SAT/ACT and College Admissions during COVID 19

Understanding College Entrance Exams
A Personalized Approach

Academic A Approach

Agenda

➢ Myth-busting

➢ To ACT or SAT?

➢ The Learning Opportunity

➢ A Healthy Approach

➢ About Academic Approach

➢ Time for Q&A

Academic A Approach

Dispelling some common standardized testing myths

Dispelling Myths

True or False?

Test scores are the most influential factor that drives a college admissions counselor's decision to admit a student to college.
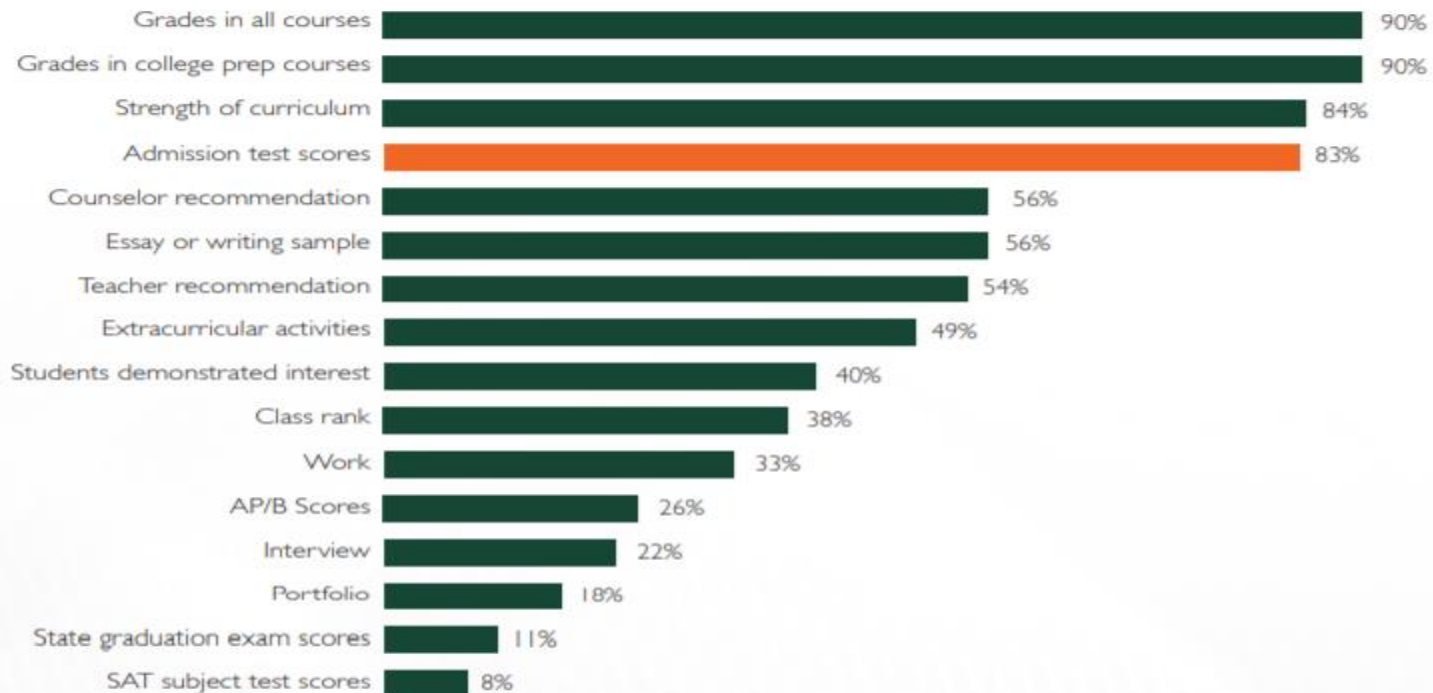
Dispelling Myths

False

Grades, NOT scores, matter most.

Dispelling Myths

ADMISSION FACTORS

Percentage of Colleges Reporting "Considerable or Moderate Importance"

Factor	Percentage
Grades in all courses	90%
Grades in college prep courses	90%
Strength of curriculum	84%
Admission test scores	83%
Counselor recommendation	56%
Essay or writing sample	56%
Teacher recommendation	54%
Extracurricular activities	49%
Students demonstrated interest	40%
Class rank	38%
Work	33%
AP/B Scores	26%
Interview	22%
Portfolio	18%
State graduation exam scores	11%
SAT subject test scores	8%

Source: 2019 NACAC State of College Admissions

Academic A Approach

Dispelling Myths

True or False?

Standardized testing scores are required to apply to college.

Dispelling Myths

False

Over 1,000 schools are test optional. See fairtest.org for a complete list. And for our Class of 2021 almost all schools have adopted test optional policies.

Dispelling Myths

Many colleges have shifted to be test optional for the Class of 2021 in an effort to review applications in the most fair and flexible way following school closures and the inconsistent transition to e-learning. Testing access isn't an even playing field considering the experiences of thousands upon thousands of low-income and low-access students, medically compromised students, and students with learning accommodations that cannot be fairly met because of school closures.

Your District, Your Opportunity, Our Partnership

September 23rd

SAT for Class of 2021

September 12th & 19th
9am-11am & 5pm-7pm on both days
SAT refresher workshops

Students will register via a link sent out by Glenbard

Dispelling Myths

True or False?

If you apply to East Coast schools, you MUST take the SAT because the SAT is required.

Dispelling Myths

False

Every college or university in the U.S. accepts EITHER the SAT OR the ACT – no bias, no regionalism. It's your choice.

Dispelling Myths

True or False?

A student's test scores will always correlate perfectly well to that student's G.P.A.

Dispelling Myths

False

Not always, and there are 2 principal reasons why:

- The tests are summative of many years of academic material.

- The tests present that academic material often in unfamiliar ways.

We'll explore this more in "The Learning Opportunity"

To ACT or SAT?

See pg. 10

	ACT	**SAT**
Format and Structure	4 required sections on the test: **English:** 45 minutes, 75 multiple-choice questions **Math:** 60 minutes, 60 multiple-choice questions **Reading:** 35 minutes, 40 multiple-choice questions **Science:** 35 minutes, 40 multiple-choice questions **Optional essay:** 40 minutes	2 required components of the test: **Evidence-Based Reading & Writing:** • Reading: 65 minutes, 52 multiple-choice questions • Writing & Language: 35 minutes, 44 multiple-choice questions **Math:** 80 minutes, 58 questions • No Calculator: 15 multiple-choice questions, 5 student-produced response problems (25 minutes) • Calculator: 30 multiple-choice questions, 8 student-produced response problems (55 minutes) **Optional essay:** 50 minutes
Total Number of Questions	215 multiple-choice questions and one optional essay	154 multiple-choice and student-produced response questions and one optional essay
Testing Time	2 hours, 55 minutes + 40 minutes for optional essay	3 hours + 50 minutes for optional essay
Highest Math	Trigonometry (only approximately 4 out of 60	Trigonometry (less than 10% of questions);

Academic A Approach

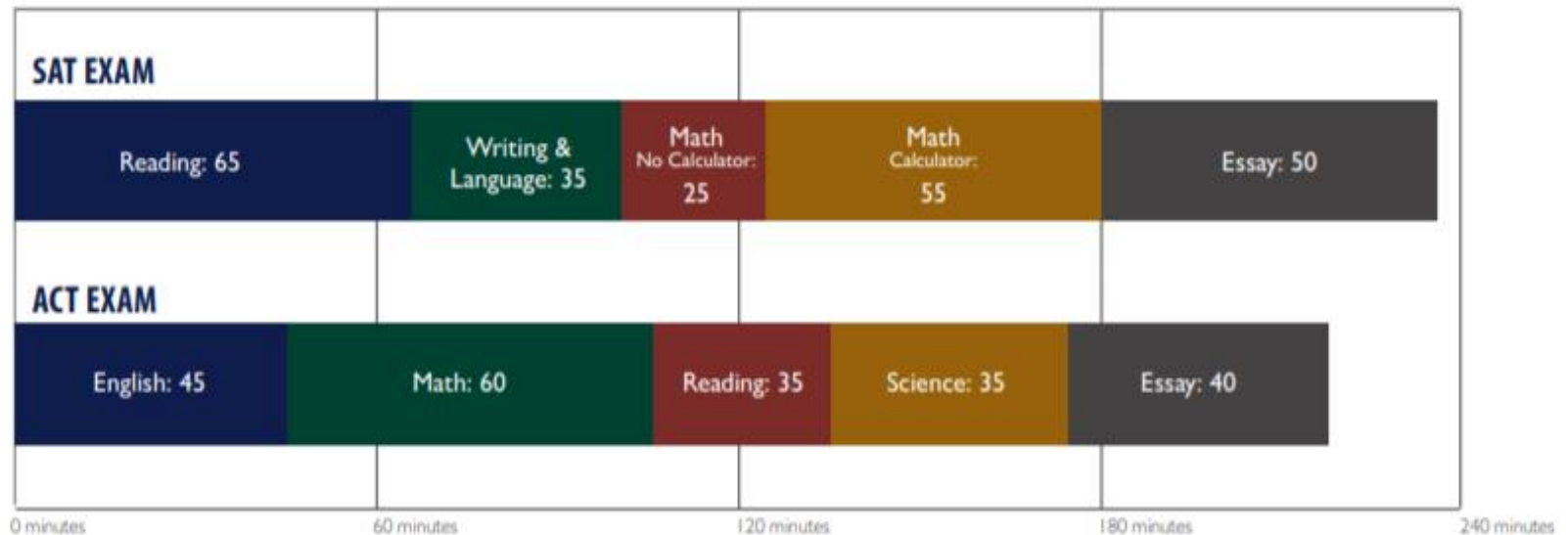# To ACT or SAT?

ORDER MATTERS

The order of the sections can have a significant impact on a student's stamina, mindset, and ability to concentrate and problem solve.

SAT EXAM

| Reading: 65 | Writing & Language: 35 | Math No Calculator: 25 | Math Calculator: 55 | Essay: 50 |

ACT EXAM

| English: 45 | Math: 60 | Reading: 35 | Science: 35 | Essay: 40 |

0 minutes   60 minutes   120 minutes   180 minutes   240 minutes

To ACT or SAT?

SAT TOTAL SCORE TO ACT COMPOSITE SCORE

SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT
1600	36	1340	29	1080	21	820	14
1590	36	1330	29	1070	21	810	14
1580	36	1320	28	1060	21	800	14
1570	36	1310	28	1050	20	790	14
1560	35	1300	28	1040	20	780	14
1550	35	1290	27	1030	20	770	13
1540	35	1280	27	1020	19	760	13
1530	35	1270	27	1010	19	750	13
1520	34	1260	27	1000	19	740	13
1510	34	1250	26	990	19	730	13
1500	34	1240	26	980	18	720	12
1490	34	1230	26	970	18	710	12
1480	33	1220	25	960	18	700	12
1470	33	1210	25	950	17	690	12
1460	33	1200	25	940	17	680	11
1450	33	1190	24	930	17	670	11
1440	32	1180	24	920	17	660	11
1430	32	1170	24	910	16	650	11
1420	32	1160	24	900	16	640	10
1410	31	1150	23	890	16	630	10
1400	31	1140	23	880	16	620	10

Academic A Approach

About the ACT & SAT: Reading

ABOUT THE ACT & SAT: READING		
	ACT	**SAT**
Passages	4 passages 800-900 words per passage 10 questions per passage	5 passages 500-750 words per passage 10-11 questions per passage
Total Questions	40 questions	52 questions
Testing Time	35 minutes total: 8 minutes, 45 seconds per passage 52.5 seconds per question	65 minutes total: 13 minutes per passage 1 minute, 15 seconds per question
Genre Order	Prose ↓ Social Sciences ↓ Humanities ↓ Natural Sciences	U.S. and World Literature ↓ History / Social Studies ↓ Science ↓ History / Social Studies ↓ Science *Note: the order of History / Social Studies and Science passages vary from test to test.*

Academic Ⓐ Approach

About the ACT & SAT: Reading

Command of Evidence

Sample SAT questions

17. The author of the passage defines the concept of eversion primarily by

    A. describing familiar movie scenes that show its relevance in daily American life.

    B. including a quotation by William Gibson, the science-fiction writer who coined the term.

    C. providing several abstract examples from different scholars' research.

    D. presenting one scholar's explanation of the phenomenon.

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

    A. Lines 4-9 ("While . . . anxieties")

    B. Lines 39-44 ("Jones . . . everting")

    C. Lines 71-73 ("As Jones . . . distributed")

    D. Lines 81-87 ("In fact . . . reality")

Sample ACT question

18. It is most reasonable to infer that the series of events described in lines 75-80 is recounted by the author of the passage with:

    F. veneration for a murky situation well-handled by an adept government.

    G. distaste for a short-sighted plan that benefitted only a small segment of the population.

    H. excitement over a historical solution that could be implemented in today's economies.

    J. abhorrence at a mismanaged problem that has left a country's economy in ruin to this day.

About the ACT & SAT: English & Writing

ABOUT THE ACT & SAT: ACT ENGLISH VS. SAT WRITING & LANGUAGE		
	ACT	**SAT**
Passages	5 passages 15 questions per passage	4 passages 11 questions per passage
Total Questions	75 questions	44 questions
Testing Time	45 minutes total 9 minutes per passage *36 seconds per question*	35 minutes total 8 minutes, 45 seconds per passage *47.7 seconds per question*
Item Types	35 Rhetorical Skills 40 Usage and Mechanics	24 Expression of Ideas 20 Standard English Conventions

About the ACT & SAT: English & Writing

SAT:

frozen desserts. Because consumers reap the nutritional benefits of Greek yogurt and support those who make and sell **11** it, therefore farmers and businesses should continue finding safe and effective methods of producing the food.

11
A) NO CHANGE
B) it, farmers
C) it, so farmers
D) it: farmers

ACT:

It holds the world's record for the underwater <u>dash, it's</u> probably as wary of your unfamiliar size, shape, and smell as you are of its speed.

30. F. NO CHANGE
G. dash
H. dash that's
J. dash, but

About the ACT & SAT: Math

ABOUT THE ACT & SAT: MATH		
	ACT	**SAT**
Total Questions	60 questions total	58 questions total: 20 questions without calculator 38 questions with calculator
Testing Time	60 minutes total (1 minute per question)	80 minutes total: No Calculator 25 minutes (1 minute, 15 seconds per question) Calculator 55 minutes (1 minute, 7 seconds per question)
Item Types	60 multiple choice questions	No Calculator 15 multiple choice questions 5 student produced responses Calculator 30 multiple choice questions 8 student produced responses
Content Covered	• Preparing for Higher Mathematics (34-36 questions total) • Number and Quantity (4-6 questions) • Algebra (7-9 questions) • Functions (7-9 questions) • Geometry (7-9 questions) • Statistics and Probability (5-7 questions) • Integrating Essential Skills (24-26 questions) • Modeling (at least 16 questions)	• Heart of Algebra (19 questions) • Problem Solving & Data Analysis (17 questions) • Passport to Advanced Math (16 questions) • Additional Math Topics (6 questions)

About the ACT: Math

DO YOUR FIGURING HERE.

35. The ratio of the lengths of the legs of a right triangle with an area of 100 square feet is 5:2. Which of the following is closest to the length, in feet, of the *shorter* leg of the triangle?

    A. 3
    B. 4
    C. 6
    D. 8
    E. 9

36. A rectangular prism has a square base with a side length of $(x+1)$ units. If the height of the prism is $(x-1)$ units, which of the following is an expression for the volume, in cubic units, of the prism?

    F. $2x$
    G. $3x+1$
    H. $x^3 - x^2 + x - 1$
   J. $x^3 - 1$
    K. $x^3 + x^2 - x - 1$

37. A set of numbers has 10 elements. The 10 elements in a second set are obtained by increasing each element of the first set by 12. The 10 elements in a third set are obtained by dividing each element in the second set by 4. The greatest element in the third set is 8. What is the greatest element in the first set?

    A. -16
    B. 5
    C. 20
    D. 44
    E. 80

38. Tim was on a hike and decided to climb a tree. From a position 6 yards above the ground, he saw a dollar bill. If Tim's line of sight is 35° below the horizontal, which of the following is closest to the distance, in yards, between the base of the tree and the dollar bill?

    (Note: $\sin 35° \approx 0.57$; $\cos 35° \approx 0.82$; $\tan 35° \approx 0.70$)

    F. 3.4
    G. 4.2
    H. 4.9
    J. 7.3
    K. 8.6

Academic A Approach
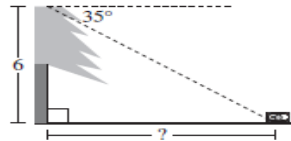
About the SAT: Math

3   A   A   ⊠   A   A   3

9

The graph of a line in the xy-plane passes through the points $(5, 0)$ and $(10, 5)$. The graph of a second line has a slope of 4 and contains the point $(-1, 0)$. If the two lines intersect at the point (j, k), what is the value of jk ?

A) -24

B) -6

C) 24

D) 48

10

Which of the following equations has a graph in the xy-plane for which y is <u>not</u> always less than or equal to 1 ?

A) $y = |1 - x|$

B) $y = 1 - |x|$

C) $y = 1 - x^2$

D) $y = 1 - 2^x$

11

Which of the following complex numbers is equivalent to $\frac{1 - 7i}{4 - 3i}$? (Note: $i = \sqrt{-1}$)

A) $\frac{1}{4} + \frac{7}{3}i$

B) $\frac{5}{8} - \frac{1}{2}i$

C) $\frac{5}{7} - \frac{4}{7}i$

D) $1 - i$

12

$$I = \frac{CPI_B - CPI_A}{CPI_A}$$

In the United States, the formula above is used to calculate the rate of inflation, I, based on the consumer price index at time B, CPI_B, and the consumer price index at a previous time A, CPI_A. Which of the following expresses the consumer price index at time A in terms of the other variables?

A) $CPI_A = \frac{CPI_B}{I - 1}$

About the SAT: Math

DIRECTIONS

For questions 31–38, solve the problem and enter your answer in the grid, as described below, on the answer sheet.

1. Although not required, it is suggested that you write your answer in the boxes at the top of the columns to help you fill in the circles accurately. You will receive credit only if the circles are filled in correctly.

2. Mark no more than one circle in any column.

3. No question has a negative answer.

4. Some problems may have more than one correct answer. In such cases, grid only one answer.

5. **Mixed numbers** such as $3\frac{1}{2}$ must be gridded as 3.5 or 7/2. (If ▢3▢1▢/▢2 is entered into the grid, it will be interpreted as $\frac{31}{2}$, not $3\frac{1}{2}$.)

6. **Decimal answers:** If you obtain a decimal answer with more digits than the grid can accommodate, it may be either rounded or truncated, but it must fill the entire grid.

Answer: $\frac{7}{12}$

Answer: 2.5

Acceptable ways to grid $\frac{2}{3}$ are:

Academic A Approach

About the SAT: Math

35

$$p = 450 - 3m$$

Salima took out an interest-free microloan. Each month thereafter she repaid a fixed amount of the loan. The equation above models the amount p, in dollars, that Salima has yet to repay after m monthly repayments. According to the model, what was the original amount, in dollars, of Salima's microloan?

36
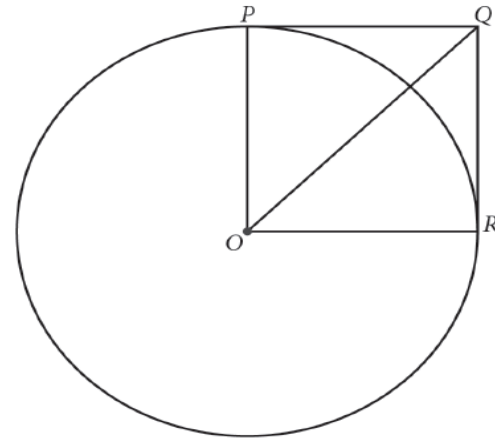
In the figure above, point O is the center of the circle, angle POQ is congruent to angle PQO, line segments PQ and QR are tangent to the circle at points P and R, respectively, and the segments intersect at point Q as shown. If the circumference of the circle is 76, what is the length of minor arc $\overset{\frown}{PR}$?

About the ACT and SAT: Science   See pg. 24

ABOUT THE ACT & SAT: SCIENCE		
	ACT	**SAT**
Total Questions	40 questions total	35 questions contribute to the science cross-test score: • 21 Reading questions • 6 Writing & Language questions • 8 Math questions
Testing Time	35 minutes total 52.5 seconds per question	N/A
Science Content Covered	• Science reading and reasoning skills • Analysis of charts and graphs • Analysis of data presentations and research summaries	• Science reading and reasoning skills • Analysis of charts and graphs • Analysis of rigorous texts on science-related topics

Passage I

Cattle of both sexes of a particular breed can have short horns or no horns, and they can have coats of red, white, or roan (an even mixture of white and pigmented hairs). The presence of horns is controlled by Gene H, which has 2 alleles, *H* and *h*. Coat color is controlled by Gene R, which also has 2 alleles, *R* and *r*. A cattle rancher tracked how the physical characteristics of his cattle are inherited by recording the results of specific crosses in a breeding season.

Cross 1

Cattle with the genotype *Hh* were crossed. The numbers and phenotypes of the resulting offspring are shown in Table 1.

Table 1	
Number of offspring	Horn phenotype
53	short
18	no horns

Cross 2

Cattle with the genotype *Rr* were crossed. The numbers and phenotypes of the resulting offspring are shown in Table 2.

Table 2	
Number of offspring	Coat phenotype
19	red
18	white
34	roan

Cross 3

Cattle with the genotype *HhRr* were crossed. The genotypes and phenotypes of the resulting offspring with the numbers of each are shown in Table 3.

Table 3			
Number of offspring	Genotype	Horn phenotype	Coat phenotype
6	*HHRR*	short	red
9	*HHRr*	short	roan
5	*HHrr*	short	white
8	*HhRR*	short	red
17	*HhRr*	short	roan
8	*Hhrr*	short	white
5	*hhRR*	no horns	red
8	*hhRr*	no horns	roan
5	*hhrr*	no horns	white

1. What was the approximate ratio of red offspring to white offspring in Cross 2 ?
   A. 1:1
   B. 1:3
   C. 3:1
   D. 1:2:1

2. What was the genotype for Gene R in the offspring from Cross 1 ?
   F. *RR* only
   G. *Rr* only
   H. *rr* only
   J. Cannot be determined from the given information

Essay

Which test features a mandatory essay?

Essay

Which test features a mandatory essay?

Neither. You must choose to register for each, but it's best to register for and take the essay portion.

Essay Content

Which essay values evidence-based reasoning?

Essay Content

Which essay values evidence-based reasoning?

Both. They are both persuasive, evidence-based essays.

Prompts: ACT vs. SAT

Intelligent Machines

Many of the goods and services we depend on daily are now supplied by intelligent, automated machines rather than human beings. Robots build cars and other goods on assembly lines, where once there were human workers. Many of our phone conversations are now conducted not with people but with sophisticated technologies. We can now buy goods at a variety of stores without the help of a human cashier. Automation is generally seen as a sign of progress, but what is lost when we replace humans with machines? Given the accelerating variety and prevalence of intelligent machines, it is worth examining the implications and meaning of their presence in our lives.

Read and carefully consider these perspectives. Each suggests a particular way of thinking about the increasing presence of intelligent machines.

Perspective One
What we lose with the replacement of people by machines is some part of our own humanity. Even our mundane daily encounters no longer require from us basic courtesy, respect, and tolerance for other people.

Perspective Two
Machines are good at low-skill, repetitive jobs and at high-speed, extremely precise jobs. In both cases they work better than humans. This efficiency leads to a more prosperous and progressive world for everyone.

Perspective Three
Intelligent machines challenge our long-standing ideas about what humans are or can be. This is good because it pushes both humans and machines toward new, unimagined possibilities.

Essay Task

Write a unified, coherent essay in which you evaluate multiple perspectives on the increasing presence of intelligent machines. In your essay, be sure to:
• analyze and evaluate the perspectives given
• state and develop your own perspective on the issue
• explain the relationship between your perspective and those given

Prompts: SAT vs. ACT

Case Study

In the SAT Essay section, students are asked to construct a response based on a reading of a source text. Students will use evidence from that text to support claims made in their essay in response to a prompt. Below, you'll find a sample text and prompt.

As you read the passage below, consider how Claire Fox uses:
- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

A Dangerous Precedent
©2015, Claire Fox

As mechanical solutions to what were once human challenges become more accessible and effective, the modern citizen becomes less likely to even notice its intervention—not thinking twice about the *beep* of a grocery store scanner or the click of a keyboard chasing down information. What is lost is perhaps invisible, but it most certainly exists. The increasing prevalence—and increasing trust—of machines has most certainly changed the understanding of human nature and human behavior. Technology has progressed more rapidly in the last century than in the previous five. With this acceleration, humanity has been unable to process the potential implications of new technology, leaving open the danger of losing key facets of essential humanity.

It is easy to see the benefits of machine usage on everyday activity and quality of life; less obvious are the negative impacts on society. Machines are more effective and efficient than humans in a variety of ways, from the introduction of the machine-operated assembly line to robot-assisted surgery. However, there is a cost to these advances. With nearly half the United States population earning only a high school degree (or no degree),

To ACT or SAT?

Which test would you prefer? Why?

To ACT or SAT?

Part Two

Personalized Pathways of Learning

Choosing Which Test is Right for You

Academic Ⓐ Approach

To ACT or SAT?

TEST PERFORMANCE FACTORS

ACT: 26

English: 32	English: 20
Has a mastery of grammar rules & rhetorical skills; needs advanced study of diction & idioms	Needs basic review of sentence construction, punctuation, verbs, and pronouns
Math: 20	**Math: 32**
Needs to be re-taught geometry, ratios, percentages, functions, and statistics	Has a mastery of general topics; needs advanced study of discrete math
Reading: 32	**Reading: 20**
Reads with accuracy at a fast rate; performs well with all ACT reading genres	Reads at a rate that will not allow completion; challenged by science genre
Science: 20	**Science: 32**
A non-preferred subject; data presentations are challenging	A preferred subject; data presentations are familiar and comfortable

ACT: 26

TESTS ARE STANDARDIZED. STUDENTS ARE NOT.

For the past 20 years, we've operated under this thinking: you cannot create a one-size-fits-all solution for students. At Academic Approach, we personalize our instructional plan based on the individual needs of each student. This philosophy shapes our approach to helping students choose between and prepare for the ACT or SAT.

In the following section, we'll first lay out some broad advice on choosing between the tests and then drill down into how to make a truly personalized decision—one that involves both **quantitative** and **qualitative** data. We'll walk through some case studies, and then end with some tools on how to facilitate the decision-making process.

Academic A Approach

Case Studies: Students A, B, and C

STUDENT A	STUDENT B	STUDENT C

While there are numerous things that differentiate the ACT and the SAT, there are just as many common elements between the two exams. It is natural that much of the conversation shifts to "how do I decide which exam to take?" A quantitative comparison along with some qualitative assessment can help students to decide between the ACT and SAT, allowing students to be active participants in the decision-making process. While there are almost unlimited combinations of how students can perform on the two exams, we have a few student journeys listed below as examples of how a student may feel about the exams. Please remember that these case studies are meant to provide guidance, but they are certainly not the only viewpoints that a student might have!

Academic A Approach

A Decision-making Guide

A Decision-Making Guide

The students above give us some examples of how a balanced decision between quantitative and qualitative data can lead to a choice: whether to take the ACT or the SAT. Some of the key questions—not all of them—can be broken down into the following decision-making guide:

| Subject	Question	Answer	ACT or SAT
Grammar	Which score is higher?		ACT SAT
Grammar	Which test did you prefer?		ACT SAT
Grammar	What skills need to be learned or relearned?		ACT SAT
Reading	Which score is higher?		ACT SAT
Reading	What was the effect of timing on the Reading sections of each test?		ACT SAT
Reading	Which style of passages & questions do you prefer?		ACT SAT
Reading	What length do you prefer— 65 vs. 35 minutes?		ACT SAT
Reading	What order do you prefer— 1st section vs. 3rd section?		ACT SAT
Math	Which score is higher?		ACT SAT
Math	Which format did you prefer? How do you feel about Grid-Ins and the No Calculator Section?		ACT SAT
Math	What was the effect of timing on the Math sections of each test?		ACT SAT
Math	What are you studying in school and what types of math do you prefer?		ACT SAT
	Based on what you're studying in class, where		

Academic ⚞A⚟ Approach

Academic A Approach

The Learning Opportunity:
Transferrable Skills

Beyond Test Cynicism: Seeing the Opportunity
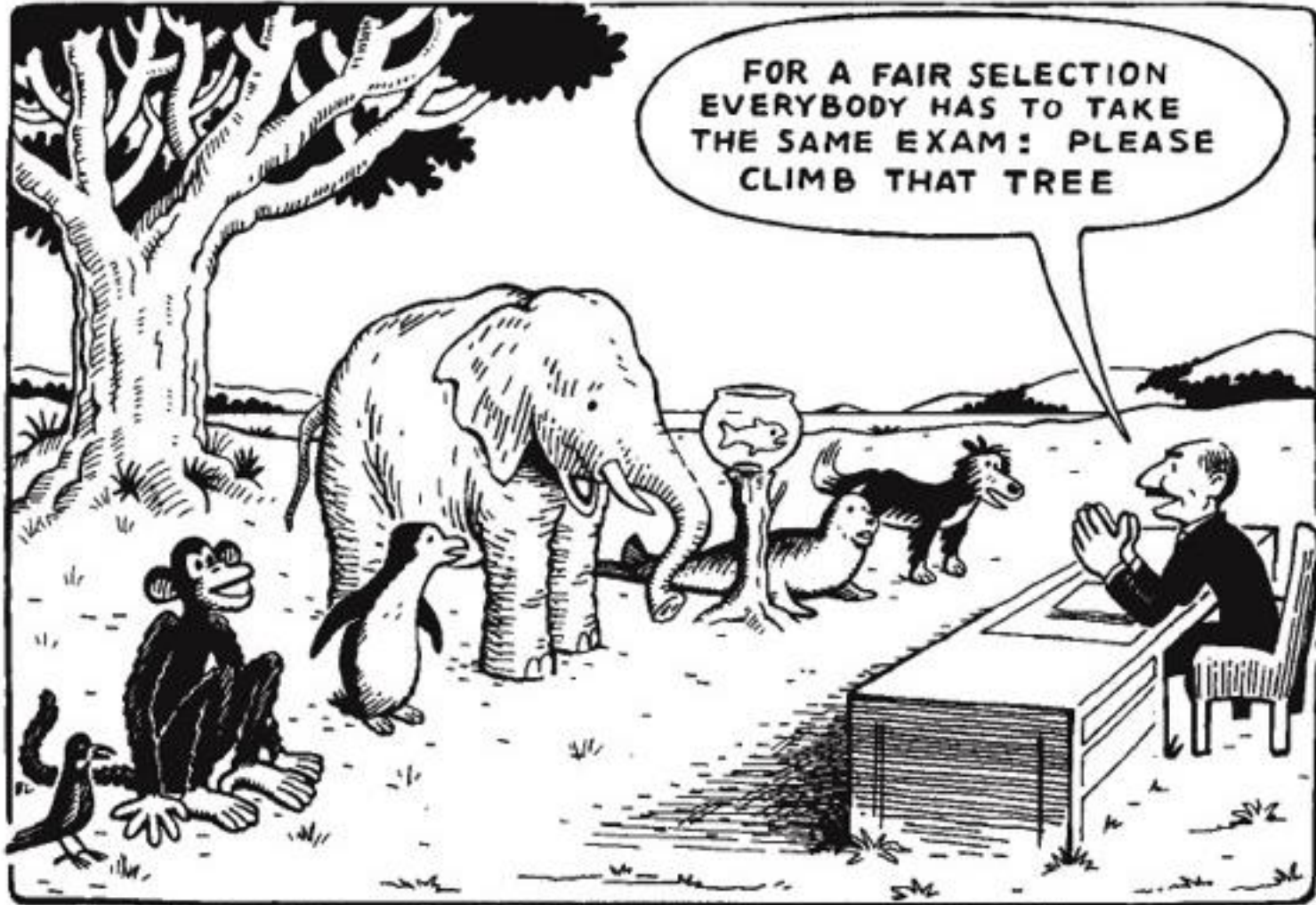
Developing Transferrable Skills

Sometimes Great Student

≠

Great Test Taker

Why?

The tests assess 7th through 11th grade skills in English, Math, Reading, and Science Reasoning.

And the tests assess those skills often in unfamiliar, challenging ways under great time pressure.

Teaching for Transfer: From the Tower to the Hole

An example from a physics classroom:

"A ball weighing three kilograms is dropped from the top of a one-hundred-meter tower. How many seconds does it take to reach the ground?"

"There is a one-hundred-meter hole in the ground. A ball weighing three kilograms is rolled off the side into the hole. How long does it take to reach the bottom?"

D.N. Perkins and Salomon, "The Science and Art of Transfer," Harvard University Web site,
http://learnweb.harvard.edu/alps/thinking/docs/trancost.htm

Academic A Approach

But teacher….

"I think that this exam was unfair," the student cried.

"We NEVER had any hole problems!"

The Challenge of Transfer

The story helps us identify an important aspect of learning, teaching, and test performance: **transfer**.

What is transfer? The term applies when something learned in one situation gets carried over to another—in this case, from the context of "tower" problems to the context of "hole" problems.

The story indicates that transfer is not always easy or immediate.

This is not theoretical? It's real…

"He gets As in class but is a HORRIBLE test taker."

"She knows most of her stuff and has skills, but when she sees something new on the test she FREAKS out."

"I saw problems on the test I've NEVER seen in class before!"

"The [insert whatever] section on this test was IMPOSSIBLE!"

Academic A Approach

The Challenge of Transfer:
See it for yourself!

Not so difficult?

It holds the world's record for the underwater <u>dash, it's</u>
₃₀
probably as wary of your unfamiliar size, shape, and smell as

you are of its speed.

30. F. NO CHANGE
G. dash
H. dash that's
J. dash, but

Student Accuracy

It holds the world's record for the underwater <u>dash, it's</u>
30

probably as wary of your unfamiliar size, shape, and smell as

you are of its speed.

30. F.   NO CHANGE
    G.   dash
    H.   dash that's
    J.   dash, but

Student Performance:
F. 30%
G. 5%
H. 4%
J. 60%
(omit 1%)

Getting harder?

Though engineering projects have shrunk the Platte

and <u>thus have in reality</u> drastically reduced the cranes'
      67
<u>habitat, each</u> year they return, messengers of spring in a land
      68
just emerging from a bitter winter.

68. F. NO CHANGE
    G. habitat; each
    H. habitat. Each
    J. habitat, and each

Student Accuracy

Though engineering projects have shrunk the Platte

and thus have in reality drastically reduced the cranes'
67

habitat, each year they return, messengers of spring in a land
68

just emerging from a bitter winter.

Student Performance:
F. 24%
G. 21%
H. 28%
J. 24%
(omit 3%)

68. F. NO CHANGE
    G. habitat; each
    H. habitat. Each
    J. habitat, and each

Pretty tough, eh?

Beverly Harvard—the chief of police in Atlanta and the

first African American woman to lead a major citys police

46

department—began her career in law enforcement in an

unusual way: to answer a challenge made by her husband.

47

47. A. NO CHANGE
    B. way; to answer
    C. way to answer
    D. way of winning

Student Accuracy

Beverly Harvard—the chief of police in Atlanta and the

first African American woman to lead a major citys police
                                                    46

department—began her career in law enforcement in an

unusual way: to answer a challenge made by her husband.
          47

Student Performance:
A. 17%
B. 38%
C. 27%
D. 17%
(omit 1%)

47. A. NO CHANGE
    B. way; to answer
    C. way to answer
    D. way of winning

Not so difficult?

8. A 5-inch-by-6-inch rectangle is cut along its diagonal to form 2 triangles. What is the area of each triangle, in square inches?

   F.   5.5
   G.   7.5
   H. 11
   J. 15
   K. 30

Student Accuracy

8. A 5-inch-by-6-inch rectangle is cut along its diagonal to form 2 triangles. What is the area of each triangle, in square inches?

F. 5.5
G. 7.5
H. 11
J. 15
K. 30

Student Performance:
F. 8%
G. 13%
H. 14%
J. 48%
K. 17%
(omit 0%)

Getting harder?

44. If $AC = 10$ feet and $BD = 12$ feet in the rhombus $ABCD$ shown below, what is its area, in square feet?
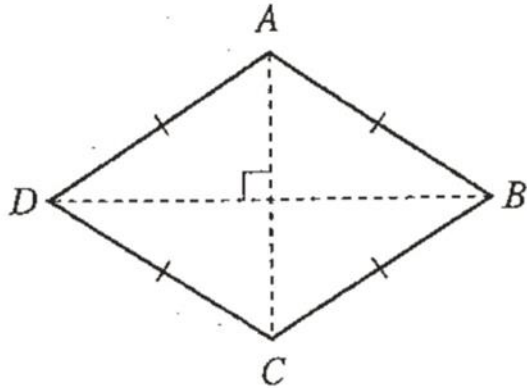
F. 11
G. 22
H. 30
J. 60
K. 120

Student Accuracy

44. If $AC = 10$ feet and $BD = 12$ feet in the rhombus $ABCD$ shown below, what is its area, in square feet?
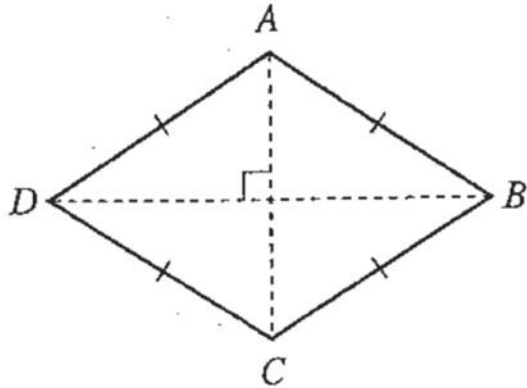
F. 11
G. 22
H. 30
J. 60
K. 120

Student Performance:
F. 7%
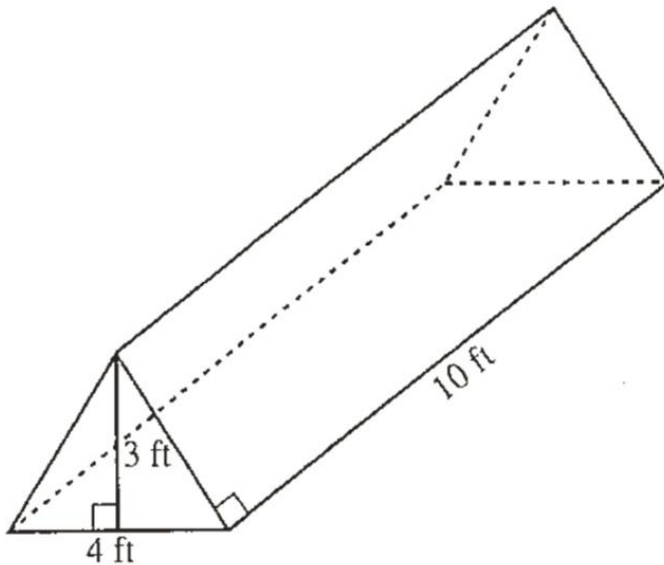G. 15%
H. 17%
J. 23%
K. 37%
(omit 1%)

Pretty tough, eh?

45. A right, triangular prism that is 10 feet long, 4 feet wide, and 3 feet tall is shown below. What is its volume, in cubic feet?
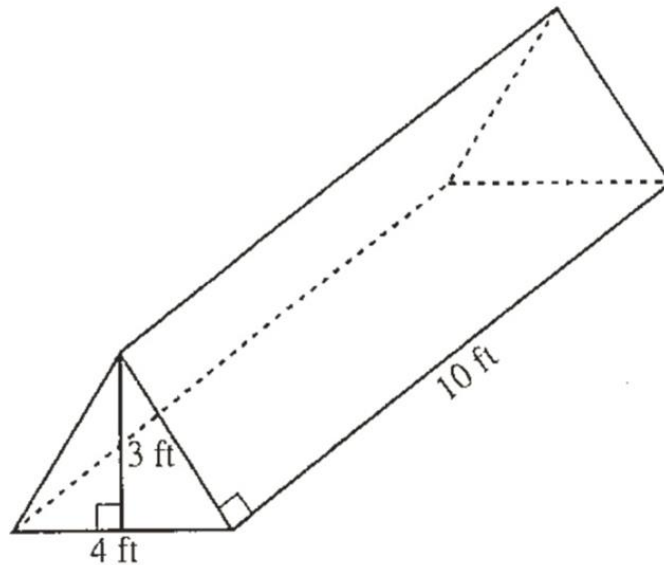
A. 50
B. 60
C. 84
D. 114
E. 120

Student Accuracy

45. A right, triangular prism that is 10 feet long, 4 feet wide, and 3 feet tall is shown below. What is its volume, in cubic feet?

10 ft

3 ft

4 ft

A. 50
B. 60
C. 84
D. 114
E. 120

Student Performance:
A. 5%
B. 17%
C. 17%
D. 10%
E. 50%
(omit 1%)

Academic A Approach

The Learning Opportunity: Why does rigor matter?

If students…

Master skills at the **right level of rigor**

+

Practice **applying those skills** under test conditions…

=

Higher academic performance

What else? Access to more rigorous college programming, and, even, better graduation rates.

collegeresults.org

The Learning Opportunity: Promoting Rigor

https://www.insidehighered.com/admissions/views/2020/08/24/defense-standardized-tests-opinion

Standardized Tests Can Promote Rigor

Their use should be watched, but they shouldn't be eliminated, writes Matthew Pietrafetta.

By Matthew Pietrafetta   // August 24, 2020

Well before the current outbreak of COVID-19, skeptics questioned the value of standardized testing as a college admissions requirement. Some argue this pandemic, however, will be the final nail in the testing coffin. As this outlet has pointed out, the majority of colleges are now test optional or test blind, and headlines proclaim "the beginning of the end" for standardized tests or (put more simply) "Kill the SAT."

ISTOCK

There is another side to this story, however, that should not be left out: standardized tests can -- when used constructively and administered safely -- drive higher standards in education and more rigorous, targeted instruction for students in essential college readiness skills. Too often, standardized tests are created as a single moment in students' lives: they take the test, they receive a score and they move on. Instead, we have found that college entrance exams can be used as powerful learning opportunities to help students master academic skills. These skills help students succeed both on and beyond the tests -- in high school, in college and in their careers. The conversation about college readiness and quality of instruction should include a careful and intentional review of student performance on standardized tests. Indeed, we believe that standardized tests can be a valuable tool
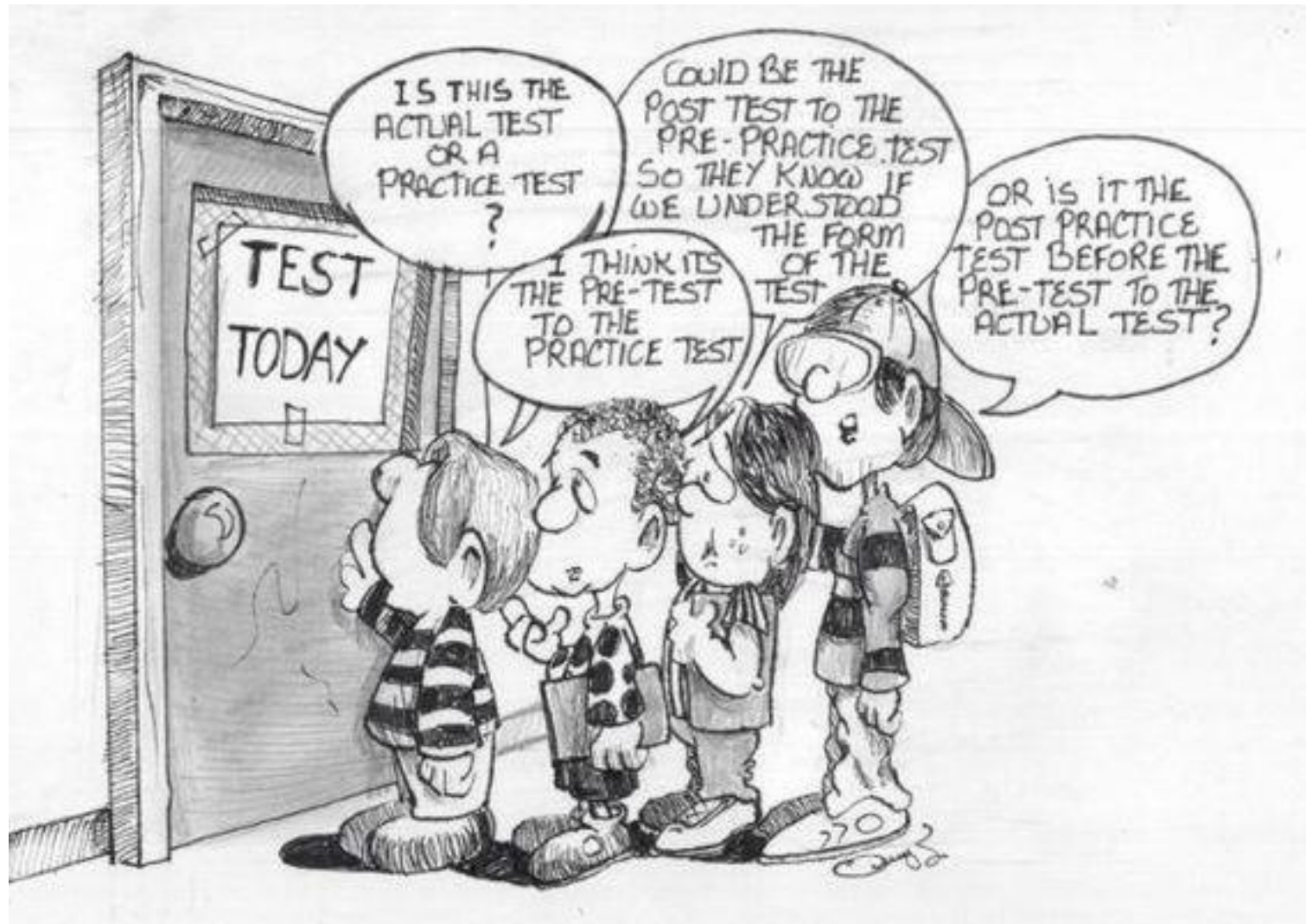
Academic A Approach

A Healthy Approach to Standardized Testing

PSAT/Official ACT/Official SAT—Oh my!

A Healthy Approach

➢ Listen to your expert college counseling team

➢ Focus on academic success in the classroom

➢ Supplement, if necessary, with test preparation

     ➢ Personalize your analysis of practice test scores

     ➢ One-on-One Instruction

     ➢ Classroom Course Instruction

Your District, Your Opportunity, Our Partnership

September 23rd

SAT for Class of 2021

September 12th & 19th
9am-11am & 5pm-7pm
SAT refresher workshops

Students will register via a link sent out by Glenbard

Academic **A** Approach

About
Academic Approach

About Academic Approach: Teaching Beyond the Test Since 2001

- Founded in 2001

- Committed to raising scores and skills through skills-based test preparation

- Experienced in teaching ACT & SAT

- Proud to support our students' success on and beyond the test

Academic A Approach

About Academic Approach:
Our Philosophy of Teaching

OUR PHILOSOPHY OF TEACHING

Tests are Standardized. Students are Not.™

We do not believe in the myth of the "average" student, so we customize our program designs and our teaching to fit each individual student.

Skills-Based Test Preparation™

We focus on building transferrable, lasting skills (not just tips and tricks) that are necessary to excel both on the test and in a student's high school and college coursework.

Teaching Beyond the Test™

We are committed to both score growth and academic enrichment, so our materials include the context that connects skills with real-world situations.

Academic A Approach

Thank you!

Academic **A** Approach

Q & A

<u>www.academicapproach.com</u>