

A Quick History Quiz

1. What year was the PSAT[®] first given?
1941 1952 1959 1963
2. What year was the PSAT/NMSQT[®] first given?
1955 1967 1971 1981
3. When did the PSAT/NMSQT[®] (and SAT)[®] drop the antonyms, add longer reading passage and grid-in math items, and permit calculators?
1988 1990 1992 1994
4. What year did PSAT/NMSQT[®] add the Writing Skills section?
1997 1998 1999 2000
5. When will the revised PSAT be given?

1



After the PSAT[®] administration

Now that you have administered the PSAT, what are the next steps? This session will review the important follow up administrative tasks and provide essential tips for delivering student and school PSAT/NMSQT[®] reports. Learn what the data means and how to share it.

Discover how to use Summary of Answers and Skills Reports and AP Potential. Slides to explain the re-designed SAT and PSAT/NMSQT and to acquaint students follow the main presentation.

2




Knowledge Skills Behaviors Awareness

After the PSAT/NMSQT[®] :

Challenging All Students To Own Their Future

PSAT Benefits for staff, students,



3

College Board Mission of Challenging All Students To Own Their Future



Ensuring every student acquires an education that provides the knowledge, skills, and attitudes to succeed in careers or college as a contributing member of society.



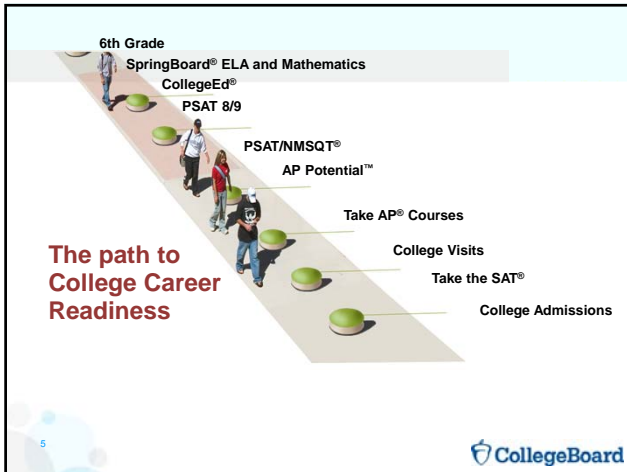
Providing every parent the opportunity to choose a school with the environment and curriculum that best fits the needs, abilities, and aspirations of his or her child.



Providing schools that are led by effective principals and effective teachers.

4





PSAT/NMSQT® : A Step to the Future

Connects

- ... to individual students
- ... to scholarships
- ... to classrooms
- ... to colleges
- ... to the SAT®
- ... to AP®
- ... to life

6

CollegeBoard

What is the PSAT/NMSQT® ?

- A comprehensive academic reasoning test which focuses on the skills required for success in high school and for college level coursework, many of which are the same skills/performance expectations articulated within the Common Core State Standards (CCSS) for grades 9/10 and 11/12.
- The skills measured focus on three main academic areas, but their attainment affects all areas of learning, and are transferable to manage and apply knowledge, regardless of content orientation.
- These skills are relevant to *all* students, and are needed by *all* students, thus the strong focus on inclusion when testing with the PSAT/NMSQT®.

CollegeBoard

PSAT/NMSQT®

2014-15

Official Educator Guide to the
PSAT/NMSQT®
Preliminary SAT/National Merit Scholarship Qualifying Test

Taken by more than 3.86 million students in 2014 (45% eleventh-graders and 55% tenth-graders or younger)


Inside:

- Calendar of important dates and deadlines
- Tools for getting the most from PSAT/NMSQT® results
- Handouts for students, parents, and staff
- Information about National Merit Scholarship Corporation Programs

- According to rules established by the National Merit Scholarship Corporation, students must take the PSAT/NMSQT® as a junior (i.e., 11th grade) to be eligible for certain scholarships.
- PSAT/NMSQT® is cosponsored by the College Board and the National Merit Scholarship Corporation.

6

CollegeBoard



Why take the PSAT/NMSQT® ?

CollegeBoard




Why take the PSAT/NMSQT® ?

- Preparation for the SAT®
- Scholarship and recognition opportunities (11th grade)
- College and career planning tools
- Admissions and financial aid information from colleges
- Feedback on academic skills
- Entry to National Merit and other Awards



CollegeBoard



How is the PSAT/NMSQT® Scored?

Scale:

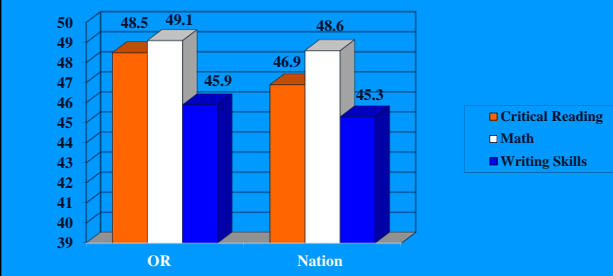
- 20-80 for each test section

Averages:

- 11th Graders: 47-50
- 10th Graders: 43-46
- Younger Students: 38-42

CollegeBoard

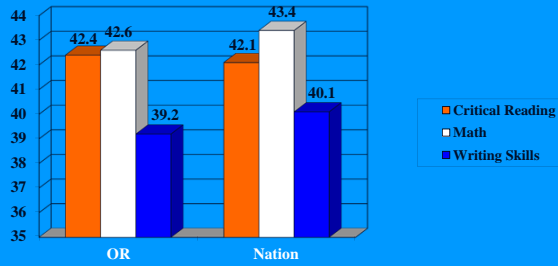
PSAT/NMSQT® 2014 Juniors Means:



Category	Critical Reading	Math	Writing Skills
OR	48.5	49.1	45.9
Nation	46.9	48.6	45.3

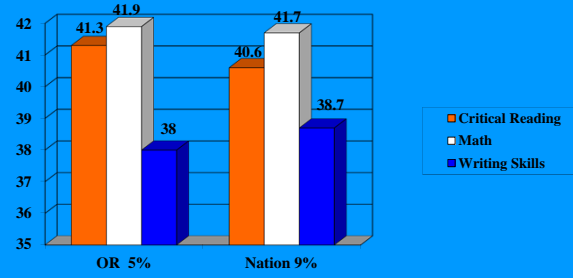
CollegeBoard

Sophomores PSAT/NMSQT®:



CollegeBoard

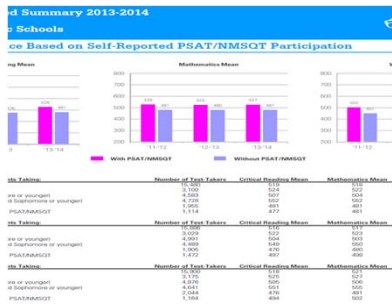
Freshmen PSAT/NMSQT®:



CollegeBoard

SAT® performance by taking PSAT®

CR 71 M 71 W 78 =220 points



CollegeBoard

National Merit Scholarship Corporation

Continuing the Quest for Academic Excellence

DOCUMENTS & GUIDES

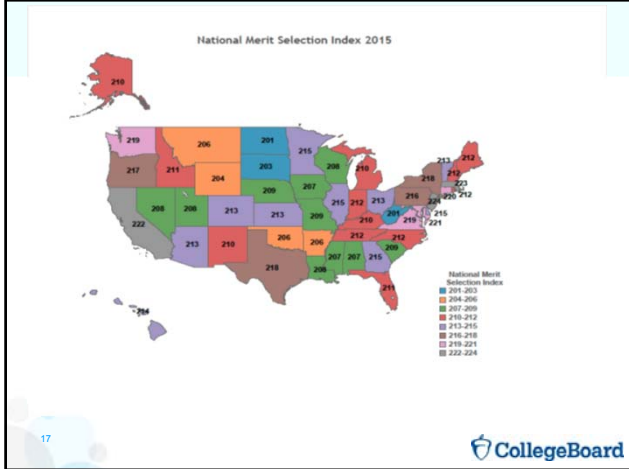
FOR HIGH SCHOOLS

PRESS RELEASES

PSAT/NMSQT

PSAT/NMSQT

CollegeBoard



What are the tools which come with the PSAT/NMSQT®?

18

Benefits to Schools
Summary of Answers and Skills, AP Potential, Data
As of JUNE 2014

	PSAT/NMSQT								ReadStep			
	% Total Test-Takers	% Schools viewed SOAS reports		% Schools viewed APP reports		% Students logged into MCQS		% Schools logged into MCQS		% Total Test-Takers	% Sch/Dats viewed Sch SOAS reports	
		June	May	June	May	June	May	June	May		June	May
	100%	23%	22%	21%	21%	21%	21%	89%	89%	100%	49%	49%

19

Get the most from PSAT/NMSQT® Results

<https://www.collegeboard.org/psat-nmsqt/resources>

20

<https://www.collegeboard.org/psat-nmsqt/resources>

21

Writing the Essay

http://www.collegeboard.com/html/scorewrite_guide.html

22

PSAT/NMSQT® Benefits School Staff

- Connect assessment to learning/instruction with lessons employing PSAT/NMSQT® data and MyRoad.
- Summary of Answers and Skills (SOAS) links aggregate PSAT/NMSQT® performance with academic skills.
- Free access to AP Potential™ that assists schools in identifying students who have the potential to be successful in AP® course
- Student Data on Disk Question-by-question analysis with aggregate data to schools and districts regarding student performance on every test question on state and national scale

23

Skill Insights

Available online

Help identify skills to target prior to state assessments

Assist students with

24

PSAT/NMSQT® Skills Insight™: Align with SAT®

- Identifies the types of skills tested on the SAT®
- Helps teachers inform instruction
- Sample questions for each skill

25

How does it all add up?

Critical Reading example

Skills Insight has a repository of questions to illustrate what the skill involves when it's applied.

26

CollegeBoard

Summary of Answers and Skills (SOAS)

Reports performance metrics on the College Readiness Benchmark

Includes aggregate performance feedback on Skills Insight skill categories

Offers analysis of performance on each question

Provides "one stop" electronic access to items, rationales, state alignments, and item details



CollegeBoard

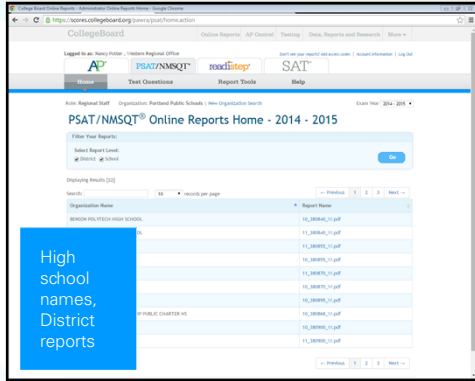
27

http://scores.collegeboard.org

28

CollegeBoard

Reporting Portal: AP, PSAT



29

CollegeBoard

Page(s)

- Title Page 1
- Skills Analysis 2, 6-7, 11
- Question Analysis 3-4, 8-9, 12-13
- Comparable Group Analysis 5, 10, 14
- Performance Overview

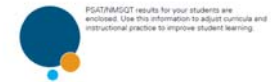
30

PSAT/NMSQT[®]
Preliminary SAT/National Merit Scholarship Qualifying Test

2014-15 SOAS

Summary of Answers and Skills Report

Wednesday Form: Sophomores, Class of 2017
Oregon State Public Schools



CollegeBoard

Benchmarks:

<https://pathway.collegeboard.org/data-and-reports>

National

- 8th grade RS: (11.8) 26.6%
- 10th PN: 133 (133) 37.2%
- 11th PN: 142 (142) 45.8%
- 11th/12th SAT[®]: (1550)

2014 seniors: 39.1%

PSAT practice pays

31

CollegeBoard

Oregon

- 8th grade RS: % **W 32.5%**
- W 46.5%**
- 11th/12th SAT[®]: **46%**

SOAS-how many college ready?



32

CollegeBoard

Page 1

- Number of students in report
- Mean scores and score distribution
- College Readiness Benchmarks

33

CollegeBoard

Skills Analysis

Pages: 2, 6-7, 11

- Skills
- Triangles show a comparison to the state and nation
- Each test question is linked to a skill

34

CollegeBoard

Question Analysis: Wrong Answers

Pages: 3-4, 8-9, 12-13

- Student responses and answer patterns
- Comparisons to the state and nation
- Look for questions students answered incorrectly that the students in the state and nation answered correctly
- Look for common wrong answers

35

CollegeBoard

Comparable Group Analysis

Pages: 5, 10, 14

Darker blue = Significantly below the comparable group.

Lighter blue = significantly above the comparable group

36

CollegeBoard

SOAS Comparable Group

What is a comparable group?

- A useful statistical model
- A statistically created group (virtual group)
- Mirrors your group's performance profile
- This creates an expected performance indicator for your group on each question.
- Provides more "actionable" feedback than state or national averages on questions/skills.

37

How are the differences between your students and the comparable group calculated?

Local Group		
Score band	No. of students	Percent with a correct response
70-80	12	0.83
60-69	26	0.81
50-59	59	0.71
40-49	71	0.49
30-39	36	0.25
20-29	24	0.04
Total	228	0.52

- Your students (the "local group") are arranged into groups based on their score band
- The percent of students who answered a given question correctly is computed for each score band
- This process is repeated for the "comparable group"— the random sample of 200,000 students on which your students are compared (see next slide)

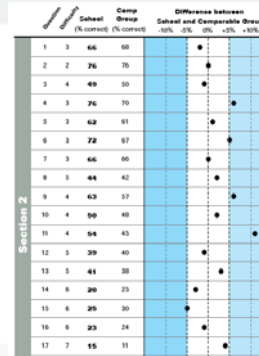
38

- Next we find the difference in the percentages between groups (local group minus comparable group) for each score band
- To protect against over-interpreting large differences based on small groups of students (i.e., a difference of 50% based on three students), we weight each difference by multiplying it by the number of your students in that score band
- Then we sum the weighted differences and divide by the total number of your students
- The result is the average difference in performance between your students and the comparable group. In the example below, that's -0.04 , or -4%

Local Group		Comparable Group		Comparison	
Score band	No. of students	Percent with a correct response	No. of students	Percent with a correct response	Difference Local % minus comparable group % weighted by sample size
70-80	12	0.83	5,673	0.90	-0.07
60-69	26	0.81	44,674	0.82	-0.01
50-59	59	0.71	50,321	0.82	-0.11
40-49	71	0.49	81,339	0.52	-0.03
30-39	36	0.25	13,221	0.26	-0.01
20-29	24	0.04	4,772	0.03	0.01
Total	228	0.52	200,000	0.65	
Sum of weighted differences divided by sample size (n = 228)					-0.04

39

This chart plots the differences between your students and the comparable group for each question on one of the math sections



- Positive differences shows that your students did better than the comparable group, while negative differences shows that your students did worse
- Generally, differences are meaningful (significant) when they are larger than $+5\%$ or -5% .
- Focus on the questions that your students performed significantly below the comparable group. Work with other educators to understand what knowledge and skills are needed to answer these questions correctly. Why might your students lack these skills? What types of curriculum interventions can you organize to teach them these skills?
- Similarly, on which questions did your students significantly outperform the comparable group? What is it about these questions that has enabled your students to be so successful? How can you replicate this success for other items?

40

PSAT/NMSQT Reading Question 11

Passage

Until recently, the process of creating computer generated skin for characters in animated films was painstaking, and the results were often unconvincing: skin looked hard, opaque, fake. Computer-generated characters looked “wrong” because conventional rendering techniques operated as if light rays bounce off skin like they do off metal surfaces. In reality, light rays penetrate skin, scatter beneath the surface, and exit at varying angles. Press a flashlight against your hand and you’ll see light diffusing under your skin. Computer software that can simulate this translucency has transformed animation dramatically. **Question: Purpose of Passage**

Difficulty Level = Medium
Skill Category = Author’s craft

41



PSAT/NMSQT Reading Question 11

Passage process of creating computer generated skin for characters in animated...

Question: The primary purpose of the passage is to

- (A) discuss a continuing problem in an occupation
- (B) explain a major breakthrough in a field
- (C) describe a physiological process
- (D) advocate a major reform in a practice
- (E) note a sudden resurgence of a discipline

Sophomores:
OR– 63% comp 57% nation 58%
Juniors:
OR– 72% comp 69% nation 67%

Answer B:

Difficulty Level = Easy 2
Skill = Number and Operations
Process Skill = Reasoning

42



PSAT/NMSQT Mathematics Question 1

A menu has 4 choices for salads, 6 choices for main dishes, and 3 choices for desserts. How many different meals are available if each meal must consist of one salad, one main dish, and one dessert?

- (A) 81
- ✓ (B) 72
- (C) 64
- (D) 52
- (E) 13

Sophomores:

OR– 63% comp 72% nation 73%

Juniors:

OR– 75% comp 81% nation 81%

Answer B:

Difficulty Level = Easy 2
Skill = Number and Operations
Process Skill = Reasoning

43



PSAT/NMSQT Mathematics Question 7

The area of one face of a cube is 10. What is the total surface area of the cube?

- A. 5
- B. 10
- C. 30
- D. 60
- E. 100

Sophomores:

OR–79% comp 72% nation 75%

Juniors:

OR– 85% comp 81% nation 79%

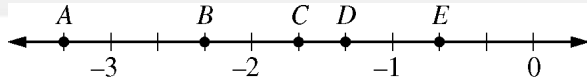
Answer D:

Difficulty Level = Easy 4
Skill = Geometry and Measurement
Process Skill = Problem Solving

44



PSAT/NMSQT Mathematics Question 23



On the number line above, the tick marks are equally spaced. Which of the labeled points represents $-\frac{4}{3}$?

- (A)
- (B)
- (C)
- (D)
- (E)

Answer D:

Sophomores:
 OR– 50% comp 50% nation 52%
Juniors:
 OR– 66% comp 66% nation 67%

Difficulty Level = Medium 5
 Skill = Number and Operations
 Process Skill = Representation

45



PSAT/NMSQT Writing Question 11

Select the option that, when used in place of the underlined material, produces the most effective sentence. If you think the original sentence is best, select choice A.

When asked how will you finance the proposed project, the governor admitted that he did not yet know.

- (A) will you
- (B) would you
- (C) will he
- (D) would he
- (E) he would

Sophomores:
 OR– 51% comp 45% nation 49%
Juniors:
 OR– 67% comp 61% nation 61%

Answer E:

Difficulty Level = Medium 4
 Skill = Manage Word choice and grammatical relationships between words

46



PSAT/NMSQT Writing Question 14

Select the option that, when used in place of the underlined material, produces the most effective sentence. If you think the original sentence is best, select choice A.

When the chief executive officer was appointed, the company had only 30 employees, and now it is thousands.

- (A) and now it is
- (B) it now has
- (C) they now have
- (D) but now it has
- (E) now there ar4

Sophomores:
 OR– 38% comp 3.8% nation 42%
Juniors:
 OR– 44% comp 48% nation 48%

Answer D: sophs 27% picked wrong answer B, jrs. 23%

Difficulty Level = Medium 6
 Skill Category= Manage phrases and clauses in a sentence

47



Activity A: Connections to Common Core

CCSS: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies and allusions to other texts.

STRD Determine or clarify the meaning of unknown and multiple-meaning works and phrases based on grades 9-10 or 11-12 reading and content, choosing flexibly from a range of strategies.

SKILL Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context...)

48



POLL: What does this mean?

As high school educators, you are asked to look at the results of many different types of assessments—especially state assessments.

What additional information do you expect to learn from your students' PSAT/NMSQT results?

How can results from the PSAT/NMSQT inform efforts to help students meet the Common Core State Standards?

Your analysis of PSAT/NMSQT results might examine how well your students evaluate informational text?

49



AP Potential

The main reason our students do NOT choose to take AP[®] courses is:

- | | |
|--|-----|
| A. Students view the course as too difficult or too much work | 61% |
| B. Students do not want to risk a lower GPA | 18% |
| C. Their friends are not taking the course | 2% |
| D. Students choose to take IB, dual enrollment, early college, etc | 10% |
| E. Our campus does not offer AP courses | 9% |

51



WERA
December 2014

What is AP Potential?

I have heard of AP Potential

I could describe AP Potential or have received the results for my school

I have used AP Potential

I am an expert! I have used AP Potential and have helped others



Would you like your school's AP Potential access codes?

I have heard of AP Potential

I could describe AP Potential or have received the results for my school

I have used AP Potential

I am an expert! I have used AP Potential and have helped others



Oregon's AP Potential

12,704 have 60% chance of getting three or higher in AP Psychology

By adjusting the percentages below, you can increase or decrease the number of students included in your roster of potential AP students. You may select a different percentage for each AP subject.

Define Pool	Subject	2015 Potential AP Students	2014 AP Students Exam Taken 3 or Higher
<input type="checkbox"/>	Art History	7150	131 81
<input type="checkbox"/>	Biology	9124	1217 830
<input type="checkbox"/>	Calculus AB	2884	1763 1019
<input type="checkbox"/>	Chemistry	4602	901 439
<input type="checkbox"/>	Comparative Government & Politics	9390	184 77
<input type="checkbox"/>	Computer Science A	9024	86 37
<input type="checkbox"/>	English Language	11959	2717 1594
<input type="checkbox"/>	English Literature	11360	1796 1018
<input type="checkbox"/>	Environmental Science	6888	738 334
<input type="checkbox"/>	European History	12626	1043 551
<input type="checkbox"/>	Human Geography	8472	1609 822
<input type="checkbox"/>	Macroeconomics	4332	440 200
<input type="checkbox"/>	Microeconomics	8340	431 292
<input type="checkbox"/>	Music Theory	6248	81 38
<input type="checkbox"/>	Physics B	4332	305 261
<input type="checkbox"/>	Physics C: Electricity & Magnetism	2878	45 35
<input type="checkbox"/>	Physics C: Mechanics	4057	177 123
<input type="checkbox"/>	Psychology	12704	1483 963
<input type="checkbox"/>	Statistics	6763	1108 776
<input type="checkbox"/>	U.S. Government & Politics	9390	1809 910
<input type="checkbox"/>	U.S. History	8051	2967 1580
<input type="checkbox"/>	World History	10239	399 184

54% WA achieved potential



A Right to Rigor: Fulfilling Student Potential in Washington

Public Schools, Graduating class of 2014

Any AP Discipline, All Students with AP Potential*



40% OR achieved potential



A Right to Rigor: Fulfilling Student Potential in Oregon

Public Schools, Graduating class of 2014

Any AP Discipline, All Students with AP Potential*



Any AP Discipline, By Ethnic Background



27% OR achieved potential English

A Right to Rise: Fulfilling Student Potential in Oregon

Public Schools, Graduating Class of 2014

AP English, All Students with AP Potential

AP English, By Ethnic Background

Ethnic Background	AP Potential	Actual AP English
American Indian/Alaska Native	~10%	~5%
American-Born Overseas/Foreign Born	~15%	~10%
Black/African American	~10%	~5%
Hispanic/Latino	~15%	~10%
White	~25%	~20%

CollegeBoard

The PSAT/NMSQT® and AP® Connection

Research shows a strong relationship between PSAT/NMSQT® and AP®

- Studies conducted in 1998, 2006 and 2007
- Analyzed performance of more than a million students
- Showed strong correlations between PSAT/NMSQT® scores and AP® Exam results
- Download the research reports at: <https://appotential.collegeboard.org/app/welcome.do>

CollegeBoard

Signing in to AP Potential:
www.collegeboard.com/appotential

AP Potential

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 research that shows moderate to strong correlations between PSAT/NMSQT® scores and AP Exam results, AP Potential is designed to help you increase access to AP and to ensure that no student who has the chance of succeeding in AP is overlooked.

Who can access AP Potential?
Counselors, Teachers, High School Principals, District Officials and State Department of Education Officials.

How to Access AP Potential
Enter your user name and password under **Sign In to View Reports**. First-time visitors are asked to create an educational professional account, and enter their AP Potential access code. Access codes are emailed in early December to principals and AP Coordinators at 2014-15 participating AP schools, and also appear on the PSAT/NMSQT® roster of scores. District AP Potential access codes are emailed to the attention of district officials in early December. State Department of Education Officials looking to access the tool should contact appotential@collegeboard.org for more details.

Accessing Prior Years' Results
Schools, districts and states can generate rosters of students based on prior years' PSAT/NMSQT or PSS5 results. After logging in and entering your access code, you can choose whether to generate reports based on the 2012, 2013, or 2014 PSAT/NMSQT administration. Rosters can also be generated based on the 2013, 2014 or 2015* PSS5 (Preliminary SAT Scoring Service) administration. For more information on the PSS5, visit the pss5.collegeboard.org.

Guidelines for Proper Use
According to College Board research, PSAT/NMSQT scores are useful in identifying students who have the potential to succeed in AP. These studies show that PSAT/NMSQT scores are stronger predictors of students' AP Exam results than traditional factors such as high school grades and grades in same-discipline course work. AP Potential should never be used to discourage a motivated student from registering for an AP Exam. AP Potential results only account for some of the factors that contribute to the students' exam results, and do not take into account the power of an individual student's motivation, parental support, and teacher efficacy. For more information on the research underlying AP Potential, download the [latest statistical report](#).

*2015 PSS5 results are not available in AP Potential until March 2015.

CollegeBoard

Signing in to AP Potential:
www.collegeboard.org/appotential

Get access to AP Potential

AP Potential Enrollment Information

First, select your organization. If you listed an where you work, your organization is already selected. If you did not list an where you work or you work to access AP Potential for a different organization, search for and select your organization. Then supply the access code for your organization. If you have not received an access code, contact the administrator in charge of your school or district or call College Board Customer Service at 1-800-620-0300.

Provide your access information

Professional Organization: Department: Position: Expiration Date:

Access Code:

Enroll Later **Next**

Enter access code here

CollegeBoard

AP Potential Expectancy Tables

Expectancy Tables

See the scores that correlate to probabilities of success in AP Biology.

E.g. students who score 114 in Critical Reading and Math have 60% chance or greater of earning 3 or better in AP Biology.

AP Potential		
Expectancy Tables		
Select a subject below to see specific data from the correlation study showing the percentage of students at any given PSAT/NMSQT score range who achieved AP Exam grades of 3 or higher and 4 or higher.		
Subject: <input type="text" value="Biology"/>		
AP Biology		
PSAT/NMSQT CR + M Score		
Probability (%)	≥3	≥4
90	132	143
80	124	135
70	118	129
60	114	124
50	109	120
40	105	115
30	101	111
20	95	105
10	87	95
Total N =	107,486	74,750
205,036		



AP Potential

Select PSAT/NMSQT Administration Year

Step 1 of 4

- Select the PSAT/NMSQT administration year for which you'd like to generate a roster.

Step 1 of 4: Select Administration Year

You can generate rosters of students for your school based on the current or prior years' PSAT/NMSQT or PSSS results.

Select the administration for which you would like to generate a roster:

- 2012 PSAT/NMSQT administration
- 2013 PSAT/NMSQT administration
- 2014 PSAT/NMSQT administration
- 2013 PSSS administration
- 2014 PSSS administration
- 2015 PSSS administration

*2015 PSSS results are not available in AP Potential until March 2015.

[Next](#)



AP Potential

Select PSAT/NMSQT Administration Year

There's an optional shortcut

You can "fill seats in your existing AP classes" by clicking the green button on the left. OR...

You can "identify new AP courses" by clicking the green button on the right.

Choose Your Student Roster Type

At this point, you can continue to generate a student roster on your own:

OR

You can generate a student roster using one of the following options:

-
-



AP Potential

Select Subjects

Step 2 of 4

If you chose to generate your roster manually, you'll continue onto Step 2:

Select the AP courses you'd like to identify students for.

Step 2 of 4: Select Subjects

Select the subjects you'd like to create a roster for below. The most common selection criteria are courses that you currently offer or courses that you are interested in offering.

Select All Subjects

- Art History
- Biology
- Calculus AB*
- Chemistry
- Computer Science A
- English Language
- English Literature
- Environmental Science
- European History
- Gov't & Politics: Comp.
- Gov't & Politics: U.S.
- Human Geography
- Macroeconomics
- Music Theory
- Physics B**
- Physics C: Elec. & Mag.
- Physics C: Mechanics
- Psychology
- Statistics
- U.S. History
- World History

Shonda Stevens
Director of Guidance and Counseling
Perry High School, OK

"I can't say enough good things about AP Potential. The number of students enrolled in AP has nearly doubled. The kids love it -- for those who are hesitant, it gives them the confidence to take AP."



AP Potential Select Pool

Step 3 of 4

- Choose a grade level and define your pool.

Step 3 of 4: Select Pool

Choose Grade Level
Choose the grade level(s) for the students you wish to find.

All Grades (2413 total test takers in all grade levels)
 8th Grade (3 test takers in this grade level)
 9th Grade (3 test takers in this grade level)
 10th Grade (1279 test takers in this grade level)
 11th Grade (1237 test takers in this grade level)

Selecting All Grades generates data for all students who took the PSAT/NMSQT or PSSS and marked any of the following responses on their answer sheets: not set in 8th grade, 9th grade, 10th grade, 11th grade, 12th grade, 12th grade, other, and no response.

Define the Pool of Students
A pool includes all students who have the minimum PSAT/NMSQT score associated with earning an AP Exam score of 3, 4, or 5 given a particular probability level (or pool) that you select. For example, if you set your pool level at 50%, your roster includes all. By adjusting the percentages below, you can increase or decrease the number of students included on your roster of potential AP students. You may select a different percentage for each AP subject.

Define Pool	Subject	2013 Potential AP Students	2014 AP Students	Exam Takers	Exam Score 3 or Higher
00	Calculus AB	576	382	327	
00	English Language	831	264	241	
00	European History	662	16	32	
00	Physics B	334	97	98	



AP Potential Student Roster

Step 4 of 4

- Read the instructions for using the roster and see your list of students at the bottom of the screen.

Step 4 of 4: Student Roster

2014 PSAT/NMSQT administration

Using this Roster
The following roster includes all students from your selected administration year whose AP potential falls within the pool you defined. 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 updated 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 50% for all subjects. Please note, AP Potential does not indicate that students should move directly into AP without taking prerequisites. For students who have not taken prerequisites, AP Potential should be used to encourage enrollment in the prerequisite course(s) that will prepare them to take AP in a subsequent year.

Export Data
You can capture this roster electronically, in CSV format, by clicking "Export Data" below. This file does not contain PSAT/NMSQT or PSSS score data, though it does contain other confidential student data such as name, address, date of birth, ethnicity and gender.

Sample Letters to Parents
Generate letters to parents

Student	AP	Grade	AP	Student ID	Biology	Calculus AB	Chemistry
A.R.N., A	10th						
AAROL, A	10th				Y	Y	Y
AAROL, A	10th					Y	
AAROL, A	10th					Y	
ABDULLAH, A	10th						
ABIDI, A T	10th					Y	
ABBAR, A L	10th				Y		Y
ADAM, A B	10th						
ADAMU, A E	10th					Y	



AP Potential Subject Detail & Student Detail

Additional details available

A roster of students in a specific subject

A list of courses for individual students

Subject Detail

Biology

The students listed below fall into the pool you defined. Click on a student's name to view student details.

Critical Reading + Math Correlation: 647

Student Name	Grade	2014 CB + M Score	Percent of students with the same PSAT/NMSQT with AP courses	Ethnicity	Gender
ABBAR, ABBAR L	10th	118	75	Asian, Asian American, or Pacific Islander	M
ADAM, ADAM W	10th	114	60	Asian, Asian American, or Pacific Islander	M

Student Detail

AAROL, AAROL

DOB: Not Available
Ethnicity: Asian, Asian American, or Pacific Islander
Gender: Male

2014 PSAT/NMSQT Critical Reading Score (M) Math Score (M)

Subject	Selected Pool Criteria	Meets Criteria	Percent of students with the same PSAT/NMSQT who received AP grade of 3 or above
Biology	60	Y	75
Calculus AB	60	Y	80
Chemistry	60	Y	60
English Language	60	Y	60
English Literature	60		30



AP Potential Tips

TIP

Export data into an Excel spreadsheet to make it easy to read and use.

TIP

Create letters to parents. AP Potential provides sample letters in English and Spanish.

Step 4 of 4: Student Roster

2013 PSAT/NMSQT administration

Using this Roster
The following roster includes all students from your selected administration year whose AP potential falls within the pool you defined. 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 updated 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 50% for all subjects. Please note, AP Potential does not indicate that students should move directly into AP without taking prerequisites. For students who have not taken prerequisites, AP Potential should be used to encourage enrollment in the prerequisite course(s) that will prepare them to take AP in a subsequent year.

Export Data
You can capture this roster electronically, in CSV format, by clicking "Export Data" below. This file does not contain PSAT/NMSQT or PSSS score data, though it does contain other confidential student data such as name, address, date of birth, ethnicity and gender.

Sample Letters to Parents
Generate letters to parents



AP Potential Tips

TIP

After considering potential AP students using your school's standard process, check AP Potential for additional students that might have been overlooked.

TIP

Use AP Potential to make a case for professional development - more teachers will need to be trained to handle an increased number of AP courses.

TIP

Review AP Potential for 8th, 9th, and 10th graders in preparation for 11th or 12th grade AP courses and ensure that they are taking the correct preparatory courses.

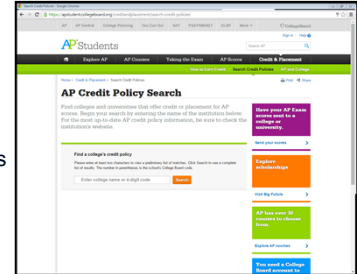


AP Credit Policy Info Tool

[https://](https://apstudent.collegeboard.org/creditandplacement/search-credit-policies)

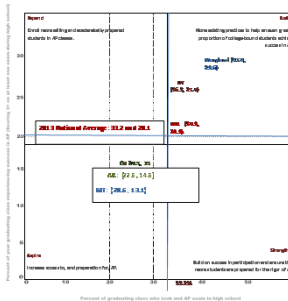
apstudent.collegeboard.org/creditandplacement/search-credit-policies

- Searchable by institution
- Find credit, placement information for over 1,000 colleges and universities
- Link to the institution's own Web page that details its AP credit, placement policies
- Statement by college or university about their AP policy



7th AP Report to Nation Equity grid, plot participation, success

How can your school or district support greater AP participation and success?



Student Data File



Benefits of AP from State Report

CollegeBoard 2014 COLLEGE BOARD PROGRAM RESULTS

The Importance of AP for Oregon Students

New research shows the benefits of AP for all students.¹ AP students with an average AP Exam score of:

- 1 are 2-6 percentage points higher
- 2 are 7-11 percentage points higher
- 3 are 12-16 percentage points higher
- 4 are 17-22 percentage points higher
- 5 are 23-27 percentage points higher

in expected on-time college graduation rate, compared to academically matched peers who don't take an AP Exam.

The typical student who receives a score of 3 or higher on two AP Exams has the potential to save an average of more than \$1,700 at a public four-year college in Oregon and \$7,000 at a private institution.²

CollegeBoard

2013 cost savings AP--\$13,816,188

Oregon

Potential Cost Savings for Oregon's Students and Families

In May 2013, Oregon public and private high school students took a total of **16,056 AP Exams** that resulted in scores of 3, 4, or 5. Based on students' opportunity to earn at least 2 college credits for each AP Exam score of 3 or higher, this represents an **estimated 48,168 college credits**. At an average rate of **\$286.83*** per credit hour, the **total potential cost savings** for the state's students and families was **\$13,816,188**.

*Please note: These estimates are based on Table E of the 2013 College Board report, Trends in College Pricing. This report indicates the average in-state tuition and fees at Oregon public four-year colleges is \$6,000 per year or \$286.83 per credit assuming 20 credits taken by a full-time student. These estimates also assume all of the 16,056 exams taken in Oregon were applied toward college credit.

CollegeBoard

Educator Access Codes on Roster of Student Scores and Plans—schools receive in December

- Access codes for AP Potential, MyRoad, and Summary of Answers and Skills (SOAS)
- Student access codes for their My College QuickStart accounts

School Codes for Online Access to:
 AP Potential: LYPT75N
 MyRoad: 6576CC
 SOAS (Summary of Answers and Skills): N/A

CollegeBoard

Student Data File

The Student Data File allows you to put data in a spreadsheet or database.

File includes:

- All information on the paper Score Report Plus.
- Grade level, individual scores, percentiles, college readiness benchmarks, answers to every test question, skills to improve, college major, AP Potential feedback and more.

CollegeBoard

Student Data File – Ascii Format

Data set layout comes with CD

PSAT/NMSQT[®]
Preliminary SAT National Merit Scholarship Qualifying Test

Student Data Files in Electronic Data Set Record Layout
December 2012

The enclosed CD contains the student background information that is present in the test, as well as details of student test performance. Files on the CD are in ASCII format.

A description of the data set record layout appears inside. Tables within indicate that no response was given or that multiple responses were given.

NOTE: The data files include the AP Program[™] Information File (AP Information File) and the AP Student Information File (AP Student Information File). The AP Information File contains the AP program information for the AP program and AP program information for the AP program. The AP Student Information File contains the AP program information for the AP program and AP program information for the AP program.

The AP Program Information File (AP Information File) includes information for all AP courses offered at the test site. The AP Student Information File (AP Student Information File) includes information for all AP courses offered at the test site.

The AP Information File (AP Information File) includes information for all AP courses offered at the test site. The AP Student Information File (AP Student Information File) includes information for all AP courses offered at the test site.

The AP Information File (AP Information File) includes information for all AP courses offered at the test site. The AP Student Information File (AP Student Information File) includes information for all AP courses offered at the test site.

Number	File	Description	Explanation
1	1	AP Information File	AP Information File
2	2	AP Student Information File	AP Student Information File



Student Data File – Excel Format

Double-click on file; it will open in Excel
After the file opens:



Student Data File – Excel Format

The columns will expand to the proper width

	A	B	C	D	E	F	G
1	Test Form	School Code	English Teacher	Math Teacher	Last Name	First Name	M.I.
2	Saturday	CB330814			SMITH	JOHN	
3	Saturday	CB330814			STUDENT	IMA	B
4	Saturday	CB330814			SAMPLE	SARAH	
5	Saturday	CB330814			SAMPLE	STEVEN	
6							
7							
8							



Student Data File – Excel Format

- If your disk includes data from the Wednesday and Saturday tests, that data will be separated by a new header row.
- Use the Test Form column (A) to sort by Form
- Move Saturday students onto a different tab



Student Data File – Excel Format

For each student:

ID info

E	F	G	H	I	J
Last Name	First Name	M.I.	Street Address	City	State
SMITH	JOHN		45 COLUMBUS AVE	NEW YORK	NY

Scores

AC	AD	AE
Critical Reading (CR) Score	Math (M) Score	Writing Skills (W) Score
40	45	50

Question details

E.g. CR 1 D: (e)

Critical Reading question 1, which has the correct answer of D, and is easy

AD	AP	AQ	AR	AS
CR 1: D (e)	CR 2: C (e)	CR 3: B (e)	CR 4: A (m)	CR 5: D (h)
A	B	C	B	D

Skills

CO	CP	CQ	CR	CS	CT
Words # Right	Words # Wrong	Words # Omit	Craft # Right	Craft # Wrong	Craft # Omit
2	13	2	1	3	0



Student Data File – Excel Format

	A	B	C	D	E	F	G
1	Test Form	School Code	English Teacher	Math Teacher	Last Name	First Name	M.I.
2	Wednesday	CB330814			SMITH	JOHN	
3	Wednesday	CB330815			DAVIS	AMY	
4	Wednesday	CB330816			WILLIAMS	JENNIFER	
5	Saturday	CB330817			STUDENT	IMA	B
6	Saturday	CB330818			SAMPLE	SARAH	
7	Wednesday	CB330819			SAMPLE	SAMPLE	
8	Saturday	CB330820			SAMPLE	STEVEN	
9							

Enter teacher name and sort



Student Data File

School/District Use

- Add fields to enhance usefulness (e.g. teacher names, state test data, grades, feeder school).
- Look at problem questions identified by the SOAS analysis. Are there particular groups of students having difficulty?
- Work with Math and English departments to identify areas that need attention.



Student Data File

Teacher Use

- Sort data by teacher
- Review for common issues
- Review problem questions with students to help them recognize and correct mistakes
- Reconvene with department to share findings, determine direction



Student Data File

School Counselor Use

Examine students' selected major

- Help plan career days and/or invite relevant speakers
- Advise students about skills that will need strengthening.
- Review students' schedules to ensure they are enrolled in the right classes
- Use the AP Potential indicator as a starting point for AP course enrollment planning



Understanding PSAT/NMSQT Scores

- PSAT/NMSQT score related FAQs
- Information on percentiles and mean scores
- Score conversions

Understanding 2014

Why take the PSAT/NMSQT?

How do I understand my score?

What are the PSAT/NMSQT scores?

How do I use my PSAT/NMSQT score?

What are the PSAT/NMSQT score ranges?

How do I use my PSAT/NMSQT score?

What are the PSAT/NMSQT score ranges?

PSAT/NMSQT Score	Percentile Rank
36	99
35	97
34	95
33	93
32	91
31	89
30	87
29	85
28	83
27	81
26	79
25	77
24	75
23	73
22	71
21	69
20	67
19	65
18	63
17	61
16	59
15	57
14	55
13	53
12	51
11	49
10	47
9	45
8	43
7	41
6	39
5	37
4	35
3	33
2	31
1	29



Poll Question

How did you learn about today's webinar?

- A. Email
- B. Western Regional Office Newsletter
- C. Professional Development Flyer/Brochure
- D. District/State request
- E. CB Website
- F. State Website



Redesigned PSAT/NMSQT



8 Key Changes to the SAT®



Relevant words in context



Command of evidence



Essay analyzing a source



Math focused on three key areas



Problems grounded in real-world contexts



Analysis in science and social studies



Founding documents and great global conversation



No penalty for wrong answers

CollegeBoard

Connection to the Redesigned SAT

The redesigned PSAT/NMSQT will mirror the knowledge and skill areas tested by the redesigned SAT.

The 7 key changes of the redesigned PSAT/NMSQT are:



Relevant words in context



Command of evidence



Math focused on three key areas



Problems grounded in real-world contexts



Analysis in Science and Social Studies



Founding documents/ great global conversation



No penalty for wrong answers

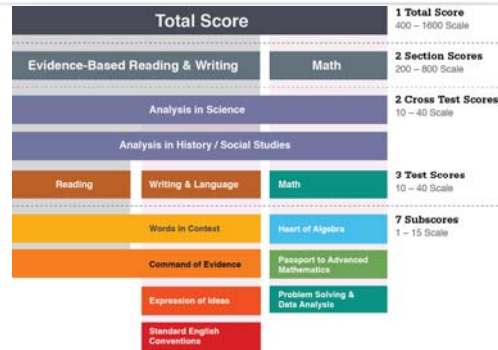
CollegeBoard

About the Redesigned PSAT/NMSQT

- The first administration of the redesigned PSAT/NMSQT will be in fall 2015.
- Sample questions to help students prepare were released in December 2014.
- A full practice test will be available in March 2015.

CollegeBoard

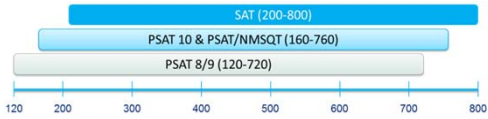
SAT Scores and Subscores



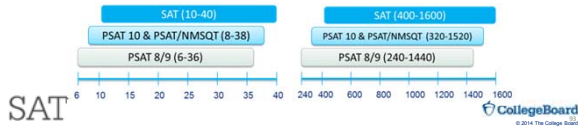
SAT® *Please note: All subscores are tentative and subject to research. CollegeBoard

Longitudinal Progress Monitoring

- + Section Scores will be placed on a vertical scale.



- + This same concept will hold true for the **Test and Cross-Test Scores** as well as **Total Score**.



For More Information



www.deliveringopportunity.org

CollegeBoard

Access to Opportunity™ Apply to 4 or More™ and Counselors

Apply to 4 or More™



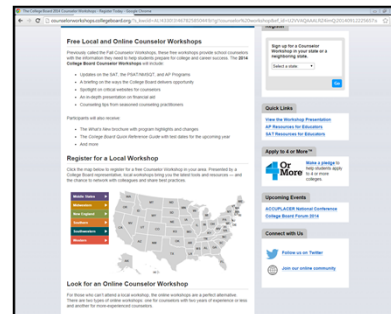
Make a pledge to help students apply to 4 or more colleges.

The **Apply to 4 or More™** campaign supports counselors and helps them deliver opportunity to all college-ready students—especially low-income and minority students—by ensuring that they apply to four or more colleges that meet their academic ability and are their best fit.


Our Commitment: To aid counselors in this important work, the College Board will provide free tools and resources to help students identify colleges that are a good academic fit.

[Counselor Workshop Landing Page](#)

CollegeBoard



CollegeBoard



The Pledge


I pledge to help my students apply to four or more colleges to increase their chances of enrolling in an institution that matches their academic potential.

As a part of joining this effort you will receive free resources in the mail this fall. In the spring 2015 semester, a link to an online survey to capture your valuable feedback on how well the campaign performed at your school for completing the survey, we will send you a free copy of the College Counseling Sourcebook (A4/F09).

First name: _____
 Middle initial: _____
 Last name: _____
 Email address: _____
 Confirm email address: _____
 Your institution AI or CEES code: _____
 Your institution name: _____
 Your institution street address: _____
 Your institution city: _____
 Your institution state or province: _____

Where did you hear about this pledge?
 College
 School
 Other College-based event
 Other
 Other
 Other
 Other
 Other
 Other
 Other

Please click "submit" to send your pledge.




PSAT, & SAT

PSAT/NMSQT
888 477 7728 or
888 477 PSAT

SAT:
888 728 4357
888 SAT HELP

Western Region of the
College Board
866 392 4078





Remember how great it felt?

Never lose that feeling.
 Never stop learning.

866-392-4078
 (Toll free)
wro@collegeboard.org

Questions?



THE REDESIGNED
SAT

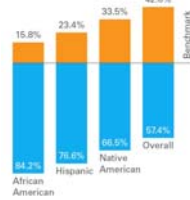
deliveringopportunity.org



Beyond Assessment: Delivering Opportunity

The Class of 2014 and the SAT College and Career Readiness Benchmark

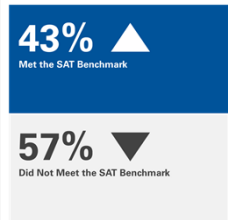
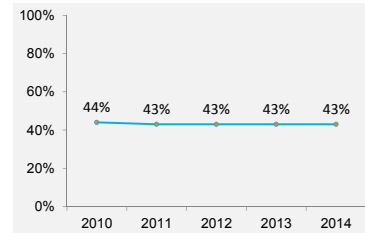
- **42.6%** of SAT takers met the benchmark
- **15.8%** of African American SAT takers met the benchmark
- **23.4%** of Hispanic SAT takers met the benchmark
- **33.5%** of Native American SAT takers met the benchmark



CollegeBoard

Beyond Assessment: Delivering Opportunity

Less than half of the students who take the SAT® are college ready.



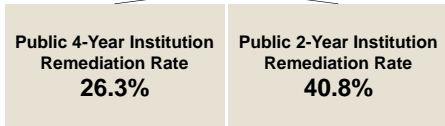
SAT

CollegeBoard
© 2014 The College Board

Beyond Assessment: Delivering Opportunity

Entering College Students

>30%
Require remediation



SAT

CollegeBoard
© 2014 The College Board

Beyond Assessment: Delivering Opportunity

- Propel students into opportunities they have earned
- Protect opportunity from pressures of inequality
- Promote excellent classroom work and accelerate students who are behind

SAT

CollegeBoard
© 2014 The College Board

Beyond Assessment: Delivering Opportunity

Propel students into opportunities they have earned	Protect opportunity from pressures of inequality	Promote excellent classroom work and accelerate students who are behind
College Application Fee Waivers	Clear and Open SAT	Instruction Modules For Grades 6-12
'All In' Campaign	Partnership with Khan Academy	Personalized Online Guidance

SAT

CollegeBoard
© 2014 The College Board

The College Board Readiness & Success System



SAT

CollegeBoard
© 2014 The College Board

The College Board Readiness & Success System



“What should I focus on?”

Key Components

- + Focused and useful
- + Open and clear
- + Common scale and scores over time
- + Reporting connected to classroom work

SAT

CollegeBoard
© 2014 The College Board

The College Board Readiness & Success System

“How do I improve?”

Key Components

- + Content partnerships with:
 - + Classroom teachers
 - + Khan Academy
- + Delivery partnerships with Community-based Organizations like Boys & Girls Club



SAT

CollegeBoard
© 2014 The College Board

The College Board Readiness & Success System

"How do I pay for college?"

Key Components

- + AP Potential
- + Fee Waivers
- + Expanded scholarship opportunities
- + SAT School Day



SAT

CollegeBoard
© 2014 The College Board

The College Board Readiness & Success System

"How do I make sure what I do in high school prepares me for a career?"

Career Opportunity
Opening futures by providing the skills and planning tools students need.

Key Components

Greater access to better career exploration and planning tools through partnerships

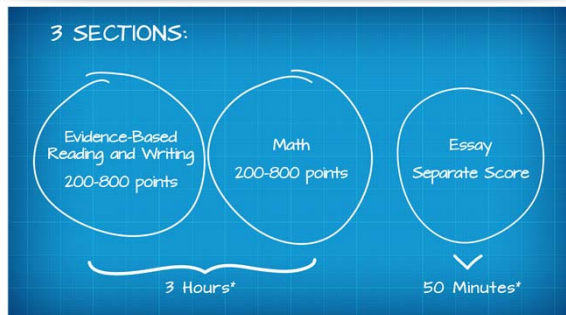
- + Greater access to developing skills that matter in jobs in the future (e.g., STEM disciplines, coding, others)

SAT

CollegeBoard
© 2014 The College Board

About the Redesigned SAT

3 SECTIONS:



*Please note: All time limits are tentative and subject to research.

SAT

CollegeBoard
© 2014 The College Board

About the Redesigned SAT

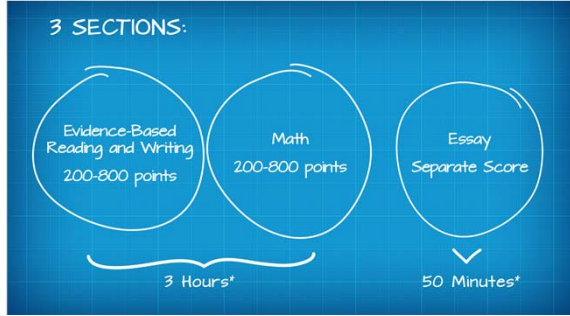
- ▶ The first administration of the redesigned SAT® will be in spring 2016.
- ▶ Today's tenth graders will be the first to take the redesigned SAT.
- ▶ The redesigned SAT will be offered in print everywhere and by computer in select locations.

SAT

CollegeBoard
© 2014 The College Board

About the Redesigned SAT

3 SECTIONS:



*Please note: All time limits are tentative and subject to research.

SAT

CollegeBoard
© 2014 The College Board

8 Key Changes to the SAT



Relevant words
in context



Command of
evidence



Essay analyzing a
source



Math focused on
three key areas



Problems grounded in
real-world contexts



Analysis in science
and social studies



Founding documents
and great global
conversation



No penalty for
wrong answers

SAT

CollegeBoard
© 2014 The College Board

8 Key Changes to the SAT



Relevant words
in context

Students will need to:

- ▶ Interpret meaning based on context
- ▶ Master relevant vocabulary
- ▶ Engage in close reading

SAT

CollegeBoard
© 2014 The College Board

8 Key Changes to the SAT



Command of
evidence

Students will be asked to:

- ▶ Interpret, synthesize, and use evidence found in a wide range of sources
- ▶ Support the answers they choose
- ▶ Integrate information conveyed through both reading passages and informational graphics

SAT

CollegeBoard
© 2014 The College Board

8 Key Changes to the SAT



Essay analyzing a source

The redesigned essay will:

- ▶ More closely mirror college writing assignments
- ▶ Cultivate close reading, careful analysis, and clear writing
- ▶ Promote the practice of reading a wide variety of arguments and analyzing an author's work

SAT



8 Key Changes to the SAT



Math focused on three key areas

Current research shows that three key areas most contribute to readiness for college and career training:

- ▶ Problem Solving and Data Analysis (quantitative literacy)
- ▶ Heart of Algebra (mastery of linear equations)
- ▶ Passport to Advanced Math (familiarity with more complex equations)

SAT



8 Key Changes to the SAT



Problems grounded in real-world contexts

Students will engage with questions that:

- ▶ Directly relate to the work performed in college and career
- ▶ Include charts, graphs, and passages likely to be encountered in science, social science, and other majors and careers
- ▶ Feature multistep applications to solve problems in science, social science, career scenarios, and other real-life contexts

SAT



8 Key Changes to the SAT



Analysis in science and social studies

Students will apply their reading, writing, language, and math skills to answer questions in science, history, and social studies contexts.

SAT



8 Key Changes to the SAT



Founding documents and great global conversation

The redesigned SAT will include one of the following:

- ▶ An excerpt from one of the Founding Documents
- ▶ A text from the ongoing Great Global Conversation about freedom, justice, and human dignity

No prior knowledge of the text will be required.

SAT



8 Key Changes to the SAT



No penalty for wrong answers

- ▶ One point for each correct answer
- ▶ Zero points for unanswered items
- ▶ Zero points for wrong answers

SAT



SAT Reading Test: Features

- ▶ Single and paired passages
- ▶ Cross disciplinary contexts:
 - US and world literature
 - History/social studies (Founding documents/great global conversations)
 - Science
- ▶ Informational graphics
- ▶ Range of text complexity
- ▶ Focus on:
 - Words in context
 - Command of evidence

SAT



SAT Writing & Language Test: Features

- ▶ Passage based
- ▶ Cross-disciplinary contexts:
 - Humanities
 - History/social studies
 - Science
 - Careers
- ▶ Informational graphics
- ▶ Multiple text types: argument, informative, nonfiction narrative
- ▶ Focus on:
 - Expression of ideas
 - Standard English conventions
 - Words in context
 - Command of evidence

SAT



SAT Essay Test: Features

- ▶ Common prompt: publicly available
 - Represents sound instructional model
- ▶ Sources are arguments written for a broad audience
- ▶ Emphasis on analysis of the argument (not opinion)
- ▶ Expanded time for students to read, plan, write (50 minutes)
- ▶ Analytic scoring

SAT



SAT Math Test: Features

- ▶ Multiple item types
- ▶ Focus on what matters in college/career readiness
- ▶ Calculator/No calculator sections
- ▶ Focus on application, procedural skill and fluency, conceptual understanding
- ▶ Rich application contexts:
 - Social studies
 - Science
 - Careers
- ▶ Item sets
- ▶ Multistep problems

SAT



Redesigned PSAT/NMSQT

SAT



About the Redesigned PSAT/NMSQT

- ▶ The first administration of the redesigned PSAT/NMSQT will be in fall 2015.
- ▶ Sample questions to help students prepare were released in December 2014.
- ▶ A full practice test will be available in March 2015.

SAT



Connection to the Redesigned SAT

The redesigned **PSAT/NMSQT** will mirror the knowledge and skill areas tested by the redesigned SAT.

The 7 key changes of the redesigned **PSAT/NMSQT** are:



SAT

CollegeBoard
© 2014 The College Board

Common Empirical Backbone



- ▶ Deeply informed by best available evidence
- ▶ Focused on what matters most for college and career readiness
- ▶ Appropriate at each grade level

SAT

CollegeBoard
© 2014 The College Board

Grade Level Appropriate Reading

PSAT 8/9	PSAT 10	SAT
Draw fairly simple, one-step conclusions spelled out clearly in the text	Draw a more subtle inference to reach the right conclusion from a text	Perform several steps to draw the right conclusion from a text
Identify relationships based on multiple, fairly straightforward pieces of info stated in the text	Infer somewhat more complicated relationships based on more subtle pieces of info stated in the text	Infer more complex relationships from the text by piecing facts or incidents together
Determine explicit meaning from the graphic or text	Recognize trends in graphical data	Synthesize information from a graphic and passage

SAT

CollegeBoard
© 2014 The College Board

Grade Level Appropriate Writing & Language

PSAT 8/9	PSAT 10	SAT
Use punctuation effectively in simple contexts, such as using commas to separate items in a list	Use punctuation effectively in somewhat challenging contexts, such as using a colon to introduce a list	Use punctuation effectively in challenging contexts, such as using a semicolon to link independent clauses
Edit straightforward sentences that pose some challenge, such as sentences with an introductory phrase	Edit compound and complex sentences, including sentences with introductory phrases and clauses	Edit syntactically challenging sentences, such as lengthy sentences that include several clauses
Accurately incorporate basic information from graphics into a text	Accurately incorporate somewhat detailed or nuanced information from graphics into a text	Incorporate accurate, specific, and complex information from graphics into a text

SAT

CollegeBoard
© 2014 The College Board

Grade Level Appropriate Math

PSAT 8/9	PSAT 10	SAT
Many items requiring one or two steps to solve	Many items requiring 2 or more steps to solve	Emphasis on multi-step problems
May require the use of common geometric equations	May require the use of common geometric equations and spatial reasoning	Requires the use of geometry concepts and reasoning
Includes ratios, proportions, percents, introductory probability and statistics	Requires comparing linear and exponential growth	Includes statistics topics such as sampling and inferring correlation and causation from a research method
May require the use of properties of right triangles to solve problems	Requires the use of trigonometric relationships	Requires the use of trigonometry

SAT

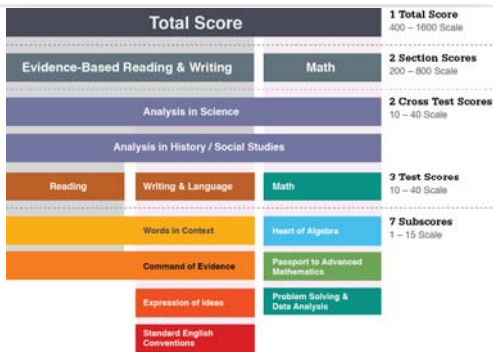
CollegeBoard
© 2014 The College Board

Scores

SAT

CollegeBoard
© 2014 The College Board

SAT Scores and Subscores



SAT

*Please note: All subscores are tentative and subject to research. CollegeBoard
© 2014 The College Board

SAT Essay Scores

+ Essay scoring will consist of 3 subscores:

Reading

2 – 8 Scale

Analysis

2 – 8 Scale

Writing

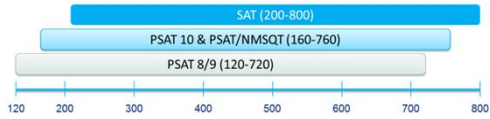
2 – 8 Scale

SAT

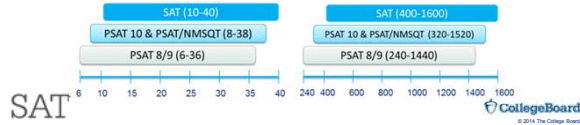
CollegeBoard
© 2014 The College Board

Longitudinal Progress Monitoring

- + Section Scores will be placed on a vertical scale.



- + This same concept will hold true for the **Test and Cross-Test Scores** as well as **Total Score**.



SAT

CollegeBoard
© 2014 The College Board

Redesigned Assessments – Side-by-Side

Component	PSAT 8/9		Redesigned PSAT 10 – PSAT/NMSQT		Redesigned SAT	
	# Scores	Score Range	# Scores	Score Range**	# Scores	Score Range
Total Score	1	240-1440	1	320-1520	1	400-1600
Section Scores	2	120-720	2	160-760	2	200-800
Test Scores	3	6-36	3	8-38	3	10-40
Cross-Test Scores	2	6-36	2	8-38	2	10-40
Subscores	6	1-15	7	1-15	7	1-15
Essay Scores	0	n/a	0	n/a	3	2-8

SAT

CollegeBoard
© 2014 The College Board

Planned Concordances for SAT

For institutions that use 1600 currently

cSAT Scores	rSAT Scores
Math (200-800)	Math (200-800)
Critical Reading (200-800)	Evidence-based Reading & Writing (200-800)

For institutions that use 2400 currently

cSAT Scores	rSAT Scores
Critical Reading (200-800)	Reading (10-40)
Math (200-800)	Math (10-40)
Writing (including essay) (200-800)	Writing and Language (10-40)

SAT

CollegeBoard
© 2014 The College Board

Khan Academy

SAT

CollegeBoard
© 2014 The College Board

Overview of Khan Academy Partnership

- ▶ Formally announced on March 5, 2014
- ▶ Will provide free, high quality test-preparation programs and resources to all students
 - Training and support will be provided to teachers, counselors, mentors, and other stakeholders involved in helping students prepare for SAT
- ▶ High quality practice resources for the current SAT are available now on the Khan Academy website
 - Complements existing College Board practice resources

SAT

CollegeBoard
© 2014 The College Board

Khan Academy: Road to Success



SAT

CollegeBoard
© 2014 The College Board

Khan Academy SAT Timeline

Pilots to Ensure Success

- Nov '14 - April '15: Gather feedback from partners on early versions of product and make adjustments to increase efficacy

May 2015: Public Launch

- Comprehensive, personalized practice for each student's needs
- Official CB created tests
- The world's greatest SAT prep – and it happens to be free

September 2015: Continued Growth

- Professional Development for educators and partners
- Work closely with students, teachers, and community organizations to make the product even better

SAT

CollegeBoard
© 2014 The College Board

Questions?

SAT

CollegeBoard
© 2014 The College Board

For More Information



Sign up for updates:
 ▶ www.deliveringopportunity.org

SAT

CollegeBoard
 © 2014 The College Board

K12 Implementation Models

SAT

CollegeBoard
 © 2014 The College Board

SAT Suite Implementation Models

- + Integrated system
- + Flexible administration timing



	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Fall	PSAT 8/9	PSAT 8/9	PSAT/NMSQT	PSAT/NMSQT	SAT
Spring	PSAT 8/9	PSAT 8/9	PSAT 10	SAT	

SAT

CollegeBoard
 © 2014 The College Board

Current & Redesign Sample Items

SAT

CollegeBoard
 © 2014 The College Board

Current SAT Example: Essay

Think carefully about the issue presented in the following excerpt and the assignment below.

Some see printed books as dusty remnants from the preelectronic age. They point out that electronic books, or e-books, cost less to produce than printed books and that producing them has a much smaller impact on natural resources such as trees. Yet why should printed books be considered obsolete or outdated just because there is something cheaper and more modern? With books, as with many other things, just because a new version has its merits doesn't mean that the older version should be eliminated.

Assignment:

Should we hold on to the old when innovations are available, or should we simply move forward? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

SAT

CollegeBoard
© 2014 The College Board

Redesigned SAT Essay Prompt

1

As you read the passage below, consider how Dana Gioia 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.

2

[Sample Passage here]

(In this example, passage is adapted from "Why Literature Matters" by Dana Gioia. ©2005 by The New York Times Company. Originally published April 10, 2005.)

3

Write an essay in which you explain how Dana Gioia builds an argument to persuade his audience that the decline of reading in America will have a negative effect on society. In your essay, analyze how Gioia uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Gioia's claims, but rather explain how Gioia builds an argument to persuade his audience.

SAT

© 2014 The College Board

Current SAT Example: Critical Reading

Based on information presented in the passage, which best describes what Georgia was "tired of" (line 8)?

- (A) Being forced to earn a living
- (B) Being teased about Joseph Tank
- (C) Being considered a hack writer by some of her colleagues
- (D) Being betrayed by her supposed friends
- (E) Being the only woman in the newsroom

SAT

CollegeBoard
© 2014 The College Board

Redesigned SAT Sample Item: Command of Evidence (Reading Test)

... The North Carolina ratification convention: "No one need be afraid that officers who commit oppression will pass with immunity." "Prosecutions of impeachments will seldom fail to agitate the passions of the whole community," said Hamilton in the *Federalist Papers*, number 65. "We divide into parties more or less friendly or inimical to the accused." "I do not mean political parties in that sense."

The drawing of political lines goes to the motivation behind impeachment; but impeachment must proceed within the confines of the constitutional term "high crime[s] and misdemeanors." Of the impeachment process, it was Woodrow Wilson who said that "Nothing short of the grossest offenses against the plain law of the land will suffice to give them speed and effectiveness. Indignation so great as to overgrow party interest may secure a conviction; but nothing else can." [...]

Adapted from a speech delivered by Congressman Barbara Jordan of Texas on July 25, 1974, before the Judiciary Committee of the United States House of Representatives.

In lines 48-53 ("Prosecutions . . . sense"), what is the most likely reason Jordan draws a distinction between two types of "parties"?

- A) To counter the suggestion that impeachment is or should be about partisan politics
- B) To disagree with Hamilton's claim that impeachment proceedings excite passions
- C) To contend that Hamilton was too timid in his support for the concept of impeachment
- D) To argue that impeachment cases are decided more on the basis of politics than on justice

SAT

CollegeBoard
© 2014 The College Board

Redesigned SAT Sample Item: Command of Evidence (Reading Test) Continued

Which choice provides the best evidence for the answer to the previous question?

A) Lines 13-17 ("It . . . office")

It is wrong, I suggest, it is a misreading of the Constitution for any member here to assert that for a member to vote for an article of impeachment means that that member must be convinced that the President should be removed from office.

B) Lines 20-24 ("The division . . . astute")

The division between the two branches of the legislature, the House and the Senate, assigning to the one the right to accuse and to the other the right to judge—the framers of this Constitution were very astute.

C) Lines 54-57 ("The drawing . . . misdemeanors")

The drawing of political lines goes to the motivation behind impeachment; but impeachment must proceed within the confines of the constitutional term "high crime[s] and misdemeanors."

D) Lines 64-67 ("Congress . . . transportation")

Congress has a lot to do: appropriations, tax reform, health insurance, campaign finance reform, housing, environmental protection, energy sufficiency, mass transportation.

SAT

CollegeBoard
© 2014 The College Board

Current SAT Example: Sentence Completions

Some fans feel that sports events are _____ only when the competitors are of equal ability, making the outcome of the game _____.

(A) successful . . . assured

(B) boring . . . questionable

(C) dull . . . foreseen

(D) interesting . . . predictable

(E) exciting . . . uncertain

SAT

CollegeBoard
© 2014 The College Board

Redesigned SAT Sample Item: Relevant Words in Context (Writing & Language Test)

[. . .] As Kingman developed as a painter, his works were often compared to paintings by Chinese landscape artists dating back to CE 960, a time when a strong tradition of landscape painting emerged in Chinese art. Kingman, however, ⁴vacated from that tradition in a number of ways, most notably in that he chose to focus not on natural landscapes, such as mountains and rivers, but on cities. [. . .]

4. A) NO CHANGE
B) evacuated
C) departed
D) retired

SAT

CollegeBoard
© 2014 The College Board

Redesigned SAT Sample Item: Relevant Words in Context (Reading Test)

[. . .] The coming decades will likely see more **intense** clustering of jobs, innovation, and productivity in a smaller number of bigger cities and city-regions. Some regions could end up bloated beyond the capacity of their infrastructure, while others struggle, their promise stymied by inadequate human or other resources.

Adapted from Richard Florida, *The Great Reset*.
©2010 by Richard Florida.

As used in line 55, "intense" most nearly means

- A) emotional.
B) concentrated.
C) brilliant.
D) determined.

SAT

CollegeBoard
© 2014 The College Board

Current SAT Example: Identifying Sentence Errors

The students have discovered that they can address issues
A B
 more effectively through letter-writing campaigns and not
C D
 through public demonstrations. No error
E

SAT



Redesigned SAT Sample Item:
 Relevant Words in Context (Writing & Language Test)

[...] The transportation planner's job might involve conducting a traffic count to determine the daily number of vehicles traveling on the road to the new factory. If analysis of the traffic count indicates that there is more traffic than the current road as it is designed at this time can efficiently accommodate, the transportation planner might recommend widening the road to add another lane. [...]

- 3. A) NO CHANGE
- B) current design of the road right now
- C) road as it is now currently designed
- D) current design of the road

SAT



Current SAT Example: Improving Sentences

The library is older than it but still just as beautiful as the courthouse.

- (A) older than it but still just as beautiful as the courthouse
- (B) older and it is just as beautiful as the courthouse
- (C) older than the courthouse; it is just as beautiful as it
- (D) older than the courthouse but just as beautiful
- (E) just as beautiful as the courthouse and it is older than it

SAT



Redesigned SAT Sample Item:
 Command of Evidence (Writing & Language Test)

[...] Transportation planners perform critical work within the broader field of urban and regional planning. As of 2010, there were approximately 40,000 urban and regional planners employed in the United States. The United States Bureau of Labor Statistics forecasts steady job growth in this field, projecting that 16 percent of new jobs in all occupations will be related to urban and regional planning. Population growth and concerns about environmental sustainability are expected to spur the need for transportation planning professionals.



- Which choice completes the sentence with accurate data based on the above graph?
- A) NO CHANGE
 - B) warning, however, that job growth in urban and regional planning will slow to 14 percent by 2020.
 - C) predicting that employment of urban and regional planners will increase 16 percent between 2010 and 2020.
 - D) indicating that 14 to 18 percent of urban and regional planning positions will remain unfilled.

SAT



Current SAT Example: Math

Family	Number of Consecutive Nights
Jackson	10
Callan	5
Epstein	8
Liu	6
Benton	8

The table above shows the number of consecutive nights that each of five families stayed at a certain hotel during a 14-night period. If the Liu family's stay did not overlap with the Benton family's stay, which of the 14 nights could be a night on which only one of the five families stayed at the hotel?

- A) The 3rd
- B) The 5th
- C) The 6th
- D) The 8th
- E) The 10th

SAT

CollegeBoard
© 2014 The College Board

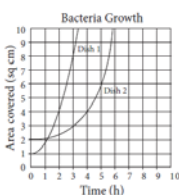
Redesigned SAT Sample Item: Math

If $\frac{1}{2}x + \frac{1}{3}y = 4$, what is the value of $3x + 2y$?

SAT

CollegeBoard
© 2014 The College Board

Redesigned SAT Sample Item: Math



A researcher places two colonies of bacteria into two petri dishes that each have area 10 square centimeters. After the initial placement of the bacteria ($t = 0$), the researcher measures and records the area covered by the bacteria in each dish every ten minutes. The data for each dish were fit by a smooth curve, as shown above, where each curve represents the area of a dish covered by bacteria as a function of time, in hours. Which of the following is a correct statement about the data above?

- A) At time $t = 0$, both dishes are 100% covered by bacteria.
- B) At time $t = 0$, bacteria covers 10% of Dish 1 and 20% of Dish 2.
- C) At time $t = 0$, Dish 2 is covered with 50% more bacteria than Dish 1.
- D) For the first hour, the area covered in Dish 2 is increasing at a higher average rate than the area covered in Dish 1.

SAT

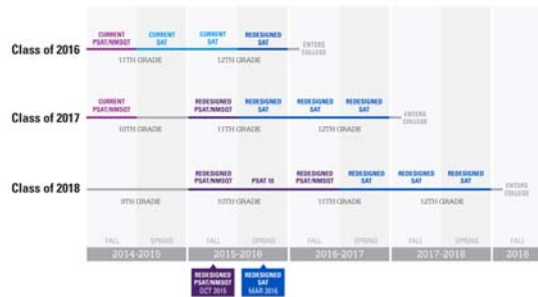
CollegeBoard
© 2014 The College Board

Appendix

SAT

CollegeBoard
© 2014 The College Board

Redesign Timing



SAT

CollegeBoard
© 2014 The College Board

Goals of the Redesigned SAT

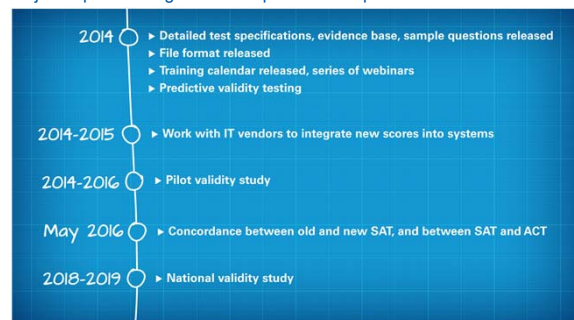
- ▶ More focused on the few essential things that research shows matter most for college readiness
- ▶ Assessment and instruction will work together
- ▶ Open and clear, so students and educators know what to expect

SAT

CollegeBoard
© 2014 The College Board

About the Redesigned SAT

Major steps in College Board's operational implementation:



SAT

CollegeBoard
© 2014 The College Board

About the Redesigned SAT

To establish a strong foundation for **validity**, the new test design is based on a growing body of current national and international research on the skills and knowledge needed for success in college.

Three ways The College Board will demonstrate predictive validity:

- ▶ Complete test specifications, evidence base, and sample items (April 2014)
- ▶ Pilot Predictive Validity Study (2014-2016)
- ▶ National Predictive Validity Study (2018-2019)

SAT

CollegeBoard
© 2014 The College Board

Comparison of Current SAT and Redesigned SAT

	Current SAT	Redesigned SAT
Total Testing Time <small>* Subject to research</small>	<ul style="list-style-type: none"> ▶ 3 Hours, 45 Minutes 	<ul style="list-style-type: none"> ▶ 3 Hours* ▶ 50 Minutes for Optional Essay
Components	<ul style="list-style-type: none"> ▶ Critical Reading ▶ Writing + Essay ▶ Mathematics 	<ul style="list-style-type: none"> ▶ Evidence-Based Reading & Writing <ul style="list-style-type: none"> - Reading - Writing & Language ▶ Math ▶ Essay (Optional)

SAT

CollegeBoard
© 2014 The College Board

Comparison of Current SAT and Redesigned SAT

	Current SAT	Redesigned SAT
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"> ▶ Reasoning + strong focus on 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)

SAT

CollegeBoard
© 2014 The College Board

Comparison of Current SAT and Redesigned SAT

	Current SAT	Redesigned SAT
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 - 50 minutes to write the essay - Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text

SAT

CollegeBoard
© 2014 The College Board

Comparison of Current SAT and Redesigned SAT

	Current SAT	Redesigned SAT
Scoring <small>* Subject to research</small>	<ul style="list-style-type: none"> ▶ 600-2400 Scale - Critical Reading (800) - Mathematics (800) - Writing (800) 	<ul style="list-style-type: none"> ▶ 400-1600 Scale - Evidence-Based Reading & Writing (800) - Math (800) - Essay score
Insight Scores	<ul style="list-style-type: none"> ▶ None 	<ul style="list-style-type: none"> ▶ Multiple Insight Scores

SAT

CollegeBoard
© 2014 The College Board

Evidence-Based Reading & Writing and Essay

Key Design Elements Supported by Evidence

- ▶ **Text Complexity** - Adams (2009)
- ▶ **Source Analysis and Evidence Use** – Duke University (2009), Cornell University (2009), Texas A&M University (2014)
- ▶ **Analysis of Data in Graphics** – Friel, Curcio, & Bright (2001)
- ▶ **Words in Context** – Beck, McKeown, & Kucan (2013)
- ▶ **Language Conventions and Effective Language Use** – Micciche (2004)
- ▶ **Disciplinary Literacy** – Shanahan, Sjamaham, & Misischia (2011)

The full evidentiary foundation for the redesigned SAT can be found in Section II of the Test Specifications Document. Please visit deliveringopportunity.org

SAT

CollegeBoard
© 2014 The College Board

Math Test

Key Design Elements Supported by Evidence

- ▶ **Focusing on Content that Matters Most** – Conley (2011)
- ▶ **Problem Solving and Data Analysis** – NCEE (2013)
- ▶ **Calculator and No-Calculator Sections** – Conley (2011)

The full evidentiary foundation for the redesigned SAT can be found in Section II of the Test Specifications Document. Please visit deliveringopportunity.org

SAT

CollegeBoard
© 2014 The College Board

The redesigned SAT Will Be Distinguished From Any Other Admissions Exam

- ▶ A clear focus on fewer, more important things that research tells us matter most for college readiness and success
- ▶ Students' command of evidence matters more than ever before
- ▶ Students will analyze and synthesize words and numbers, while evaluating their consistency in reading, writing, language, and math
- ▶ Students will move beyond traditional problems to real world applications that they will encounter in college and career
- ▶ Students will be asked to honor the contributions that science and history/social studies make to college and career readiness in reading, writing, language and math
- ▶ Reflects students' best work – not a departure from high school, but a distillation

SAT

CollegeBoard
© 2014 The College Board

About the Redesigned SAT

SAT

CollegeBoard
© 2014 The College Board

Comparison of Current P/N and Redesigned P/N

	Current PSAT/NMSQT	Redesigned PSAT/NMSQT
Total Testing Time <small>* Subject to research</small>	▶ 2 Hours, 10 Minutes	▶ 2 Hours, 45 Minutes*
Components	<ul style="list-style-type: none"> ▶ Critical Reading ▶ Writing ▶ Math 	<ul style="list-style-type: none"> ▶ Evidence-Based Reading & Writing <ul style="list-style-type: none"> - Reading - Writing & Language ▶ Math

SAT

CollegeBoard
© 2014 The College Board

Comparison of Current P/N and Redesigned P/N

	Current PSAT/NMSQT	Redesigned PSAT/NMSQT
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"> ▶ Reasoning + strong focus on 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)

SAT

CollegeBoard
© 2014 The College Board

Comparison of Current P/N and Redesigned P/N

	Current PSAT/NMSQT	Redesigned PSAT/NMSQT
Scoring <small>* Subject to research</small>	<ul style="list-style-type: none"> ▶ Scale ranging from 60 to 240 ▶ Scaling ranging from 20 to 80 for Critical Reading, Mathematics, and Writing 	<ul style="list-style-type: none"> ▶ Some scores will be reported on the same scale used for the SAT. For P/N the score ranges are: 320 to 1520 for the composite score, 160-760 for each area scores, and 8-38 for test scores.
Insight Scores	▶ None	▶ Subscores for every test, providing added insight for students, parents, educators, and counselors

SAT

CollegeBoard
© 2014 The College Board

2 copies of student score report sent to school mid December



CollegeBoard

College Readiness Skills

Test

Understand

Improve

PSAT/NMSQT

SOAS™

My College QuickStart

CollegeBoard

CollegeBoard

Knowledge Skills Behaviors Awareness

Understanding Your PSAT/NMSQT® Results

Powerpoint to use with students!

PSAT/NMSQT®

Knowledge Skills Behaviors Awareness

Agenda

- Four Major Parts of Your PSAT/NMSQT Results
- More About Your Skills
- National Merit Scholarship Information
- More About Your Answers
- Next Steps
- How My College QuickStart™ Can Help You

PSAT/NMSQT®

184

Knowledge Skills Behavior Awareness

Four Major Parts of Your PSAT/NMSQT Results

- Your Scores
- Your Skills
- Your Answers
- Next Steps
- 3 Test Sections
- Critical Reading
- Mathematics
- Writing Skills

PSAT/NMSQT™

185

Knowledge Skills Behavior Awareness

Your Skills

See how you did on each skill. The same skills are tested on the SAT.

You can try hundreds of practice questions, organized by skill, online in My College QuickStart (www.collegeboard.org/quickstart).

PSAT/NMSQT™

186

Knowledge Skills Behavior Awareness

National Merit Scholarship Corporation Information

The Selection Index is the sum of your critical reading, mathematics and writing skills scores.

If it has an asterisk, you do not meet all of the eligibility requirements for the competition.

The Percentile compares your performance to that of other college-bound juniors.

The Entry Requirements section displays information you provided on your answer sheet.

PSAT/NMSQT™

187

Knowledge Skills Behavior Awareness

Your Answers

You will get your test book back with your PSAT/NMSQT results, so that you can review the questions.

You can also review each test question in My College QuickStart.

PSAT/NMSQT™

188

Knowledge Skills Behavior Awareness

Your Answers: Student-Produced Responses

Some of the math problems required you to grid in answers instead of selecting an option. For these questions, you will see the correct answer(s) written out.

PSAT/NMSQT®

189

Knowledge Skills Behavior Awareness

Next Steps

What's next?

Use the access code on your report to log in to My College QuickStart, a personalized college and career planning kit. There you can:

- Search for colleges
- Get a personalized SAT study plan
- Take a personality test to find majors and careers that fit you
- Learn more about AP® courses that you might be ready to take

www.collegeboard.org/quickstart

PSAT/NMSQT®

190

Knowledge Skills Behaviors Awareness

How Can My College QuickStart® Help You?

PSAT/NMSQT®

Knowledge Skills Behavior Awareness

My College QuickStart

PSAT/NMSQT®

192

Knowledge Skills Behavior Awareness

My College QuickStart

My Online Score Report

- Projected SAT® score ranges
- State percentiles
- You can filter questions
- Questions and answer explanations

PSAT/NMSQT™

193

Knowledge Skills Behavior Awareness

My College QuickStart

My SAT Study Plan™

- Personalized skills to improve
- SAT practice questions
- An official SAT practice test

PSAT/NMSQT™

194

Knowledge Skills Behavior Awareness

My College QuickStart

My Personality

- Personality test
- Description of your type
- Tips for success
- Majors and careers that might be a good fit for you

PSAT/NMSQT™

195

Knowledge Skills Behavior Awareness

My College QuickStart

My College Matches

- Starter list of colleges
- Criteria to customize search
- Ability to save searches

PSAT/NMSQT™

196

Knowledge Skills Behavior Awareness

My College QuickStart

My Majors & Career Matches

- Major you chose
- Related majors
- Related careers

PSAT/NMSQT

197

Knowledge Skills Behavior Awareness

My College QuickStart

My AP Potential

- List of AP courses
- Which ones are offered at your school

PSAT/NMSQT

198

Knowledge Skills Behavior Awareness

My College QuickStart

My AP Potential

- Choose a major to see which courses match it.
- Interpret your report to see whether you are ready to take a course.

PSAT/NMSQT

199

Knowledge Skills Behavior Awareness

My College QuickStart

Log in to your personalized account at
www.collegeboard.org/quickstart

PSAT/NMSQT

200