



College Board Guide to Implementing the Redesigned SAT®

Installment 3: Guide to Concordance

October 2015

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The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

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Letter from James Montoya

Dear Colleagues,

Enrollment leaders and staff need dependable concordance tools to compare students' scores on the current and redesigned SAT®. These concordance tools are critical to a successful transition to the redesigned SAT. Higher education enrollment leaders have been consistent in their highest priorities: concordance tools to support smooth processing, accurate comparison of scores in the transition time from the current SAT to the redesigned SAT, and research that shows the validity of the redesigned SAT for predicting college success.

With this work in mind, we present the *Guide to Concordance*. This is the third in a series of implementation guides about the College Board's redesigned assessments. While concordance tables for the SAT will not be available until May 2016, this guide provides the information higher education professionals need now to start integrating concordance into campus processes in the way that works best for your campus.

Our goal is to provide concordance information that is:

- Technically sound
- Easy to use and flexible (allows for varied uses)
- Clear and logical to those who use it

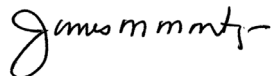
Along with examples of the structure and layout of the concordance tables that will be released for the redesigned SAT in May 2016, you will find guidance on best practices for using concordance tables to compare scores and examples using those practices. **Please note that the samples included in this guide are not real concordance tables and do not represent real scores.**

As this guide was written, the College Board continued work this summer to ensure the successful launch of the redesigned SAT:

- The pilot validity study for the redesigned SAT was completed, and research is being completed for a report on the validity of the redesigned SAT in predicting freshmen grade-point averages for release in early 2016. Preliminary information about this study will be released in fall 2015.
- Khan Academy® launched a practice site for the redesigned SAT, providing students a place to practice and hone the skills necessary for success on the PSAT/NMSQT®, on the SAT, and in college.
- Our partnership with Boys & Girls Clubs of America was announced. This partnership will help ensure that students have a place to access the resources they need to succeed.
- 14,000 school counselors are expected to attend 210 Counselor Workshops this fall where they will receive important updates, tools, and resources for the redesigned assessments.

We are pleased to provide this information for higher education, and we hope that you find this guide useful in transitioning your campus processes from the current to the redesigned.

Sincerely,



James Montoya
Vice President, Higher Education and International
The College Board

Redesigned SAT®: Concordance at a Glance

During the transition from the current SAT® to the redesigned SAT and related assessments, the College Board will provide a concordance between the scores on the current SAT and the redesigned SAT that shows how to relate the scores of one test to the scores of the other.

Key Dates to Remember

October 2015: First administration of the redesigned PSAT/NMSQT®

- Preliminary concordance tables will be released in **winter 2015** to link the pre-2015 PSAT/NMSQT to the redesigned PSAT/NMSQT.

March 2016: First administration of the redesigned SAT

May 2016: First scores from the redesigned SAT received on campus

- Final concordance tables will be available on the College Board website in **May 2016** to link the current SAT to the redesigned SAT.

Summer/Fall 2016: First time for students to submit both current and redesigned SAT scores

Concordance Tables and Key Uses

In order to meet the various needs of different campuses, the College Board will release tables for three levels of concordance for the redesigned SAT:

1. Total-to-Total Concordance
2. Section-to-Section Concordance
3. Section-to-Test (or Test-to-Section) Concordance

These tables will allow colleges to use concorded scores for the four most essential functions they have identified:

1. Compare scores on the redesigned SAT to current SAT or ACT scores.
2. Determine a policy score on the redesigned SAT that is comparable to a current SAT policy score.
3. Convert a redesigned SAT score to a current SAT score for use in a predictive model or index.
4. Compute comparable scores to use in internal and external reports.

Concording Scores for the High School Class of 2016

Given that most applicants from the Class of 2016 will submit current SAT scores only, most colleges will convert any redesigned SAT scores to current SAT scores for this cohort.

Concording Scores for the High School Class of 2017

Given that most applicants for the Class of 2017 will submit redesigned SAT scores only, most colleges will convert current SAT scores to redesigned SAT scores for this cohort.

Concordance Tools

Concordance tables will be available in several formats and can be accessed in print and online. The College Board plans to provide a variety of concordance tools including:

- **Smartphone Apps:** The College Board will launch both an iPhone and an Android version of an app that provides the same functionality as the old score conversion slider. These applications will be available when scores for the first redesigned SAT are released in spring 2016.
- **Web-Based Tool:** The College Board will provide a Web-based concordance tool that provides the same functionality as the apps, enabling users to make score-to-score conversions.
- **Large-Scale Concordances:** Higher education institutions may also need tools to convert large numbers of scores quickly. Many higher education institutions will use concordance tables to convert the scores within their admission systems. For those who are looking to convert scores outside their system, we will provide a spreadsheet template they can use for their conversions.

The *Guide to Concordance* provides colleges and universities with the information necessary to prepare their systems and processes for a seamless transition from the current to the redesigned SAT.

The tables included in this document do not have actual concordance information. They are intended to provide representations of what the final tables will look like.

This guide is divided into the three major sections, with explanatory information in appendixes at the end of the guide.

1. The Redesigned SAT Implementation Timeline and Checklist

This high-level timeline of key milestones and major campus activities can serve as a guide for your campus as you plan to integrate the changes associated with the redesigned SAT. Planning ahead will help make the transition more effective for your students and for your campus colleagues.

2. An Introduction to Concordance

This section provides an overview of concordance, including key definitions and important considerations. Before using concordance tables for the redesigned SAT, it is important to understand basic information on how the concordance tables were developed and how to use them appropriately.

3. Examples of Concordance Tables for the Redesigned SAT
















This section includes examples of the structure and layout of the concordance tables for the redesigned SAT that will be released in May 2016. These examples will help illustrate how these tables can be utilized. Keep in mind that the values included in these example tables **do not** represent real test scores.

Implementation Timeline and Checklist

Stay on track and make sure your college is ready for next year's electronic scoring changes and the redesigned assessments.

 College Board Activities

 Suggested Campus Activities

Year	Season	Activity
2014	Summer	 Summer 2014: Begin planning the implementation of the new data layout for the Electronic Score Report and train staff on SAT revisions.
	Fall	 Fall 2014: Identify campus uses of SAT scores and prepare for conversations with key constituents. Begin reviewing sample Electronic Score Report data from the College Board in preparation for implementation and testing.
2015	Winter	 Winter/Spring 2015: Develop language for admission and scholarship publications.
	Spring	 Summer 2015: Send campus administrators instructions for setting up access to the College Board's Managing Access Tool and the Electronic Score Report system.
	Summer	 Critical: Complete process to access the new portal to download SAT scores. Starting October 2016, ALL SAT scores will be delivered using the new electronic format via the new portal. Plan for use of redesigned scores in making admission decisions.
	Fall	 Fall 2015: Critical: All SAT scores available on the new score portal in the updated electronic format. Summary results from initial redesigned SAT Validity Study available. First redesigned PSAT/NMSQT administered. PSAT/NMSQT Concordance available.  Critical: First data load for SAT using the updated Electronic Score Report. Plan for first order of Student Search Service® using scores from the redesigned PSAT/NMSQT. Finalize technical implementation and learn about concordances.
2016	Winter	 Winter 2016: First search orders received using redesigned PSAT/NMSQT.
	Spring	 Spring 2016: Critical: First redesigned SAT offered and first scores received on campus. SAT Concordance Tables available. College Board Search tools updated. First administration of PSAT™ 10.
	Summer	 First search orders received using redesigned SAT.
	Fall	 Fall 2016: Use redesigned SAT to start to make decisions for students applying as freshmen for fall 2017.
2017	Winter	 Winter/Spring/Summer 2017: Use redesigned SAT for admission, scholarships, placement, and other campus decisions.
	Spring	
	Summer	 Summer 2017: Sign up for the National Predictive Validity Study for class entering fall 2017.
2018	Fall	 Fall 2017: Create first enrollment reports and trend analysis using redesigned SAT.
	Winter	
	Spring	
2018	Summer	
	Fall	 Fall 2018: Participate in first comprehensive study of predictive validity of redesigned SAT.

We are here

Implementation Timeline and Checklist

Catch-Up Tasks

It's not too late to get started; complete these to-dos as soon as possible. Detailed information is available in the first installment of the *College Board Guide to Implementing the Redesigned SAT* at collegereadiness.collegeboard.org/pdf/college-board-guide-implementing-redesigned-sat-installment-1.pdf.

Milestones and To-Do List:

2015 Fall

Beginning in October 2015, all SAT scores will be delivered through the SAT Higher Ed Assessment Reporting Tool using the updated electronic score report. If you have not already done so, please ensure that you have the data layouts, detailed timelines, conversation guides, and information on how to register to download your scores.

Milestone: Make sure your information systems are ready for the new data layout and adjust your recruitment strategy.

- To do:** Begin implementation of the new data file layout. Get the details at sat.org/esr.
- To do:** Identify campus uses of SAT scores.
- To do:** Prepare for conversations with key constituents. Get communications support at sat.org/hedcommunication.
- To do:** Develop language for admission and scholarship publications.
- To do:** Finalize technical implementation.
- To do:** Learn about concordances.

Milestone: First redesigned PSAT/NMSQT® administered in October.

- To do:** Plan for first order of College Board Search using scores from the redesigned PSAT/NMSQT. Learn more about Search: sat.org/cbsearch.

Milestone: First data load for SAT using the new data layout in October 2015.

- To do:** Decide how to use the redesigned SAT scores in admission for fall 2017 and communicate clearly to students and counselors.
- To do:** Consider the implications for scholarships and placement, as well as admission.

2016 Winter/
Spring

Milestone: First redesigned SAT offered in March 2016; first scores received on campus in May 2016.

- To do:** Implement plan for processing applications for 2016 that include scores from the redesigned SAT.

Milestone: College Board Search tools available to accommodate scores from the redesigned SAT.

Milestone: First search orders received using redesigned PSAT/NMSQT.

- To do:** Build out communication plans and strategies using scores from the redesigned PSAT/NMSQT.

Implementation Timeline and Checklist

2016 Summer/
Fall

Milestone: First redesigned SAT offered in March 2016; first scores received on campus in May 2016.

- To do:** Use SAT concordance tables to evaluate scores from applicants submitting scores from the redesigned SAT.
- To do:** Develop reports and processes needed to deliver internal and external reports (IPEDS, CDS) with students submitting both current and redesigned SAT scores. (See pages 10–11.)

Milestone: First applications for 2017 arrive with students submitting both current and redesigned SAT scores.

- To do:** Plan for how your institution will concord current SAT scores to redesigned SAT scores across applications for 2017.

Milestone: First large-scale concordance.

- To do:** Execute strategies for communications segmenting using scores from the redesigned SAT.
- To do:** Use redesigned SAT and concorded scores from the current SAT to evaluate scores from applicants for 2017.
- To do:** Plan for use of concorded scores in predictive models.
- To do:** Develop internal reports for senior leaders using the redesigned SAT and concorded scores from the current SAT.

2017 Fall

Milestone: Welcome the entering class of 2017, the first cohort to primarily take the redesigned SAT.

- To do:** Create first enrollment reports and trend analysis using the redesigned SAT in the fall.

An Introduction to Concordance

What Is Concordance?

The term “concordance” refers to establishing a relationship between scores on assessments that measure similar (but not identical) constructs. A technically sound concordance allows college counselors and enrollment professionals to use scores from two similar assessments to make decisions.

During the transition from the current SAT to the redesigned SAT, the College Board will provide a concordance between the scores on the current SAT and the redesigned SAT that shows how to relate the scores of one test to the scores of the other. Concordances will also be provided for the current and redesigned PSAT/NMSQT.

It is important to note that when we compare the current SAT to the redesigned SAT, we are comparing two different assessments. A score of 520 on the Critical Reading section of the current SAT may not be equivalent to a score of 520 on the redesigned SAT’s Evidence-Based Reading and Writing section because each tests a different domain of knowledge and skills.

Creating Concordance Tables

Concordance tables for the redesigned SAT will be based on two concordance studies. The first was conducted in December 2014 and focused primarily on concordance tables for the PSAT™ 10 and the PSAT/NMSQT. The second study is scheduled for December 2015 and focuses on concordance tables for the redesigned SAT. More information about these studies is included in Appendix A.

Concordance Table Release

SAT concordance tables will be available on the College Board website in May 2016. **The tables included in this document do not have final concordance information; they include dummy data and are intended to provide representations of what the final tables will look like.** The College Board will release concordance tables for each of the redesigned assessments after the first administration of each assessment as follows:

Delivery Schedule for Concordance Tables	
Preliminary Concordance Table	Available
Redesigned PSAT/NMSQT to pre-2015 PSAT/NMSQT	Winter 2015
Concordance Table	Available
Redesigned SAT to current SAT Concordance	May 2016
Derived redesigned SAT to ACT Concordance*	May 2016
Final Concordance for redesigned PSAT/NMSQT to pre-2015 PSAT/NMSQT	May 2016

**The concordance linking scores on the redesigned SAT and the ACT test will be derived from the concordance between the current SAT and the redesigned SAT. The creation of a direct concordance between SAT and ACT requires agreement from both organizations.*

A preliminary set of concordance tables will be released for the redesigned PSAT/NMSQT in winter 2015. Since the redesigned PSAT/NMSQT is scaled to the redesigned SAT, some small adjustments to the PSAT/NMSQT concordance may be necessary once the scaling of the redesigned SAT is final in March 2016.

The College Board will provide tools to simplify the concordance process, and those tools are described in the next section. This transition will start in earnest with applications for the class of 2017, though colleges should expect to start receiving some scores from the redesigned SAT for students applying as first-time freshmen as soon as 2016.

Concordance tables will be available in several formats and can be accessed in print and online.

An Introduction to Concordance

Concordance Tools

The College Board plans to provide a variety of tools to make the process of identifying and using concordance scores easier.

Smartphone Apps

The College Board will launch both an iPhone and an Android version of an app that provides the same functionality as the old score conversion slider. These applications will be available when scores for the first redesigned SAT are released in spring 2016.

The apps will provide concordances between the current SAT and the redesigned SAT. The apps will also provide derived concordances between the current SAT and the redesigned SAT and the ACT for total-to-total scores and for section-to-test for the Writing section of the ACT.

App users will be able to select the direction to concord a score. For example, users can concord a current SAT score to a redesigned SAT score. They will also be able to select the score pair they would like to concord. For instance, users can convert scores on the current SAT's Critical Reading and Writing sections to scores on the Evidence-Based Reading and Writing section of the redesigned SAT.

Web

Simultaneous with the launch of the smartphone apps, the College Board will provide a Web-based concordance tool that provides the same functionality as the apps, enabling users to make score-to-score conversions.

Large-Scale Concordance

The smartphone apps and Web concordance tools will enable users to easily make single score conversions. Higher education institutions may also need tools to convert large numbers of scores quickly. We anticipate that many will use the concordance tables we provide to convert the scores within their admission systems. The College Board will provide a spreadsheet template for those who are looking to convert scores outside their system. This template will allow users to select the "direction" to concord a score as well as which scores they would like to concord.

Concordance Tables for the Redesigned PSAT/NMSQT® and PSAT™ 10

The first administration of the redesigned PSAT/NMSQT will be in October 2015, and students will receive their scores in December. Preliminary concordance tables will be released in winter 2015 to link the pre-2015 PSAT/NMSQT to the redesigned PSAT/NMSQT. For more information on the PSAT/NMSQT and PSAT 10, go to collegereadiness.collegeboard.org/psat-nmsqt-psat-10. A preliminary set of concordance tables will be released for the redesigned PSAT/NMSQT in winter 2015. Since the redesigned PSAT/NMSQT is scaled to the redesigned SAT, some small adjustments to the PSAT/NMSQT concordance may be necessary once the scaling of the redesigned SAT is final in March 2016.

An Introduction to Concordance

Concordance Tables for the Redesigned SAT

The first administration of the redesigned SAT will be in March 2016. Concordance tables will be released in May 2016 at the same time that SAT scores are released. These tables will link current SAT scores to redesigned SAT scores.

In order to meet the various needs of different campuses, the College Board will release tables for three levels of concordance:

1. Total-to-Total Concordance
2. Section-to-Section Concordance
3. Section-to-Test (or Test-to-Section) Concordance

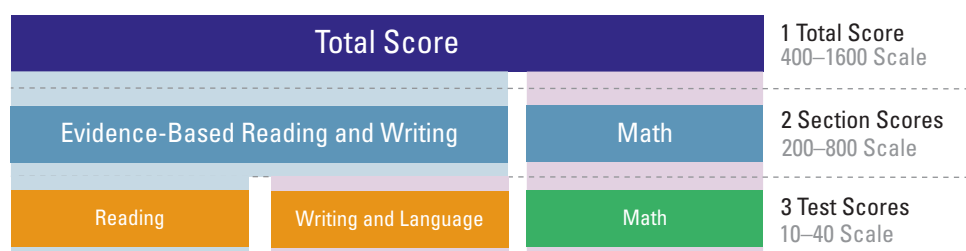
For each concorded score pair, two tables will be produced: One can be used to concord current SAT scores to redesigned SAT scores, and the other to concord in the opposite direction — from the redesigned SAT to the current SAT.

Important to note

Providing two sets of concordance tables per score pair ensures the highest possible degree of accuracy in comparing current SAT and redesigned SAT scores. Please note that in one of the concordance tables — Total to Total 2400 concordance — there are a small number of converted values that may differ by a single scale point due to rounding, depending on the direction of concordance. As described below, in developing and applying their method and direction of concordance, institutions should seek to define a single method per class/cohort, and apply that method uniformly. This will ensure clarity, consistency, and reliability.

Redesigned SAT Scores

The redesigned SAT has two sections (Evidence-Based Reading and Writing, and Math). The table below illustrates how the total, section, and test scores from the redesigned SAT will be reported. (See Appendix C for greater detail on the full set of redesigned SAT scores.)



Superscoring for the Current and Redesigned SAT

We recognize that many institutions have built effective predictive models and comparative processes using “superscoring.” During the transition from the current SAT to the redesigned SAT, colleges will need to develop policies on use of scores from students who have taken both the current and redesigned SAT.

The current and redesigned assessments vary in design and content tested. We ask that colleges consider the implications of comparing and combining scores from two different tests as they design their score-use policies. We will continue to work with institutions to communicate their defined policies to students.

Key Uses for Concordance Tables

Institutions use SAT scores in a variety of ways based on their policies, processes, and institutional research. The concordance tables will support the four essential uses identified by colleges:

1. Compare scores on the redesigned SAT to current SAT or ACT scores.
2. Determine a policy score on the redesigned SAT that is comparable to a current SAT policy score.
3. Convert a redesigned SAT score to a current SAT score for use in a predictive model or index.
4. Compute comparable scores to use in internal and external reports.

1. Compare scores on the redesigned SAT to current SAT or ACT scores.

Critical tasks in the enrollment process require comparing scores to identify a student's highest scores, or to understand a student's scores in relation to other students or in relation to other information, such as high school GPA.

Specific tasks may include:

- Determine which scores to list on an admissions reading sheet;
- Determine which score on a student's application will be used in reporting either internally or externally;
- Track score patterns for a student who tested multiple times;
- Identify areas of academic strength relative to other students;
- Sort students by total, section, or test score.

Example: current SAT to redesigned SAT

An admission officer is evaluating an applicant who has submitted an application for fall 2017 with scores from both the current SAT and the redesigned SAT. This institution only uses Critical Reading and Math scores in evaluations. The admission officer must determine which scores to use in evaluation.

2. Determine a policy score on the redesigned SAT that is comparable to a current SAT policy score.

Many institutions have set policies requiring a specific combination of student GPA and SAT score within a certain range to qualify for holistic admission review or to qualify for a particular program. Specific tasks may include:

- Determine whether a student meets a policy requirement for consideration for admission or specific programs;
- Determine if a student meets a requirement on a sliding scale of SAT and GPA;
- Determine if a student meets a score for placement into a certain program;
- Implement recruitment communication mailings or segment strategies by score band.

Concording Scores for the High School Class of 2016

Given that most applicants from the Class of 2016 will submit current SAT scores only, most colleges will convert any redesigned SAT scores to current SAT scores for this cohort.

Concording Scores for the High School Class of 2017

Given that most applicants for the Class of 2017 will submit redesigned SAT scores only, most colleges will convert current SAT scores to redesigned SAT scores for this cohort.

3. Convert a redesigned SAT score to a current SAT score for use in a predictive model or index.

Many colleges and universities have built indices or predictive models that include the SAT as one factor. These models are used primarily to predict the likelihood of a recruited student to apply and the likelihood of an admitted student to enroll.

These models may include a variety of factors such as distance from home, grade point average, and/or SAT scores. Institutions that use SAT scores as a factor in their predictive models will be able to use concorded scores from the redesigned SAT with confidence.

College Board researchers have studied the effects of substituting concorded scores (including ACT to SAT concordances) on models predicting GPA and college success. Final results will be available later in the fall, but preliminary results show a very strong relationship between model results using current SAT scores and those using concorded scores.

4. Compute comparable scores to use in internal and external reports.

Both internal and external data reporting is an integral component of enrollment management. As scores from both the current and redesigned SAT begin to be loaded into communication management tools and student information systems, institutions will need to make decisions about how the data are reported.

Internal Reporting

Internal reporting can include division or department reports, reports to faculty and senior leaders, or reports to trustees. These reports are critical to developing strategy to meet institutional goals, tracking progress against current goals, and planning for scheduling, classes, and other uses of institutional resources.

It is critical that enrollment leaders work with institutional researchers to determine how best to include concorded scores in institutional reports.

Campuses can begin preparing for reporting needs now:

- Create a list of comprehensive internal reports that use SAT scores including timing and frequency of reporting.
- Determine for each report which SAT score (current or redesigned) will be used for the coming year with students applying for enrollment for fall 2016.
- Determine for each report which SAT score (current or redesigned) will be used for the following year with students applying for enrollment for fall 2017.
- Develop a process for converting scores for reporting purposes so that the required score is already available at the time that a specific report is needed.

External Reporting: NMSC, IPEDS, Common Data Set, NCAA

The College Board has been in close contact with organizations including National Merit Scholarship Corporation (NMSC), IPEDS, Common Data Set, and the National Collegiate Athletic Association (NCAA) throughout the redesign process. These organizations will make decisions on how they will use SAT scores and concordances during the transition period.

Examples of Concordance Tables

How to Use Concordance Tables: Layout and Format

This section describes the concordance tables that the College Board will provide to support the uses outlined above.

Each college will determine how best to use and apply concordance for its institution. In making this determination, institutions should seek to ensure that their policies are clear and consistently applied to all students in a class or cohort. For example, based on conversations with a range of institutions and segments, most colleges are likely to develop, communicate, and apply policies for each application cohort.

Concording Scores for the High School Class of 2016

Given that most applicants from the Class of 2016 will submit current SAT scores only, most colleges will convert any redesigned SAT scores to current SAT scores for this cohort.

Concording Scores for the High School Class of 2017

Given that most applicants from the Class of 2017 will submit redesigned SAT scores only, most colleges will convert current SAT scores to redesigned SAT scores for this cohort.

Total-to-Total Concordance

Why are there two Total-to-Total Concordance Tables?

The current SAT has a maximum score of 2400, composed of maximum section scores of 800 in Critical Reading, 800 in Writing, and 800 in Mathematics. For SAT scores calculated without the Writing section, the maximum total score is 1600, including maximum section scores of 800 in Critical Reading and 800 in Mathematics. To accommodate both calculations of a total score, we will provide both a 2400 total concordance and a 1600 total concordance.

Total Concordance: 1600 Scale

When to Use This Concordance

Use this concordance for tasks currently completed using an SAT Score Total based on Critical Reading + Math.

EXAMPLE: For a program where a grade point average of 3.0 and 1040 (out of 1600) on the current SAT meets a sliding scale for admission without further review, this table would be used to determine a comparable total score.

TOTAL 1600 SCALE: CURRENT TO REDESIGNED

Current SAT (CR+M)	Redesigned SAT (EBRW+M)	ACT
**	**	**
10VV	1020	2V
10WW	1030	2W
10XX	1040	2X
10YY	1040	2Y
10ZZ	1050	2Z
**	**	**

TOTAL 1600 SCALE: REDESIGNED TO CURRENT

Redesigned SAT (EBRW+M)	Current SAT (CR+M)	ACT
**	**	**
1020	10VV	2V
1030	10WW	2W
1040	10XX	2X
1050	10YY	2Y
1060	10ZZ	2Z
**	**	**

Redesigned SAT scores have been masked with a letter so that the values are not mistaken for actual concordance tables. Numbers are provided for example only and do not represent real scores.

Examples of Concordance Tables

Total Concordance: 2400 Scale

When to Use This Concordance

Use this concordance for tasks currently completed using an SAT Score Total based on Critical Reading + Math+ Writing.

EXAMPLE: A state scholarship program requires a student to earn a total of 1550 (out of 2400) on the current SAT along with a specified GPA to be eligible for consideration; this table would be used to determine a comparable total score on the redesigned SAT.

TOTAL CONCORDANCE: CURRENT 2400 TO REDESIGNED 1600

Current SAT (CR+M+W)	Redesigned SAT (EBRW+M)	ACT
**	**	**
15WW	1050	2W
15XX	1060	2X
15YY	1070	2Y
15ZZ	1080	2Z
**	**	**

TOTAL CONCORDANCE: REDESIGNED 1600 TO CURRENT 2400

Redesigned SAT (EBRW+M)	Current SAT (CR+M+W)	ACT
**	**	**
1050	15WW	2W
1060	15XX	2X
1070	15YY	2Y
1080	15ZZ	2Z
**	**	**

Numbers are provided for example only and do not represent real scores.

Total Concordance: ACT to Redesigned SAT

Both of the Total-to-Total concordance tables will include an ACT concordance to the redesigned SAT derived from the 2009 concordance study undertaken by ACT and the College Board.

When to Use This Concordance

Use this concordance to determine when a student has taken both the current SAT, the redesigned SAT, and the ACT to determine which score is the highest total score.

EXAMPLE: An applicant has taken the current SAT, the redesigned SAT, and the ACT. The three scores must be compared to determine the highest score for use in application evaluation.

See tables above for representations of ACT concordance tables.

Examples of Concordance Tables

Section-to-Section Concordance

Section scores are most often used to understand a student's knowledge and skill level in reading and writing, or in math. Use these Section-to-Section concordance tables to identify comparable scores for use in evaluation.

Critical Reading + Writing and Evidence-Based Reading and Writing

Important to Note

This table shows the concordance of two sections to one section: the Critical Reading and Writing sections of the current SAT (two sections) to the Evidence-Based Reading and Writing section of the redesigned SAT (one section).

When to Use This Concordance

Use this concordance for tasks currently completed using the score from one single section of the current SAT.

EXAMPLE: Placement into an honors Humanities course requires a summed SAT Critical Reading plus Writing score of 1050 or higher on the current SAT. Use this table to determine the comparable score on the redesigned SAT.

CURRENT SAT CRITICAL READING + WRITING TO REDESIGNED SAT EVIDENCE-BASED READING AND WRITING

Current SAT (CR+W)	Redesigned SAT (EBRW)
**	**
10WW	550
10XX	560
10YY	560
10ZZ	570
**	**

REDESIGNED SAT EVIDENCE-BASED READING AND WRITING TO CURRENT SAT CRITICAL READING + WRITING

Redesigned SAT (EBRW)	Current SAT (CR+W)
**	**
550	10WW
560	10XX
570	10YY
580	10ZZ
**	**

Numbers are provided for example only and do not represent real scores.

Section-to-Test (or Test-to-Section) Concordance

Important to Note

There is no ACT concordance table at the section level (except for Writing) because there is no published ACT to current SAT section-level concordance from which to derive a concordance to the redesigned SAT.

Section-to-Test (or Test-to-Section) concordances provide the ability to concord scores from the redesigned SAT to the current SAT. Concordance tables reflect that the Evidence-Based Reading and Writing section on the redesigned SAT compares to both the Critical Reading and Writing sections on the current SAT. In order to concord the Evidence-Based Reading and Writing section to Critical Reading and Writing, it must be broken into its test components.

EXAMPLE: Placement into an honors English course requires an SAT critical reading score of 550 or higher on the current SAT. Use this table to determine the comparable score on the redesigned SAT.

Examples of Concordance Tables

Critical Reading Section and Reading Test

When to Use This Concordance

Use this concordance for tasks currently completed using the Critical Reading score. To concord scores from the redesigned to the current SAT, the Reading Test is compared to Critical Reading.

EXAMPLE: Predictive models predicting the likelihood of a recruited student to apply to your institution use Critical Reading as one factor in the algorithm. Use redesigned SAT scores concorded to current scores in those models until your new models can be updated with data from the redesigned SAT.

SECTION TO TEST: CURRENT SAT CRITICAL READING SECTION (CR) TO REDESIGNED SAT READING TEST (R)

Current SAT (CR)	Redesigned SAT (R) Test Score
**	**
5WW	26
5XX	27
5YY	27
5ZZ	28
**	**

TEST TO SECTION: REDESIGNED SAT READING TEST (R) TO CURRENT SAT CRITICAL READING SECTION (CR)

Redesigned SAT (R) Test Score	Current SAT (CR)
**	**
26	5WW
27	5XX
28	5YY
29	5ZZ
**	**

Numbers are provided for example only and do not represent real scores.

Writing and Language Test and Writing Section

When to Use This Concordance

Use this concordance for tasks currently completed using the Writing score. To concord scores from the redesigned to the current SAT, the Writing and Language Test is compared to Writing.

EXAMPLE: Models predicting the likelihood of a recruit to apply to your institution use Writing as one factor in the algorithm. Use redesigned SAT scores concorded to current scores in those models until your new models can be updated with data from the redesigned SAT.

Important to note

Writing is the only current SAT section to have a published concordance table to ACT, so it is the only ACT concordance available at the test level for the redesigned SAT.

CURRENT SAT WRITING SECTION (W) TO REDESIGNED SAT WRITING AND LANGUAGE TEST (W&L) AND ACT

Current SAT (W)	Redesigned SAT (W&L) Test Score	ACT
**	**	**
5WW	26	2W
5XX	27	2X
5YY	28	2Y
5ZZ	28	2Z
**	**	**

REDESIGNED SAT WRITING AND LANGUAGE TEST (W&L) TO CURRENT SAT WRITING SECTION (W) AND ACT

Redesigned SAT (W&L) Test Score	Current SAT (W)	ACT
**	**	**
26	5WW	2W
27	5XX	2X
28	5YY	2Y
29	5ZZ	2Z
**	**	**

Numbers are provided for example only and do not represent real scores.

Examples of Concordance Tables

Math Section and Test Concordances

When to Use This Concordance

Use this concordance for tasks currently completed using the Math score. Note that this table includes both Section-to-Section concordance and Section-to-Test concordance.

EXAMPLE: Students with current SAT Math scores below 550 are required to take a placement test before enrolling.

CURRENT SAT MATH SECTION TO REDESIGNED SAT MATH SECTION AND TEST

Current SAT (M)	Redesigned SAT (M) Section Score	Redesigned SAT (M) Test Score
**	**	**
5WW	530	26.5
5XX	540	27
5YY	550	27.5
5ZZ	560	28
**	**	**

REDESIGNED SAT MATH SECTION AND TEST TO CURRENT SAT MATH SECTION

Redesigned SAT (M) Section Score	Redesigned SAT (M) Test Score	Current SAT (M)
**	**	**
530	26.5	5WW
540	27	5XX
550	27.5	5YY
560	28	5ZZ
**	**	**

Numbers are provided for example only and do not represent real scores. Note that the values for redesigned SAT Math Test scores are simply those for redesigned SAT Math Section divided by 20.

Essay

The College Board will not concord scores from the redesigned SAT Essay to the essay from the current SAT. Test specifications on the current and redesigned SATs are different; the redesigned SAT Essay is scored on three dimensions, moving away from the holistic scoring of the current SAT. The essay on the current SAT was required, and the essay score was included in the calculation of the Writing section score; the essay on the redesigned SAT is optional.

What does this mean for the Student Search Service®?

To make the process of converting scores easier for the many users of the Student Search Service®, the College Board has developed a system to work behind the scenes to update institutional orders placed using the pre-2015 PSAT/NMSQT in this transition year.

- Users will not be required to know the concordance tables or interpret the tables to place similar orders to previous years.
- The Search program will do all the work to find all redesigned PSAT/NMSQT students who meet your criteria.
- Institutions copying previous orders to submit a new order will be required to populate test score criteria.

For more information, please visit sat.org/cbsearch.

Appendix A: Redesigned SAT Research Timeline

Fall 2014 to Spring 2015

A linking study was conducted to equate newly developed test forms for the redesigned SAT and PSAT™ 8/9, including future operational and practice forms.

Winter 2015

Concordance Study #1 collected data to produce concordance tables that show the relationship between the pre-2015 PSAT/NMSQT scale scores and the redesigned PSAT/NMSQT and PSAT 10 scale scores.

These concordance tables will be released to stakeholders in December 2015.

Fall 2015 to Spring 2016

Concordance Study #2 will collect data to produce concordance tables that show the relationship between the current SAT scale scores and the redesigned SAT scale scores.

These concordance tables will be released to stakeholders in May 2016. In addition to these concordance tables, we will also provide a concordance linking scores on the redesigned SAT and the ACT test; this concordance will be derived from the concordance between the current and redesigned SATs.

Winter 2014 to Spring 2015

The Scaling Study for the SAT Suite of Assessments collected data in order to establish preliminary raw-to-scale score conversions for the redesigned SAT, PSAT 10, and PSAT 8/9.

Approach: The data were collected between Dec. 8, 2014, and Feb. 20, 2015. Seven forms were included in the study, and the target sample was a nationally representative sample of 90,000 students across grades 8 to 12.

Result: The resulting vertical scale provides a score system that allows for direct comparison of student test scores across grade levels within a content area. College Board psychometrics staff will complete all scoring and scaling analyses during summer 2015.

Fall 2014 to Fall 2015

The **Pilot Predictive Validity Study** will gather early evidence of the validity of the SAT for predicting college performance.

Spring 2015 to Spring 2016

The **Enact Curriculum Survey** will provide a source of content validity for the redesigned SAT by evaluating the degree to which the test measures the content domain it is designed to measure.

Appendix A: Redesigned SAT Research Timeline

2018–2019

The **National Predictive Validity Study** will examine the relationship between SAT scores and college outcomes such as GPA, course grades, and persistence.

Time Frame:

- Before summer 2018: Institutions sign up to participate.
- Fall 2018: Data file is received by the College Board, including completed data-sharing agreements.
- 2019: Validity study is complete and distributed.

Those interested in participating should contact nsatvastudy@collegeboard.org.

Appendix B: About Validity

Within the context of assessments, “validity” can be understood as the degree to which a test score successfully measures what it purports to measure. Test validity, or the validation of a test score, explicitly means validating the use of a test score in a specific context, such as college admission or placement into a course.

Validity is always determined for a specific purpose. In this case, that purpose is predicting college success. The College Board will conduct research to validate the use of redesigned SAT scores as predictors of college success.

The SAT is valued by colleges and universities for its long-standing tradition of strong predictive validity. The redesigned SAT will maintain this predictive validity, while offering greater insight into student performance.

Work has begun to gather validity evidence by testing item types, test questions, essay prompts, and test forms over time. The College Board will review student performance metrics to ensure that test questions and test forms are measuring the knowledge and skills they are intended to measure, and can meaningfully contribute to college admission and/or placement decisions.

To establish a strong foundation for validity in the admission process, the redesigned SAT is based on a growing body of current national and international research on the skills and knowledge needed for success in college. A full review of this research can be found in the full test specifications, available at sat.org/testspecs. The key findings from this research guide all aspects of the revision, including the design of the test and the content and skill domains assessed.

This body of evidence has informed the focus of the redesigned assessments. Specifically, the English language arts/literacy components on the redesigned SAT are based on:

1. A specified range of text complexity consistent with college and workforce training requirements.
2. Source analysis and skilled use of evidence.
3. Data in informational graphics.
4. Words in context.
5. Language conventions and effective language use more generally.
6. Literacy across the disciplines.

The mathematics components on the redesigned SAT are based on:

1. A set of essential math knowledge, skills, and understandings in algebra, advanced topics, and additional topics in math.
2. Problem solving and data analysis in addressing real-life problems (e.g., the ability to create a representation of a problem, consider the units involved, attend to the meaning of quantities, and know and use different properties of operations and objects).
3. Using the calculator as a tool, discerning when and when not to use a calculator to solve problems efficiently, and performing important mathematical tasks without a calculator.

The body of ongoing validity research* will focus on the relationship between redesigned SAT scores and the following college outcomes:

- First-year GPA
- Specific course performance
- Cumulative college GPA
- Retention rates
- College completion/graduation rates

*The optional essay component of the redesigned SAT was not included in the preliminary redesigned SAT validity study.

Appendix C: About Scores and Scaling

Taking a standardized test like the SAT generates raw scores. Raw scores for each section of the SAT reflect the number of questions a test-taker got correct or incorrect, and those that were omitted. Raw number correct scores on their own do not convey meaningful information to examinees about how well they have performed relative to other students or compared to standards. Scaled scores can provide this information once one understands the characteristics of those scales. For example, for the current SAT scale of 200–800 with a mean of 500 and a standard deviation of 110, an examinee who scores 610 knows that he or she has scored one standard deviation above the average score of the population on which the scale was set.

Once a student completes the SAT, the raw scores, along with the unscored section of the SAT — which does not contribute to the overall score — undergo a statistical analysis to make sure the test is an accurate representation of the test-taker’s skills. Specifically, statisticians equate scores to adjust for slight differences in difficulty between test editions and to ensure that a student’s score of, say, 650 on one edition of a test reflects the same ability as a score of 650 on another edition of the test. Equating also ensures that a student’s score does not depend on how well others did on the same edition of the test.

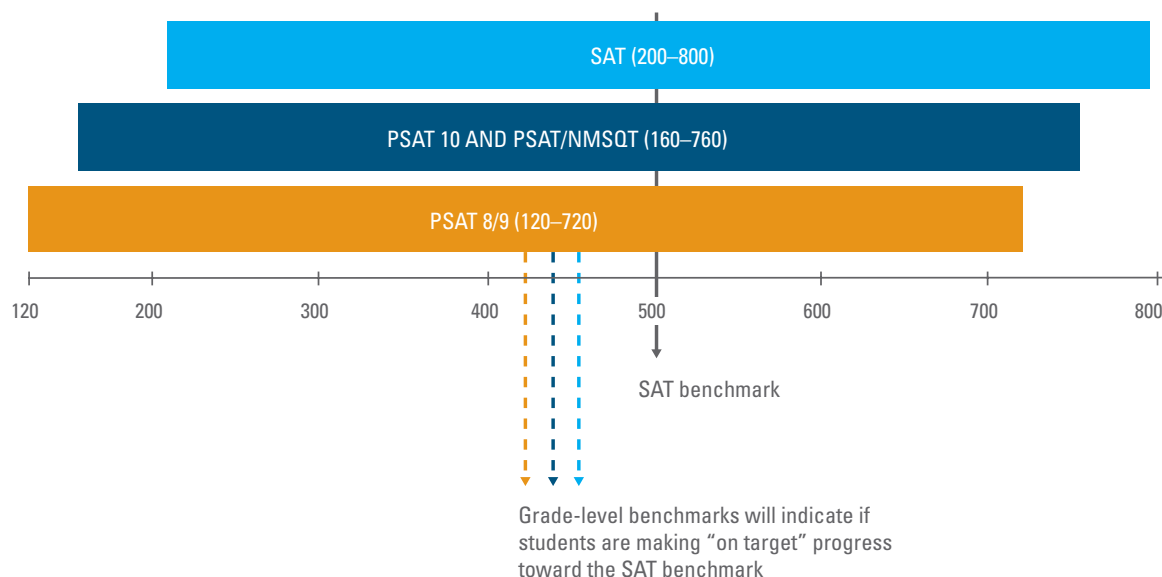
To prepare for the redesigned SAT score scale, the College Board conducted a scaling study between December 2014 and February 2015. The purpose of the scaling study was to collect data in order to establish preliminary raw-to-scale score conversions for the redesigned SAT, PSAT 10, and PSAT 8/9. These raw-to-scale conversions are tables that relate raw number correct scores to scores on the score scale (e.g., 200–800) and that relate the scale scores across the SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9 in order to show measures of growth via a vertical scale. The resulting vertical scale provides a score system that allows for direct comparison of student test scores across grade levels within a content area.

Concordance tables were developed using the Equipercentile Concordance method, which relates the scores on each test that have the same percentile rank. For example, the score at the 80th percentile on the current SAT score distribution would correspond to the score at the 80th percentile of the redesigned SAT score distribution. Concordance tables will be finalized after the first administration of the redesigned SAT.

The data were collected between Dec. 8, 2014, and Feb. 20, 2015. Seven forms were included in the study and the target sample was a nationally representative sample of 90,000 students across grades 8 to 12. College Board psychometrics staff completed all scoring and scaling analyses during the summer of 2015.

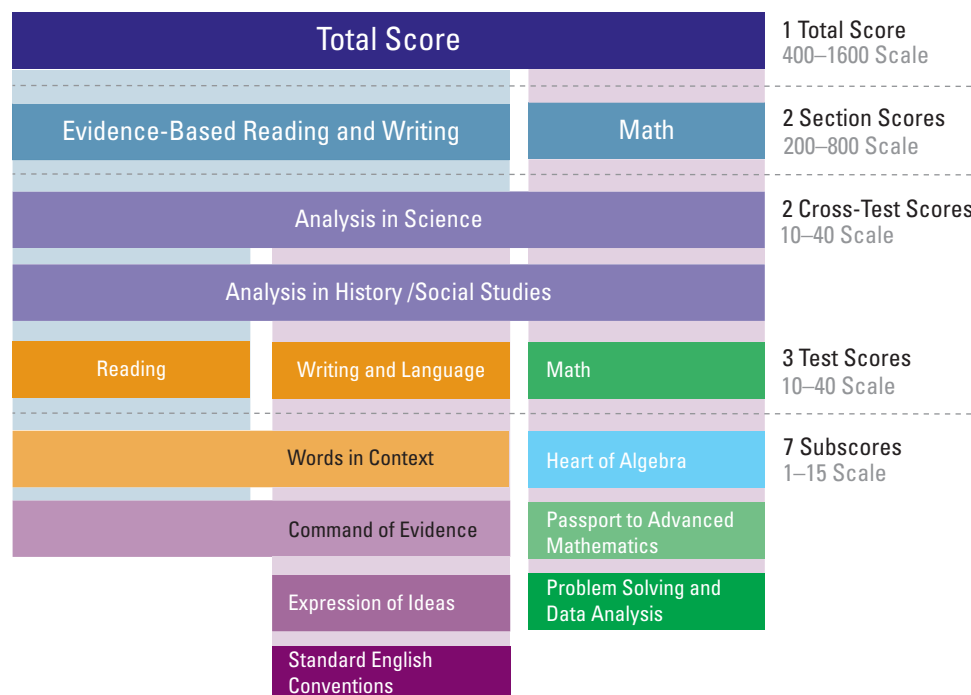
Enhanced Score Reporting

The redesigned SAT will be the anchor of a vertically aligned, longitudinal scale that is designed to monitor student growth across grades annually. For the first time, all scores from the SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9 will be on the same scoring scale so that students and educators can track growth and target areas in need of improvement.



Appendix C: About Scores and Scaling

SAT Section Scores and Subscores



Total Score

The redesigned assessment will report a total score that will be the sum of two section scores: (1) Evidence-Based Reading and Writing; and (2) Math. The total score will be reported on a scale range:

240 to 1440 on the PSAT 8/9;

320 to 1520 on the PSAT 10 and PSAT/NMSQT;

400 to 1600 on the redesigned SAT.

On the redesigned SAT, the three scores reported for the redesigned SAT Essay will be reported separately and will not be factored into the total score.

Test Scores

The redesigned SAT will report three test scores, each on a scale from 10 to 40: (1) Reading Test score; (2) Writing and Language Test score; (3) Math Test score.

Cross-Test Scores

Pending the results of research, the redesigned SAT will also report two cross-test scores: (1) Analysis in History/Social Studies, and (2) Analysis in Science. Each of these scores will be reported on a scale from 10 to 40. These scores are based on selected questions in the SAT Reading, Writing and Language, and Math Tests and will reflect the application of reading, writing, language, and math skills in history/social studies and science contexts.

Appendix C: About Scores and Scaling

Subscores

The redesigned SAT will report multiple subscores for Reading, Writing and Language, and Math. The Reading Test and Writing and Language Test will each contribute questions to two subscores: (1) Command of Evidence, and (2) Words in Context. The Writing and Language Test will also report two additional subscores: (1) Expression of Ideas, and (2) Standard English Conventions.

The Math Test will report three subscores: (1) Heart of Algebra, (2) Problem Solving and Data Analysis, and (3) Passport to Advanced Math.

Essay Scores

The Essay will be reported separately. The Essay component will report scores in three domains: Reading, Analysis, and Writing. The redesigned SAT includes an optional essay that will ask students to demonstrate comprehension of a high-quality source text by producing a cogent and clear written analysis of that text supported by critical reasoning and evidence drawn from the source. Students' essays are evaluated in terms of reading, analysis, and writing. Every SAT Essay will be read by two scorers. Each scorer will award 1 to 4 points each in (1) Reading, (2) Analysis, and (3) Writing. The scorers' results will be combined for a total of 2 to 8 points in each of the three categories.

More information about scoring, including charts comparing the current and redesigned SAT, can be found at collegereadiness.collegeboard.org.

Appendix D: About Test Development

The redesigned SAT and related assessments measure the skills and knowledge evidence shows are needed for college and career readiness, and better reflect what students are learning in class. Working together, these assessments will provide benchmarks and consistent feedback for measuring student progress over time — allowing teachers to accelerate students who are either ahead or behind.

Before the first administration of the redesigned SAT — in March 2016 — the test and its various components are undergoing multiple rounds of review and pretesting, including pretesting as a whole and by test component, as well as pretesting on sample student populations. One of the primary goals of this process is to ensure that the redesigned SAT continues to support and accurately inform college admission practices.

Test questions and stimuli are reviewed by multiple independent experts active in the field of education for content and fairness issues prior to pretesting and again prior to operational administration. These independent reviewers (typically active classroom teachers drawn from across the nation from both the secondary and postsecondary levels) are asked to evaluate each question according to a set of criteria for content accuracy and fairness.

Content reviewers are focused on evaluating:

- The soundness of each question and stimulus;
- Its relationship to the construct (e.g., reading) being measured;
- Its relevance and appropriateness to the work students do in high school; and
- Its value in terms of measuring students' degree of college and career readiness.

Each panel of fairness reviewers is composed of a diverse group of participants representing both genders, a range of geographic regions, and at least four racial and ethnic groups: African American, Native American, Hispanic American, and Asian American. One panel reviews the test materials prior to pretesting. A second, distinct panel reviews the materials again prior to operational administration. Fairness reviewers are charged with helping to ensure that:

- Test questions and stimuli are broadly accessible to the wide-ranging student population that takes the test;
- Questions are clearly stated and unambiguous in their intent; and
- Questions do not offer unfair advantages to some students.

After questions and stimuli have been pretested, DIF (differential item functioning) analysis is performed on every question to ensure that students from different racial/ethnic groups do not differentially respond to it. Any questions flagged for DIF are removed from the pool of questions eligible for use on an operational SAT form.

This rigorous process employs industry-standard best practices and helps to ensure that the questions on the SAT are accessible and fair to all students, as well as content-relevant, accurate, authentic, and respectful in representation.

