira. Kobe Dental College,” she read.

Line 20 Naomi recognized the name. Chie heard a soft intake of air.

“I think you should go,” said Naomi.

1

Which choice best describes what happens in the passage?

- A) One character argues with another character who intrudes on her home.
- B) One character receives a surprising request from another character.
- C) One character reminisces about choices she has made over the years.
- D) One character criticizes another character for pursuing an unexpected course of action.

7

The main purpose of the first paragraph is to

- A) describe a culture.
- B) criticize a tradition.
- C) question a suggestion.
- D) analyze a reaction.

4

Which reaction does Akira most fear from Chie?

- A) She will consider his proposal inappropriate.
- B) She will mistake his earnestness for immaturity.
- C) She will consider his unscheduled visit an imposition.
- D) She will underestimate the sincerity of his emotions.

8

As used in line 2, “form” most nearly means

- A) appearance.
- B) custom.
- C) structure.
- D) nature.

Paper and Pencil SAT Reading Test: Reflection

1. Describe your experience taking the Reading Test.
2. What steps did you take to better understand the passage content?
3. How does the Reading Test and Writing and Language Test relate to classroom instruction?



Paper and Pencil – SAT Answers

Questions 1-10 are based on the following passage.

This passage is from Lydia Minatoya, *The Strangeness of Beauty*. ©1999 by Lydia Minatoya. The setting is Japan in 1920. Chie and her daughter Naomi are members of the House of Fuji, a noble family.

Akira came directly, breaking all tradition. Was that it? Had he followed form—had he asked his mother to speak to his father to approach a go-between—would Chie have been more receptive?

Line 5

He came on a winter's eve. He pounded on the door while a cold rain beat on the shuttered veranda, so at first Chie thought him only the wind. The maid knew better. Chie heard her soft scuttling footsteps, the creak of the door. Then the maid brought a calling card to the drawing room, for Chie.

Line 10

Chie was reluctant to go to her guest; perhaps she was feeling too cozy. She and Naomi were reading at a low table set atop a charcoal brazier. A thick quilt spread over the sides of the table so their legs were tucked inside with the heat.

Line 15

"Who is it at this hour, in this weather?" Chie questioned as she picked the name card off the maid's lacquer tray.

"Shinoda, Akira. Kobe Dental College," she read.

Line 20 Naomi recognized the name. Chie heard a soft intake of air.

"I think you should go," said Naomi.

Reading Test

1. B
2. B
3. C
4. A
5. C
6. D
7. D
8. B

Writing & Language Test

1. D
2. B
3. A
4. C
5. C
6. D
7. B
8. C
9. A

Digital SAT – RW Test Questions

RW question 2

Jan Gimsa, Robert Sleigh, and Ulrike Gimsa have hypothesized that the sail-like structure running down the back of the dinosaur *Spinosaurus aegyptiacus* improved the animal's success in underwater pursuits of prey species capable of making quick, evasive movements. To evaluate their hypothesis, a second team of researchers constructed two battery-powered mechanical models of *S. aegyptiacus*, one with a sail and one without, and subjected the models to a series of identical tests in a water-filled tank.

Which finding from the model tests, if true, would most strongly support Gimsa and colleagues' hypothesis?

- A) The model with a sail took significantly longer to travel a specified distance while submerged than the model without a sail did.
- B) The model with a sail displaced significantly more water while submerged than the model without a sail did.
- C) The model with a sail had significantly less battery power remaining after completing the tests than the model without a sail did.
- D) The model with a sail took significantly less time to complete a sharp turn while submerged than the model without a sail did.

RW question 6

In recommending Bao Phi's collection *Sông I Sing*, a librarian noted that pieces by the spoken-word poet don't lose their _____ nature when printed: the language has the same pleasant musical quality on the page as it does when performed by Phi.

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

- A) jarring
- B) scholarly
- C) melodic
- D) personal

RW question 11

Text 1

What factors influence the abundance of species in a given ecological community? Some theorists have argued that historical diversity is a major driver of how diverse an ecological community eventually becomes: differences in community diversity across otherwise similar habitats, in this view, are strongly affected by the number of species living in those habitats at earlier times.

Text 2

In 2010, a group of researchers including biologist Carla Cáceres created artificial pools in a New York forest. They stocked some pools with a diverse mix of zooplankton species and others with a single zooplankton species and allowed the pool communities to develop naturally thereafter. Over the course of four years, Cáceres and colleagues periodically measured the species diversity of the pools, finding—contrary to their expectations—that by the end of the study there was little to no difference in the pools' species diversity.

Based on the texts, how would Cáceres and colleagues (Text 2) most likely describe the view of the theorists presented in Text 1?

- A) It is largely correct, but it requires a minor refinement in light of the research team's results.
- B) It is not compelling as a theory regardless of any experimental data collected by the research team.
- C) It may seem plausible, but it is not supported by the research team's findings.
- D) It probably holds true only in conditions like those in the research team's study.

RW question 14

According to Naomi Nakayama of the University of Edinburgh, the reason seeds from a dying dandelion appear to float in the air while _____ is that their porous plumes enhance drag, allowing the seeds to stay airborne long enough for the wind to disperse them throughout the surrounding area.

Which choice completes the text so that it conforms to the conventions of Standard English?

- A) falling,
- B) falling:
- C) falling;
- D) falling

Digital SAT RW Test: Reflection

1. Describe your experience taking the Reading Test.
2. What steps did you take to better understand the passage content?
3. How is this format compared to how students currently engage with content in real-world applications?



Digital SAT—RW Test Questions - Answers

RW question 2

Key	D
Domain	Information and Ideas
Skill	Command of Evidence (Textual)

Key Explanation: Choice D is the best answer. The passage states that Gimsa and colleagues' hypothesis was that the sail-like structure on the back of *S. aegyptiacus* enhanced the dinosaur's ability to travel underwater to hunt down "prey species capable of making quick, evasive movements." This choice's finding would effectively support the hypothesis because it would indicate that the sail-like structure would enable a dinosaur moving underwater to maneuver more quickly than a dinosaur moving underwater without the structure.

Distractor Explanations: Choice A is incorrect because it would essentially contradict the hypothesis by suggesting that a dinosaur moving underwater with the sail-like structure would move more slowly than a dinosaur moving underwater without the structure. **Choice B** is incorrect because there is no clear passage-based relationship between the amount of water displaced and the hypothesis. **Choice C** is incorrect because there is no clear passage-based relationship between the amount of battery power used and the hypothesis.

RW question 6

Key	C
Domain	Craft and Structure
Skill	Words in Context

Key Explanation: Choice C is the best answer. "Melodic," referring to a pleasant arrangement of sounds, effectively signals the later use in the passage of "pleasant musical quality" to refer to Phi's spoken-word poetry when read rather than heard.

Distractor Explanations: Choice A is incorrect because "jarring," meaning disagreeable or upsetting, suggests the opposite of what the passage says about the "pleasant musical quality" of Phi's spoken-word poetry, whether read or heard. **Choice B** is incorrect because "scholarly" does not effectively signal the later use in the passage of "pleasant musical quality" to refer to Phi's spoken-word poetry. **Choice D** is incorrect because "personal" does not effectively signal the later use in the passage of "pleasant musical quality" to refer to Phi's spoken-word poetry.

RW question 11

Key	C
Domain	Craft and Structure
Skill	Cross-Text Connections

Key Explanation: Choice C is the best answer. Text 2 indicates that Cáceres and colleagues expected to find at the end of their study that the pools they stocked with multiple zooplankton species would have greater diversity than the pools they stocked with a single zooplankton species but that this was not, in fact, the case.

Distractor Explanations: Choice A is incorrect because the findings obtained by Cáceres and colleagues fundamentally challenge the hypothesis in Text 1 rather than largely support it. **Choice B** is incorrect because "contrary to their expectations" (Text 2) indicates that Cáceres and colleagues had assumed the hypothesis in Text 1 was correct prior to conducting their own study. **Choice D** is incorrect because the findings obtained by Cáceres and colleagues undermine, rather than support, the hypothesis in Text 1.

RW question 14

Key	D
Domain	Standard English Conventions
Skill	Boundaries

Key Explanation: Choice D is the best answer. No punctuation is needed.

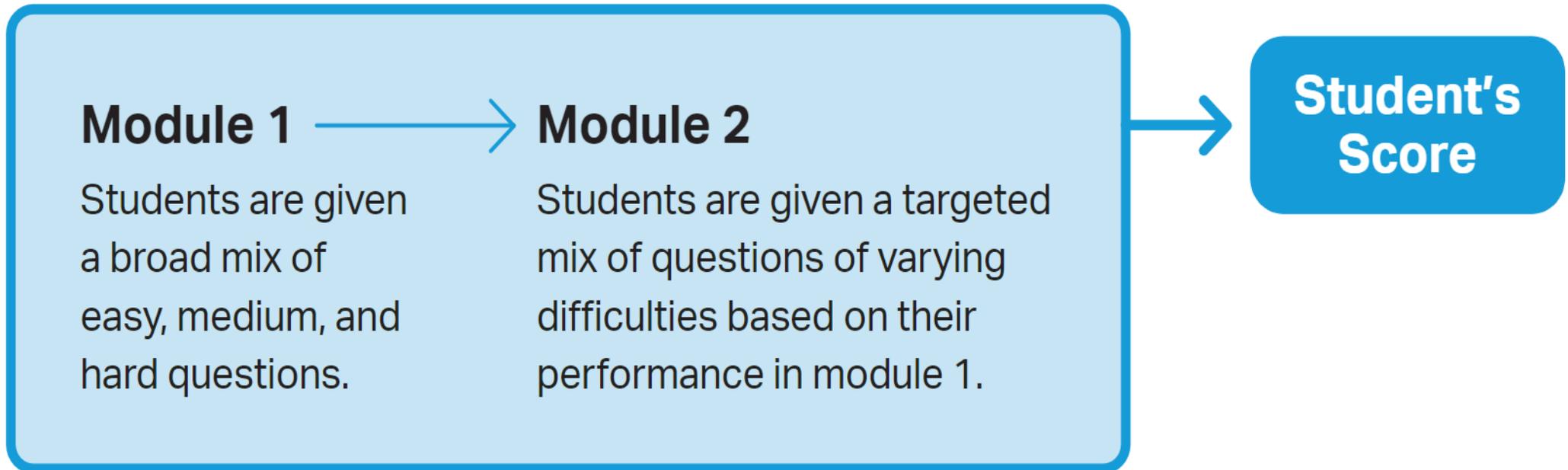
Distractor Explanations: Choices A, B, and C are incorrect because each inserts unnecessary punctuation (a comma, colon, and semicolon, respectively) between the sentence's subject ("the reason . . . falling") and the verb "is."

Multi-Stage Adaptive Testing

Item-Level Adaptive Testing vs. Multi-Stage Adaptive Testing

	Item-Level Adaptive Testing	Multi-Stage Adaptive Testing
Test Delivery	One item at a time	Sets of questions (called modules)
Adaptive	Based on how a student responds to each question	Based on how students perform in the previous module
Navigation	Students are not able to go back to a question	Students can review items within a module
Test Length	Supports shorter test lengths	Supports shorter test lengths
Examples	ACCUPLACER, SBAC, NWEA – MAP, NCLEX	GRE, digital SAT Suite of Assessments

Multi-Stage Adaptive Test



Technology Requirements

Device Requirements



Students can use a laptop,
tablet (with a keyboard),
or
School-managed device
(Chromebook or desktop).



The device
should be able
to hold a
charge for 3
hours.



The device
must be able
to connect to
Wi-Fi.



Students will take the digital SAT Suite on a custom-built digital exam application.

<https://bluebook.app.collegeboard.org>

Bluebook™



If the internet disconnects during testing, students will still be able to progress through the test **with no disruption**.



If a device runs out of battery, students can plug in, restart their device, and pick up where they left off—**all their work will be saved, and they won't lose testing time**.



Bluebook **automatically locks out other programs** to ensure testing integrity.



Students are **timed individually**. If their start times are slightly staggered, their breaks and end times will be too.

Device Specifications

- Windows laptops/tablets must be running Windows 10 or later and have at least 250 MB of free space available.
- Mac laptops must be running macOS 11.4 or later and have at least 150 MB of free space available.
- iPads must be running iPadOS 14 or later and have at least 150 MB of free space available.
- School-managed Chromebooks must be running Chrome OS 100 or later and have at least 150 MB of free space available. You cannot run Bluebook on a personal Chromebook.

Digital SAT Practice



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App built with best-in-class tools

This screenshot shows the app's interface with a math reference sheet and a calculator. The reference sheet includes formulas for the area of a circle ($A = \pi r^2$), a rectangle ($A = \ell w$), a triangle ($A = \frac{1}{2}bh$), and a right triangle ($c^2 = a^2 + b^2$). The calculator is a full-featured graphing calculator with a coordinate plane and various mathematical functions.

Built-in graphing calculator and reference sheets

This screenshot shows a math problem from the SAT Section 2: Math. The problem asks for the value of $4f(2) - g(2)$ given $f(x) = x + 7$ and $g(x) = 7x$. A red flag icon is visible next to the question number, indicating it has been marked for review.

Flag and review

This screenshot shows a reading passage from the SAT Section 1: Reading and Writing. The passage discusses a librarian's recommendation of Bao Phi's collection *Sóng I Sing*. The text is annotated with a yellow highlight and a red underline. A question asks which choice completes the text with the most logical and precise word or phrase. The answer choices are (A) scholarly, (B) melodic, and (C) jarring. The app interface also shows a timer set to 35:00 and a 'Full annotation tools' overlay.

Full annotation tools

This screenshot shows a timer set to 35:00 and a question from the SAT Section 1: Reading and Writing. The question asks which choice completes the text with the most logical and precise word or phrase. The answer choices are (A) 3, (B) 4, and (C) 5. The app interface also shows a 'Hideable test timer' overlay.

Hideable test timer

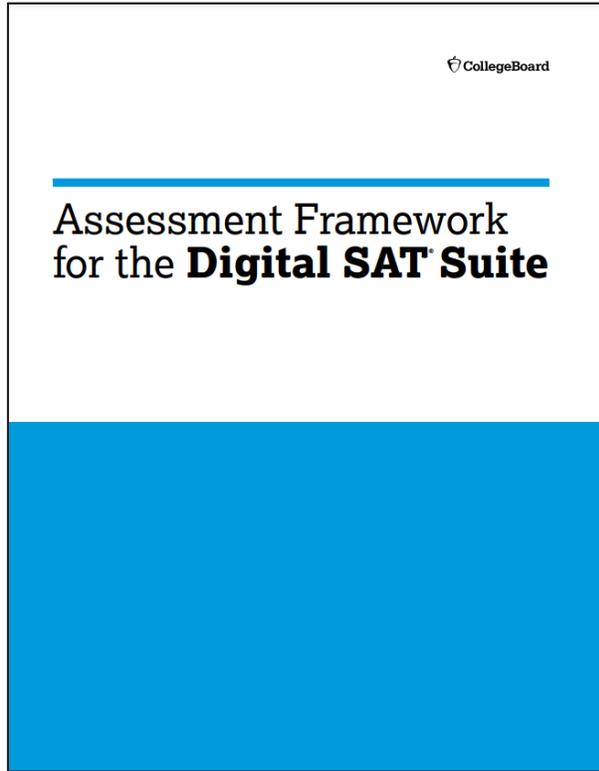
Supporting Students with Accommodations

Accommodations

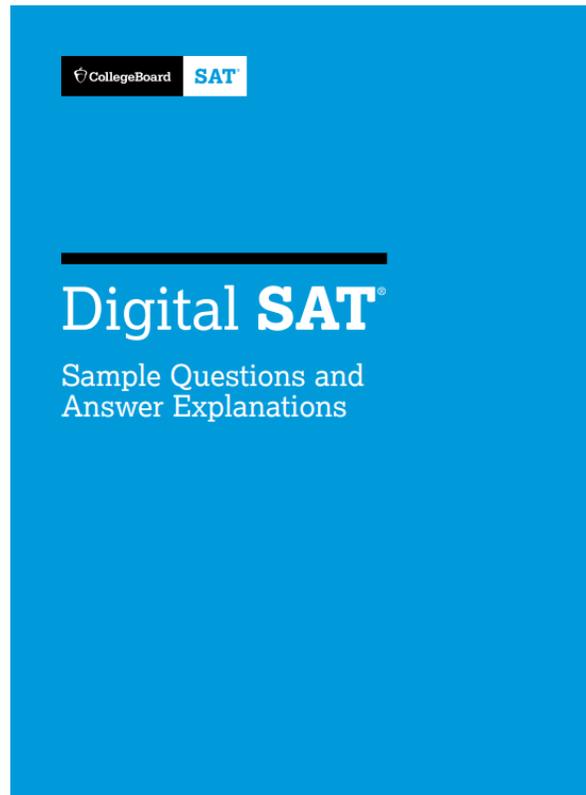
- The process for requesting accommodations through the Services for Students with Disabilities (SSD) online portal will remain.
- We will provide a crosswalk so it's clear how paper accommodations translate to digital testing.
- Some accommodations requests will no longer need to be requested, such as these:
 - Large print
 - Enlarged answer sheet
 - Magnification device

Resources

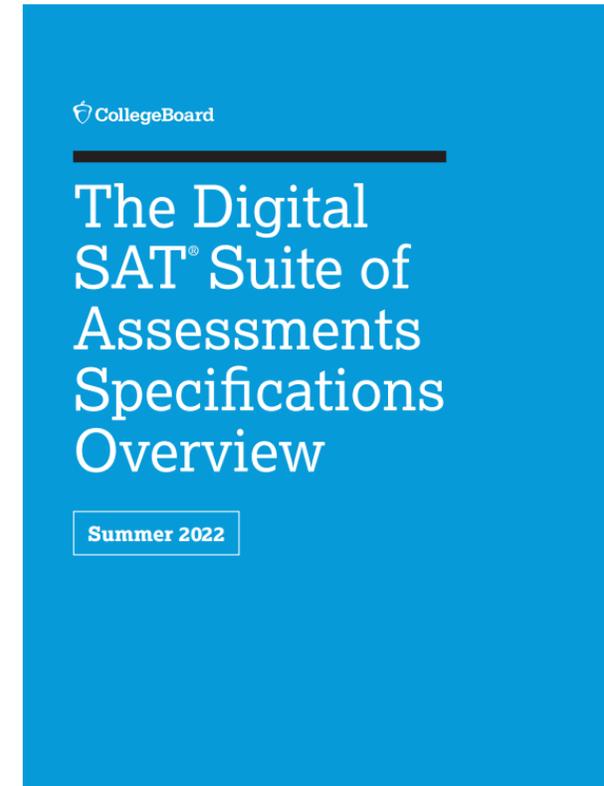
The Digital SAT Suite Resources



Assessment Framework for the Digital SAT Suite of Assessments



Digital SAT Sample Questions and Answer Explanations



The Digital SAT Suite of Assessments Specifications Overview

The Digital SAT Suite Resources

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Digital SAT Self-Guided Courses

Use these on-demand training courses to familiarize yourself with the digital SAT. You can also use these courses to lead sessions with colleagues who need an overview of what the digital SAT will include.

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- Module 2: Digital SAT Test Specifications and Overview
- Module 3: Digital SAT Practice

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Thank You!

College Board

Phone: 844-688-9995, option 1

Email: ILSAT@collegeboard.org

Inquiries:

- General College Board Assessment Questions
- SSD Questions
- Test Administration or Security Questions

Illinois State Board of Education

Phone: 866-317-6034

Email: assessment@isbe.net

Websites:

- <https://www.isbe.net/Pages/sat-psat.aspx>
- <https://www.isbe.net/Pages/testinvestinkidsact.aspx>

Staff Contacts:

- Megan Forness, mforness@isbe.net
- Rob Potempa, rpotempa@isbe.net

Inquires:

- Illinois Assessment Policies
- Professional Development Questions
- Student Information System Questions