# PSAT/SAT Data Analysis Workshops

# Welcome!

Wifi Information:

Before we begin, please:

- Complete the College Board Check-In Process
- Complete the ROE Continuing Education Registration
- Ensure you can log into your College Board account and that you have ‘Detail’ access to the K12 Assessment Reporting Portal
- Pick up the handouts for today’s session

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# Agenda

| Agenda | |
|---|---|
| College Board & ROE Check-In Procedure | 10 minutes |
| Score Reporting Review & Individual Score Report | 20 minutes |
| Skill Activity | 30 minutes |
| College Board Portal: Question Analysis Report Deep Dive | 30 minutes |
| College Board Portal: Instructional Planning Report | 30 minutes |
| AP Potential | 20 minutes |
| College Board & ROE Evaluation Procedure | 10 minutes |
| **Appendix:** Official SAT Practice on Khan Academy: Coach and Student Experience | |

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# SAT Scores and Subscores

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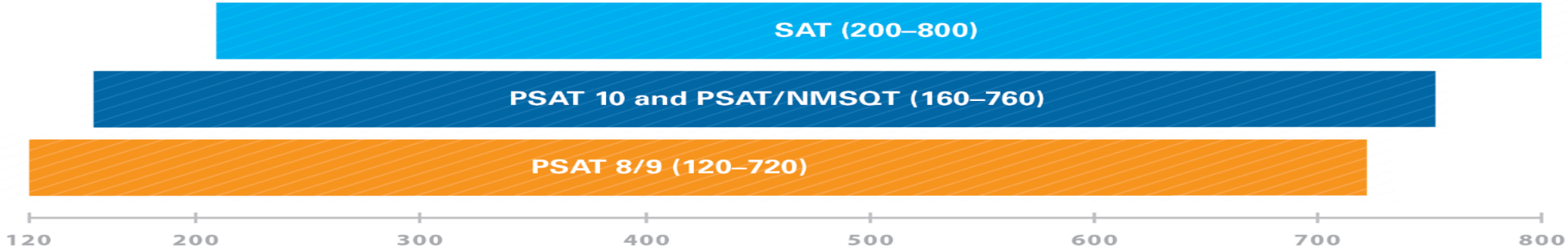
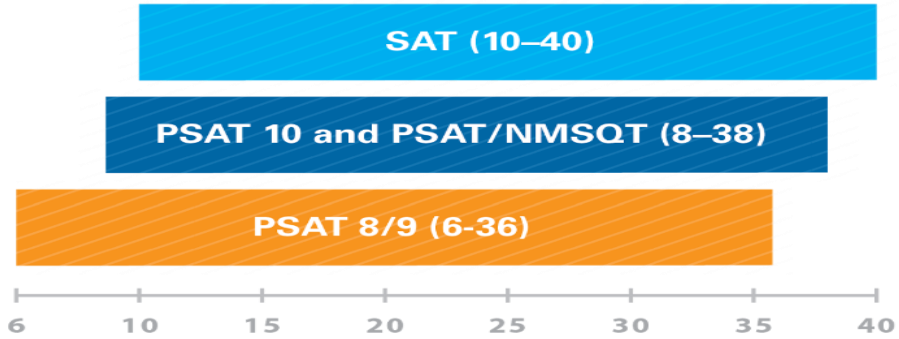
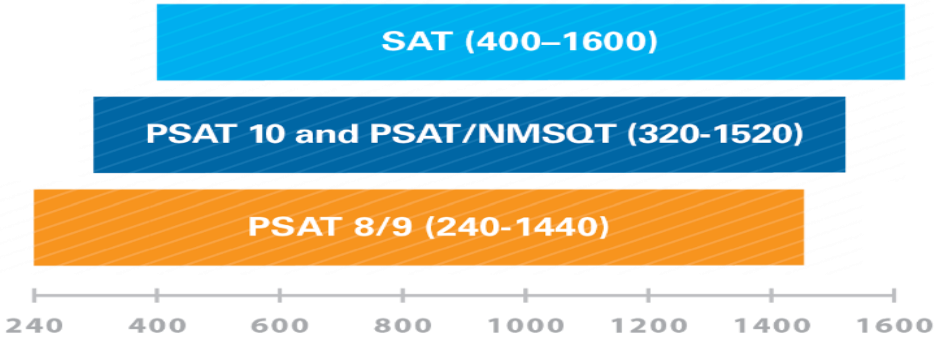
# SAT Suite of Assessments Scores and Subscores

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




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

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# Use Benchmarks To Enhance College Readiness

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

Gauge college readiness

Identify strengths and weaknesses

Strengthen academic programs

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# SAT Suite Section Benchmarks

IMPORTANT: College Board benchmark scores are NOT the same scores used by ISBE for accountability purposes. After the first administration of SAT in spring 2017, ISBE set three SAT Performance Level cuts for accountability. Performance Levels cuts for accountability for PSAT 10 and PSAT 8/9 have not yet been determined.

- **75% likelihood of earning at least a C in a first-semester, credit-bearing college course in a related subject**
- **Set at section level**
- **Overall college and career readiness is defined as achieving both of the 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 *n/a for SAT* | SAT | ISBE PROFICIENCY | |
|---|---|---|---|---|---|---|---|
| ▶ | 390 | 410 | 430 | 460 | 480 | 540 | EBRW |
| ▶ | 430 | 450 | 480 | 510 | 530 | 540 | MATH |

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**Click here to view a webinar addressing how ISBE set proficiency levels.**

# Skill Exploration

**SAT Suite of Assessments Domains**

# SAT Suite Domains

**Articulate the skills students are assessed on for the Reading, Writing & Language, Math and Essay tests**

- ***SAT Suite Evidence-Based Reading & Writing & Math Domains***
  - Full *SAT Suite ERW Domains* and *SAT Suite Math Domains* are available as handouts.

- **Exercise 1 (5 minutes):**
  - Individually, or in teams, choose one test (Reading, Writing and Language, Essay, or Math) and review the skills articulated in the Domain document
  - Highlight 3-5 skills that you focus on heavily in your curriculum, and 1-2 skills that are not addressed in your grade level curriculum.

- **Exercise 2 (10 minutes):**
  - In teams, discuss with your colleagues specific instructional strategies, or activities that you use to address the 3-5 focused skills.
  - Also, discuss why the 1-2 skills that you've selected are not addressed in your curriculum.
  - Please appoint one group member as your spokesperson to share your discussion.

- **Share-Out (5 minutes):**

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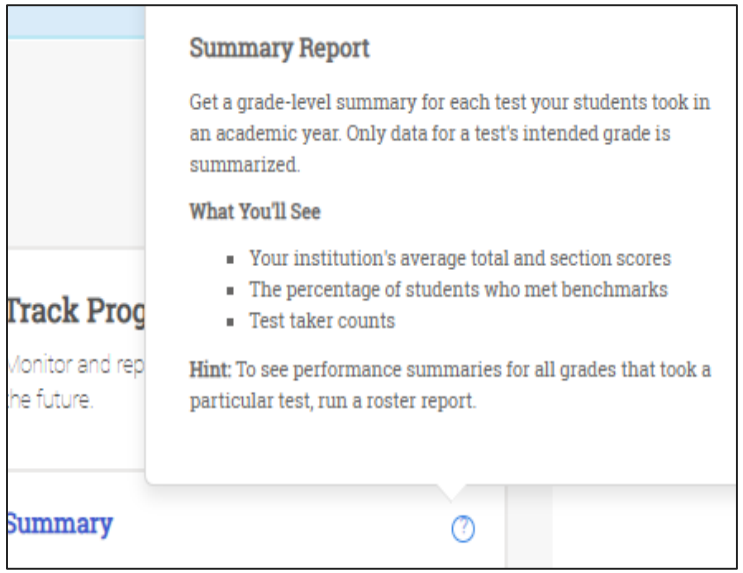
# K12 Assessment Reporting Portal

# K12 Assessment Reporting Portal




- Multiple levels of access:
  - Download Center – for uploading files to a data management service
    - Fee Waiver Codes
  - Reports Center – interactive reports showing student progress and performance
    - Summary access – overall, cohort and administration data
    - Detailed access – summary data + individual student data

- Reports available
  - Summary Report
  - Roster Report
  - Scores and Benchmarks Reports
  - Demographics Report
  - ***Instructional Planning Report***
  - ***Question Analysis Report***
  - NEW – Growth Report

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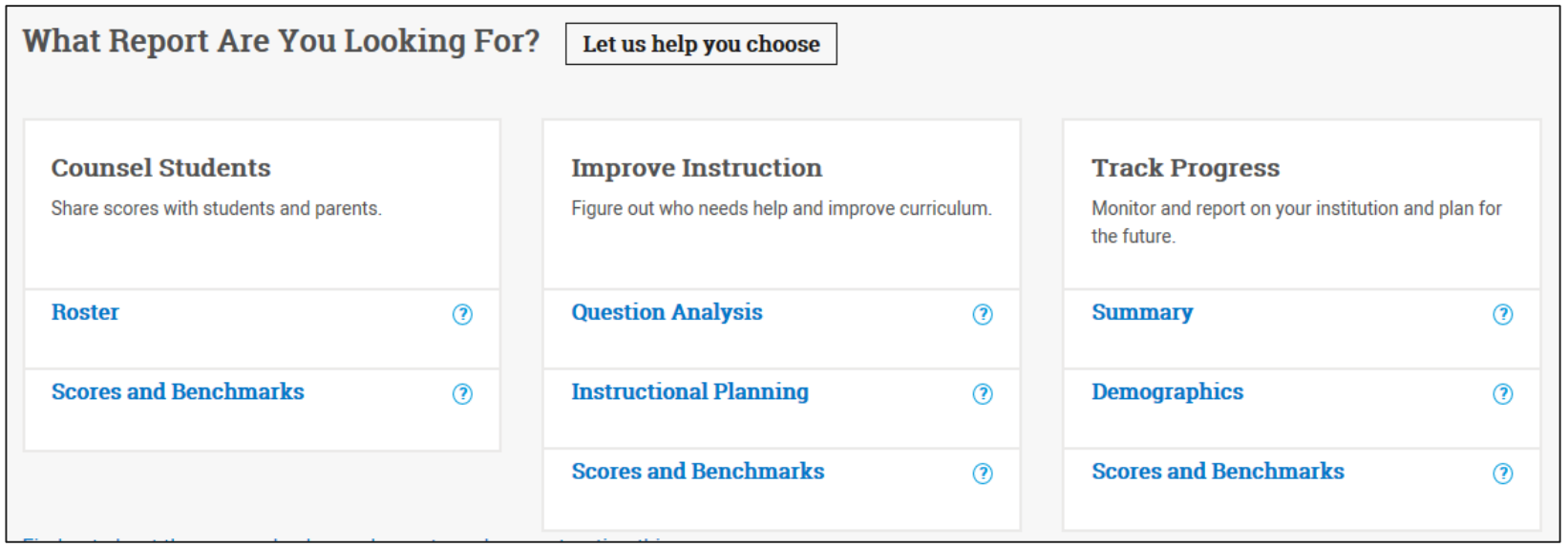
# K12 Assessment Reporting Portal

**Centralized, cloud-based portal**

**Interactive Reports to address areas of need for students**

**Access to portal controlled by school**

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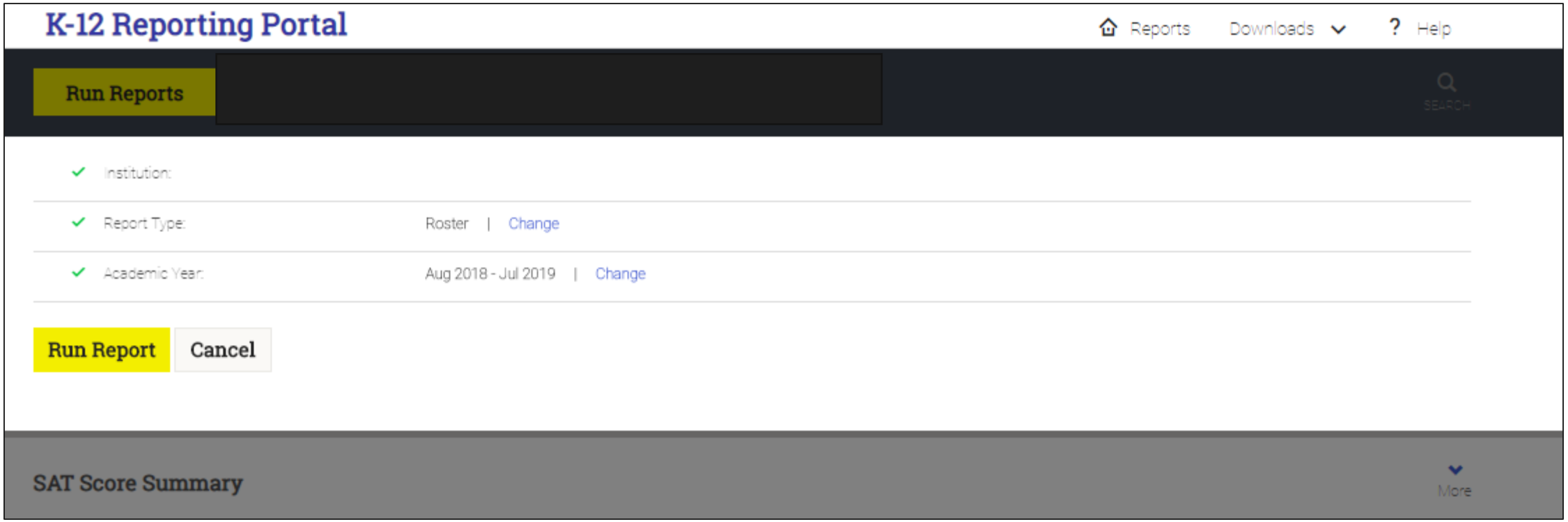
# Roster Report

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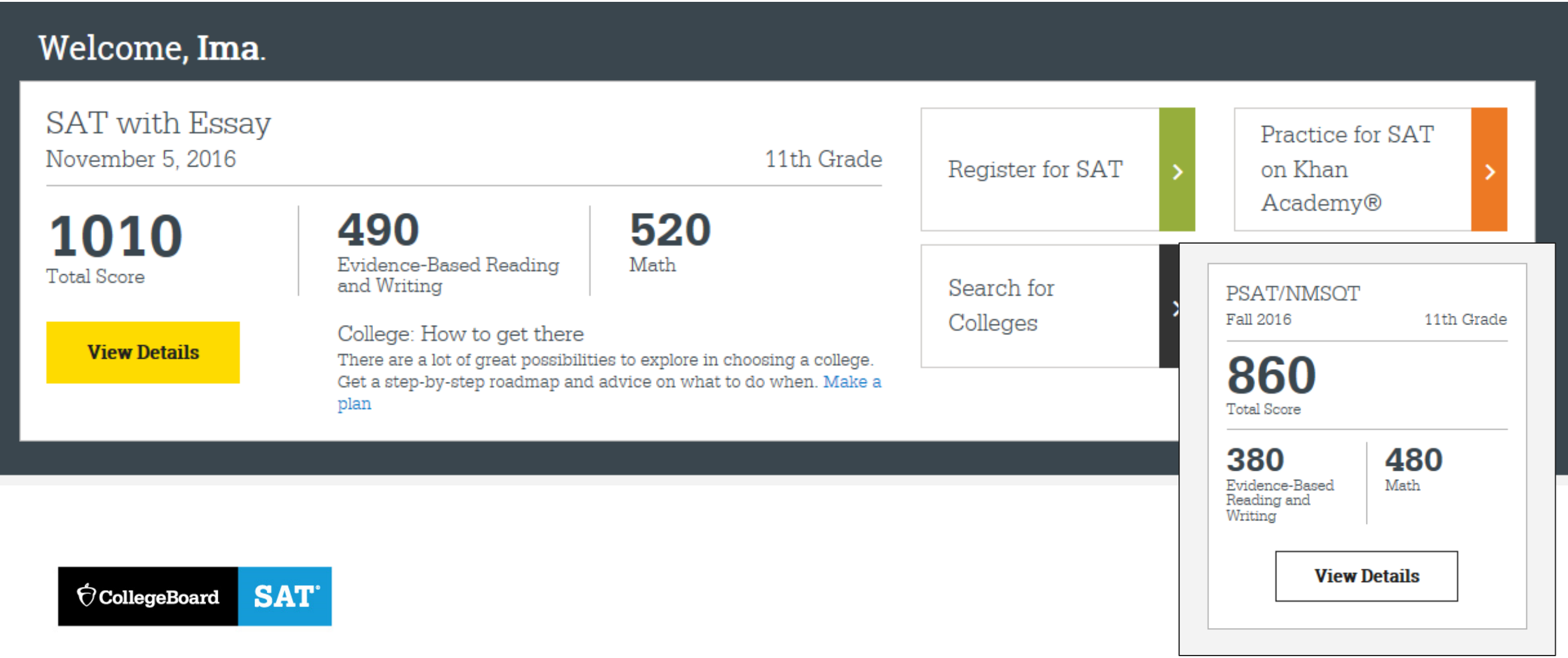
# Scores on the SAT® in the student's College Board account




CollegeBoard SAT

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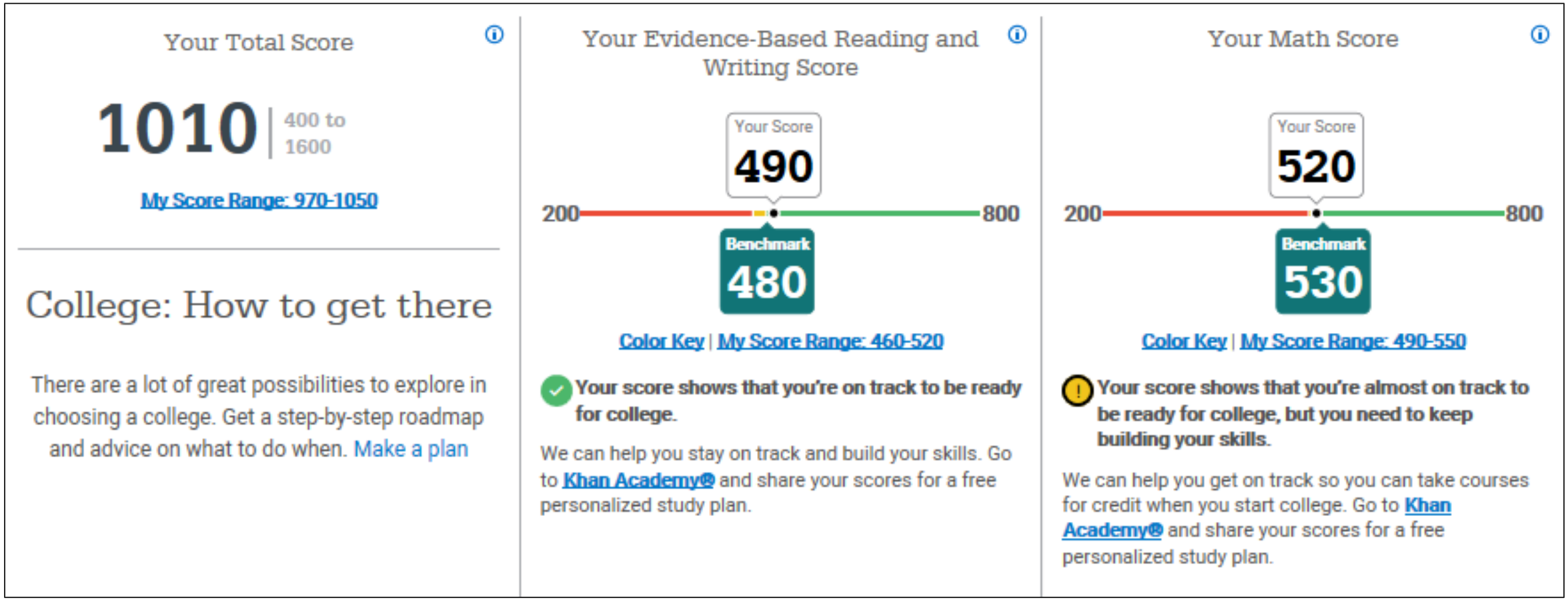



CollegeBoard SAT®

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

| Essay - Reading | Essay - Analysis | Essay - Writing |
|---|---|---|
| 4 (2 to 8) | 4 (2 to 8) | 4 (2 to 8) |

[redacted]

**BEGIN YOUR ESSAY HERE.**

In Paul Bogard's essay "Let there be Dark" he emphasizes the importance of natural darkness. Bogard begins his argument by first providing a story from his personal experience, appealing to the reader by adding imagery. "I knew night skies in which meteors left smoky traits across sugary spreads of stars." In this sentence, Bogard depicts the beauty of natural darkness using detail. Bogard continues with comparing his personal perspective in the present. "Today,

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

Reading | Writing and Language | Math | Essay

Your Score

**Your score indicates that you are already likely able to:**

> Read a complex passage closely to identify explicitly stated information or ideas or to draw a relatively simple reasonable inference

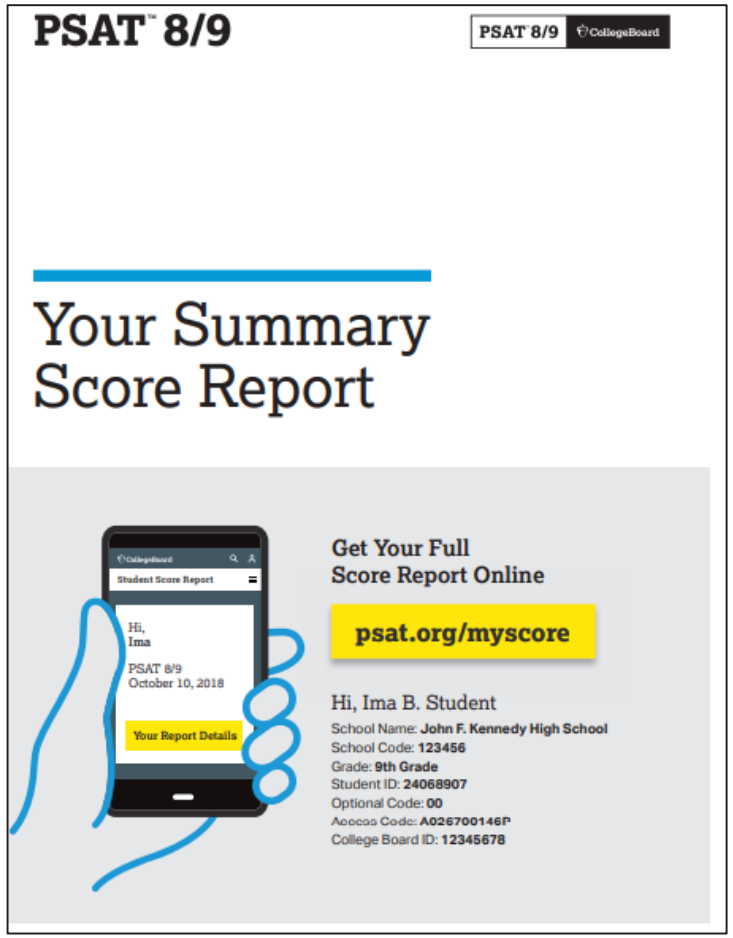
> Establish a similarity or difference in how authors present information or ideas (e.g., in terms of point of view, structure, or relationships) in a pair of complex passages

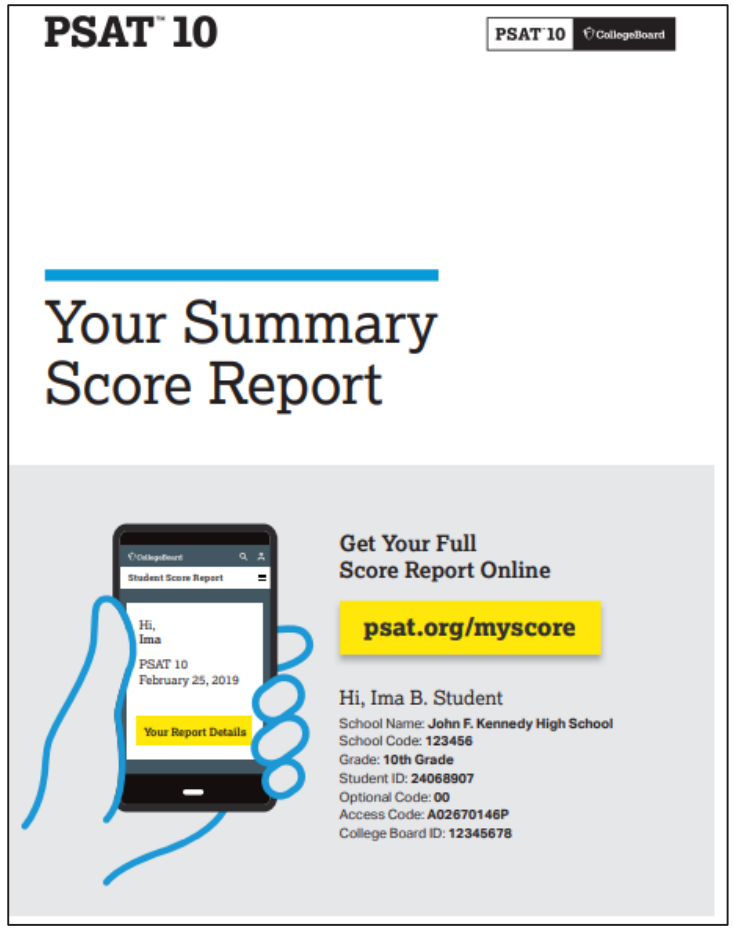
**Improve your skills by focusing on the following suggestions:**

> When you read, think about how particular parts of a text, such as one or more sentences, relate to and further the purpose of the text as a whole. Consider, for example, whether a certain detail illustrates a larger idea or calls that idea into question.

> When reading complex texts, keep in mind that authors often refrain from stating points of view or perspectives

# Paper Score Reports: PSAT 8/9 (for grade 9) & PSAT 10

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# Question Analysis Report

# Question Analysis Report

**What can the percentage correct and answer selection choices tell you about student performance?**

1. Review questions that demonstrate ***misconceptions***. Review the answer selections of a question whereby one incorrect answer was selected with an equal or higher percentage than the correct answer.
2. Review questions whereby the ***percentage correct*** was reflected in the 0-25% correct range. Are those questions considered ‘Hard? Is this content covered in your scope and sequence junior year?
3. Questions can also be filtered by ***level of difficulty***. Review questions reflective of the three levels of difficulty. Consider how do those questions reflect the level of difficulty on your classroom assessments.

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# Question Analysis Report

- ELA: Reading Test—Passage 2 (Questions 11-21)
  - Passage 2
  - Questions 11-21
    - Easy: 1 Question
    - Medium: 8 Questions
    - Hard: 2 Questions

- Math
  - Grid-In Items
  - Math with Calculator
  - Questions 31-38
    - Medium: 4 Questions
    - Hard: 4 Questions

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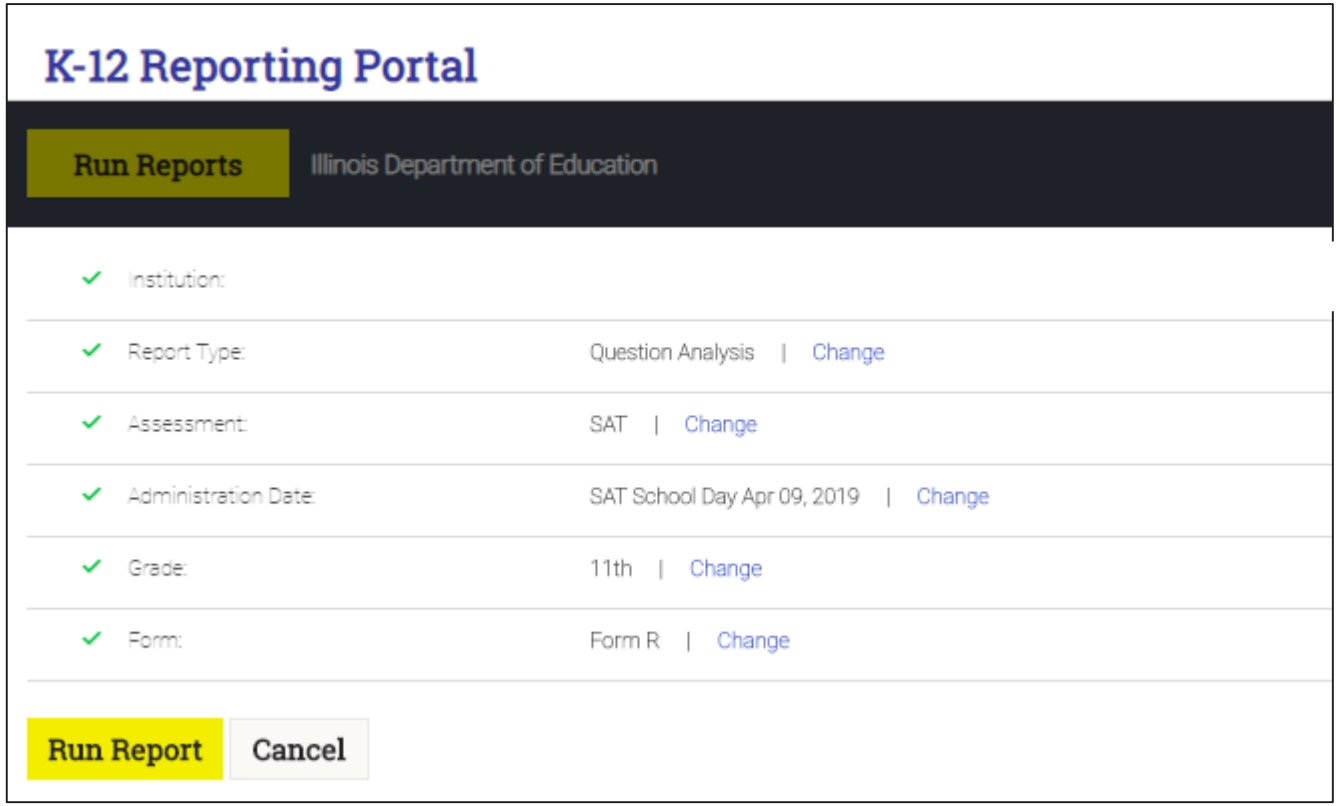
# Question Analysis Report



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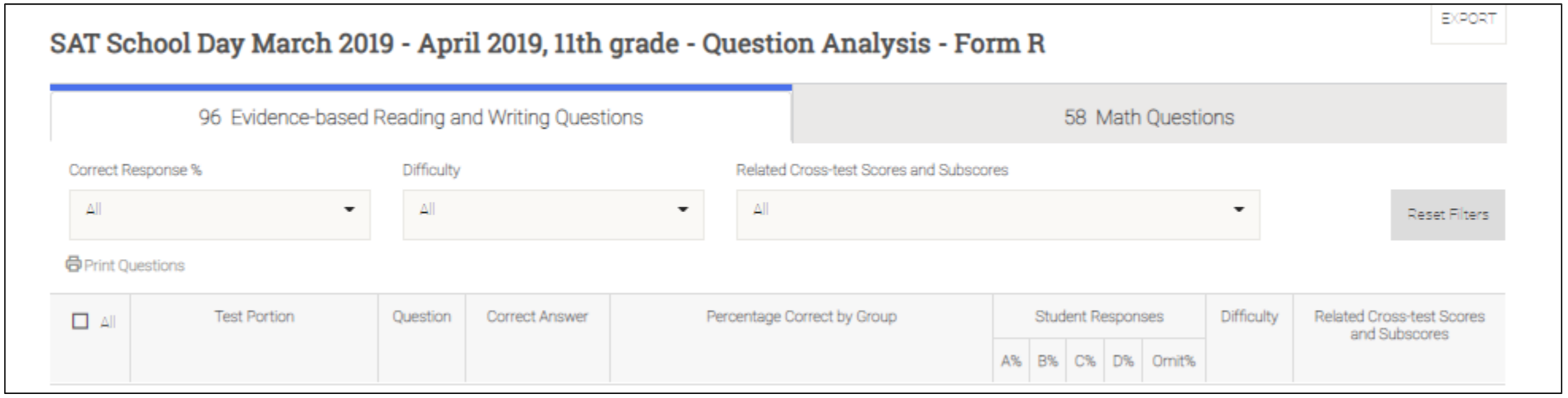

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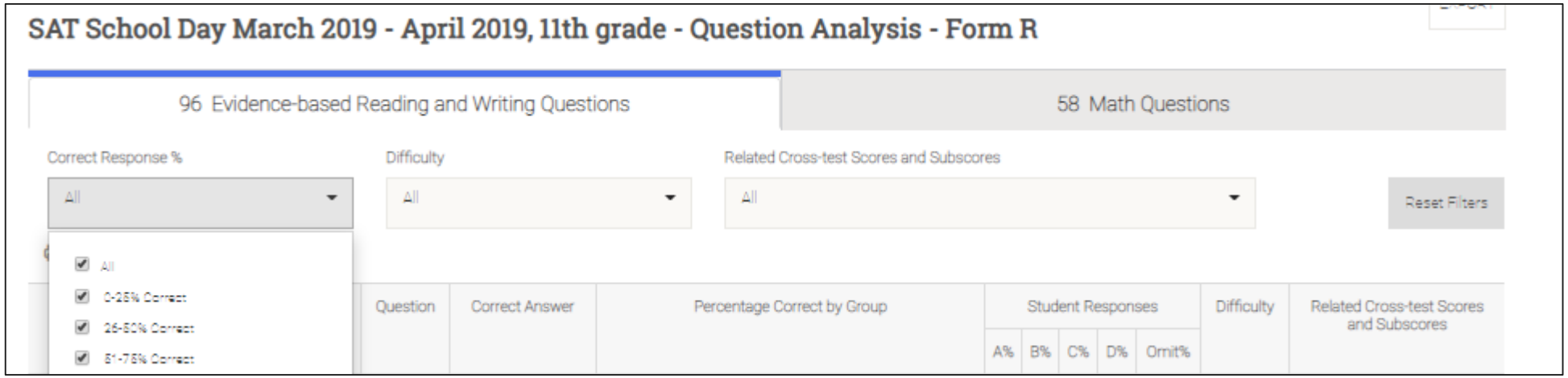

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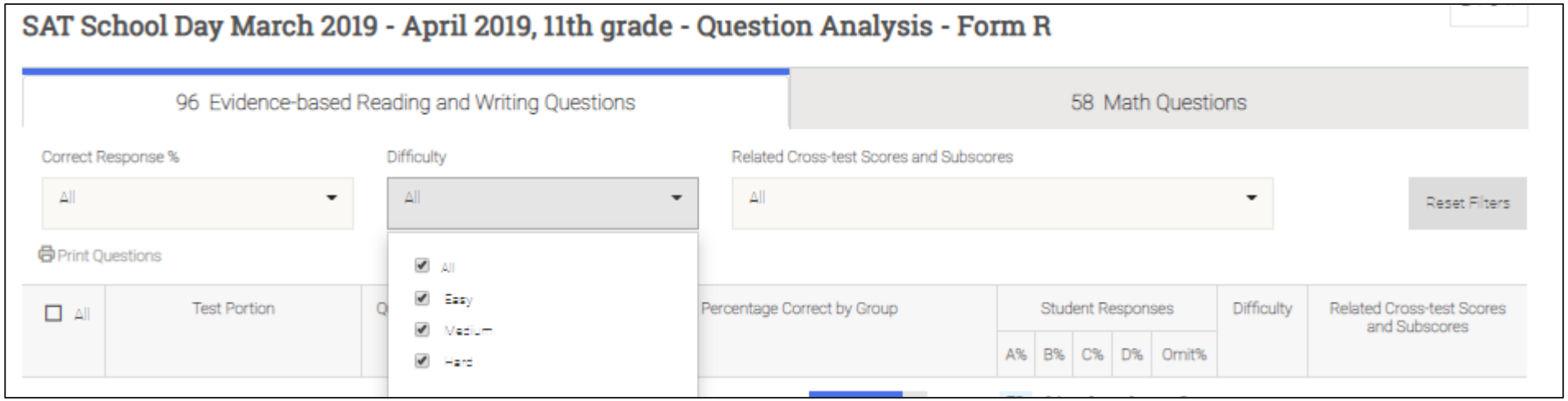

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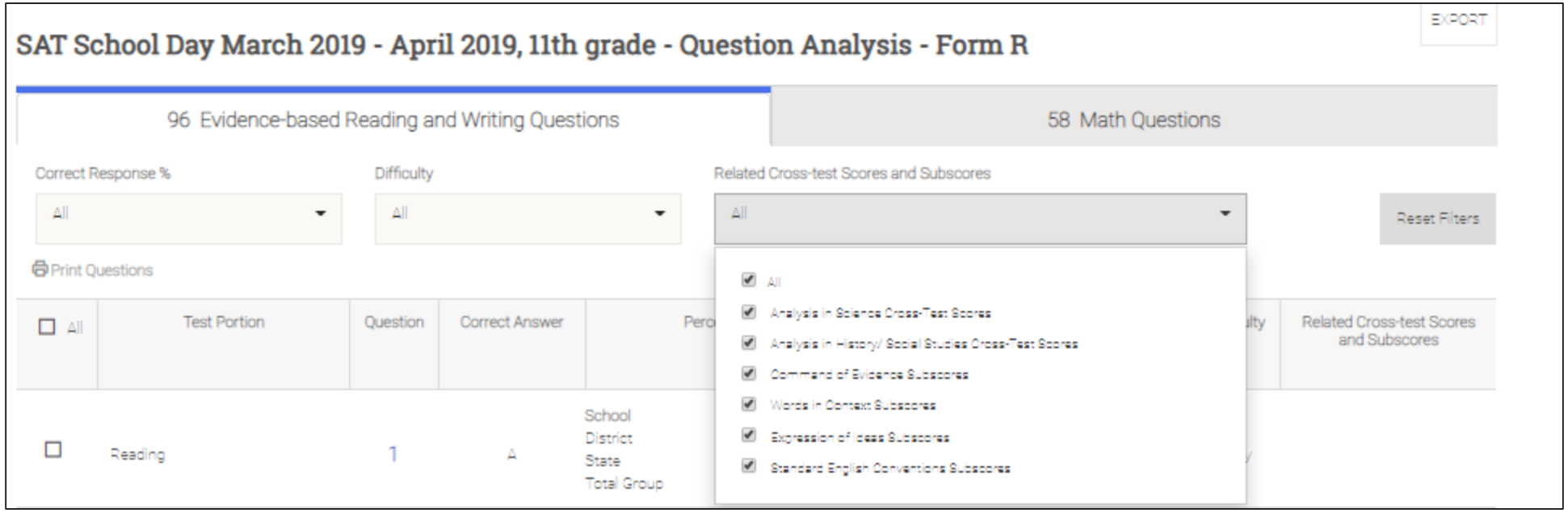

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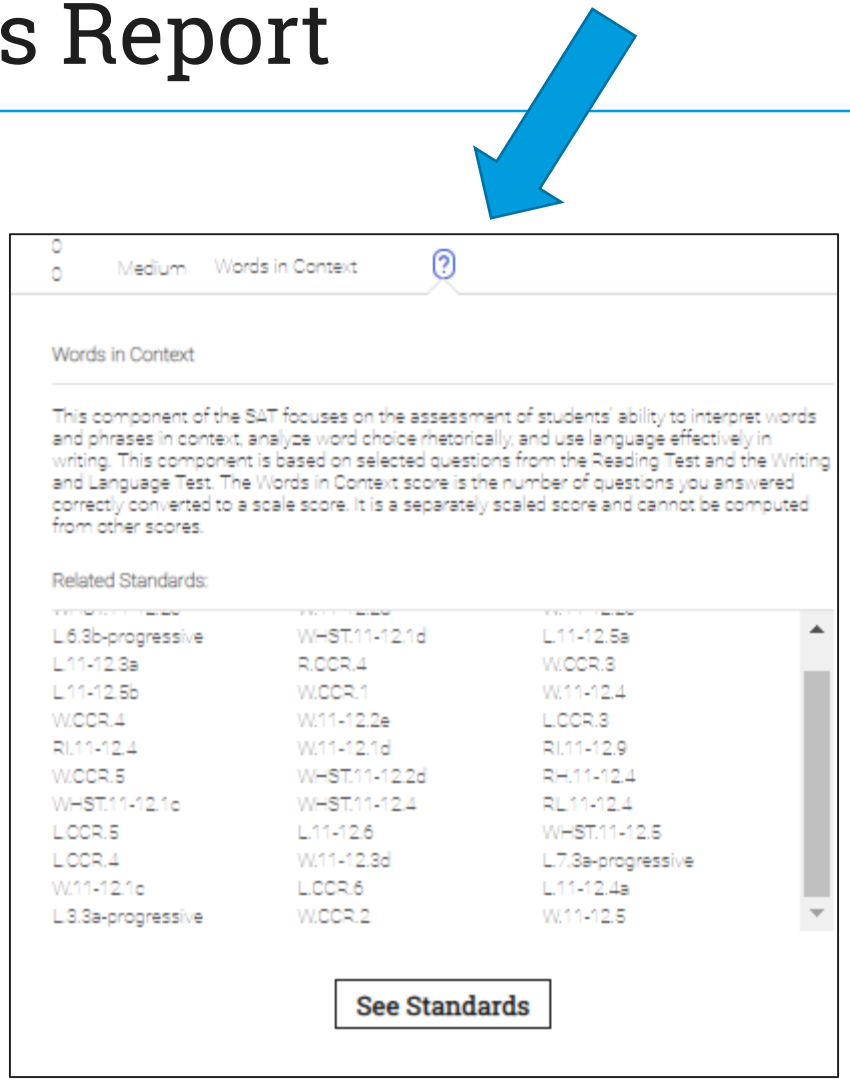

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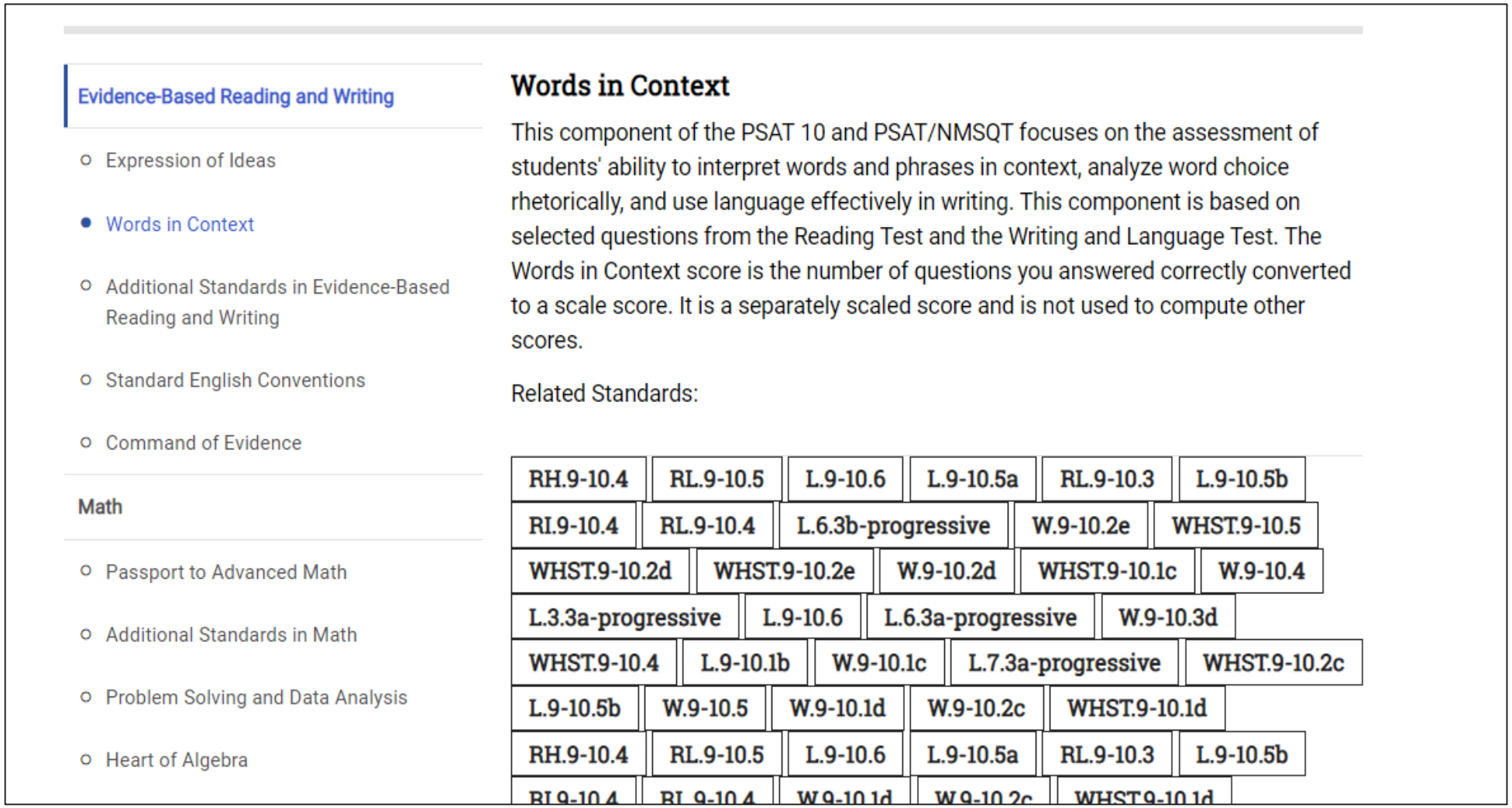

- Evidence-Based Reading and Writing
  - Expression of Ideas
  - Words in Context
  - Additional Standards in Evidence-Based Reading and Writing
  - Standard English Conventions
  - Command of Evidence
- Math
  - Passport to Advanced Math
  - Additional Standards in Math
  - Problem Solving and Data Analysis
  - Heart of Algebra

## Words in Context

This component of the PSAT 10 and PSAT/NMSQT focuses on the assessment of students' ability to interpret words and phrases in context, analyze word choice rhetorically, and use language effectively in writing. This component is based on selected questions from the Reading Test and the Writing and Language Test. The Words in Context score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

Related Standards:

RH.9-10.4 RL.9-10.5 L.9-10.6 L.9-10.5a RL.9-10.3 L.9-10.5b
RI.9-10.4 RL.9-10.4 L.6.3b-progressive W.9-10.2e WHST.9-10.5
WHST.9-10.2d WHST.9-10.2e W.9-10.2d WHST.9-10.1c W.9-10.4
L.3.3a-progressive L.9-10.6 L.6.3a-progressive W.9-10.3d
WHST.9-10.4 L.9-10.1b W.9-10.1c L.7.3a-progressive WHST.9-10.2c
L.9-10.5b W.9-10.5 W.9-10.1d W.9-10.2c WHST.9-10.1d
RH.9-10.4 RL.9-10.5 L.9-10.6 L.9-10.5a RL.9-10.3 L.9-10.5b
RI.9-10.4 RL.9-10.4 W.9-10.1d W.9-10.2c WHST.9-10.1d

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# Question Analysis Report

**WHST.9-10.4**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**L.9-10.1b**

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**W.9-10.1c**

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

# Question Analysis Report

For the items listed above, what percentage of your students got the questions correct?

Is there a distractor answer that students chose with more frequency than the others?

How does your student performance compare to district, state, and total group?

- ELA: Reading Test—Passage 2 (Questions 11-21)
  - Passage 2
  - Questions 11-21
    - Easy: 1 Question
    - Medium: 8 Questions
    - Hard; 2 Questions

- Math
  - Grid-In Items
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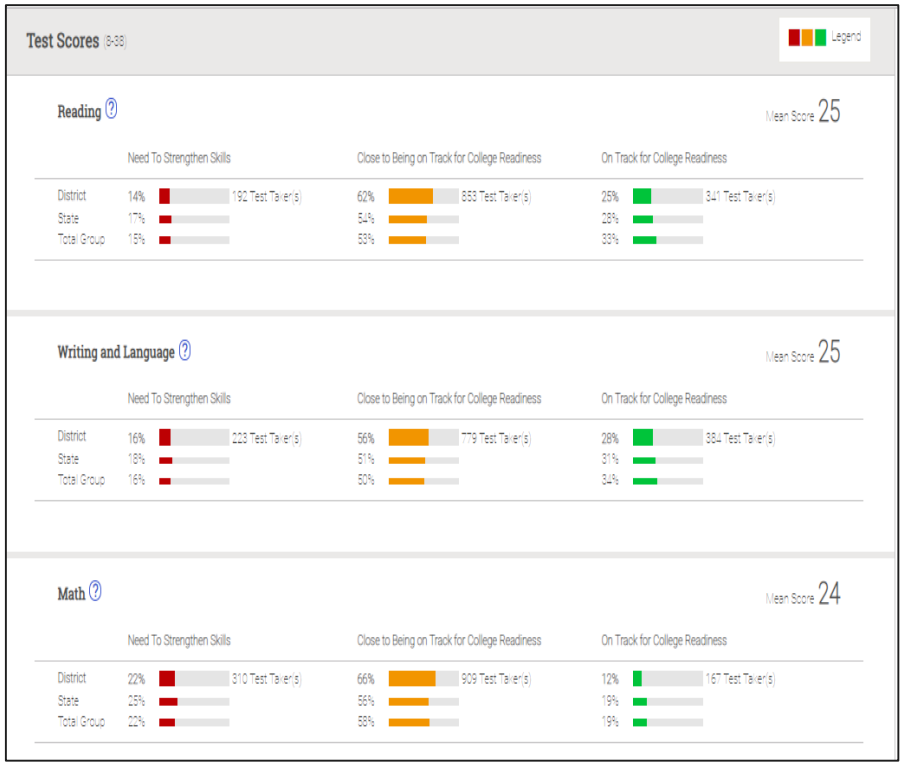
# Instructional Planning Report

# Instructional Planning Report




The Instructional Planning report allows your team to view the number of students whose **section** scores fall in each category:

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

When viewing Test scores and Subscores, the red, yellow, and green colors indicate relative strengths and weaknesses and are based comparisons to the average **test scores and subscores** of all test-takers.

For Test scores and Subscores, you will see the number of students in each category:

- Green: On track for college readiness
- Yellow: Close to being on track for college readiness; continue to strengthen skills
- Red: Need to strengthen skills

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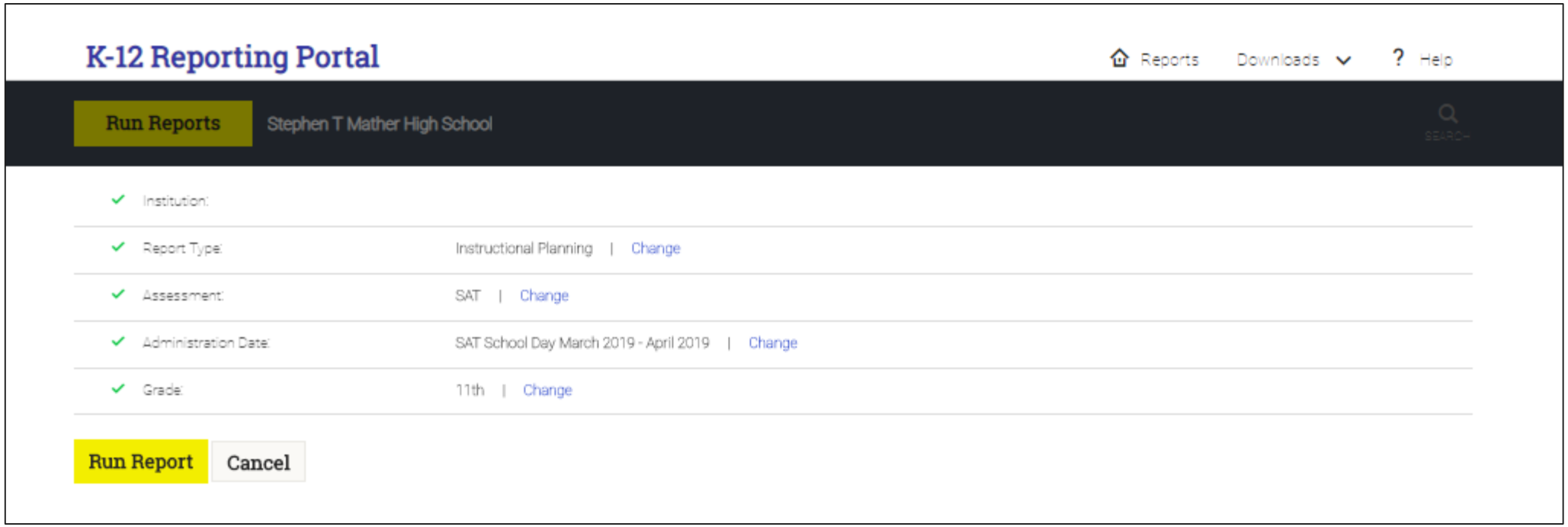
# Instructional Planning Report

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# Tests Scores

| Administration | Reading Test | Writing & Language Test | Command of Evidence | Words in Context | Expression of Ideas | Standard English Conventions |
|---|---|---|---|---|---|---|
| SAT School Day | | | | | | |

| Administration | Math Test | Heart of Algebra | Problem Solving & Data Analysis | Passport to Advanced Math |
|---|---|---|---|---|
| SAT School Day | | | | |

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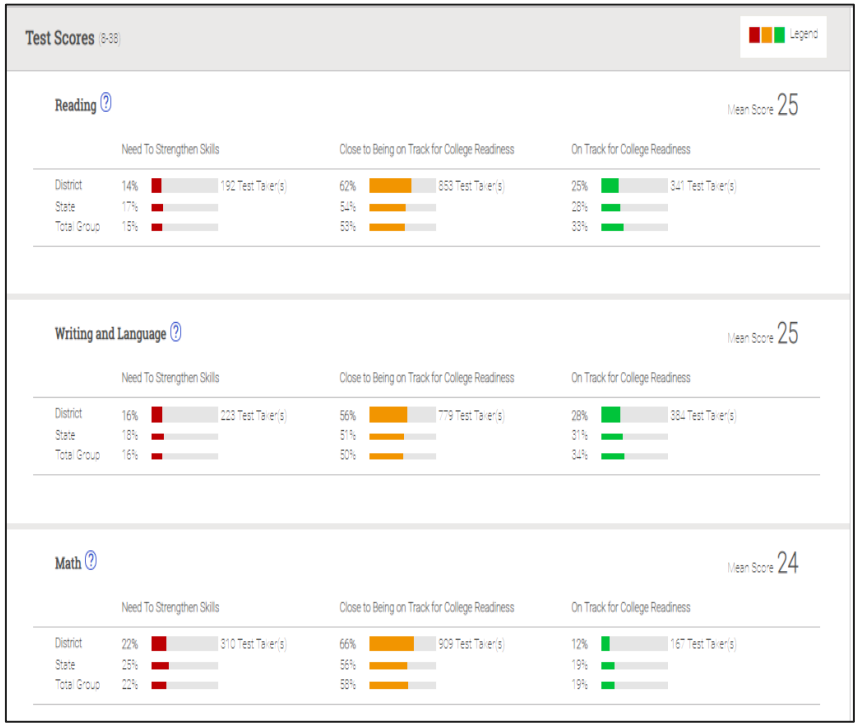
# Turn & Talk: Instructional Planning Report Analysis




- In which area(s) did your students perform best?
- What evidence is there that your current instructional action plan in the school is working?
- In which areas do your students need to improve?

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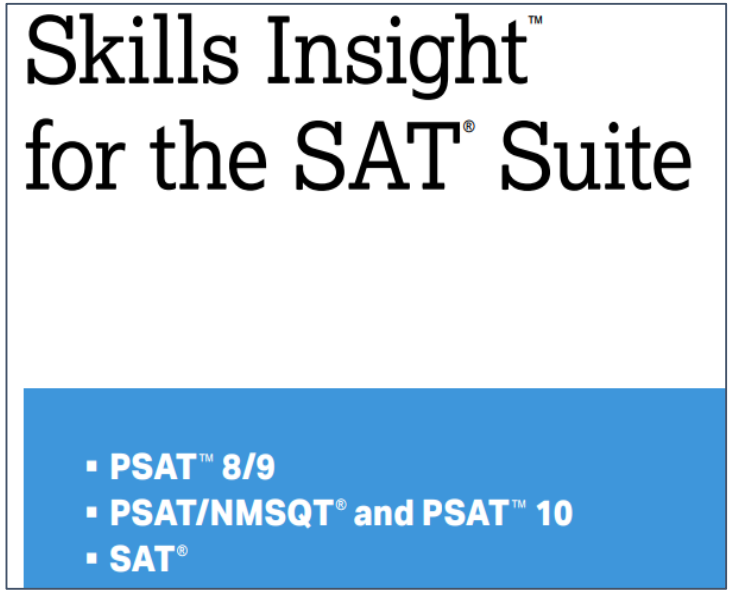
# Connecting PSAT/SAT Data to Instruction: Skills Insight




We will refer to the Skills Insight document for today's session

| | PSAT 8/9 | PSAT/NMSQT & PSAT 10 | SAT |
|---|---|---|---|
| **Test Score Range** | 6-36 | 8-38 | 10-40 |

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# Using Skills Insight in Your School

| What it is | What it is not |
| --- | --- |
| • a tool to support high-quality curriculum, instruction and assessment<br>• an opportunity to support teachers in meeting students where they are in order to provide appropriate academic challenge<br>• a tool to identify specific skills that can be supported through intervention<br>• a tool to be used in tandem with high quality Common Core instruction | • a curriculum<br>• a checklist of skills to be taught in isolation<br>• a replacement for high quality Common Core instruction |

# Connecting PSAT/SAT Data to Instruction: Skills Insight

**Skills Insight for the SAT Suite demonstrates how the SAT Suite of Assessments is linked to the knowledge and skills taught in the classroom. Educators can use Skills Insight to see the academic skills typically mastered at each score band and develop strategies for improvement. It also provides actionable suggestions for improving skills.**

| | |
|---|---|
| **1. Review Student Data** | PSAT/SAT data supports teaching and learning by offering in-depth, configurable reports that connect student results to classroom work. Educators can review individual student results as well as aggregate results for the school, |
| **2. Use Skills Insight** | Use Skills Insight for the SAT Suite to understand how student scores on the SAT Suite relate to specific academic skills in each score band. This valuable feedback helps identify the strengths and weaknesses of students in a given score band. While educator reports in the K–12 Score Reporting Portal do not link to Skills Insight, the Question Analysis Report gives additional information about student scores, including information about the various types of questions and how students responded. |
| **3. Incorporate in Curriculum Planning** | Review descriptions of performance and insight into skills measured at each score band. Suggestions for improving and practicing particular skills can be incorporated into lesson and curricular planning. |

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# Structure & Content of Skills Insight

| Test | Academic Skills & Suggestions for Improvement | Academic Skills |
|---|---|---|
| Reading | p. 4-9 | p. 24-25 |
| Writing & Language | p.10-15 | P. 26-27 |
| Math | p. 16-21 | P. 28-30 |

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# Skill Progression Activity

## ELA

Look at the **2nd bullet** point in each Reading Skill score range. Identify how the skill progresses in complexity from score ranges 6-14 to 35-40 (see p. 24-25 in Skills Insight).
On the table, write the key words that highlight how the skill increases in complexity at each score band.

| 6-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-40 |
|---|---|---|---|---|---|
| Skill not yet obtained | | | | | |

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# Skill Progression Activity: Turn & Talk

- What do the score bands say about what students know and are able to do?
- How  the  level of rigor and complexity increase over the score band ranges?
- How can you use Skills Insight to address areas of focus based upon spring data?

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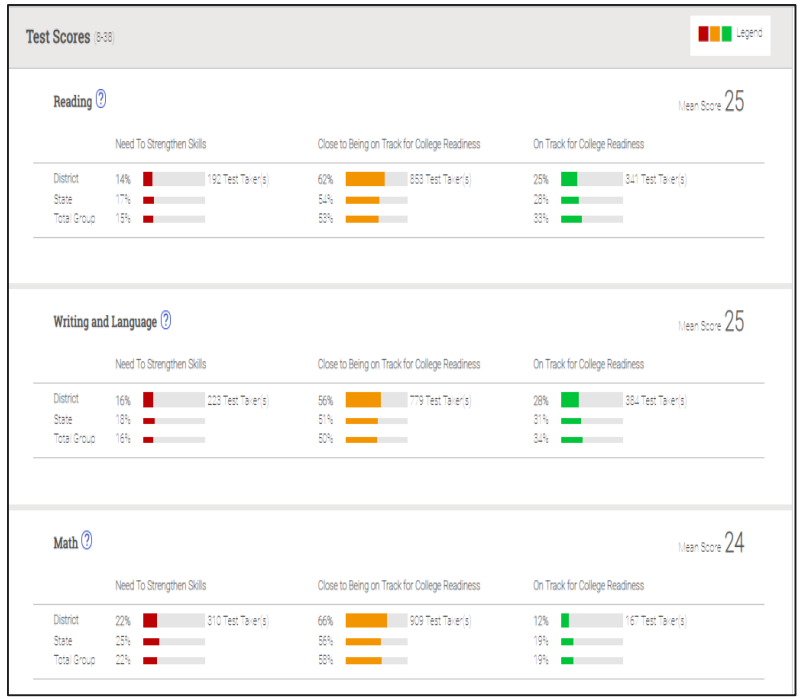
# Instructional Planning Report: Test Score Data




Answer the following questions regarding the **Test** scores for your students:

What is the range of **Reading or Math** scores for your current junior students?

_____ to _____

How many students fall into each of the score bands?

6-14 _____, 15-19 _____, 20-24 ____, 25-29 ____, 30-34 ____, 35-40 ____.

# Using Skills Insight: Reflection Questions

- Using the Skills Insight document, how can a teacher provide supports and scaffolds so that students are challenged and provided opportunities to deepen their understandings?
- What scaffolds will need to be provided so that instruction meets students where they are while ensuring they have the opportunity to deepen their understanding?

# Accessing the AP Potential Tool

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# What is AP Potential?

AP Potential™ is a research-driven, free web-based tool that will help you identify AP students and choose the AP courses that interest them. AP Potential is rooted in a long line of research showing that PSAT/NMSQT scores, and by extension SAT scores, predict performance on specific AP Exams — often with more accuracy than other traditionally used methods.

# AP Potential: The Basics

AP Potential allows your school or district to:

- 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
- Reduce time to recruit new AP students

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# AP Potential: The Basics

- AP Potential uses scores from the SAT, PSAT/NMSQT, PSAT 10, & PSAT 8/9 to provide predictions for AP Exams.

- AP Potential identifies students who are likely to succeed in AP courses and on AP Exams. Students with AP Potential for a particular AP course have a 60% chance or greater of earning a 3 or better on that exam.

- Students are able to see their AP Potential in their College Board accounts
  - Students taking the PSAT 8/9 can only see their AP Potential for AP World History and AP European History, the two AP courses most often offered to 10th-graders

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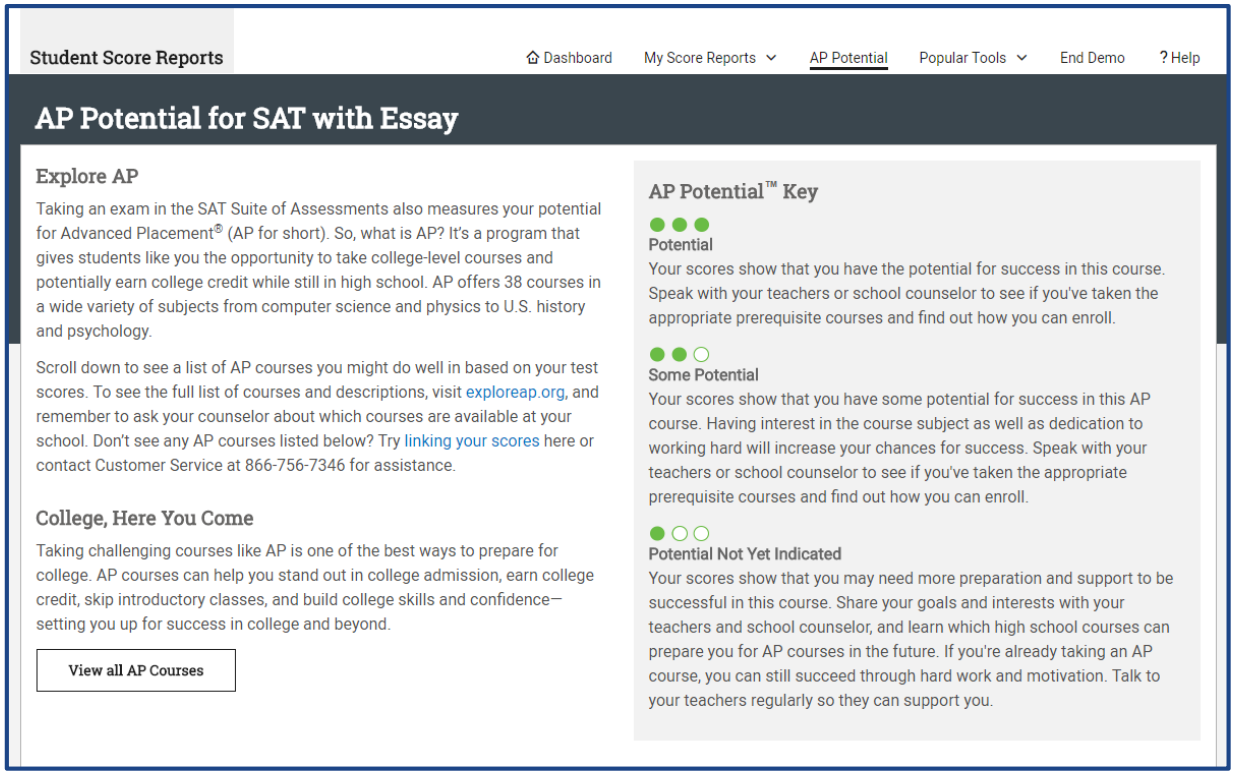
# Students Know Their AP Potential

A student's AP Potential is updated each time a student participates in a PSAT-related or SAT assessment.

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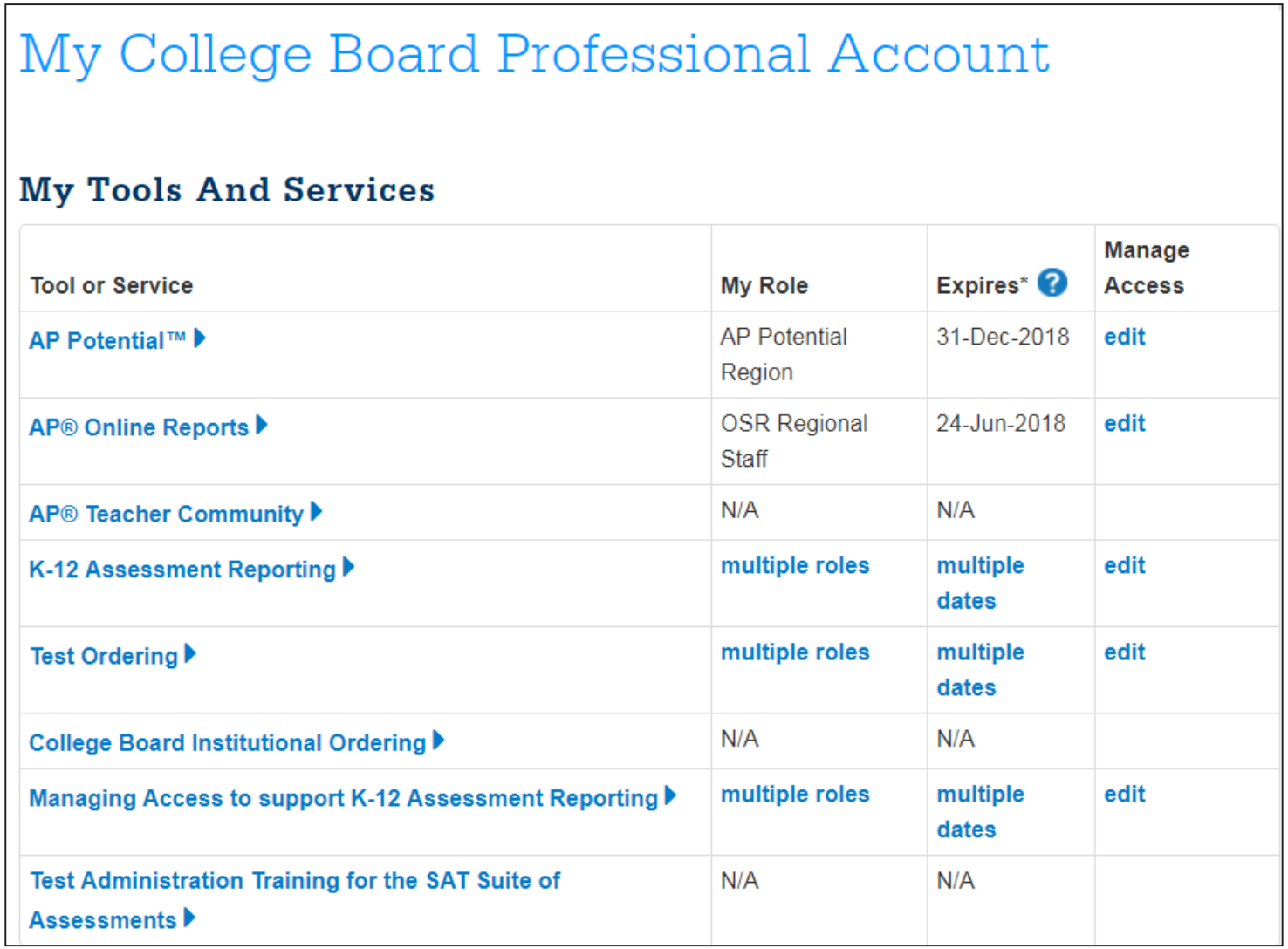
# The AP Potential Tool for Educators

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-2018 | edit |
| AP® Online Reports | OSR Regional Staff | 24-Jun-2018 | edit |
| AP® Teacher Community | N/A | N/A | |
| K-12 Assessment Reporting | multiple roles | multiple dates | edit |
| Test Ordering | multiple roles | multiple dates | edit |
| College Board Institutional Ordering | N/A | N/A | |
| Managing Access to support K-12 Assessment Reporting | multiple roles | multiple dates | edit |
| Test Administration Training for the SAT Suite of Assessments | N/A | N/A | |

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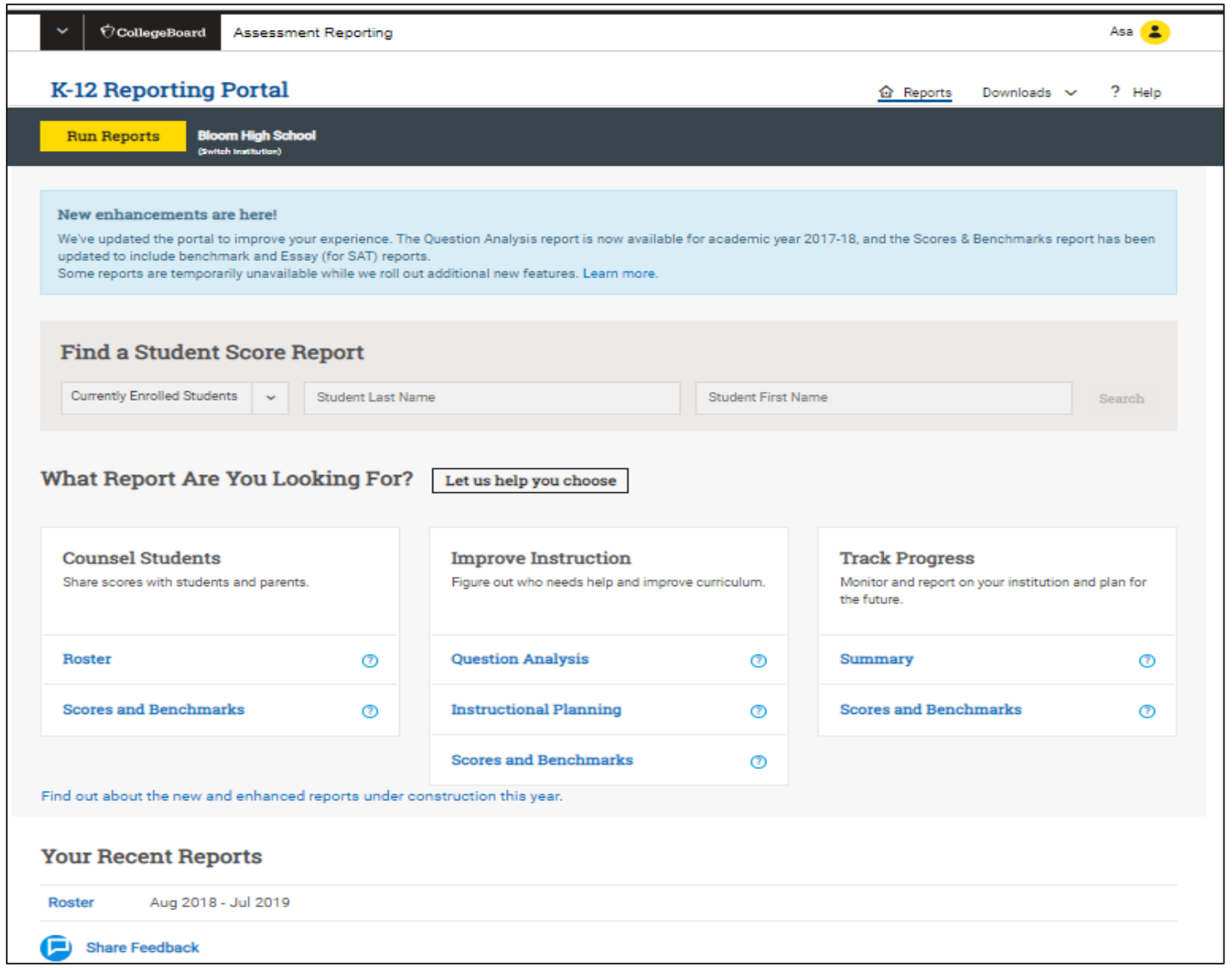
# The AP Potential Tool for Educators

## Prerequires for accessing the AP Potential Tool

The AP Potential Access code and link are available in the K-12 Reporting Portal - [k12reports.collegeboard.org](k12reports.collegeboard.org)

1. Run the “Roster Report”
2. Select the “See Detailed Roster Report” option.



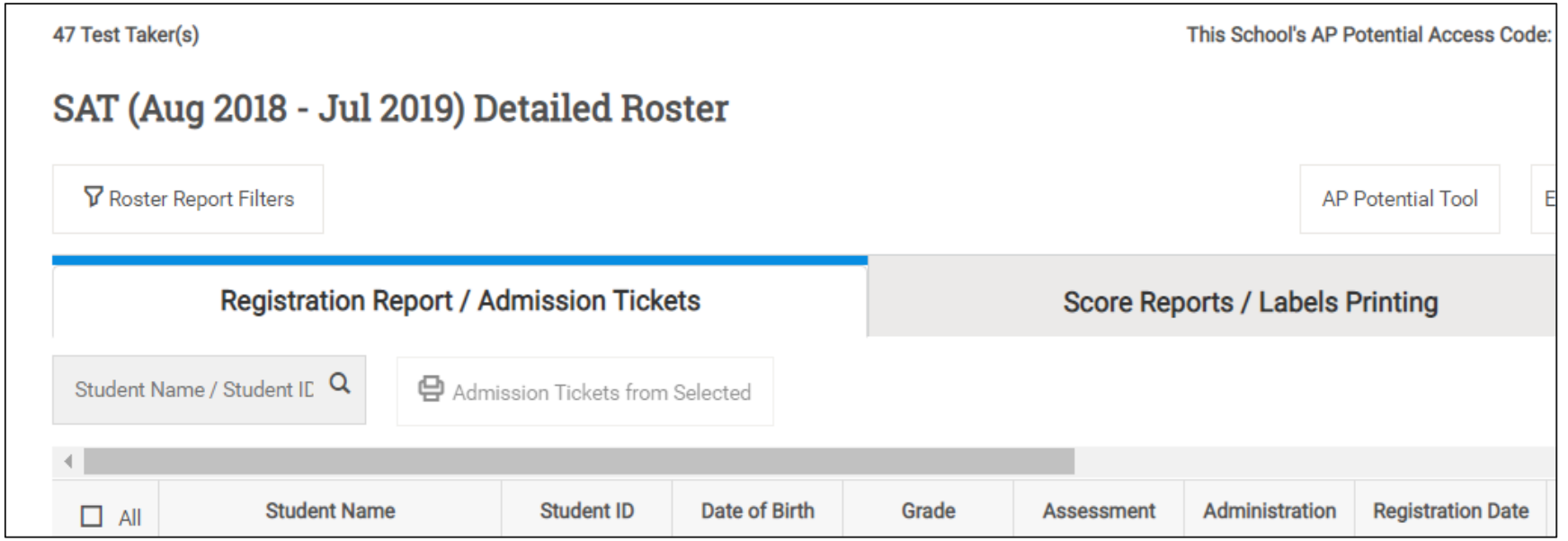

CollegeBoard SAT

# The AP Potential Tool for Educators

Prerequires for accessing the AP Potential Tool

The AP Potential Access code and link are available in the K-12 Reporting Portal - [k12reports.collegeboard.org](k12reports.collegeboard.org)

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




CollegeBoard SAT

# The AP Potential Tool for Educators

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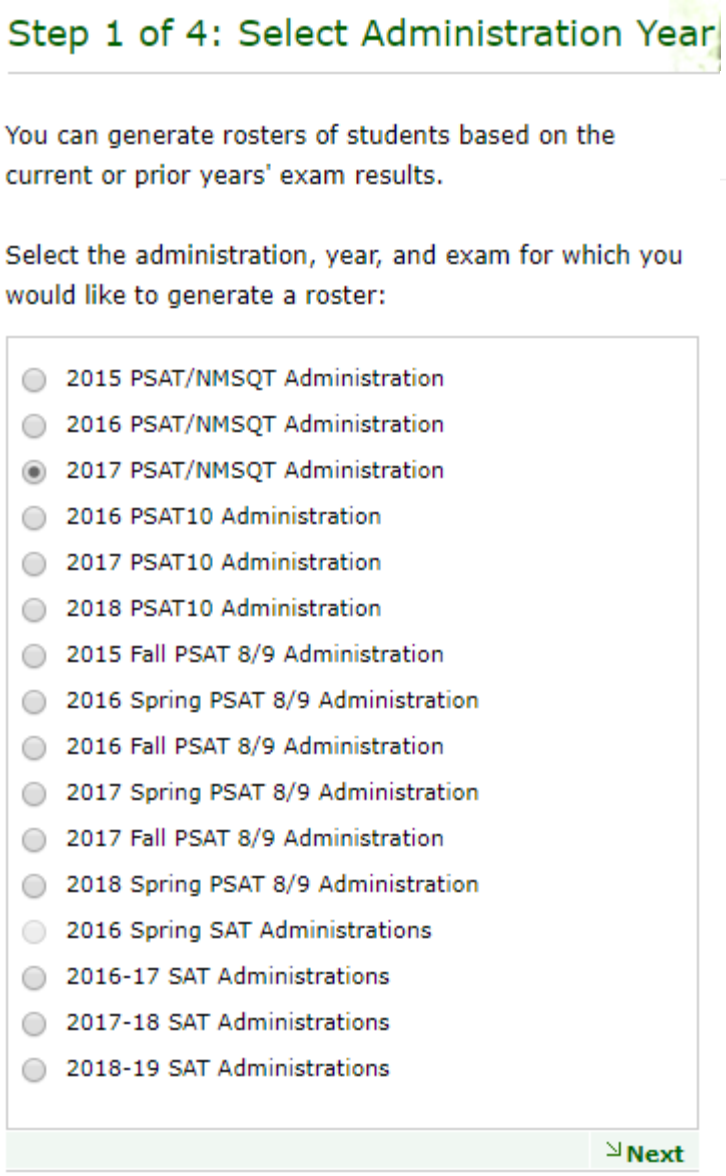
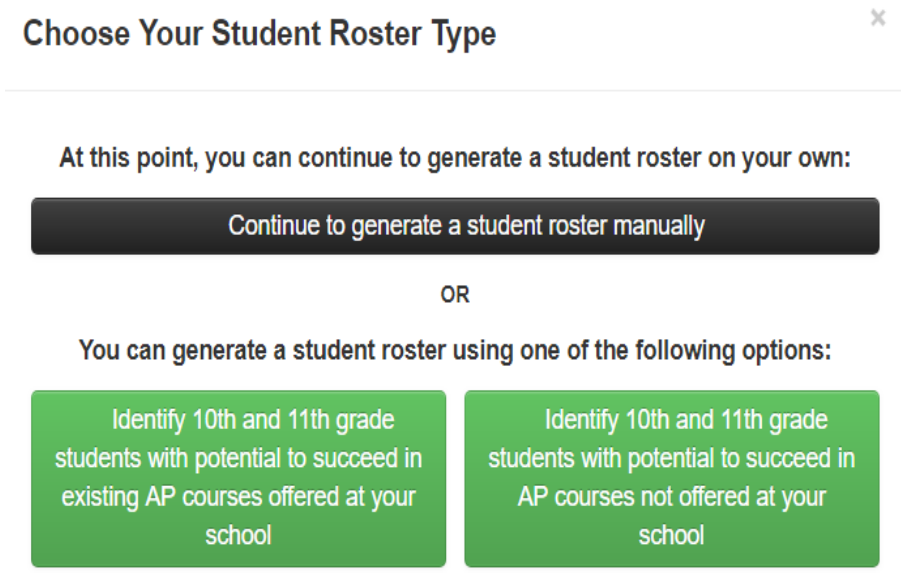
## Step 1: Select Administration Year

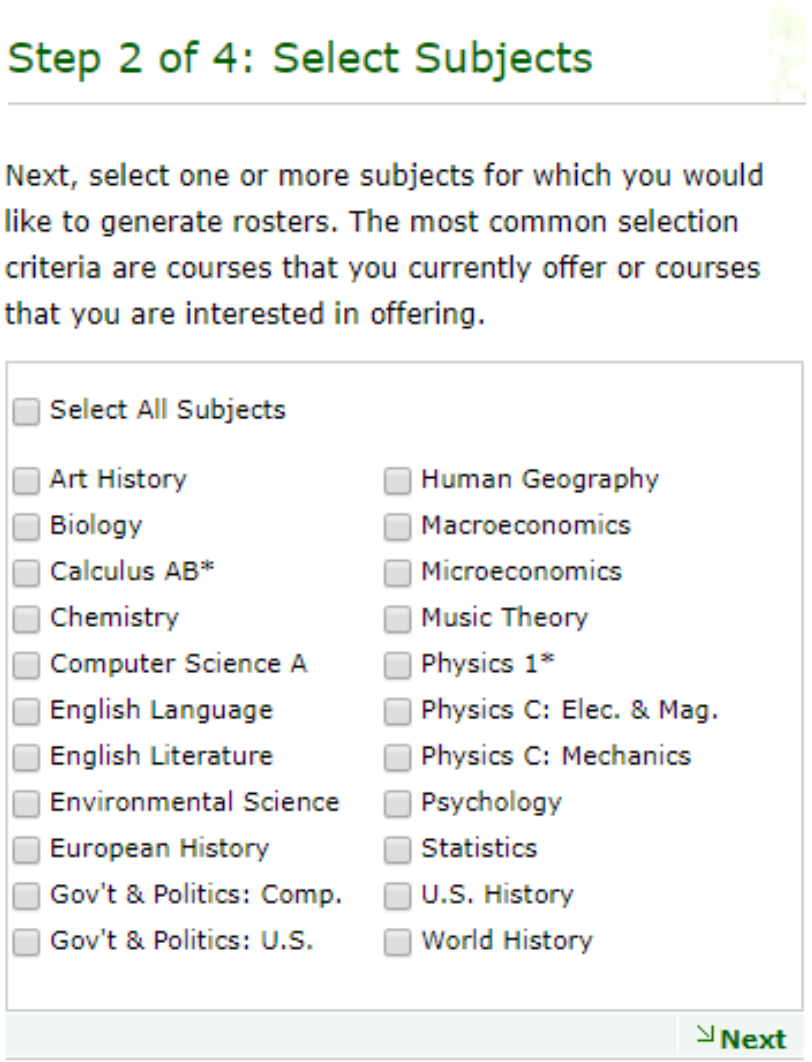



## Choose Your Student Roster Type



# The AP Potential Tool for Educators

**Step 2: Select Subjects**




CollegeBoard SAT

# The AP Potential Tool for Educators

## Step 3: Select Pool & Define the Pool of Students

### Step 3 of 4: Select Pool

**Choose Grade Level**

Print This Page

Next, choose the grade level(s) of the students you wish to include in your rosters.

Some students in your test-taker population may be in grades that are not included in the statistical calculations of AP Potential for one or more subjects that you've selected. To view a list of students in these grades, you must first acknowledge that including these students in your AP Potential rosters is generally not recommended. If you choose to use these data as a preliminary, first-step in identifying potential AP students, be sure to combine this information with other indicators of potential from your school or district.

- All Grades (1000 total test takers in all grade levels)
- 8th Grade (0 test takers in this grade level)
- 9th Grade (535 test takers in this grade level)
- [x] 10th Grade (457 test takers in this grade level)
- 11th Grade (0 test takers in this grade level)
- 12th Grade (0 test takers in this grade level)

| Define Pool | Subject | 2018 Potential AP Students | 2017 AP Students | |
|---|---|---|---|---|
| | | | Exam Takers | Exams 3 or Higher |
| 60 | Art History | 89 | 0 | 0 |
| 60 | Biology | 131 | 0 | 0 |
| 60 | Calculus AB | 245 | 0 | 0 |
| 60 | Chemistry | 97 | 0 | 0 |
| 60 | Comparative Government & Politics | 165 | 0 | 0 |
| 60 | Computer Science A | 131 | 0 | 0 |
| 60 | English Language | 224 | 0 | 0 |
| 60 | English Literature | 89 | 0 | 0 |
| 60 | Environmental Science | 231 | 0 | 0 |
| 60 | European History | 342 | 0 | 0 |
| 60 | Human Geography | 311 | 0 | 0 |
| 60 | Macroeconomics | 97 | 0 | 0 |
| 60 | Microeconomics | 189 | 0 | 0 |
| 60 | Music Theory | 174 | 0 | 0 |
| 60 | Physics 1 | 50 | 0 | 0 |
| 60 | Physics C: Electricity & Magnetism | 50 | 0 | 0 |

CollegeBoard SAT

# The AP Potential Tool for Educators

**Step 4: Student Roster**

- The roster may be downloaded to a CSV file.
- Letters for students and parents may be generated using a mail merge feature

Show 50 students — Showing 1 to 50 of 377 students

| Student | Grade | Student ID | Art Histo… 60 |
|---|---|---|---|
| AALIYAH, A | 10th Grade | 12346186 | Y |
| AALIYAH, A | 10th Grade | 12346186 | Y |
| AALIYAH, A | 10th Grade | 12346186 | Y |
| AARON, A | 10th Grade | 12346146 | |
| AARON, A | 10th Grade | 12346146 | |
| AARON, A | 10th Grade | 12346146 | |

CollegeBoard SAT

## Step 4 of 4: Student Roster

### 2017 PSAT/NMSQT Administration

Print This Page

**Using this Roster**

The following roster includes students identified based on your selections. A 'Y' indicates the student is in the pool you defined for that subject. Click on the student's name to view student details, including gender, ethnicity, and a view of which pool the student falls into for each subject you have selected. Click on the subject name in the column heading to see an isolated view of the students in your roster who fall within the pool that you have defined for the selected subject, along with select demographic information.

If the number of students you are seeing doesn't fit your needs, you can click on 'Select Pool' in the menu on the left and adjust the pool level for one or more of the subjects you've selected. By default, the pool is defined at 60% for all subjects.

Please note that AP Potential does not indicate that students should move directly into AP without taking prerequisites.

**Export Data**

You can capture this roster electronically, in CSV format, by clicking 'Export to CSV' in the table below. This file does not contain exam score data, though it does contain other confidential student data such as name, address, date of birth, ethnicity and gender.

**Sample Letters to Parents**

Use our sample letter to encourage AP enrollment. Remember that AP Potential is not an official score reporting service; you should not include exam scores in these letters.

# The AP Potential Tool for Educators

- **Step 5: Review the roster**
- Export the roster to csv to filter columns

Show 50 students  Showing 1 to 50 of 377 students  Export to CSV

| Student | Grade | Student ID | Art History | Biology | Calculus AB |
|---|---|---|---|---|---|
| | | | 60 | 60 | 60 |
| AALIYAH, A | 10th Grade | 12346186 | Y | | Y |
| AALIYAH, A | 10th Grade | 12346186 | Y | | Y |
| AALIYAH, A | 10th Grade | 12346186 | Y | | Y |
| AARON, A | 10th Grade | 12346146 | | Y | Y |
| AARON, A | 10th Grade | 12346146 | | Y | Y |
| AARON, A | 10th Grade | 12346146 | | Y | Y |

CollegeBoard SAT

**Step 6: Generate Letters**

- Letters are available in English and Spanish.
- Letters for students and parents may be generated using a mail merge feature

## Generate Letters to Parents/Guardians

Click below to create a mail merge of letters you can send to parents/guardians and students, based upon the student roster you generated. Send these letters to inform families of their child's potential to succeed in specific AP courses. The letters are generated only for AP courses for which students have the level of AP Potential you selected.

Go Back to Results

**Customize and generate your letters in 3 easy steps:**

**1. Enter the contact information for the staff member that students can contact to learn more information about Advanced Placement:**

enter contact name and info

ex: Jane Doe at 301-555-1212, or Jane Doe at janedoe@example.com

**2. Enter the name for the signature line on the letters:**

enter signature line name

ex: Jane Doe

**3. Generate Letters to Parents/Guardians:** English or Spanish

# The AP Potential Tool for Educators

## Step 7: Student Detail

- Select a student to view more details about that student's performance

Student Detail

**AARON, AARON**

**N/A**

**SID: 12346146**

**DOB:** 05/10/2000

**Ethnicity:** Hispanic or Latino (including Spanish origin)

**Gender:** Male

**Current Grade:**
**10th Grade**

**2017 PSAT/NMSQT**

| | Reading Test Score | Math Test Score | Writing & Language Test Score: | Total Score |
|---|---|---|---|---|
| October | 28 | 35 | 31 | 1290 |
| October | 28 | 35 | 31 | 1290 |
| October | 28 | 35 | 31 | 1290 |

CollegeBoard SAT

| Subject | Selected Pool Criteria | Meets Criteria | Percent of students with the same score who received AP grade of 3 or above |
|---|---|---|---|
| Art History | 60 | | 50 |
| Biology | 60 | Y | 60 |
| Calculus AB | 60 | Y | 80 |
| Chemistry | 60 | Y | 60 |
| Comparative Government & Politics | 60 | Y | 70 |
| Computer Science A | 60 | Y | 60 |
| English Language | 60 | Y | 80 |
| English Literature | 60 | | 50 |

# Next Steps & Reminders

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

**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 % 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.

CollegeBoard SAT

# Thank you!

Before leaving today,

- Complete the College Board Survey
- Complete the ROE Continuing Education Evaluation

- If you have any questions, please email ILSAT@collegeboard.org

CollegeBoard SAT

# Educator Resources: Appendix

# Official SAT® Practice on Khan Academy®

# What we'll cover today

- Brief overview of Official SAT® Practice on Khan Academy®
- Getting Started: Student Experience
  - What is Official SAT® Practice?
  - Effectiveness Research
  - Student Experience
- Coaching Tools: Educator Experience
  - Coaching Tools & Resources for Official SAT® Practice
  - Creating Classes & Adding Students
  - Explore Lessons & Content
  - Planning for Usage

# Brief Overview

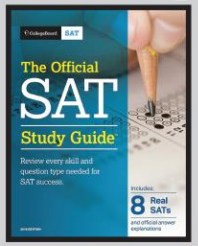
# Introduction to Official SAT® Practice on Khan Academy®

# Tiffany's Path to Success

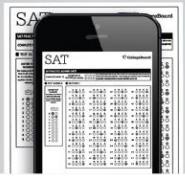
## SEND SCORE DATA

COLLEGE BOARD → KHAN ACADEMY

## PERSONALIZED LEARNING ROADMAP



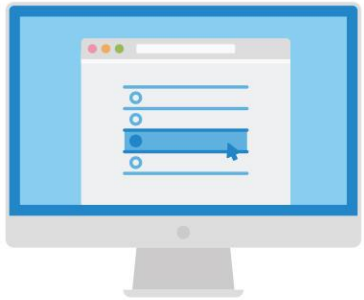

**OFFICIAL SAT PRACTICE TESTS**




**WITH SCORING FOR PAPER & PENCIL**

POWERED BY SCHOOLS, EDUCATORS, COMMUNITY GROUPS

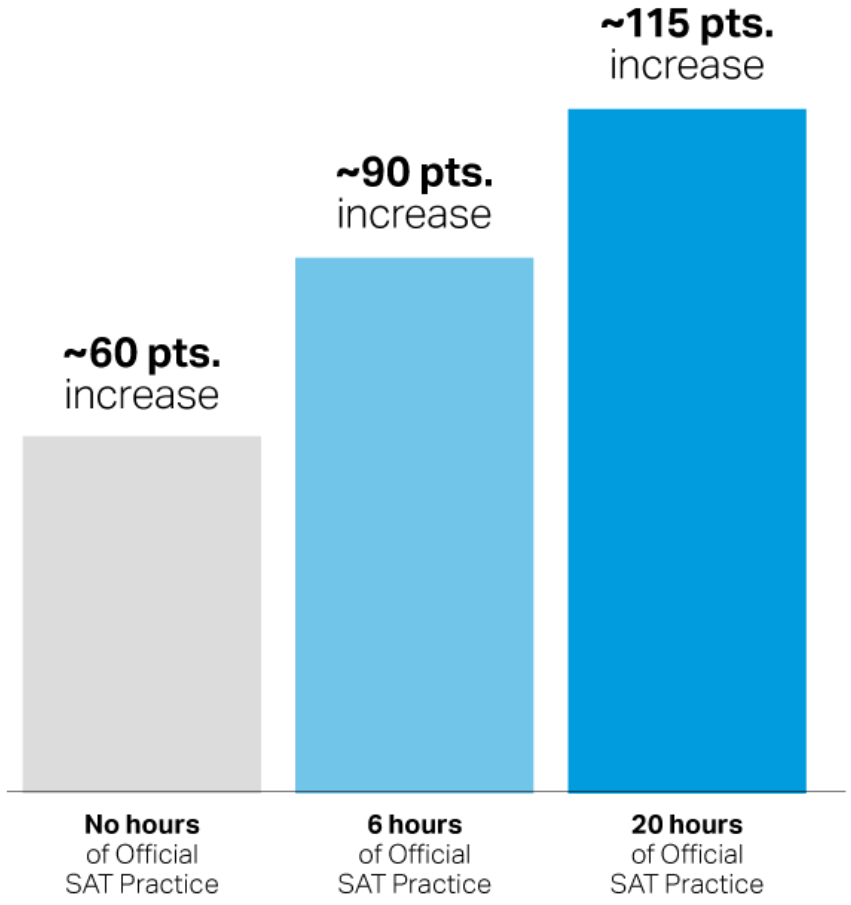
## CONTINUOUS PRACTICE



# Success!

# SAT® Score Improvements and Official SAT® Practice

**Number of points gained from PSAT®/NMSQT® to SAT® correlated to hours spent practicing**




**16,000** students saw gains of 200 points or more.

Based on 250,000 students from the Class of 2017

Practice advanced students regardless of gender, race, income, and high school GPA

CollegeBoard SAT

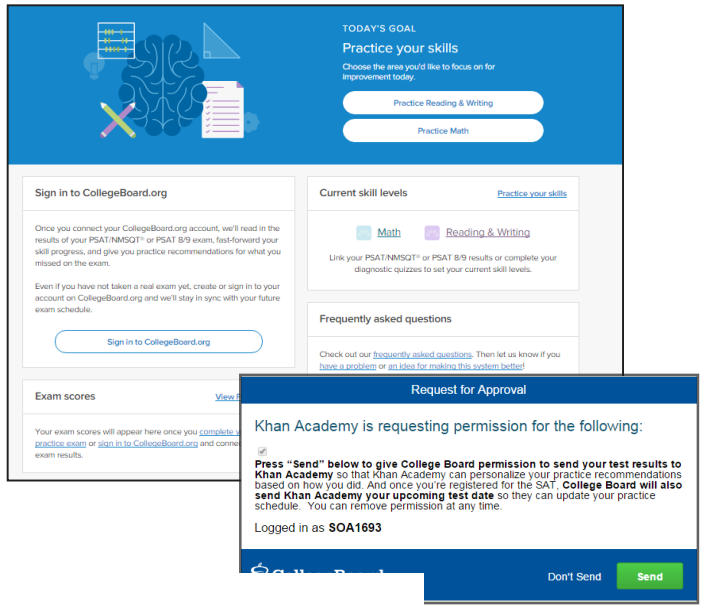
# Student Experience

# Why Link Khan Academy® and College Board Accounts

- **Personalize student practice**: Practice recommendations on Khan Academy® is based on a student's SAT®, PSAT/NMSQT, PSAT 10, and PSAT 8/9 results.
- **Customize practice and recommendations:** Khan Academy® will continue to refine individualized practice based on results from the SAT®, PSAT/NMSQT PSAT10, and PSAT 8/9.
- **Jump right into practice and get personalized recommendations:**
  No additional diagnostic quizzes are needed.

CollegeBoard SAT

# Steps to Link College Board and Khan Academy® Accounts




## Step 1

Log in or create a Khan Academy® account at SATpractice.org

## Step 2

When prompted, students can agree to link their Khan Academy® and College Board accounts.

## Step 3

Students sign in or create a College Board account

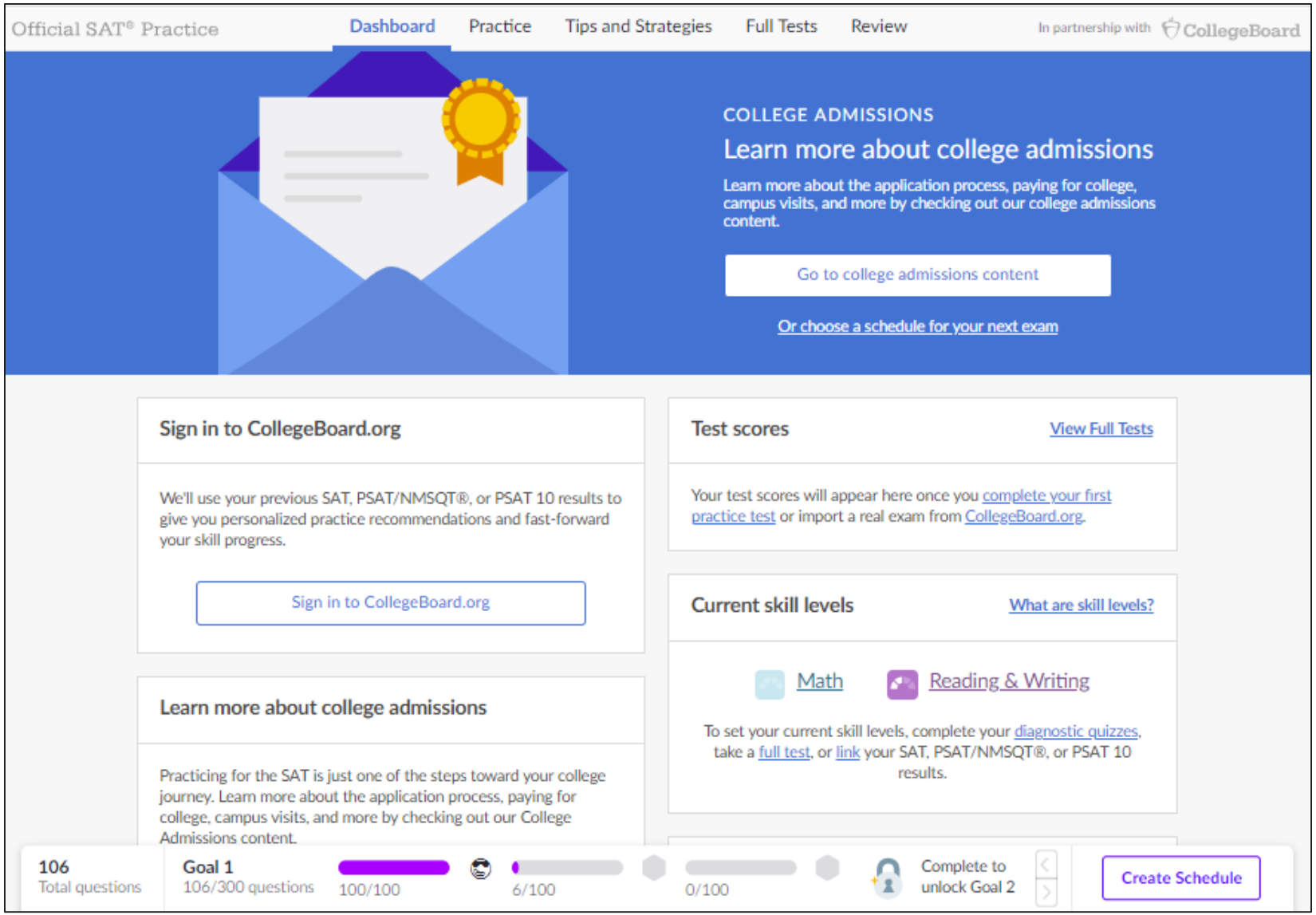
## Step 4

When prompted, students click “Send” to authorize the account linking

## Step 5

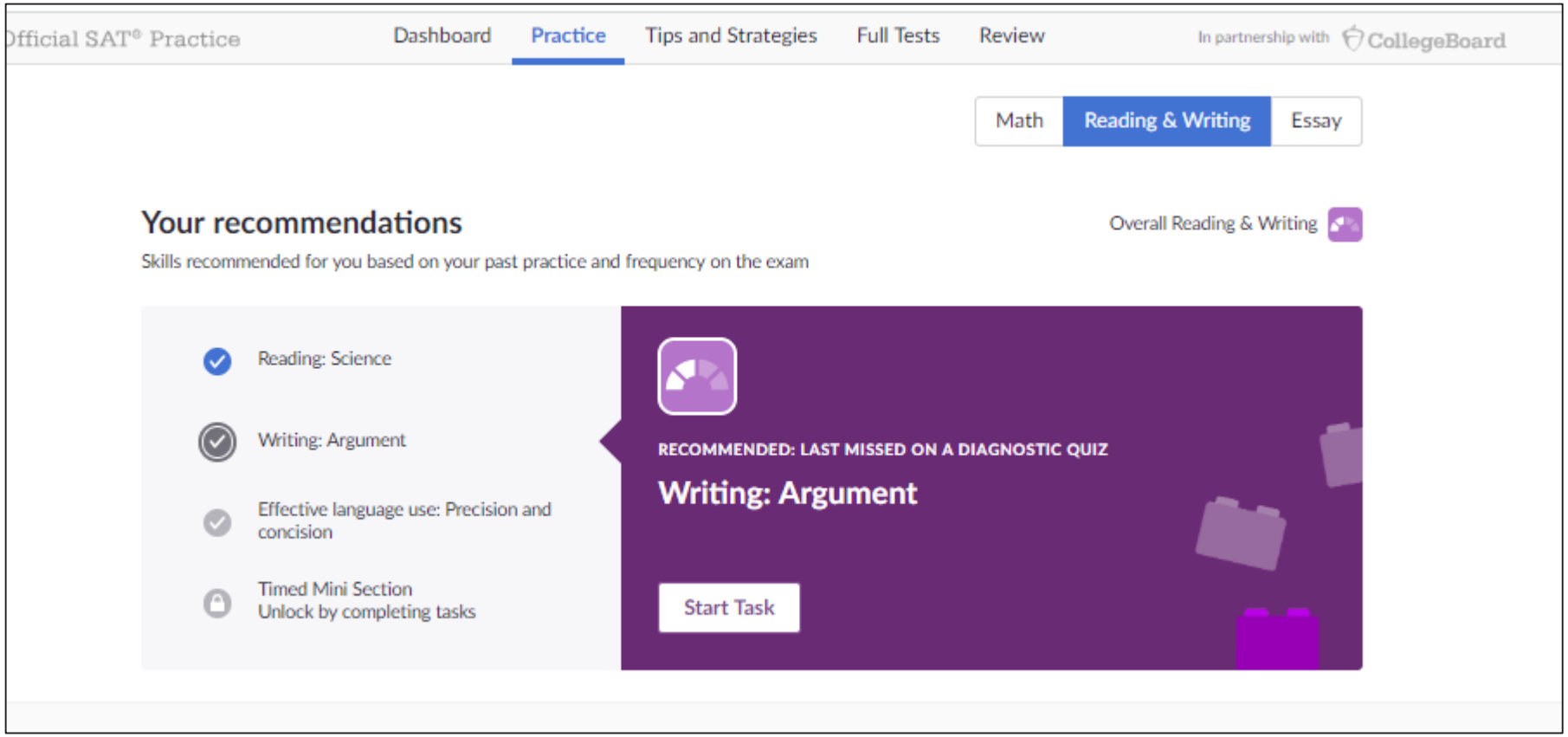
Students start practicing on Official SAT® Practice on Khan Academy®!

# The Dashboard




CollegeBoard SAT®

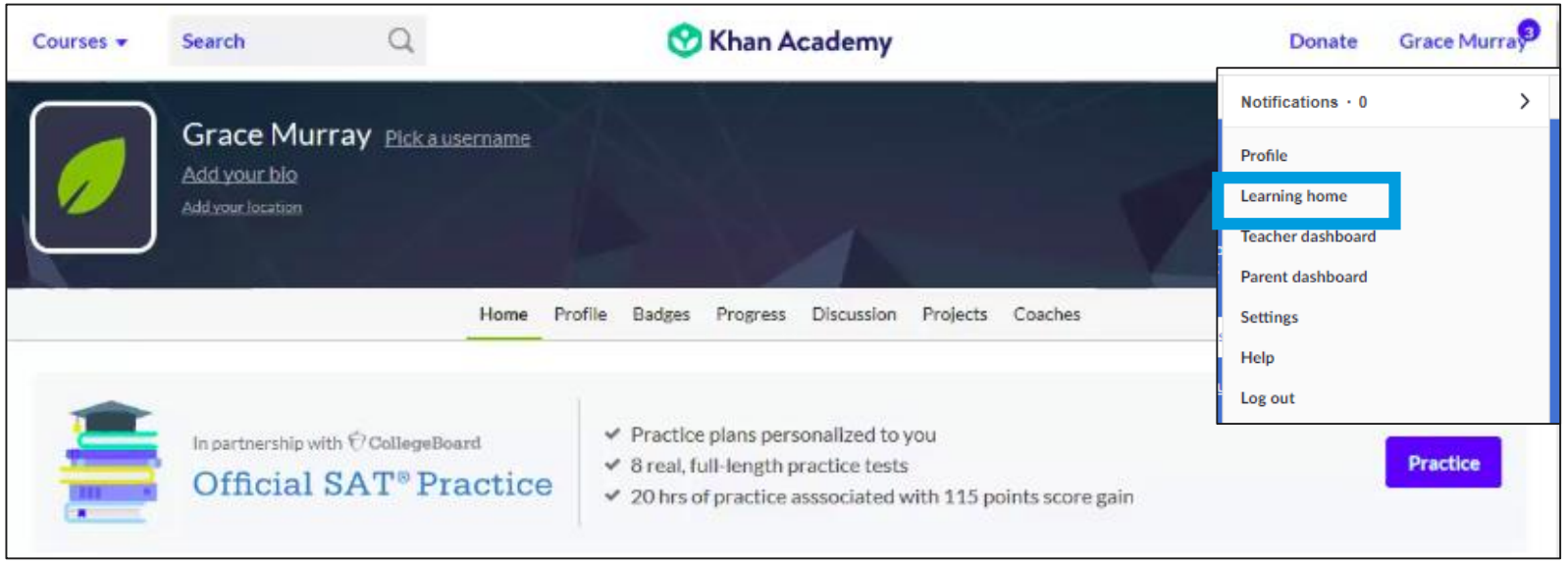
# Practice Recommendations

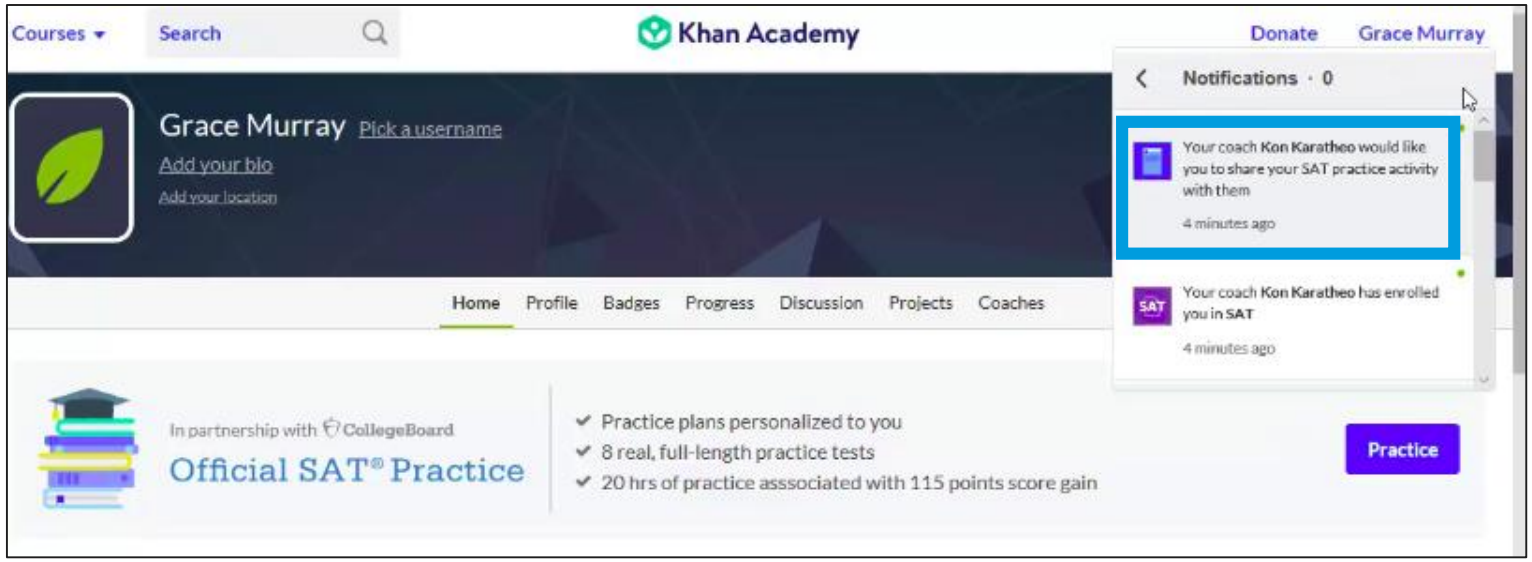



CollegeBoard SAT®

# Sharing SAT® Practice Activity

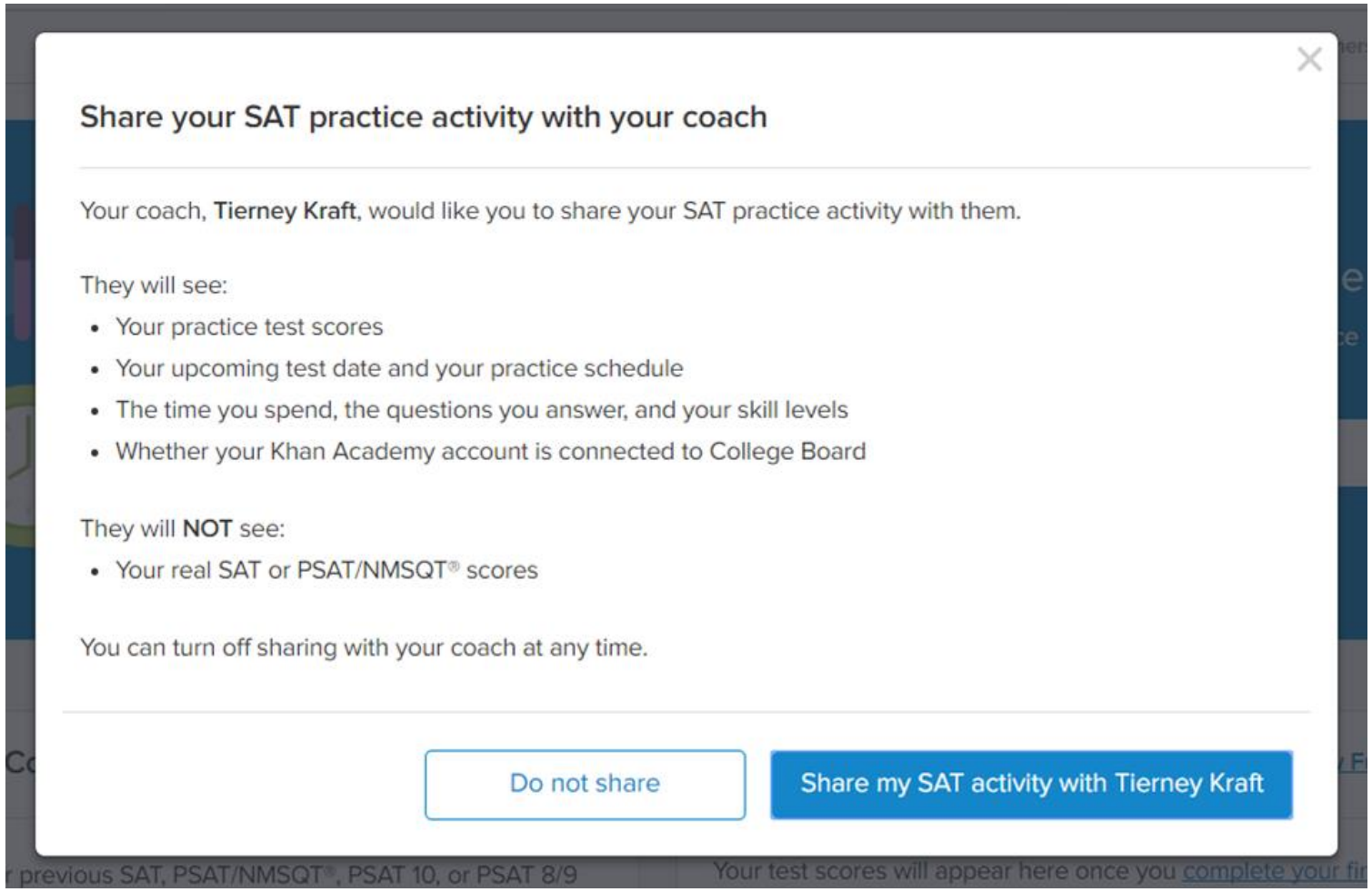
**Students are prompted to share their practice activity with their coaches.**




CollegeBoard SAT®

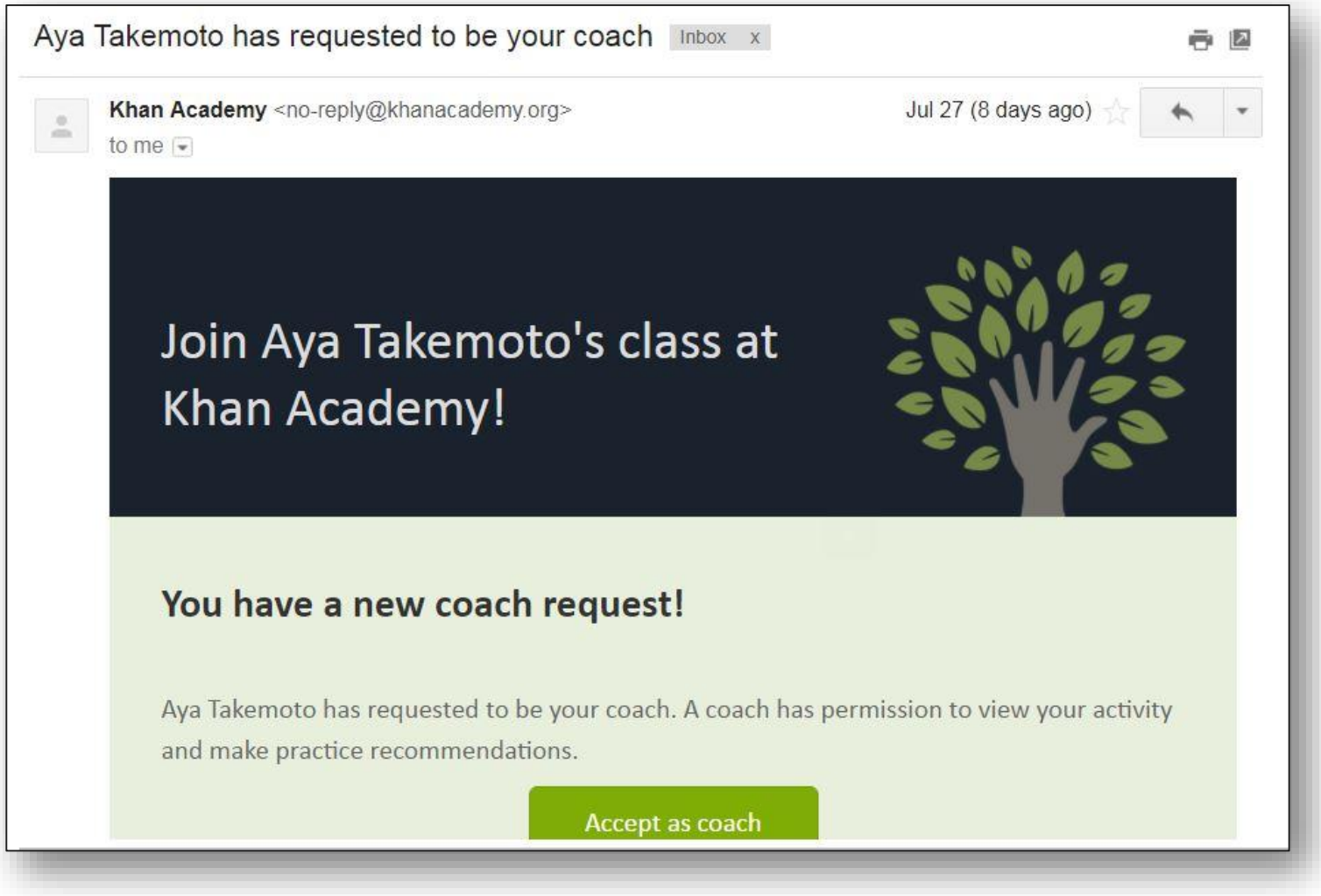
# Sharing SAT® Practice Activity




CollegeBoard SAT®

# Email that Students Receive

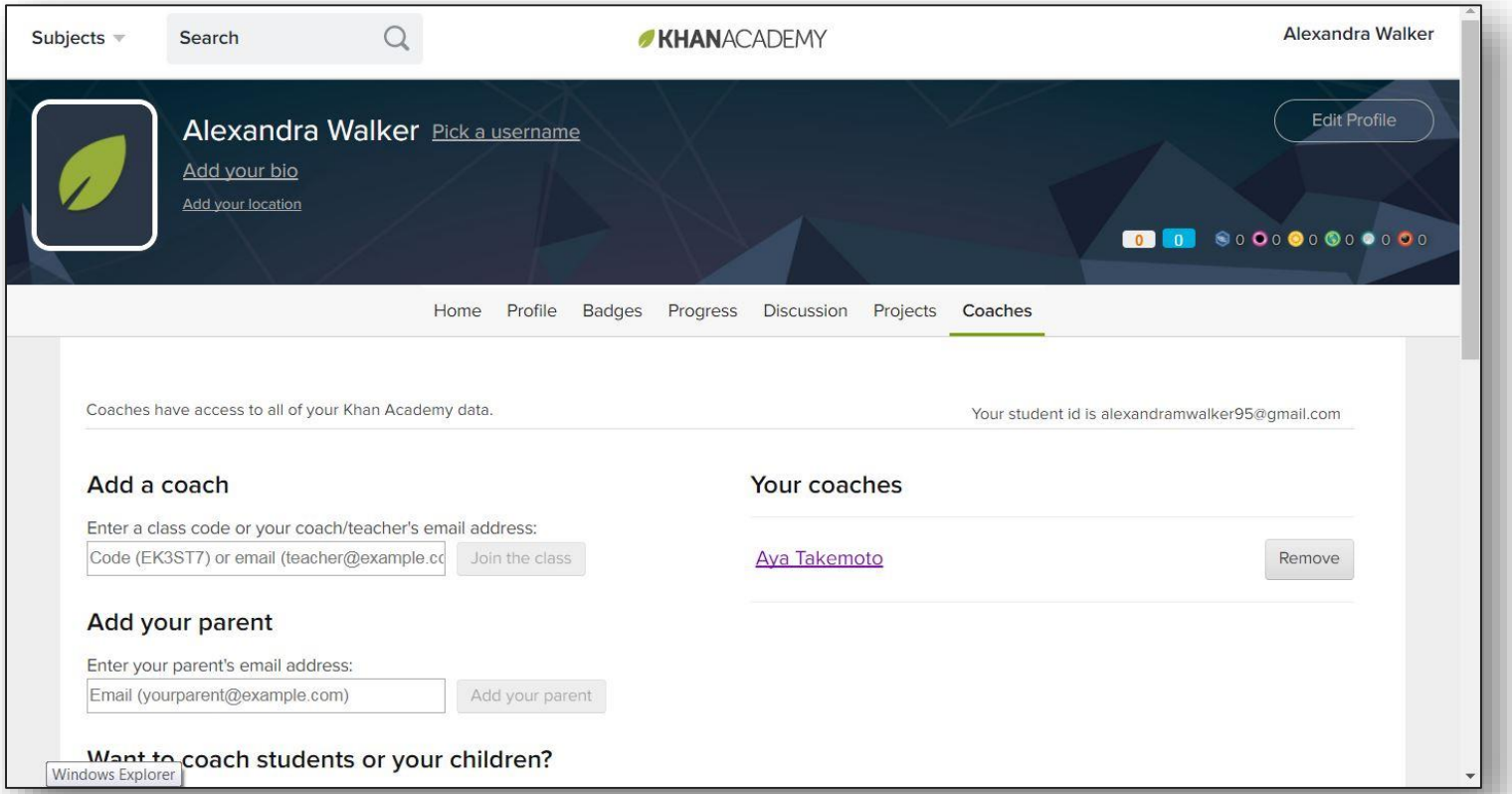
**Students will receive an email when an educator sends a roach request**




CollegeBoard SAT

# Coach Tab

**Screenshot of the “Coach” tab where a student can add or remove classes/coaches**




CollegeBoard SAT

# Creating Classes & Adding Students

SAT® CollegeBoard

# How do I Get Started?

Free personalized study plan for students:
SATpractice.org

Free resources for educators:
SATpractice.org/k12

How to get started with Coach Tools
Coach Tools Guide
Coach Tools FAQ

Questions related to regular Khan

1) **Create classes in Khan Academy® that have "SAT® Reporting Enabled"**
   a) New SAT® Class
   b) New Subject Matter Class + SAT®
   c) Existing class with SAT® reporting enabled

2) **Add Students and Become their Coach**
   a) With individual emails
   b) With a class code
   c) With Google Classroom

3) **Gather Student Permissions in order to see their SAT® Practice data**
   a) Confirm that all students in your SAT® reporting-enabled class have received the notification and clicked "Share my SAT® activity with [coach]"

*Use SAT tab in classes to check that students have agreed to share data

CollegeBoard SAT

# Official SAT® Practice & Coach Tools

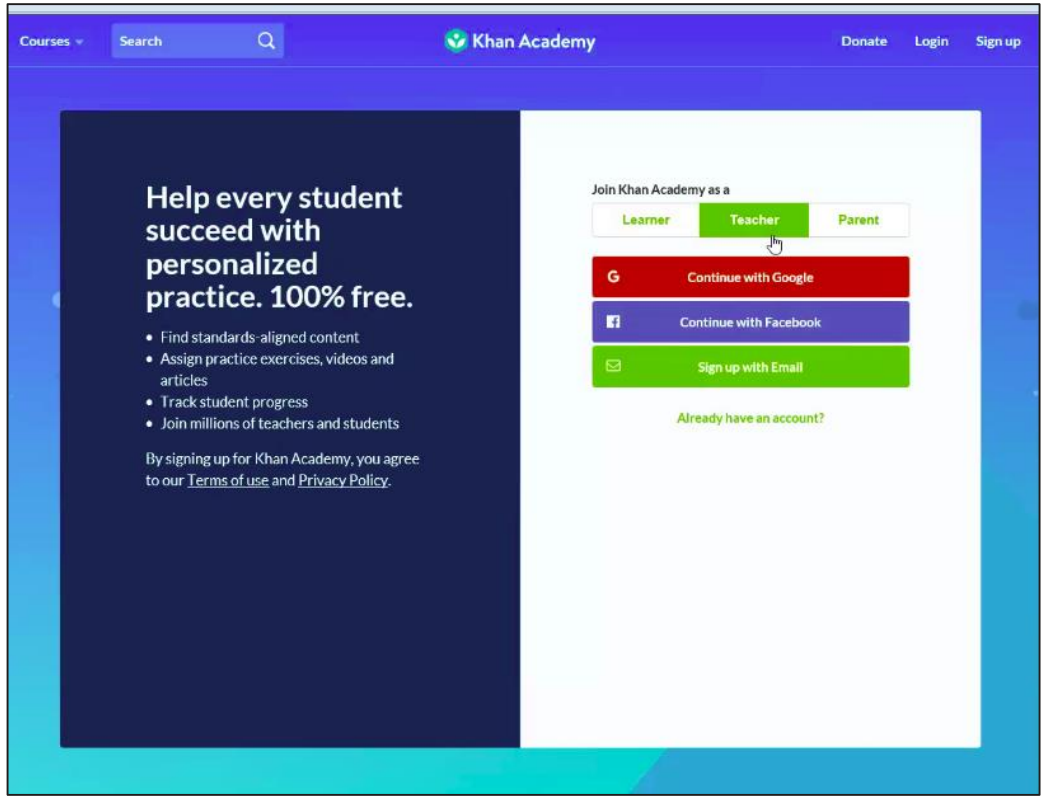
If you don't have a Khan Academy® Account, create one at SATpractice.org

OR

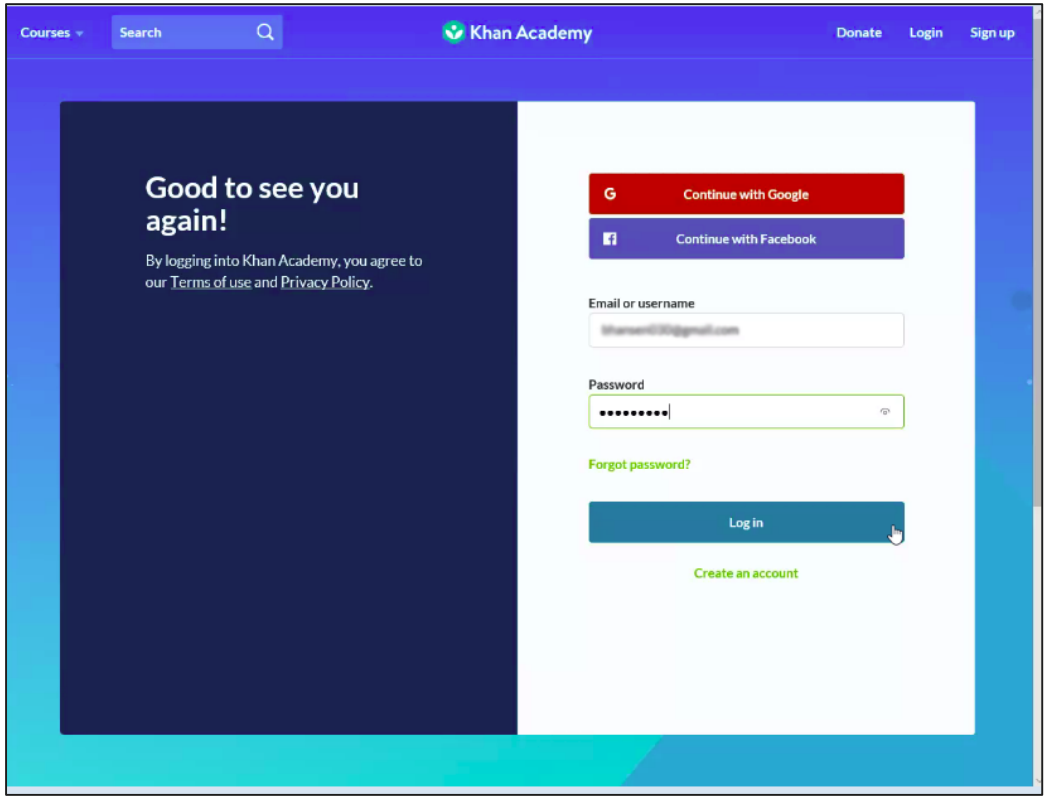
Log-in to your Khan Academy® Account at SATpractice.org

CollegeBoard SAT®

# **Step 1:** Create an Account or Sign In




If you don't have a Khan Academy® Account, create one at SATpractice.org

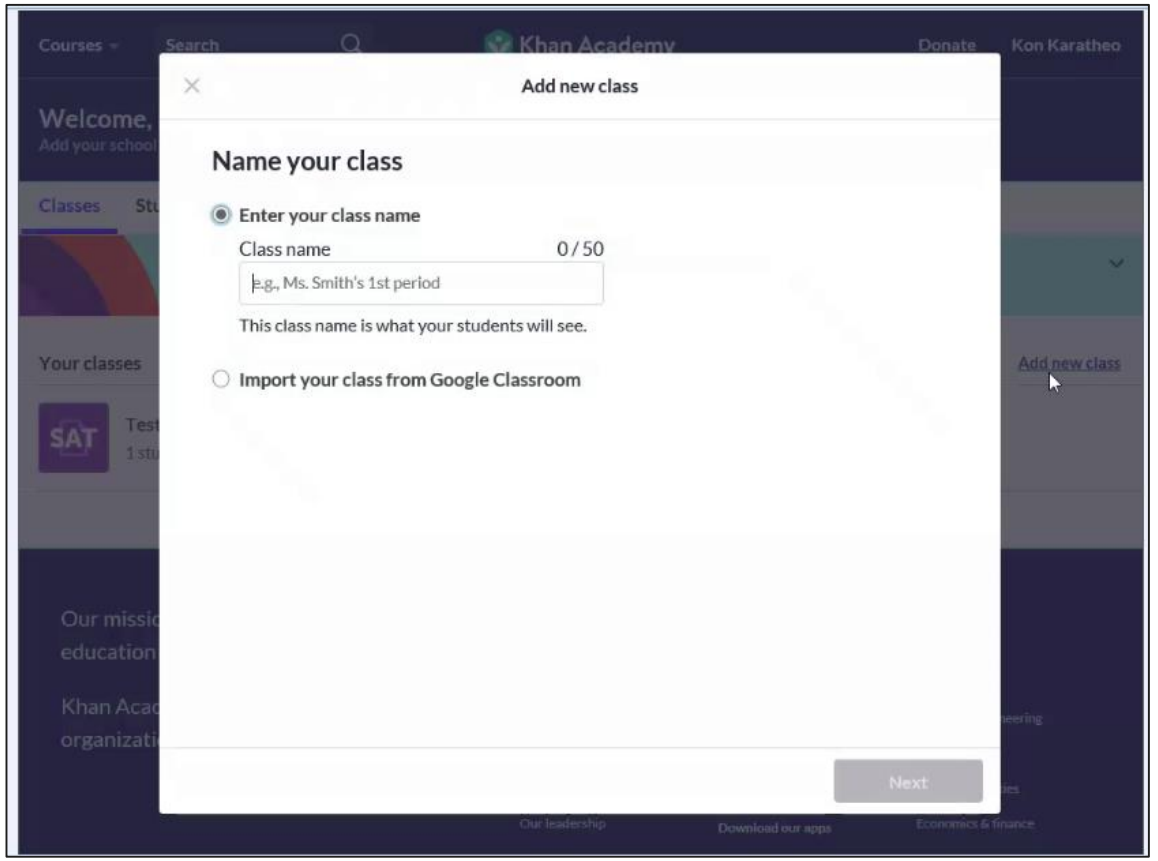



Log-in to your Khan Academy® Account at SATpractice.org

CollegeBoard SAT®

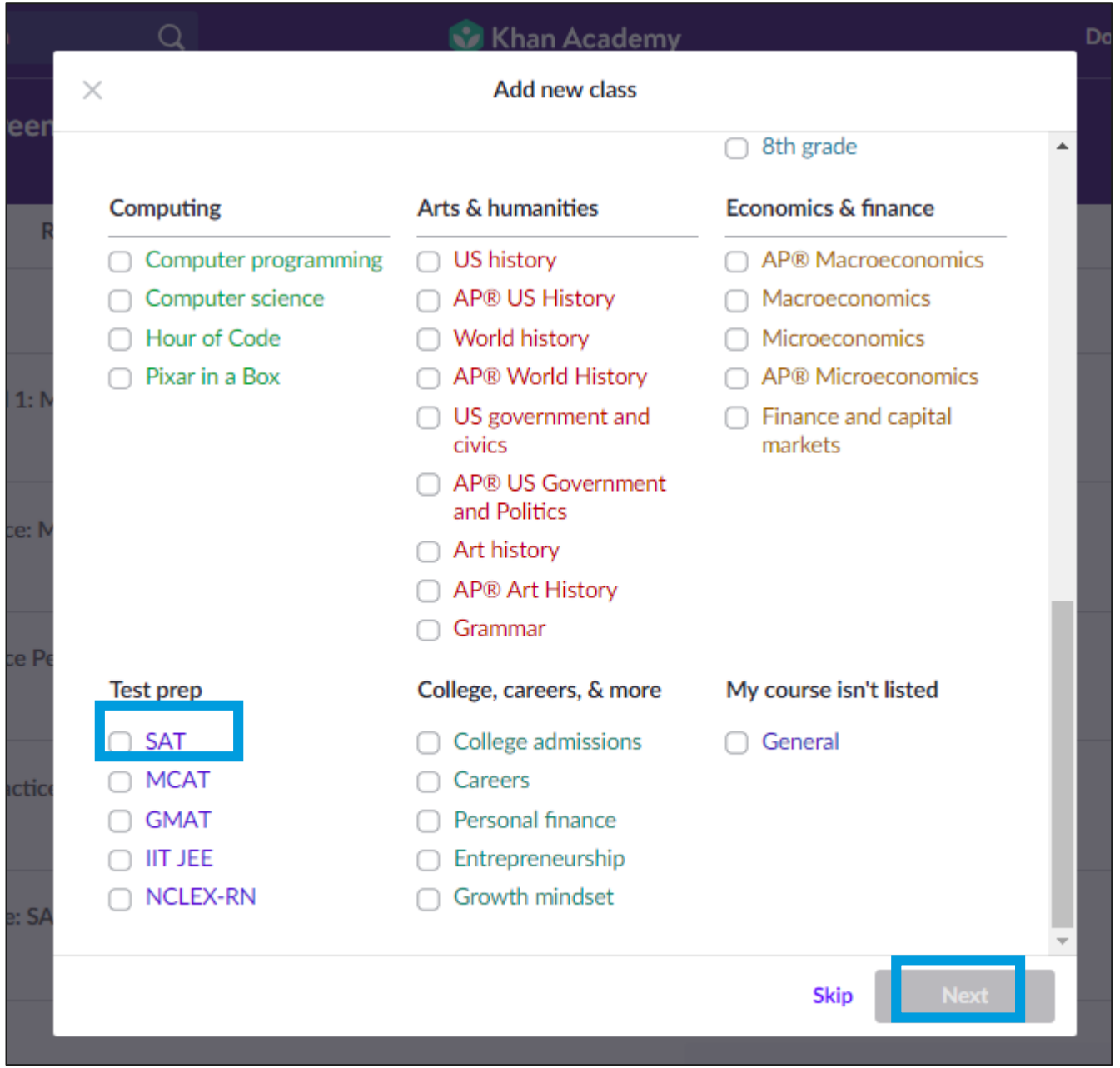
# Step 2: Add a new class

For more information on Google classroom, see the Khan Academy® article here: https://www.khanAcademy®.org/resources/k-12-teachers-1/getting-started-on-khan-Academy®/a/khan-Academy®-and-google-classroom



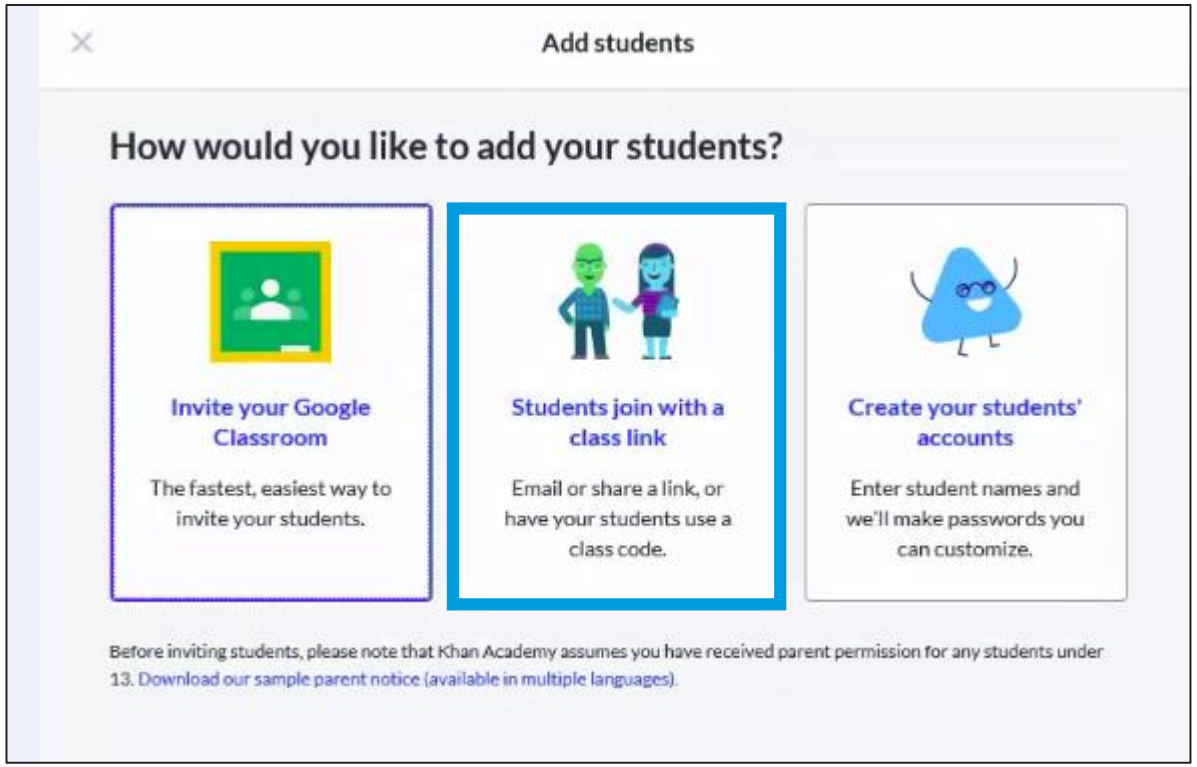

CollegeBoard SAT®

# Step 3:
# Add SAT® under Test Prep




CollegeBoard SAT®

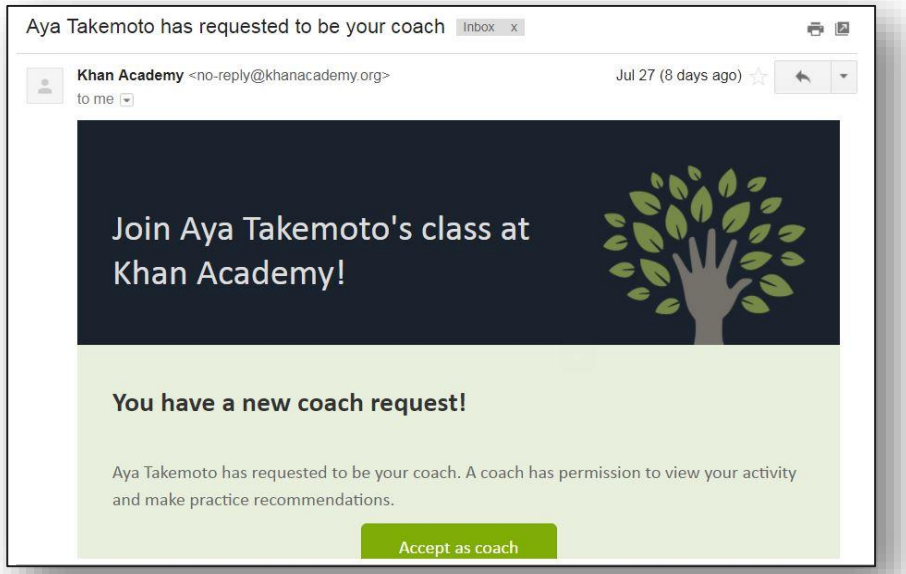
# **Step 4:** Adding Students

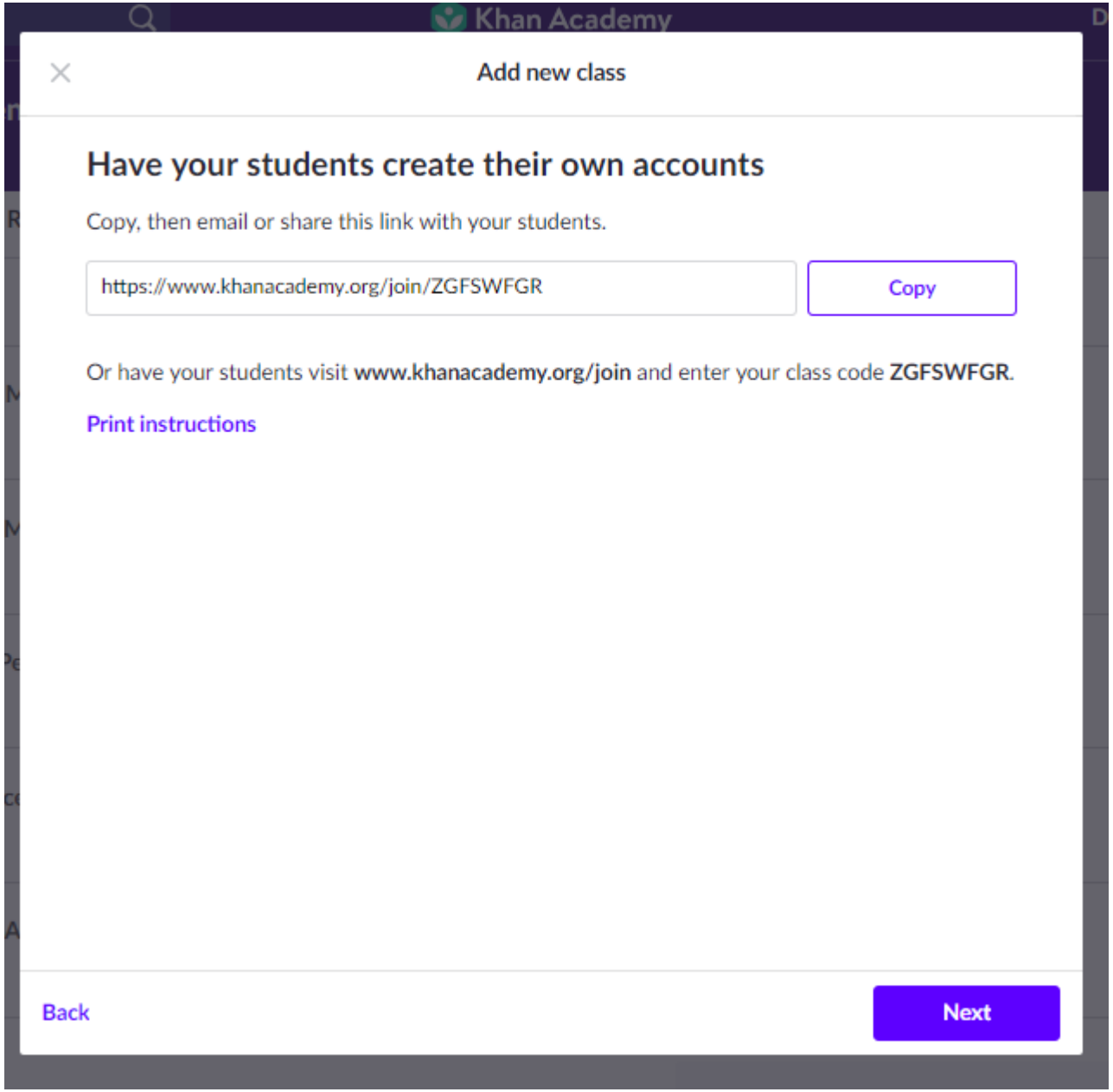



Select the method for adding students to your class.

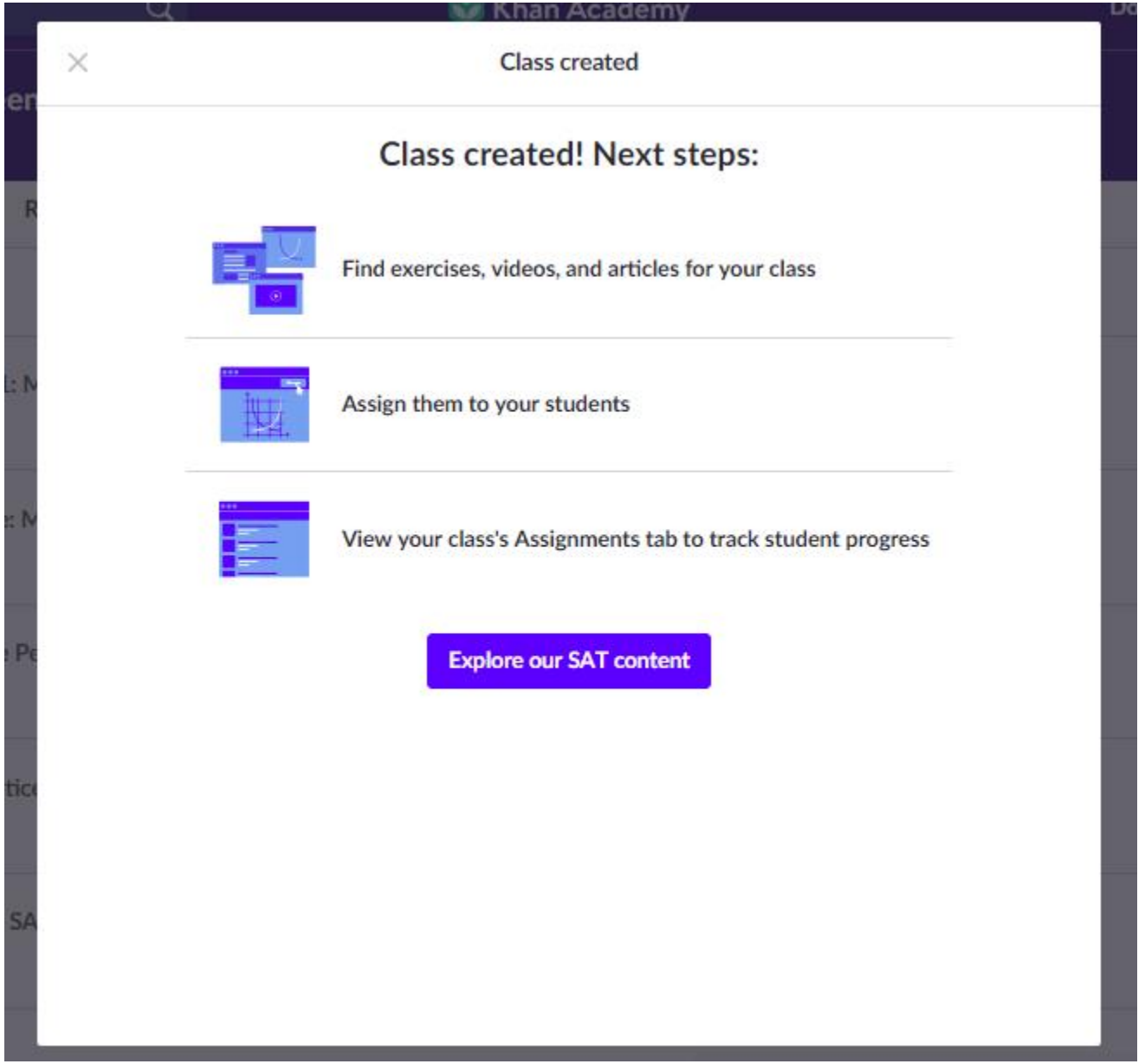
Note, once one class is created, the ‘Add new class’ link can be selected to create additional classes.

# Step 5:
# Add Students by using code or sending an email invitation



# Success!




CollegeBoard SAT