



Understanding the *New* SAT

What Do Students Need to Know for *Post-High School Success*?

The College Board has identified a critical set of knowledge, skills, and understandings that predict student success in college and workforce training programs:

- ▶ Comprehend challenging literary and informational texts
- ▶ Revise and edit extended texts
- ▶ Show command of math, especially algebra and data analysis
- ▶ Use evidence in reading and writing
- ▶ Analyze data
- ▶ Use and understand words in context

What Does the Redesigned SAT Look Like?

- ▶ Evidence-Based Reading and Writing Section
 - ▶ Reading Test
 - ▶ Writing and Language Test

- ▶ Math Section
 - ▶ Math Test

- ▶ Optional Essay
 - ▶ Scored separately

How Does the Redesigned SAT Compare?

COMPARISON OF THE MAJOR FEATURES: OF THE CURRENT SAT AND REDESIGNED SAT-

Category	Current SAT	Redesigned SAT
Total Testing Time (Subject to research)	3 hours and 45 minutes	3 hours (plus 50 minutes for the Essay [optional])
Components	<ul style="list-style-type: none"> a) Critical Reading b) Writing c) Mathematics d) Essay 	<ul style="list-style-type: none"> a) Evidence-Based Reading and Writing Section <ul style="list-style-type: none"> » Reading Test » Writing and Language Test b) Math Section <ul style="list-style-type: none"> » Math Test b) Essay (optional)
Important Features	<ul style="list-style-type: none"> » Emphasis on general reasoning skills » Emphasis on vocabulary, often in limited contexts » Complex scoring (a point for a correct answer and a deduction for an incorrect answer; blank responses have no impact on scores) 	<ul style="list-style-type: none"> » Continued emphasis on reasoning, alongside a clearer, stronger focus on the knowledge, skills, and understandings most important for college and career readiness and success » Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact » Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores)
Essay	<ul style="list-style-type: none"> » Required and given at the beginning of the SAT » 25 minutes to write the essay » Tests writing skill; students take a position on a presented issue 	<ul style="list-style-type: none"> » Optional and given at the end of the SAT; postsecondary institutions determine whether they will require the essay for admission » 50 minutes to write the essay » Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text

Test-Length Comparison

COMPARISON OF TEST LENGTH AND TIMING: CURRENT SAT AND REDESIGNED SAT

Current SAT			Redesigned SAT		
Component	Time Allotted (minutes)	Number of Questions/ Tasks	Component	Time Allotted (minutes)	Number of Questions/ Tasks
Critical Reading	70	67	Reading	65	52
Writing	60	49	Writing and Language	35	44
Essay	25	1	Essay (optional)	50	1
Mathematics	70	54	Math	80	58
Total	225	171	Total	180 (230 with Essay)	154 (155 with Essay)

Key Changes in the Redesigned SAT

1. Words in Context
2. Command of Evidence
3. Essay Analyzing a Source
4. Math That Matters Most
5. Problems Grounded in Real-World Contexts
6. Analysis in Science and Analysis in History/Social Studies
7. U.S. Founding Documents and the Great Global Conversation
8. *No Penalty for Guessing*

Evidence-Based Reading and Writing Overview

- ▶ **Evidence-Based Reading and Writing Section** comprises the Reading Test and the Writing and Language Test.
- ▶ **Text complexity:** 9th grade through first year post-high school
 - ▶ Passage lengths: 400 – 750 words
- ▶ Emphasis on **source analysis and use of evidence**
- ▶ Inclusion of **data and informational graphics**
- ▶ Focus on **words in context** and on **word choice for rhetorical effect**
- ▶ Students work with **texts in literature, science and social studies**

Reading Test Overview

- ▶ The overall aim of the Reading Test is to determine whether students can demonstrate college and career readiness proficiency in **comprehending a broad range of high-quality, appropriately challenging literary and informational texts** in the content areas of U.S. and world literature, history/social studies, and science.
- ▶ The test will comprise a series of **passages and associated multiple-choice questions**. Some question sets will refer to **paired passages**, others will refer to only one passage.
- ▶ Students must refer to the specific language in the passages and use **careful reasoning to draw supportable inferences**.

Reading Test Sample Question – Passage (abbreviated)

1 Today, I am an inquisitor. An hyperbole would not be
fictional and would not overstate the solemnness that I
feel right now. My faith in the Constitution is whole; it is
complete; it is total. And I am not going to sit here and be
5 an idle spectator to the diminution, the subversion, the
destruction, of the Constitution.

“Who can so properly be the inquisitors for the nation
as the representatives of the nation themselves?” “The
subjects of its jurisdiction are those offenses which
10 proceed from the misconduct of public men.”

Reading Test Sample Question

The main rhetorical effect of the series of three phrases in lines 5–6 (“the diminution, the subversion, the destruction”) is to

- A) convey with increasing intensity the seriousness of the threat Jordan sees to the Constitution.
- B) clarify that Jordan believes the Constitution was first weakened, then sabotaged, then broken.
- C) indicate that Jordan thinks the Constitution is prone to failure in three distinct ways.
- D) propose a three-part agenda for rescuing the Constitution from the current crisis.

Content: Rhetoric / Analyzing word choice

Objective: Students must determine the main rhetorical effect of the speaker’s choice of words.

Writing and Language Test Overview

- ▶ Assesses college and career readiness proficiency in **revising and editing** a range of texts.
- ▶ **Does not require students to provide written responses** -- multiple-choice questions only.
- ▶ Attends to a **core set of standard English language conventions** and to **effective written expression**.
- ▶ Some passages and/or questions will be accompanied by representations of data — **tables, charts, graphs**, etc.
- ▶ All passages will be written **specifically for the test**.
- ▶ The most common question format will require students to **choose the best of three alternatives** to an indicated part of the passage (often an underlined portion) or to determine that the **version presented in the passage is the best option**.

Writing and Language Test Sample Question

A 1954 documentary about renowned watercolor painter Dong Kingman shows the artist sitting on a stool on Mott Street in New York City's Chinatown. A crowd of admiring spectators watches as Kingman squeezes dollops of paint from several tubes into a tin watercolor [2] box, from just a few primary colors, Kingman creates dozens of beautiful hues as he layers the translucent paint onto the paper on his easel. Each stroke of the brush and dab of the sponge transforms thinly sketched outlines into buildings, shop signs, and streetlamps. The street scene Kingman begins composing in this short film is very much in keeping with the urban landscapes for which he is best known.

2.

- A) NO CHANGE
- B) box. From just a few primary colors,
- C) box from just a few primary colors,
- D) box, from just a few primary colors

Content: Standard English Conventions/Conventions of Punctuation

Objective: Students must create two grammatically complete and standard sentences.

Optional Essay Overview

- ▶ Students who opt to take the SAT Essay are required to make purposeful, substantive use of textual evidence in a way that can be objectively evaluated.
- ▶ The essay task is ***not*** designed to elicit students' subjective opinions.
- ▶ The **prompt will remain consistent for all administrations of the SAT**; only the writing passages will change.
- ▶ Students will receive three scores of 2-8 in Reading, Writing, and Analysis.
 - ▶ Two different people will read/score the essay
 - ▶ Each scorer awards 1-4 points for each dimension: reading, analysis, and writing
 - ▶ The two scores for each dimension are added together
 - ▶ Check out the scoring rubric here:
<https://collegereadiness.collegeboard.org/sat/scores/essay>

Optional Essay Prompt

As you read the passage below, consider how [the author] 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.

Source Text

Write an essay in which you explain how [the author] builds an argument to persuade [his/her] audience that [author's claim]. In your essay, analyze how [the author] uses one or more of the features listed above (or features of your own choice) to strengthen the logic and persuasiveness of [his/her] argument. Be sure that your analysis focuses on the most relevant aspects of the passage. Your essay should not explain whether you agree with [the author's] claims, but rather explain how [he/she] builds an argument to persuade [his/her] audience.

Math Test Overview

- ▶ Focus on **content that matters most** for college and career readiness:
 - Assesses fluency with, understanding of, and ability to apply mathematical concepts
 - Algebra and linear equations
 - Problem solving and data analysis
 - Advanced mathematical practices (Trigonometry)
- ▶ Certain key elements will be woven throughout the Math Test:
 - Emphasis on **mathematical application and reasoning**
 - Problems from a **range of disciplines** addressing real-world problems drawn from science, social studies, and careers
 - Inclusion of both **calculator and no-calculator portions** as well as attention to the use of a calculator as a tool
 - Includes both **multiple choice questions** and **student-produced response questions**

Math Test Sample Question (No Calculator portion)

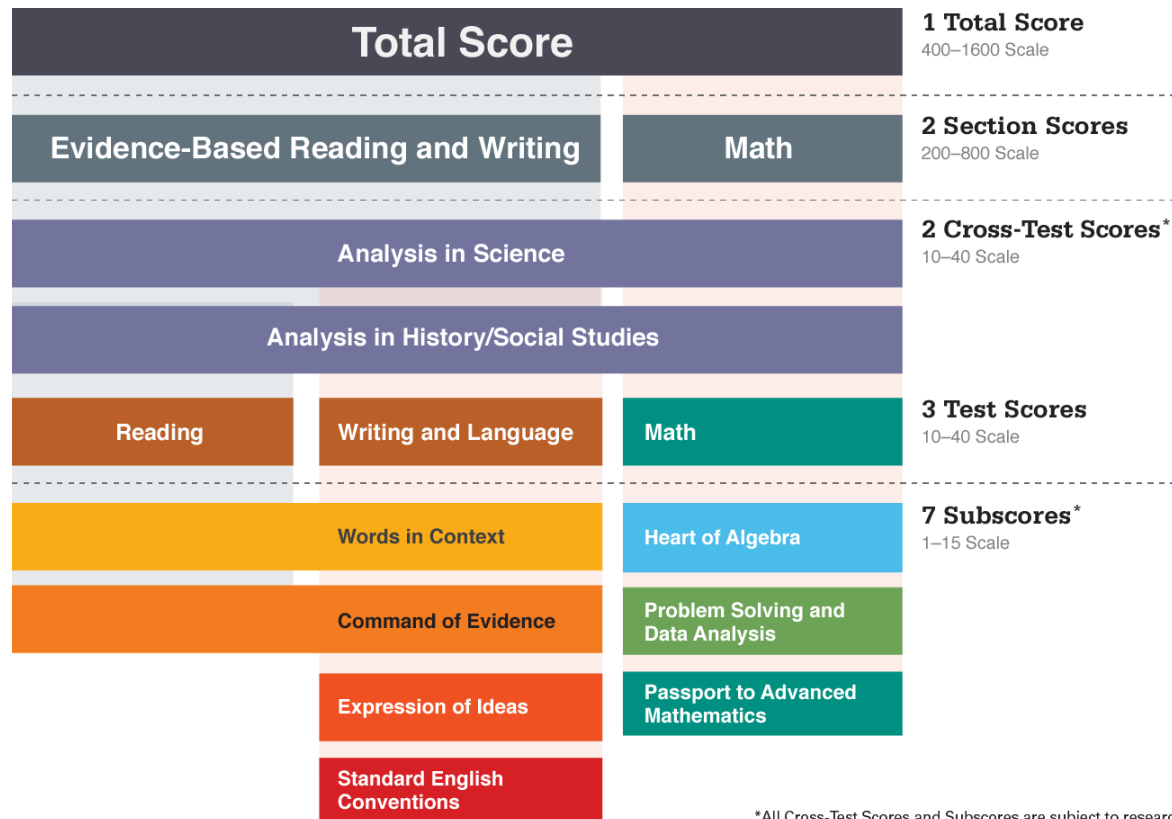
What is one possible solution to the equation $\frac{24}{x+1} - \frac{12}{x-1} = 1$?

This example, from the no-calculator portion of the test, requires students to look at the structure of the expression and find a way to rewrite it, again showing the link between fluency and mathematical practices. The student must transform the expression without a calculator, for example by multiplying both sides of the equation by a common denominator as a first step to find the solution.

*This is an example of a “Student-Produced Response” or grid-in question. Students will not be given answer choices. Instead, they fill in the grid with their answers. Approximately 20% of the math test contains student-produced response questions.

Content: Passport to Advanced Math

Score Reporting on the Redesigned SAT



*All Cross-Test Scores and Subscores are subject to research.

Redesigned SAT v. ACT

SAT[®]

Structure and Timing	New SAT	ACT
Testing time	3 hours + 50-minute essay (optional)	2 hours 55 minutes + 40-minute essay (optional)
Structure	3 tests + optional essay	4 tests + optional writing test
Number of questions	154	215
Time per question	1 minute, 10 seconds	49 seconds
Score range	Composite 400–1600 (SAT Essay: reported in 3 dimensions, each 2–8)	Composite 1–36 (writing domain scores: 2–12)
Test length and timing	<p>Reading Test 65 minutes 52 questions</p> <p>Writing and Language Test 35 minutes 44 questions</p> <p>Math Test 80 minutes 58 questions</p>	<p>Reading Test 35 minutes 40 questions</p> <p>English Test 45 minutes 75 questions</p> <p>Math Test 60 minutes 60 questions</p> <p>Science Test 35 minutes 40 questions</p>