The SAT® Suite of Assessments: Using Scores and Reporting to Inform Instruction
About the College Board

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. For further information, visit www.collegeboard.org.

Special thanks to the College Board’s K–12 Assessment Redesign Steering Committee for providing feedback on the SAT Suite scores and reports and other resources for educators. The K–12 Committee was convened in spring 2014 to advise the College Board on assessment implementation challenges and opportunities and to advise on the needed tools and resources most important to K–12 educators. Participating districts include:

Bangor School Department, ME
Cincinnati Public Schools, OH
Fort Bend Independent School District, TX
Long Beach Unified School District, CA
Montgomery County Public Schools, MD
Orange County Public Schools, FL

© 2015 The College Board. College Board, Advanced Placement, Advanced Placement Program, AP, SAT, Student Search Service, and the acorn logo are registered trademarks of the College Board. AP Potential, PSAT, and SAT Subject Tests are trademarks owned by the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. Excel is a registered trademark of Microsoft Corporation. Visit the College Board on the Web: www.collegeboard.org.
Khan Academy is a registered trademark in the United States and other jurisdictions.
Dear Educator,

Throughout the 2015-16 school year, your students will have the opportunity to participate in one or more assessments in the SAT® Suite of Assessments, including the redesigned SAT and PSAT/NMSQT®, as well as the new PSAT™ 10 and PSAT™ 8/9. The assessments in the SAT Suite are more purposeful and focused than ever before, designed not to be one-time testing events but rather an assessment system that informs students and educators about academic progress over time.

When students engage in challenging course work each day, they give themselves the best chance to succeed. To support students on the road to college and career readiness, the College Board has designed the SAT Suite of Assessments to assess the knowledge and skills taught and learned in classrooms like yours. In order to measure student progress toward college and career readiness, we know you need meaningful assessment data and reports that will inform you about your students’ progress, their strengths, and the areas in which they can continue to work to get ready for college and career.

This guide will provide you with information about the tools and reports that will help you understand and interpret student scores. It also suggests ways to connect reported information with classroom instruction, to monitor student progress, and to use data to review, evaluate, and adjust curriculum. These recommendations are intended to support teachers across all content areas and enhance instruction that will build skills necessary for college and career success for each student.

In addition to this guide, look for several free and valuable assessment resources, including:

» The Redesigned SAT Teacher Implementation Guide, designed to help you understand the content and structure of the redesigned SAT.

» Practice opportunities for students through the College Board’s partnership with Khan Academy® — free, personalized online practice, including the release of four redesigned SAT practice tests.
Online **professional development modules**, webinars, and resources to inform your lesson planning to make sure your students are ready.

**Resources for school and district leaders**, including links to tools to help students, parents, and educators understand the changes to the assessments.

A **Counselor Implementation Guide** that supports the work of counselors as they help students navigate college and career decisions related to the redesigned SAT.

We know how pivotal you are to the success of your students and how our goal of propelling students into the success they’ve earned is only possible with your help. Our College Board team looks forward to strengthening our partnership with you in order to go beyond delivering assessments to delivering opportunity.

If you’d like to send a question, comment, or idea about this SAT Suite of Assessments: Using Scores and Reporting to Inform Instruction guide, please email SATinstructionalsupport@collegeboard.org.

Sincerely,

Cynthia B. Schmeiser
Chief of Assessment
The College Board
Contents

6 Section 1: A Comprehensive Assessment System
6 Overview
6 The SAT® Suite of Assessments
8 Scores Across the SAT Suite of Assessments
8 Consistent Information Reported Across Assessments
10 Vertical Score Scale
10 College and Career Readiness Benchmarks
12 Section 2: Using SAT Suite of Assessments Scores and Reporting to Inform Instruction
12 Assessment and Instruction: An Interactive Process
12 Educator Access to Student Results
13 Online Reporting Portal
14 Reports That Inform Instruction (and More)
14 Standard Reports Across the SAT Suite of Assessments
17 Monitoring and Supporting Student Progress
18 Khan Academy® for SAT Practice
19 Monitoring and Adjusting Curriculum and Instruction
20 Monitoring Assessment Trends for School Improvement
23 APPENDIX:
23 Standard Reports Explained
24 Student Report (PDF Version)
26 Student Score Report
28 Score Roster Report
30 Scores by Institution Report
32 Instructional Planning Report
34 Question Analysis Report
36 Scores by Demographics Report
38 Benchmark by Institution Report
40 Benchmark by Demographics Report
SECTION 1: A Comprehensive Assessment System

Overview
Use this guide to become acquainted with the scores and reporting in the SAT® Suite of Assessments and to understand the information provided in the scores and reporting that you can use to monitor student progress, review your curriculum and instruction, and monitor assessment trends for school improvement planning.

The SAT® Suite of Assessments
The College Board is launching the SAT Suite of Assessments, a system of new and redesigned assessments, in fall 2015 and spring 2016. The SAT Suite focuses on the few, durable topics that evidence shows matter most for college and career success. The assessments in the SAT Suite include:

The redesigned SAT — Offered throughout the school year, the SAT provides a powerful connection to college. Most students take the SAT for the first time during the spring of their junior year and a second time during the fall of their senior year. Some students access the SAT through the SAT School Day program.

The redesigned PSAT/NMSQT® and the new PSAT™ 10 — Both assessments cover the same content at the same level of difficulty and serve as a check-in on student progress, pinpointing areas for development. Students will take the PSAT/NMSQT in the fall of 10th and 11th grades. Instead of delivering the PSAT/NMSQT to 10th-grade students in the fall, some schools may instead deliver the PSAT 10 in the spring.

The PSAT™ 8/9 — This test is the entry point to the SAT Suite of Assessments, establishing a baseline for college and career readiness as students enter high school. The PSAT 8/9 is designed for eighth- and ninth-grade students. Because it is offered in the fall and spring, schools and districts can choose a test date in either the fall or spring window.
The SAT Suite is one component ("Focused Assessments") of the College Board Readiness and Success System, which features:

» Focused, clear, and useful assessments that reflect the knowledge and skills that current research shows are essential for college and career readiness and success.

» Free, personalized, focused practice resources for all students.

» College opportunities through scholarships, fee waivers, and AP® credit.

» Powerful career-planning partnerships and a focus on coding and STEM.
All of the assessments included in the SAT Suite of Assessments are connected by the same underlying content continuum of knowledge and skills. As students progress from grade to grade, the tests will keep pace, matching the scope and difficulty of work found in the classroom. The assessments have been designed to connect directly to instructional concepts in the classroom and daily practice, and this guide and related resources provide support as you engage in instructional alignment and planning. The SAT Suite can help:

- Measure student readiness for college and career beginning in eighth grade.
- Monitor student progress and growth over time in grades 8–12.
- Identify areas of strength and areas for focus in curriculum and instruction.
- Vertically align curriculum.
- Develop cross-subject tasks and assignments.
- Focus interventions for students who need to work on skills.

Scores Across the SAT Suite of Assessments

**Consistent Information Reported Across Assessments**

The SAT Suite of Assessments will provide detailed information about student learning by reporting insightful scores in detailed reports. Each of the redesigned assessments will report a total score, section scores, test scores, cross-test scores, and subscores on common score scales. In addition, the SAT reports a separate SAT Essay score for those who choose to participate in the SAT Essay.

<table>
<thead>
<tr>
<th>Score Type</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td>1 Total Score</td>
</tr>
<tr>
<td>Evidence-Based Reading and Writing</td>
<td>400–1600 Scale</td>
</tr>
<tr>
<td>Math</td>
<td>300–800 Scale</td>
</tr>
<tr>
<td>Analysis in Science</td>
<td>200–800 Scale</td>
</tr>
<tr>
<td>Analysis in History/Social Studies</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>10–40 Scale</td>
</tr>
<tr>
<td>Writing and Language</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Words in Context</td>
<td></td>
</tr>
<tr>
<td>Command of Evidence</td>
<td></td>
</tr>
<tr>
<td>Expression of Ideas</td>
<td></td>
</tr>
<tr>
<td>Standard English Conventions</td>
<td></td>
</tr>
<tr>
<td>2 Cross-Test Scores*</td>
<td>10–40 Scale</td>
</tr>
<tr>
<td>7 Subscores*</td>
<td>1–15 Scale</td>
</tr>
</tbody>
</table>

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

The graphic above shows score ranges for SAT. PSAT-related assessments have slightly different score ranges.
**Total Score and Section Scores.** The assessments in the SAT Suite will each report a total score on a scale from 400 to 1600 that is the sum of two section scores: Evidence-Based Reading and Writing (200–800) and Math (200–800).

**Test Scores.** The assessments in the SAT Suite will report three test scores: Reading, Writing and Language, and Math. Each has a score range of 10–40.

**Cross-Test Scores.** The assessments will each report two cross-test scores: Analysis in History/Social Studies and Analysis in Science. These scores are generated from questions in the Reading, Writing and Language, and Math Tests that ask students to think analytically about texts, graphics, and problems in these subject areas. Each of these scores is reported on a scale from 10 to 40.

**Subscores.** The assessments will report multiple subscores for Reading, Writing and Language, and Math, each with a score range of 1 to 15 points. Subscores provide detail about student performance.

- The Reading Test and Writing and Language Test will report two subscores:
  - **Words in Context**
  - **Command of Evidence**

In addition to the two subscores above, the Writing and Language Test will report two additional subscores:

- **Expression of Ideas**
- **Standard English Conventions**

- The Math Test will report three subscores:
  - **Heart of Algebra**
  - **Problem Solving and Data Analysis**
  - **Passport to Advanced Math**

Beyond the scores, teachers and students will have access to cohesive information about test performance. A combination of numerical and content-based interpretations will provide a better picture of what students know and can do and will help identify areas where they may need to focus.

For example, a student’s numerical test scores will be interpreted in a content-based explanation that describes the knowledge, skills, and understandings students have learned and those they need to continue to practice. Providing both numerical and content-based interpretations of student performance not only better defines what students know and can do, it also helps students and teachers identify the knowledge, skills, and understandings students can focus on next to increase their college and career readiness.

---

1. Students will be assessed on Additional Topics in Math on the SAT, PSAT/NMSQT, and PSAT 10, but no subscore will be reported. On PSAT 8/9, Additional Topics in Math will not be assessed, and there will be no subscore for Passport to Advanced Math.

Scores on the optional essay component of the SAT will be reported separately and will be divided into three dimensions: Reading, Analysis, and Writing. Each dimension will be scored on a 2–8 point scale.

*There is no essay on PSAT/NMSQT, PSAT 10, or PSAT 8/9.
**Vertical Score Scale**

The scores on the redesigned assessments are intended to give an enhanced profile of students’ skills and understandings, while the common score scale will help educators and students monitor growth across grades and identify areas in need of improvement.

The scores are vertically scaled, which makes it easy to determine student growth from one test to another: It’s the simple difference between scores. This allows the assessments to function as a system in which student performance over time can consistently be measured against a common metric, demonstrating growth over time for a student (or in the aggregate). This new level of feedback will help both students and educators engage in the best possible practice for future assessments: strong classroom work and instruction.

By design, the assessments are created to cover a slightly different range of content complexity that increases from PSAT 8/9 to PSAT 10 and PSAT/NMSQT and then to SAT. This increase in content complexity also corresponds to an increase in the difficulty level of each test. The PSAT/NMSQT is more difficult or challenging than the PSAT 8/9, and the SAT is more difficult than the PSAT/NMSQT.

The minimum and maximum scores vary from assessment to assessment to show the difference in complexity of knowledge on the different tests. Theoretically, if a student were to take the PSAT 8/9, PSAT 10, and SAT on the same day, he or she would score the same on each assessment, but if the student scored “perfectly” on all three, he or she would only score a 720 on PSAT 8/9, compared with an 800 for Math on the SAT. This is because the difficulty of questions is greater on the SAT.

**College and Career Readiness Benchmarks**

<table>
<thead>
<tr>
<th>GRADE 8</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>PSAT 8/9</td>
<td>PSAT 8/9</td>
<td>PSAT/NMSQT</td>
<td>SAT</td>
</tr>
<tr>
<td>SPRING</td>
<td>PSAT 8/9</td>
<td>PSAT 8/9</td>
<td>PSAT 10</td>
<td>SAT</td>
</tr>
</tbody>
</table>

- **SAT (200–800)**
- **PSAT 10 & PSAT/NMSQT (160–760)**
- **PSAT 8/9 (120–720)**

Grade-level benchmarks* will indicate if students are making “on-target” progress towards the SAT benchmark.

Section scores, test scores, and cross-test scores are vertically scaled. Subscores are not vertically scaled and therefore cannot be used to measure growth from assessment to assessment, but they still provide useful information about students’ knowledge and skills at the time of testing.
Working together, the tests in the SAT Suite of Assessments provide college and career readiness benchmarks and consistent feedback for measuring student progress. Benchmarks indicating college and career readiness are determined using SAT Suite data and first-year college performance data. The benchmark score indicates that students who earn that score or higher have a 75 percent likelihood of earning a C or better in a first-year, credit-bearing course in the same subject area. The PSAT 8/9 will provide benchmarks and norms for both eighth and ninth grades. The PSAT 10 will provide benchmarks and norms for 10th grade. The PSAT/NMSQT will provide benchmarks and norms for 10th- and 11th-graders. Use benchmark information to identify and accelerate students who are ahead or behind, and use SAT Suite of Assessment scores and reports to provide the information and guidance to do so.
SECTION 2:
Using SAT Suite of Assessments Scores and Reporting to Inform Instruction

Assessment and Instruction: An Interactive Process
The SAT Suite of Assessments is designed to align with best practices in classroom instruction that develop knowledge, skills, and understandings necessary for college and career readiness. The SAT Suite is also designed to be an integral part of the instructional process, providing informative, actionable feedback about student progress toward meeting college and career standards. The scores and reporting that the SAT Suite provides, along with resources like this guide, the redesigned SAT professional development modules, and Khan Academy® practice, are intended to support an assessment and learning process — far more than one-day, isolated test events.

When students receive feedback about their performance on any one of the assessments in the SAT Suite, they can take responsibility for their own learning and work on the concepts and skills identified as needing improvement. Students can set learning goals, as well as reflect on and monitor their own progress toward meeting college- and career-ready standards.

When you receive feedback about your students’ progress, you have the opportunity to support students as they work to own their learning and develop knowledge and skills they will use throughout their lives. The scores and reports generated from the SAT Suite of Assessments will provide you with the ability to drill down to the knowledge, skills, and understandings each student demonstrates as a strength or as an area for improvement and will help you target intervention strategies for students who need support.

You can use the feedback about student progress to take a step back and review patterns of scores for groups of students, determining whether there are curriculum and instructional needs that should be addressed. You will also be able to review performance as a school or district, receiving valuable feedback about student performance as a whole and within various demographic groups.

Educator Access to Student Results
Building stronger partnerships with classroom teachers to help students grow and develop is an important objective of the College Board. To that end, the assessment process will yield in-depth score reports that connect student results to classroom work. Like the former Summary of Answers and Skills (SOAS) Report provided for the PSAT/NMSQT, the reports for the SAT Suite of Assessments will provide

The reports students receive will provide detailed explanations of students’ current college readiness skills, based on test score band and typical students. The reports include actionable steps students can take to improve on skills required to be college and career ready. They will also provide students with their AP Potential™ information.

Although the redesigned assessment scores and reports are new, you can continue to access the information you are accustomed to using, such as:

» Question-Level Analysis (like SOAS)
» AP Potential results
» College Readiness Benchmarks
question-level analysis, AP Potential™ information, benchmarks, and consistent feedback to help teachers encourage and accelerate students.

**Online Reporting Portal**

The new educator reporting portal will support effective decision making with a variety of standard reports that can be configured for your needs. You or the point person in your school2 will be able to log in to the portal to view score reports for the whole school. The portal will generate score reports based on student demographics, including means and trends among demographic groups, and this information can be compared with the performance of students in the district and at the state level. Content analysis reports (Instructional Planning and Question Analysis reports) will allow you to drill down to the student level and analyze the questions students encountered on the actual assessment, as well as content and skill gaps.

In the online reporting portal, designated users will be able to analyze score data from every test in the SAT Suite. As each new and redesigned test rolls out, the reporting portal will grow to include its reports: A single sign-in will grant access to all score data from the SAT, SAT Subject Tests™, PSAT/NMSQT, PSAT 10, and PSAT 8/9.

In addition to the standard online score reports, portal users will be able to configure reports with filters, and they will be able to export information to Excel® or a PDF for additional uses. As a portal user, you can filter by student-provided information, such as race/ethnicity or highest level of parental education, or you can define your own comparison groups of your students and organize student performance records according to your analysis needs. With this capability, you can configure a report that includes, for example, only the students in your U.S. History class. This allows you to hone in on your own students’ performance and identify skills that are strong and skills that may need to be an additional focus of instruction in your classroom.

The online reporting system will track students’ progress for all assessments they take, allowing you to identify how students are demonstrating the development of their college and career readiness skills over time. If a student demonstrated he or she was on track to meet the college and career readiness benchmark on the PSAT 8/9 but now has fallen off track to meeting the college and career readiness benchmark on the PSAT/NMSQT, you may want to work with the student to determine his or her current needs for building the knowledge and skills required for college and career success and for SAT readiness. In addition, if a larger group of students demonstrates that same lack of year-over-year growth, you can work with teacher colleagues and administrators to analyze current curriculum and instructional strategies and look for ways to ensure that students are engaged in learning activities that build the needed skills.

To support the alignment of curriculum and assessments, the online portal will include links to your state standards. This resource will provide teachers and curriculum specialists with additional tools for analyzing strengths and weaknesses in curriculum and instruction.

---

2. Each school will designate a “super-user,” who will arrange for access to reports for specified school staff members.
### Reports That Inform Instruction (and More)

The online reporting portal provides several data points that will help teachers pinpoint what students need, both individually and in groups, for additional support to become college and career ready. See the Appendix for detailed annotations of some of the various reports available in the online reporting portal.

The following standard reports will be available in the online portal.

#### STANDARD REPORTS ACROSS THE SAT SUITE OF ASSESSMENTS

<table>
<thead>
<tr>
<th>Report Name</th>
<th>Description</th>
<th>Use these reports to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Intervention</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Student Score Report³         | » Provides a view into all SAT Suite assessments taken by each student.      | » Use projection information to categorize students based on the likelihood of meeting the benchmark.  
                                 | » Shows most current AP Potential information.                                | o For those who are not on track to meet college and career benchmarks, develop an acceleration plan.  
                                 | » Shows projection of next year’s scores.                                   | o For students who are not on track to meeting the benchmark, click through to the Student PDF Report to identify particular areas to practice.  
                                 | » Links to the PDF version of paper student score reports.                   | o For students who have met or exceeded the benchmark:  
                                 | » In the future, will show each student’s progress over time against the benchmarks. | › Ensure that these students are taking challenging courses, including Advanced Placement®.  
                                             |                                                                            | › Provide challenging assignments that will help them expand on their knowledge and skills. |
| Score Roster Report           | » Provides a roster (list) of all student scores across all grades for each assessment administered. | » Create intervention strategies for individual students or groups using the college and career readiness benchmarks.  
                                 | » Filter the scores you want to review and to configure the report to display the data most important to you. | o Differentiate between students who scored significantly lower than the benchmark and those who were close to meeting the benchmark.  
                                 | » Not available for district- or state-level data.                          | Design activities, assignments, and formative assessments that will develop knowledge and skills for individuals or groups. |

³ A student score report is provided in the online portal. In addition, students will receive a paper score report.
<table>
<thead>
<tr>
<th>Report Name</th>
<th>Description</th>
<th>Use these reports to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scores by Institution Report⁴</td>
<td>» Provides aggregate scores for your school as well as scores for all students in your school for each assessment, test administration or cohort, and grade.</td>
<td>» Create groups of students for review and comparison that will allow you to compare performance across a variety of factors that are interesting to you:</td>
</tr>
<tr>
<td></td>
<td>» Provides district and state aggregate comparison information:</td>
<td>o By course section</td>
</tr>
<tr>
<td></td>
<td>o District view lists aggregate performance for all schools in the district.</td>
<td>o By students who have taken a prerequisite course</td>
</tr>
<tr>
<td></td>
<td>o State view lists aggregate performance for all districts in the state.</td>
<td>o By students who have similar course schedules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» Although these comparisons do not lead to research-based conclusions, they may initiate deeper investigation and lead to helpful suggestions or pitfalls to avoid.</td>
</tr>
<tr>
<td>Instructional Planning Report</td>
<td>» Provides aggregate and student-level performance in three performance groups related to the benchmarks:</td>
<td>» After selecting to review cross-test scores and subscores, drill through to the Question Analysis Report to identify questions linked to the cross-test scores and subscores.</td>
</tr>
<tr>
<td></td>
<td>o “Need to Strengthen Skills”</td>
<td>o Look for connections among questions and scores to identify areas of focus for intervention and curriculum review.</td>
</tr>
<tr>
<td></td>
<td>o “Approaching Benchmark”</td>
<td>o Remember to include opportunities for skill reinforcement in science and social studies courses. Teachers in these content areas can review lessons and activities to ensure that students have the opportunity to practice analysis skills in these courses.</td>
</tr>
<tr>
<td></td>
<td>o “Meets or Exceeds Benchmark”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>» Includes the state standards that map to the subscores.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>» Student-level performance is not available in district or state views.</td>
<td></td>
</tr>
<tr>
<td>Question Analysis Report⁵</td>
<td>» Provides aggregate question performance for your school as well as student-level question performance for all students in your school for each assessment, administration, and grade.</td>
<td>» Use difficulty indicators to determine the level of question with which students are struggling.</td>
</tr>
<tr>
<td></td>
<td>» Compares your students’ aggregate performance on a given question to the performance of all students in the district, state, and nation.</td>
<td>o If students are struggling with all types of questions, this may indicate that students are not exposed to this content in class, and a curriculum review may be helpful.</td>
</tr>
<tr>
<td></td>
<td>» Provides question content and answer explanations for disclosed forms.</td>
<td>o If students are struggling with hard questions, collaborate with other teachers to determine how to increase the level of difficulty students practice in classroom activities and other assessments.</td>
</tr>
<tr>
<td></td>
<td>» Individual student performance is not available in district or state views.</td>
<td></td>
</tr>
</tbody>
</table>

⁴ Institution refers to schools, districts, and states.  
⁵ Available for disclosed test forms. For nondisclosed test forms (all 2015-16 PSAT 8/9 and March 2016 SAT test forms nondisclosed), the Question Analysis Report provides only the percentage of students who answered the question correctly. No question information is provided.
<table>
<thead>
<tr>
<th>Report Name</th>
<th>Description</th>
<th>Use these reports to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Longitudinal Report⁶</td>
<td>Provides aggregate performance for matched cohorts of students taking more than one redesigned assessment (e.g., students who took the PSAT/NMSQT and later took the SAT).</td>
<td>Review how the cohort of students performed against the benchmarks on the different SAT Suite assessments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Determine whether college and career readiness increased or decreased over time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Compare the increase or decrease with students at the national level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- In content areas where performance decreased over time, review curriculum and identify what topics may need to be updated to improve learning related to college and career readiness skills.</td>
</tr>
<tr>
<td>School Improvement</td>
<td></td>
<td>Examine participation rates for all subgroups:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- If you observe patterns of underrepresentation of groups of students in your school, work with counselors and school administrators to increase participation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develop school improvement goals focused on increasing participation to accurately reflect the demographics in your school.</td>
</tr>
<tr>
<td>Benchmark by Institution Report⁷</td>
<td>Provides college and career readiness benchmark performance for all students in your school for each assessment, administration or cohort, and grade.</td>
<td>Compare your results (percentage of students who met both section benchmarks, or met one of the section benchmarks) with the state and national percentages:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- If your results are lower, use this data as a baseline for writing a school improvement goal to increase the percentage of students meeting benchmark in Evidence-Based Reading and Writing and/or Math, or both.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develop strategies that will allow you to realize your goal.</td>
</tr>
</tbody>
</table>

⁶. This report will be available in the 2016-17 academic year.
⁷. Only available for intended grades, e.g., PSAT/NMSQT for 10th- and 11th-graders.
STANDARD REPORTS ACROSS THE SAT SUITE OF ASSESSMENTS

<table>
<thead>
<tr>
<th>Report Name</th>
<th>Description</th>
<th>Use these reports to:</th>
</tr>
</thead>
</table>
| Benchmark by Demographics Report  | » Provides college and career readiness benchmark performance for demographic groups in your school for each assessment, administration or cohort, and grade.  
                                     » Allows comparison of up to two demographic traits.                           | » Review the benchmark performance for all demographic groups, identifying groups in which a high percentage of students met no benchmarks.  
                                     » Set school improvement goals and develop strategies to reduce the percentage of students who are underperforming. For example, work with local community-based organizations to provide support for students leveraging:  
                                         o Access to practice materials/ Khan Academy  
                                         o Homework support  
                                         o College counseling |
| Score Trends by Institution Report | » Provides five-year trends for school/ district/state mean scores and student participation. | » Use trend data to determine past performance variances from year to year, and to set attainable goals for improvement in future student performance.  
                                         o Formulate strategies that will result in improvement, and periodically monitor whether strategies are effective. |
| Score Trends by Demographics Report| » Provides five-year trends for student demographic group mean scores and participation. | » Use trend data to determine demographic group performance from year to year:  
                                         o Use this data to set goals for improvement and to develop intervention and support strategies, periodically monitoring strategies for effectiveness. |

Monitoring and Supporting Student Progress

Each of the reports generated from the SAT Suite of Assessments provides meaningful information about your students’ performance on the assessments, individually and in the aggregate, both at one point in time and longitudinally. Using information from the reports, you can better understand specifically where a student stands on the path to college and career readiness, and you can design appropriate and targeted intervention strategies for students who need them:

8. Only available for intended grades, e.g., PSAT/NMSQT for 10th- and 11th-graders.
Use the Student Score Report to determine the specific knowledge and skills that students need to master based on test scores, cross-test scores, and subscores. Develop differentiated classroom activities and assignments that allow students to practice the skills identified. Set up after-school study sessions for individualized support.

Use the Question Analysis Report to create question formats similar to those used on the SAT Suite of Assessments. Use the questions in formative and summative assessments. Track student success with various question formats, and continue to practice with the formats that cause students to struggle.

Use the Instructional Planning Reports to organize students into working groups based on similar needs for intervention and enrichment. Assign groups the activities that allow them to practice the skills they need.

Use the Instructional Planning Report to organize students into groups that include students with various performance levels on a subscore. Require them to discuss questions and activities as they work through them, allowing the students to think aloud, understand, and correct errors in understanding or process.

**Khan Academy® for SAT Practice**

When student scores indicate a need for additional practice, you have substantial resources at your fingertips to help students get the support they need. The most important practice for the redesigned SAT will occur in the course of classroom activities. Because of the alignment among the assessments, the standards, and your curriculum, you will naturally be designing activities that allow students to practice in classroom assignments.

To complement classroom activities, the College Board has partnered with Khan Academy to provide a world-class test-preparation program that is completely free for all students. On khanacademy.org/sat, students have access to free resources that support the focused review of relevant knowledge and skills as well as authentic practice with College Board–written redesigned SAT questions and tests.

Starting with the release of PSAT/NMSQT results, students have the option to link their College Board and Khan Academy accounts. This allows Khan Academy to create personalized practice recommendations individually targeted to address a student’s greatest opportunities. Free and accessible anytime, anywhere, Official SAT Practice on khanacademy.org will give students personalized practice recommendations tailored to their strengths and weaknesses, based on their actual results and their progress on diagnostic quizzes in the program. In addition, your students will find four full-length SAT practice tests from the College Board as well as thousands of practice questions written in collaboration with the same developers who are creating the redesigned SAT.

Consider a scenario in which you review the Score Roster Report. You notice that one of your students, Maria, has earned a score on her Reading Test that is lower than expected. Using the online reporting portal, you are able to review the Student Score Report and dig deeper into Maria’s test scores, finding that she earned good scores in one subscore, Command of Evidence, but struggled in Words in Context. You see that she did not struggle with vocabulary on pre-redesigned assessments. This provides a great entry point to a conversation with Maria about her understanding of Words in Context and a topic to suggest for practice and review. You can also connect Maria with other students who need to practice the same skill so they can form a study group and practice together.

On khanacademy.org/sat, all students have the opportunity to practice for the redesigned SAT using Khan Academy’s free online tools, including diagnostic quizzes, full-length practice tests, interactive problems, and personalized practice recommendations. Students will receive instant feedback on their answers so that they can monitor their progress and make the most of their study time.

For more information about practice with Khan Academy, see khanacademy.org/sat or sat.org/officialpractice.
There are many ways to utilize Official SAT Practice on Khan Academy.

**Students:** Khan Academy can be accessed directly by students, providing the opportunity for self-paced practice.

**Community-based/college-access organizations:** Work with schools or individual students to arrange structured programs for SAT practice.

**Schools:** Incorporate SAT practice on Khan Academy into the school day, either in an activity period or in core academic classes.

---

**Monitoring and Adjusting Curriculum and Instruction**

Each SAT Suite of Assessments report provides information that can support the development of individual students but also provides information that will help you align and improve your curriculum and instruction. In this guide, references to “curriculum” mean the ways that educators:

- Ensure student learning is aligned to state standards
- Deliver content to students over time, through instruction, materials, and assignments
- Assess students’ progress

Assessment is a key component of the curriculum, and results that reveal student strengths and deficiencies are highly valuable to educators. When reviewing the performance of groups of students, educators have the opportunity to use the data to reflect on curriculum and instruction and determine whether the work done in the classroom is aligned to college and career readiness. When groups of students perform well on assessments of specific knowledge, skills, and understandings, educators can infer that the curriculum and instruction in these areas are strong. When groups of students struggle on assessments, it is an indicator that a curriculum review may be in order.

When you review reports, use a process to evaluate and strengthen your curriculum:

1. Use the reports to determine areas in which students are meeting and exceeding college and career benchmarks. Compare areas of strength to curriculum pacing maps, instructional strategies, and common assessments.

2. Determine what is helping students to be successful in these areas. Consider whether time-on-task, spiraled experiences with content, or familiarity with assessment questions (or any combination) might contribute to strong student performance.

3. Compare these processes with those in content areas in which students are less successful as indicated by the reports.
   - Do they need more time on task?

---

While any one data point at a given time may not inform you about curricular strengths and weaknesses, receiving consistent information from multiple measures of student performance or in trend reports can provide insight about strengths and weaknesses in curriculum and instruction. For example, if students are not meeting or exceeding the benchmark in any particular section score, the combined reports in the SAT Suite of Assessments will provide rich information to help you determine areas of focus to strengthen teaching and learning.
Are they encountering material only once?
Do local common assessments reflect the question structure and format that will provide practice for the summative assessment?

4. Work with your colleagues, department, professional learning community, or vertical team to design common activities, assignments, and assessments that build skills from year to year to help students prepare for the assessments over time.

All of the data provided by the SAT Suite of Assessments generates multiple opportunities to reflect on and assess curriculum and instruction in each classroom.

Monitoring Assessment Trends for School Improvement

The SAT Suite of Assessments provides a comprehensive set of reports that teachers, school administrators, and district administrators can use to develop systems for monitoring longitudinal progress of students and student groups and for school improvement planning. The vertical scaling of the assessments allows educators to track student progress over time, providing valuable insight about school improvement needs. The online reporting portal provides trend reports that indicate the progress of aggregate groups over a five-year time span. These reports can be disaggregated by school, classroom, and student demographics. The reports will provide trends in scores and trends in benchmark achievement.

Data from the SAT Suite of Assessments can be used to set and monitor school improvement goals. Several data points can be referenced and tracked to assess progress in school improvement.

» Use the Benchmark by Demographics report to monitor section scores, identifying areas in which students in various demographic groups meet and do not meet benchmarks.

» Use the Instructional Planning reports to monitor cross-test scores and test scores and develop interim objectives for growth in content areas, setting specific action plans for improvement on specific cross-test or test scores.

» Use the Scores by Demographics report to monitor student participation on the SAT Suite of Assessments and to ensure that all students have access to the assessments. The data provided by the SAT Suite of Assessments are the most valuable when they represent the scores of all students in your school. If the assessment data are not inclusive of all students, they will not provide a complete picture of your school performance or improvement.

Examples of School Improvement SMART Goals:

1. In the 2014-15 school year, 80 percent of students participated in SAT. By 2017-18, the participation rate will increase to 90 percent on SAT, and participation by subgroups of students will reflect our school population.

2. In the 2015-16 school year, 42 percent of students met or exceeded the college and career readiness benchmark on the PSAT/NMSQT. By 2018-19, 50 percent of students will meet or exceed the college and career readiness benchmark.

3. By the end of the 2018-19 school year, average student growth from PSAT 8/9 to PSAT 10 on the Reading Test score will be at least 10 points.
Scores and reports generated from the SAT Suite of Assessments provide students, teachers, and school and district leaders with detailed information that can support student academic growth, as well as improvements in instruction and curriculum. They can be used to design targeted interventions for students, to inspire instructional strategies, and to measure the results of school improvement activities. The College Board will continue to monitor assessment data and work with educators to develop recommendations for using scores to improve instruction and support student academic progress.
APPENDIX

Standard Reports Explained

This appendix is intended to provide a preview of the reports available in the online reporting portal. All reports are subject to change. Data in the mock reports in this appendix is fabricated for the purpose of demonstration; it should not be analyzed or considered accurate.

Please note that all standard reports in the portal can be configured by the user. Scores can be selected for review. Aggregate scores can be filtered to show only certain demographic groups, or groups can be created and saved based on your own criteria.
Student Report (PDF Version)

» Use this report to identify student scores, strengths, and to find suggestions for improving skills.

» The report includes the NMSC Selection Index, an indicator of eligibility for the National Merit Scholarship Program.

» All students will receive a paper copy of this report for all PSAT-related assessments.

» Additional copies can be obtained through the online Student Score Report (see Student Score Report in this appendix).

Tips for Using the Report
Meet with students individually to review scores, strengths, and opportunities for improvement.

- Review National Merit Scholarship eligibility.
- Go online together to review areas in which the student demonstrates likelihood to succeed in AP.
- Encourage each student to visit khanacademy.org/sat to link their College Board scores with the Khan Academy practice program to begin practice for the SAT.

Report Features
1. The Student Report provides all score information. Students will be informed about their progress toward meeting college and career readiness benchmarks in each section. They will also get their percentile information.

2. Score range color legend:
   - Red: Need to Strengthen Skills.
   - Yellow: Approaching Benchmark
   - Green: Meets or Exceeds Benchmark
### Your Evidence-Based Reading and Writing Score

**Score:** 380  
**Range:** 160 to 760  
**Percentile:** 18th  

Your scores indicate you are close to being on track for college readiness, but you need to continue to strengthen your skills.

Let’s get you back on track, so you won’t have to take noncredit courses in college. You have free, personalized recommendations waiting for you on khanacademy.org/sat

### Your Total Score

**Score:** 860  
**Range:** 320 to 1520  
**Percentile:** 28th  

Keep in mind, the PSAT/NMSQT® and SAT are on the same scale.

Your score shows you how you would have scored that day on the SAT®. How well you do depends on what you do next!

### Your Math Score

**Score:** 480  
**Range:** 160 to 760  
**Percentile:** 47th  

You are on track for college readiness. Stay on track and continue your progress. Start now with your free, personalized recommendations waiting for you on khanacademy.org/sat

---

### The College and Career Readiness Benchmark

Reaching your grade-level Benchmark means that you are likely on track to be ready to succeed in select first-year, credit-bearing college courses

- **Need to strengthen skills**
- **Approaching Benchmark**
- **Meets or exceeds Benchmark**

*The red, yellow, and green ranges in the test scores and subscores reflect your areas of strengths and weaknesses compared to the typical performance of students in your grade.*

### Test Scores 8 to 38 range

<table>
<thead>
<tr>
<th>Test Score</th>
<th>Subscore</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18</strong> Reading</td>
<td>8</td>
</tr>
<tr>
<td><strong>20</strong> Writing and Language</td>
<td>9</td>
</tr>
<tr>
<td><strong>24.0</strong> Math</td>
<td>9</td>
</tr>
</tbody>
</table>

### Subscores 1 to 15 range

<table>
<thead>
<tr>
<th>Subscore</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong> Command of Evidence</td>
<td>15</td>
</tr>
<tr>
<td><strong>7</strong> Words in Context</td>
<td>15</td>
</tr>
<tr>
<td><strong>6</strong> Expression of ideas</td>
<td>15</td>
</tr>
<tr>
<td><strong>8</strong> Standard English Conventions</td>
<td>15</td>
</tr>
<tr>
<td><strong>9</strong> Heart of Algebra</td>
<td>15</td>
</tr>
<tr>
<td><strong>8</strong> Problem Solving and Data Analysis</td>
<td>15</td>
</tr>
<tr>
<td><strong>7</strong> Passport to Advanced Math</td>
<td>15</td>
</tr>
</tbody>
</table>

### Cross-Test Scores 8 to 38 range

- **19** Analysis in History/Social Studies
- **18** Analysis in Science

---

*When you take tests more than once, your scores may differ slightly upon each testing occasion. This expected variation is considered your score range, and reflects the range your scores will likely fall in upon retesting. For the PSAT/NMSQT, these ranges are approximately:

- **Total:** Your score ± 40 points.
- **Section:** Your score ± 30 points.
- **Test Scores and Cross-Test Scores:** Your score ± 3 points.
- **Subscores:** Your score ± 2 points.

Remember that you will receive scores in the same areas when you take the SAT.*
Student Score Report

» Provides a view into all SAT Suite assessments taken by each student.
» Shows most current AP Potential information.
» Show projection of next year’s scores.
» Links to the PDF version of student paper score report.
» In the future, will show each student’s progress over time against the benchmarks.

Tips for Using the Report

- Use projection information to categorize students based on the likelihood of meeting the benchmark.
- For those who need to strengthen their skills to meet college and career benchmarks, develop an acceleration plan.
- For students who are close to meeting the benchmark, click through to the Student PDF Report to identify particular areas to practice.
- For students who have met or exceeded the benchmark:
  - Ensure that these students are taking challenging courses, including Advanced Placement®.
  - Provide challenging assignments that will help them expand on their knowledge and skills.

Report Features

1. Link to the AP Potential Tool to discover the courses in which a student demonstrates likelihood to succeed in AP.
2. Use this link to download a PDF copy of the Student Report.
Dupuy, Maxine A.  

**Evidence-Based Reading & Writing Score**
- **PSAT 8/9, Grade 9**
  - Fall 2016 Score: 410
  - Benchmark: 390
  - Score Range: 860-940

- **PSAT 10 or PSAT/NMSQT, Grade 10**
  - Projected Range for Next Year: 380-440
  - Score Range: 380-440

**Math Score**
- **PSAT 8/9, Grade 9**
  - Fall 2016 Score: 490
  - Benchmark: 460
  - Score Range: 460-520

- **PSAT 10 or PSAT/NMSQT, Grade 10**
  - Projected Range for Next Year: 458-567
  - Score Range: 458-567

**Total Score (240-1440)**
- 900
  - Score Range: 860-940

**Evidence-based Reading and Writing Score (120-720)**
- 410
  - Score Range: 380-440

**Math Score (120-720)**
- 490
  - Score Range: 460-520

Report Updated Dec. 5, 2015

Dupuy, Maxine A.  
Student ID 000123456
Score Roster Report

- Provides a roster (list) of all student scores across all grades for each assessment administered.
- Filter the scores you want to review and to configure the report to display the data most important to you.
- Not available in state-level or district-level data.

### Tips for Using the Report

- Create intervention for individual students or groups using the college and career readiness benchmarks.
- Differentiate between students who scored significantly lower than the benchmark and those who were close to meeting the benchmark.
- Design activities, assignments, and formative assessments that will develop knowledge and skills for individuals or groups.

### Report Features

1. Use filters to see only some students, such as Hispanic females. Filters offer several groups from which you can select (see page 11 for a list of preset filters).
2. Use this feature to export scores to your data system.
3. Print duplicate copies of the student paper reports or score labels.
4. Customize your report by selecting the scores and data you would like to review. All scores can be added to this report as desired.

### Score Roster Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID</th>
<th>Grade</th>
<th>Access Code</th>
<th>Total Score</th>
<th>Math</th>
<th>Math Benchmark</th>
<th>ERW Math</th>
<th>Benchmark Met</th>
<th>ERW Benchmark Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arick, Kylin H.</td>
<td>1294</td>
<td>8th</td>
<td>039484512Y</td>
<td>1298</td>
<td>560</td>
<td>752</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Arick, Kylin H.</td>
<td>1294</td>
<td>8th</td>
<td>039484512Y</td>
<td>1298</td>
<td>560</td>
<td>752</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Bell, Jake O.</td>
<td>1210</td>
<td>7th</td>
<td>039484512Y</td>
<td>1210</td>
<td>563</td>
<td>752</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Ciccone, Alycia G.</td>
<td>1298</td>
<td>8th</td>
<td>039484512Y</td>
<td>1298</td>
<td>563</td>
<td>752</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Ciccone, Alycia G.</td>
<td>1298</td>
<td>8th</td>
<td>039484512Y</td>
<td>1298</td>
<td>563</td>
<td>752</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Ciccone, Alycia G.</td>
<td>1298</td>
<td>8th</td>
<td>039484512Y</td>
<td>1298</td>
<td>563</td>
<td>752</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Ciccone, Alycia G.</td>
<td>1298</td>
<td>8th</td>
<td>039484512Y</td>
<td>1298</td>
<td>563</td>
<td>752</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Ciccone, Alycia G.</td>
<td>1298</td>
<td>8th</td>
<td>039484512Y</td>
<td>1298</td>
<td>563</td>
<td>752</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>
### PSAT 8/9 Spring 2016 Roster Report Details

#### This School's AP Potential Tool Access Code: XXXX

#### Student Score Labels

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Access Code</th>
<th>Total Score</th>
<th>ERW Math</th>
<th>ERW Benchmark</th>
<th>Met Math Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antun, Katlyn R.</td>
<td>8th</td>
<td>N39484512Y</td>
<td>1298</td>
<td>410</td>
<td>743</td>
<td>Y</td>
</tr>
<tr>
<td>Baldree, Sammie B.</td>
<td>7th</td>
<td>N39484512Y</td>
<td>1098</td>
<td>621</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Ball, Jake D.</td>
<td>9th</td>
<td>N39484512Y</td>
<td>1104</td>
<td>346</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Carollo, Allyson G.</td>
<td>7th</td>
<td>N39484512Y</td>
<td>1002</td>
<td>348</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Ciccone, Leonie A.</td>
<td>9th</td>
<td>N39484512Y</td>
<td>1098</td>
<td>333</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Collard, Sonya D.</td>
<td>8th</td>
<td>N39484512Y</td>
<td>1098</td>
<td>353</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Costanzo, Audrea T.</td>
<td>8th</td>
<td>N39484512Y</td>
<td>1230</td>
<td>348</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Depp, Marie R.</td>
<td>8th</td>
<td>N39484512Y</td>
<td>1104</td>
<td>353</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Devi, Tanvi G.</td>
<td>9th</td>
<td>N39484512Y</td>
<td>1230</td>
<td>348</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Duke, Clifton E.</td>
<td>8th</td>
<td>N39484512Y</td>
<td>1098</td>
<td>345</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Dupuy, Maxine A.</td>
<td>8th</td>
<td>N39484512Y</td>
<td>987</td>
<td>343</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Erbe, Madlyn R.</td>
<td>9th</td>
<td>N39484512Y</td>
<td>1104</td>
<td>358</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Farless, Zenaida R.</td>
<td>8th</td>
<td>N39484512Y</td>
<td>1210</td>
<td>348</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Gavin, Montas</td>
<td>8th</td>
<td>N39484512Y</td>
<td>1098</td>
<td>346</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Giraud, Melani A.</td>
<td>9th</td>
<td>N39484512Y</td>
<td>987</td>
<td>345</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Hambly, Tamasia A.</td>
<td>8th</td>
<td>N39484512Y</td>
<td>1104</td>
<td>333</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Hartgrove, Treasa P.</td>
<td>8th</td>
<td>N39484512Y</td>
<td>1298</td>
<td>348</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Hecht, Jed Y.</td>
<td>9th</td>
<td>N39484512Y</td>
<td>1098</td>
<td>333</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>
Scores by Institution Report

» Provides aggregate scores for your school, and scores for all students in your school for each assessment, administration or cohort, and grade.
» Provides district and state aggregate comparison information.
» District view lists aggregate performance for all schools in the district.
» State view lists aggregate performance for all districts in the state.

**Tips for Using the Report**

- Create tailored groups of students for review and comparison.
- Compare performance across a variety of factors that are interesting to you:
  - By course section
  - By students who have taken a prerequisite course
  - By students who have similar course schedules
- Although these comparisons do not lead to research-based conclusions, they may initiate deeper investigation and lead to helpful suggestions or pitfalls to avoid.

Review the Met Benchmark Columns.
- Determine whether a significant portion of students are not meeting benchmark in Evidence-Based Reading and Writing or Math.
- Working in vertical teams, review curriculum maps and ensure that activities and assignments progress from grade to grade and prepare students to meet the college and career readiness benchmarks.

**Report Features**

1. Select the scores you would like to review: total scores, section scores, test scores, cross-test scores, or subscores.
2. Review your school’s average score; compare to District, State, and Nation.
3. Nationally Representative Sample Percentile is the percentile ranking for a student if all same grade-level U.S. students took the test. User Percentile – National is the percentile ranking if typical same grade-level U.S. test-takers took the test.
### PSAT/NMSQT Fall 2016, 11th Grade - Scores by Institution

**School Mean Score**: 1345  
Standard Deviation (SD) = 44

**District Mean Score**: 1220  
Standard Deviation (SD) = 44

**State Mean Score**: 1220  
Standard Deviation (SD) = 44

**National Tested Mean Score**: 1220  
Standard Deviation (SD) = 44

<table>
<thead>
<tr>
<th>Student Name / Student ID</th>
<th>Total Score (320-1520)</th>
<th>Score Range</th>
<th>Met ERW Benchmark (532)</th>
<th>Met Math Benchmark (521)</th>
<th>Nationally Representative Sample Percentile</th>
<th>PSAT/NMSQT &amp; PSAT 10 User Percentile - National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antun, Katlyn R.</td>
<td>1267</td>
<td>1227-1307</td>
<td>✓ 671</td>
<td>✓ 596</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Baldree, Sammie B.</td>
<td>981</td>
<td>941 - 1021</td>
<td>✓ 552</td>
<td>✓ 429</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Antun, Katlyn R.</td>
<td>1267</td>
<td>1227-1307</td>
<td>✓ 671</td>
<td>✓ 596</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Baldree, Sammie B.</td>
<td>981</td>
<td>941 - 1021</td>
<td>✓ 552</td>
<td>✓ 429</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Antun, Katlyn R.</td>
<td>1267</td>
<td>1227-1307</td>
<td>✓ 671</td>
<td>✓ 596</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Baldree, Sammie B.</td>
<td>981</td>
<td>941 - 1021</td>
<td>✓ 552</td>
<td>✓ 429</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Antun, Katlyn R.</td>
<td>1267</td>
<td>1227-1307</td>
<td>✓ 671</td>
<td>✓ 596</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Baldree, Sammie B.</td>
<td>981</td>
<td>941 - 1021</td>
<td>✓ 552</td>
<td>✓ 429</td>
<td>73%</td>
<td>81%</td>
</tr>
</tbody>
</table>

**Scores by Institution Report**
Instructional Planning Report

» Provides aggregate and student-level performance in three
  performance groups related to the benchmarks:
  › “Need to Strengthen Skills”
  › “Approaching Benchmark”
  › “Meets or Exceeds Benchmark”

» Includes the state standards that map to the subscores.

» Student-level performance is not available in district or
state views.

Tips for Using the Report

■ Compare the percentage of students
  in each performance group with the
  state and national percentages.
 ■ Use this information to identify
  areas in which your students
  are outperforming their peers,
  and those in which they are
  underperforming their peers.
 ■ Investigate the causes: Is there
  a need to adjust instruction or
  curriculum in areas with lower
  performance?

Select cross-test scores and
subscores. Drill through to the
Question Analysis Report to identify
questions linked to cross-test scores
and subscores.

■ Look for connections among
  questions and scores to identify
  areas of focus for intervention
  and curriculum review.
 ■ Remember to include
  opportunities for skill
  reinforcement in science and
  social studies courses. Teachers
  in these content areas can
  review lessons and activities to
  ensure that students have the
  opportunity to practice analysis
  skills in these courses.

Report Features

1 Use this feature to switch between
  viewing graphs or data tables, or to
  export the data into a spreadsheet
  program such as Excel.

2 Use this link to get a list of students
  in each performance group.
PSAT/NMSQT Fall 2016, 11th Grade - Instructional Planning Report

Section Scores (160 - 760)

Evidence-based Reading & Writing

Mean score 523
Standard Deviation (SD) = 44

Math

Mean score 523
Standard Deviation (SD) = 44

Test Scores (8 - 38)

Reading

Mean score 31
Standard Deviation (SD) = 6

Writing

Mean score 31
Standard Deviation (SD) = 6
Question Analysis Report

» Provides aggregate question performance for your school as well as student-level question performance (like the former PSAT/NMSQT Summary of Answers and Skills report) for all students in your school for each assessment, administration, and grade.

» Compares your students’ aggregate performance on a given question to the performance of all students in the district, state, and nation.

» Provides question content and answer explanations for disclosed forms.

» Individual student performance is not available in district or state views.

Tips for Using the Report

- Read each question included in the report by clicking on the numbers in this column. Consider the structure of the question, the distractors, and the assessed knowledge and skills.

- Diagnose errors in student choices by understanding the distractors as well as the correct answer.

- Review the correct answer for each question and the number of students who selected the correct answer.

- Compare your students’ performance with the district, state, and national performance.

- If your scores are persistently lower than comparison groups, it may indicate that curriculum and instruction are not aligned with the assessed skill. Review curriculum materials and student assignments for alignment.

- Use difficulty indicators to determine the level of question with which students are struggling:
  - If students are struggling with all levels of questions, review curriculum to ensure students are exposed to the content in class.
  - If students are struggling with hard questions, collaborate with other teachers to determine how to increase the level of difficulty students practice in classroom activities and other assessments.

Report Features

1. Compare the percentage of students who select each answer with the district, state, and nation.

2. Identify the cross-test scores and subscores to which each question contributes.

3. Click on links in this column to connect to individual student performance on any question.
<table>
<thead>
<tr>
<th>Test Portion</th>
<th>Question</th>
<th>Correct Answer</th>
<th>Percentage Correct by Group</th>
<th>Student Responses</th>
<th>Difficulty Level</th>
<th>Related Cross-test Score or Subscore</th>
<th>Students Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>A</td>
<td>School 22%</td>
<td>District 24%</td>
<td>State 10%</td>
<td>Nation 17%</td>
<td>22 15 43 15 15</td>
<td>Easy</td>
</tr>
<tr>
<td>Reading</td>
<td>B</td>
<td>School 22%</td>
<td>District 24%</td>
<td>State 10%</td>
<td>Nation 17%</td>
<td>22 13 43 13 13</td>
<td>Easy</td>
</tr>
<tr>
<td>Reading</td>
<td>C</td>
<td>School 27%</td>
<td>District 24%</td>
<td>State 15%</td>
<td>Nation 17%</td>
<td>27 15 43 15 15</td>
<td>Medium</td>
</tr>
<tr>
<td>Reading</td>
<td>D</td>
<td>School 22%</td>
<td>District 24%</td>
<td>State 15%</td>
<td>Nation 17%</td>
<td>22 15 43 15 15</td>
<td>Hard</td>
</tr>
<tr>
<td>Writing</td>
<td>B</td>
<td>School 27%</td>
<td>District 24%</td>
<td>State 15%</td>
<td>Nation 17%</td>
<td>27 15 43 15 15</td>
<td>Hard</td>
</tr>
<tr>
<td>Writing</td>
<td>D</td>
<td>School 22%</td>
<td>District 24%</td>
<td>State 15%</td>
<td>Nation 17%</td>
<td>22 15 43 15 15</td>
<td>Hard</td>
</tr>
</tbody>
</table>
Scores by Demographics Report

» Provides aggregate scores for demographic groups of students in your school for each assessment, administration or cohort, and grade.

» Provides distribution of students in score bands.

» Provides number of students in each demographic group who participated in the assessment.

Tips for Using the Report

- Compare average scores for all students with scores for each demographic group.
  - Determine whether any subgroups are underperforming.
  - Use the average score as a baseline for developing school improvement goals to raise scores for these subgroups.

- Examine participation rates for all subgroups.
  - If you observe patterns of underrepresentation of groups of students in your school, work with counselors and school administrators to increase participation.
  - Develop school improvement goals focused on increasing participation to accurately reflect the demographics in your school.

Report Features

1. Filter up to two demographic levels.
2. This column provides at-a-glance information about the percentage of students at each performance level and allows you to compare group performance.
PSAT/NMSQT Fall 2016, 11th Grade - Scores by Demographic

(Report Updated Dec. 5, 2015)

Scores by Demographics Report
Benchmark by Institution Report

» Provides college and career readiness benchmark performance for all students in your school for each assessment, administration or cohort, and grade.

» Provides district and state aggregate comparison information.

  › District view lists aggregate performance for all schools in the district.

  › State view lists aggregate performance for all districts in the state.

**Tips for Using the Report**

- Compare your results (percentage of students who met both section benchmarks or met one of the section benchmarks) with the state and national percentages:
  - If your results are lower, use this data as a baseline for writing a school improvement goal to increase the percentage of students meeting benchmark in Evidence-Based Reading and Writing and/or Math, or both.
  - Develop strategies that will allow you to realize your goal.

- Review the students who met, are approaching, and did not meet the benchmarks in both Math and Evidence-Based Reading and Writing.

- In collaboration with others in your department, professional learning community, or vertical team, design in-class activities or homework assignments differentiated for students at each performance level that will provide needed practice and accelerate growth.

**Report Features**

1. Use these filters to show lists of students in each performance group.
# PSAT/NMSQT Fall 2016, 11th Grade - Benchmark by Institution

## School
- **45%** Met both benchmarks
- **Mean total score = 1023**
- **Standard Deviation (SD) = 44**

## District
- **41%** Met both benchmarks
- **Mean total score = 1023**
- **Standard Deviation (SD) = 44**

## State
- **39%** Met both benchmarks
- **Mean total score = 1023**
- **Standard Deviation (SD) = 44**

## National Tested
- **43%** Met both benchmarks
- **Mean total score = 1023**
- **Standard Deviation (SD) = 44**

### Student Score Range
- **Total Score (320-1520)**
- **Evidence-based Reading and Writing Score (160-760)**
- **Math Score (160-760)**

<table>
<thead>
<tr>
<th>Student Name / Student ID</th>
<th>Total Score</th>
<th>Score Range</th>
<th>Evidence-based Reading and Writing Score</th>
<th>Score Range</th>
<th>Math Score</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antun, Katlyn R. 34578321</td>
<td>1061</td>
<td>1031-1091</td>
<td>620</td>
<td>590-650</td>
<td>541</td>
<td>511-571</td>
</tr>
<tr>
<td>Baldree, Sammie B. 34578321</td>
<td>845</td>
<td>800-980</td>
<td>347</td>
<td>317-377</td>
<td>498</td>
<td>468-528</td>
</tr>
<tr>
<td>Ball, Jake D. 34578321</td>
<td>931</td>
<td>800-980</td>
<td>620</td>
<td>590-650</td>
<td>311</td>
<td>511-571</td>
</tr>
<tr>
<td>Carollo, Allyson G. 34578321</td>
<td>1089</td>
<td>1031-1091</td>
<td>591</td>
<td>561-621</td>
<td>498</td>
<td>468-528</td>
</tr>
<tr>
<td>Antun, Katlyn R. 34578321</td>
<td>1061</td>
<td>1031-1091</td>
<td>620</td>
<td>590-650</td>
<td>541</td>
<td>511-571</td>
</tr>
<tr>
<td>Baldree, Sammie B. 34578321</td>
<td>845</td>
<td>800-980</td>
<td>347</td>
<td>317-377</td>
<td>498</td>
<td>468-528</td>
</tr>
</tbody>
</table>
Benchmark by Demographics Report

- Provides college and career readiness benchmark performance for demographic groups in your school for each assessment, administration or cohort, and grade.
- Provides district and state aggregate comparison information.
  - District view lists aggregate performance for all schools in the district.
  - State view lists aggregate performance for all districts in the state.

### Benchmark by Demographics Report

#### Tips for Using the Report

- Review the benchmark performance for all demographic groups, identifying groups in which a high percentage of students met no benchmarks.
- Set school improvement goals and develop strategies to reduce the percentage of students who are underperforming. For example, work with local community-based organizations to provide support for students leveraging:
  - Access to practice materials/Khan Academy
  - Homework support
  - College counseling

#### Report Features

1. These columns show the percent of students who met BOTH college and career readiness benchmarks, and those who met NO benchmarks.
2. Identify the number of test-takers from each demographic group and compare it with the number of students enrolled in the school.

---

9. Only available for intended grades, e.g., PSAT/NMSQT for 10th- and 11th-graders.
### PSAT/NMSQT Fall 2016, 11th Grade - Benchmark by Demographic

<table>
<thead>
<tr>
<th>Student Reported Demographic</th>
<th>Mean Total Score</th>
<th>SD</th>
<th>Met Both Benchmarks</th>
<th>Evidence-based Reading and Writing Benchmark</th>
<th>Math Benchmark</th>
<th>Met No Benchmarks</th>
<th>No. of Test Takers/Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1023</td>
<td>23</td>
<td>45%</td>
<td>47% (37%) 37% (16%)</td>
<td>45% (25%) 45% (20%)</td>
<td>12%</td>
<td>230,216/231,011</td>
</tr>
<tr>
<td>Asian</td>
<td>1023</td>
<td>23</td>
<td>42%</td>
<td>43% (37%) 37% (20%)</td>
<td>42% (36%) 42% (23%)</td>
<td>12%</td>
<td>230,216/231,011</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1023</td>
<td>23</td>
<td>45%</td>
<td>47% (37%) 37% (16%)</td>
<td>45% (25%) 45% (20%)</td>
<td>12%</td>
<td>230,216/231,011</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1023</td>
<td>23</td>
<td>45%</td>
<td>42% (37%) 42% (20%)</td>
<td>45% (25%) 45% (20%)</td>
<td>12%</td>
<td>230,216/231,011</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>1023</td>
<td>23</td>
<td>45%</td>
<td>47% (37%) 37% (16%)</td>
<td>45% (25%) 45% (20%)</td>
<td>12%</td>
<td>230,216/231,011</td>
</tr>
<tr>
<td>White</td>
<td>1023</td>
<td>23</td>
<td>42%</td>
<td>43% (37%) 43% (20%)</td>
<td>42% (35%) 42% (23%)</td>
<td>12%</td>
<td>230,216/231,011</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1023</td>
<td>23</td>
<td>45%</td>
<td>47% (37%) 47% (16%)</td>
<td>45% (25%) 45% (20%)</td>
<td>12%</td>
<td>230,216/231,011</td>
</tr>
</tbody>
</table>

Mean total score = 1023
Standard Deviation (SD) = 44

25120 Test Takers / 25120 Enrolled
78% Participation