Enhancing Learning and Improving Student Performance

Valuable Tools, Tips, and Techniques

April 24  |  2014
AGENDA & OBJECTIVES

- Review the PSAT exam and its benefits

- To gain an understanding of what information is on the Summary of Answers & Skills (SOAS) to improve SAT performance.

- Review *My College QuickStart* and how it can benefit your students

- To learn strategies to determine instructional needs with a school through use of the SOAS.

- To learn strategies to share results of the SOAS with staff.

- Q&A
The College Board's mission is to connect students to college success and opportunity. We are a not-for-profit membership organization committed to excellence and equity in education.
What is the PSAT?

• Preliminary SAT/National Merit Scholarship Qualifying Test
  • Co-sponsored by the College Board and the National Merit Scholarship Corporation

• Measures critical thinking skills important for college success
  • Critical Reading
  • Mathematics
  • Writing Skills

• Administered by high schools in October
  • Approximately 3.5 million students take the test each year
  • 44% are 11th-grade students; 56% are 10th-grade and younger students

Logistics & Pricing

• Test Fee: $17 ($14 test fee + $3 shipping)
• Testing Dates: October 16 and 19
• Test Setting: classroom
Establishing a College Board School Code is a prerequisite to participate in College Board programs

A College Board School Code enables your students to be affiliated with your school when they take assessments and apply to higher education institutions and scholarship programs around the globe.

Two levels of participation for a school

<table>
<thead>
<tr>
<th>Level</th>
<th>Requirements</th>
<th>Benefits</th>
<th>Level 2</th>
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</table>
| Level 1 | • Enroll students full time in a course of study that leads to a secondary school diploma  
• Provide instruction through at least 10\textsuperscript{th} grade  
• Have a minimum of 10 students enrolled in grades 9-12. | • Allows your school to receive reporting from the College Board and other educational organizations (SAT, PSAT/NMSQT, and AP)  
• Allows your school to offer authorized Advanced Placement (AP) courses via the AP Course Audit. |
|        | • All requirements listed in Level 1 list  
• Also, your school must be accredited by a recognized international accrediting agency (see approved listing) or by a governmental authority that oversees educational institutions regionally or nationally within the institution’s host country (provide evidence of accreditation). | • All Benefits listed in Level 1 list  
• Allows your school to administer the PSAT/NMSQT and AP Exams  
• There is a separate application process to apply to become an SAT Test Center |
Logging In

Scores.collegeboard.org

Welcome to the Online Reports System!

The College Board is pleased to offer a secure, Web-based system delivering reports to secondary schools and districts—including AP® and SAT® information. Educators can view, print, and download reports from one central place.

Only authorized teachers, counselors, and administrators can access these reports. To access this site, enter your College Board Education Professional user name and password.

See available reports

View Online Reports

Existing Users: Sign In

Please enter your Education Professional user name and password.

User name: 
Password: 

Sign In

Forget User Name? 
Forget Password? 
Need Help?

Don't have an account? Sign Up

There are no announcements at this time.
Logging In

Access Code

If it’s your first time, you’ll need your school’s SOAS access code.
Your Reports

What do these numbers mean?

Grade_School Code_Test Day
Supporting Materials

SOAS Resources

Use these alongside your SOAS reports.

Tutorials - get a quick orientation to the data you'll find in your SOAS reports as well as guidance on what you can do with it.

Using SOAS Reports PPT
Using SOAS Reports PDF
PSAT/NMSQT Reporting Tools Video
Skills & Alignment Reports - link your results to your State Standards and Common Core State Standards.

PSAT/NMSQT Skills List
PSAT/NMSQT Skills Mapped to State Standards
Alignment of PSAT/NMSQT Skills and Common Core State Standards

Other Data Resources

Sample SOAS Report - High Performing School
Sample SOAS Report - Medium Performing School
For Today …

PSAT/NMSQT
List of Academic Skills

Critical Reading Skills

Determining the Meaning of Words
Use vocabulary skills, context, roots, prefixes and
suffixes to determine the meaning of words.

Author's Craft
Understand that authors use tone, style and writing
device, such as metaphor or symbolisms.

Reasoning and Inference
Understand assumptions, suppositions and implications
in reading passages and draw informed conclusions.

Organization and Elaboration
Understand the organization of a reading passage and
identify the main supporting ideas.

Understanding Literary Elements
Understand literary elements such as plot, setting and
characterization.

Mathematics

Number and Operations
Understand types of numbers (integers, fractions, decimals, real
decimals), their properties and the correct order of
operations, including negative numbers, exponents, square
roots, proportions and conversion.

Algebra and Functions
Solve problems using algebraic expressions and symbols to
express relationships, patterns and functions of objects or
time, graphs.

Geometry and Measurement
Solve problems based on understanding the properties

Representations
Read and translate among representations including
words, numbers, symbols and graphs to communicate
mathematical ideas and solve problems.

Reasoning
Develop and use mathematical arguments to justify
conclusions, justify, or extend a point of view.

Connections
Connect ideas from different areas of mathematics
(geometrically, verbally and algebraically) and other
disciplines or applied problems.

Communication
Express mathematical ideas precisely and communicate
them coherently and clearly in the language and notation
of mathematics.

Writing Skills

Manage Word Choice and Grammatical
Relationships Between Words
Understand relationships between and among words,
including subject-verb agreement, pronoun reference, and
pronouns and antecedents.

Manage Grammatical Structures Used to Modify or
Compare
Understand correct use of adjective or adverb,
comparative structures (such as neither and nor), and
plurals, antecedents to modify or compare.

Manage Phrases and Clauses in a Sentence
Use well-formed common structures (e.g. possessive,
concessive, and relative clauses) to indicate
relationships between and among sentence elements.

Example Question:

Critical Reading: Question 2
Difficulty Level: EASY (on a scale of 1-9)

Question:

Because elephants can hear sounds at frequencies too low for human ears, they can communicate in ways that humans cannot directly ________.

(A) regulate
(B) avoid
(C) provide
(D) detect
(E) visualize

Answer Explanation:

Choice (D) is correct. In this context, to "detect" something is to perceive or experience it. According to the sentence, "elephants can hear sounds at frequencies too low for human ears." Because elephants can hear sounds that humans cannot hear, it makes sense to say that "they can communicate in ways that humans cannot directly detect." That is, they can communicate in ways that humans cannot perceive.

Choice (A) is incorrect. To "regulate" is to control or maintain something. According to the sentence, "elephants can hear]
SOAS Worksheet: A Guide to Interpreting Your SOAS Results

1. Mine the Data

Use this section to select the questions and skills that you want to target for review. Answer the questions below to help choose the right questions and skills to focus on.

1a. Use the Skills Analysis tables on pages 2, 6, and 11 to identify three test questions for further investigation. Consider questions that highlighted skill strengths and questions that highlighted skills in need of improvement. Write down the questions and corresponding skills.

<table>
<thead>
<tr>
<th>Question</th>
<th>Skill</th>
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</table>

1b. The Questions Analysis tables on pages 3-4, 8-9, and 12-13 show responses and answer patterns for each test question. You can compare your students' performance with other students in the state and nation. Try to find questions where your students performed either better or worse than students in the state or nation, or where your students answer patterns were different from those of students in the state or nation. Write down the questions you identified and the corresponding difficulty level (easy = 1-3; medium = 4-6; hard = 7-9).

<table>
<thead>
<tr>
<th>Question</th>
<th>Difficulty Level</th>
<th>Notes</th>
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1c. The Comparable Group tables on pages 5, 10, and 14 provide an easy way to “eyeball” the questions where your students’ performance diverges from what would be expected of students with a similar ability level. Revealing possible strengths or weaknesses in your students compared to the comparable group. Write down questions where the black dot falls in the dark blue (right) or light blue (left) columns.

<table>
<thead>
<tr>
<th>Question</th>
<th>Circle One</th>
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<tbody>
<tr>
<td></td>
<td>Strength</td>
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<td></td>
<td>Weakness</td>
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<td>Weakness</td>
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Critical Reading  Comparable Group Analysis

What is a comparable group?
A comparable group is a statistically generated group that allows you to identify questions where your students’ performance diverges from what might be expected based on their overall performance. It is a sample of students whose overall performance was similar to the performance of your student population. This group is compiled based on performance only, and does not account for attributes like student demographics, geographic region, or school size.

How is this information useful?
Focusing on questions where your students’ performance is significantly lower than the comparable group performance can reveal opportunities where you might methodically expect to improve student learning. Similarly when your students’ performance is significantly higher than the comparable group performance, you can identify strengths in your curriculum and instruction, and work to ensure that those strengths are recognized and maintained.
Performance Overview

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

The PSAT/NMSQT Summary of Averages and Skills 2013-14 report provides an overview of your students' performance on the PSAT/NMSQT, allowing you to make general comparisons of your student population with the state and nation. The remainder of the report will assist you in analyzing your students’ performance at a much greater detail—use it to identify gaps in your local curriculum or to adapt instruction.

- Skill Analysis: A summary of your students' performance on the PSAT/NMSQT.
- Question Analysis: A detailed analysis of your students' responses to each PSAT/NMSQT question.
- Comparable Group Analysis: A statistical comparison highlighting anomalies in your students' performance on each PSAT/NMSQT question.

Performance Overview

This report details the performance of 292 11th-grade students from the 2013-14 school year. Here are key findings:

- **Score Distribution**
  - The "boxplots" to the right show the distribution of test scores for your students, as well as for the state and nation. When interpreting these results, focus on typical scores (means and medians), as well as the spread and shape of the distribution (length of boxes), and the spread and shape of the distribution (position of boxes relative to the median). Boxes that have boxes that are off-center reveal that a greater proportion of students are high-scoring (the box to the right) or low-scoring (the box appears to the left).

College and Career Readiness Benchmarks

The PSAT/NMSQT College and Career Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college and career ready. Here's a breakdown:

- Critical Reading
- Mathematics
- Writing Skills
- Total Score

The pie chart shows the percentage of your students who have met the PSAT/NMSQT composite score benchmark (142 for juniors and 133 for sophomores). Use this information with the Rest of the Student Scores and Plans or optional Student Data File C to identify students who may need extra support or who may be ready for more rigorous coursework.
Skills Analysis

- **Skills**

- Triangles show a comparison to the state and nation

- Each test question is linked to a skill
Question Analysis

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

- Student responses and answer patterns
Question Analysis

Tips:

Look for questions your students answered incorrectly that the students in the state and nation answered correctly

Look for commonly wrong answers
Critical Reading: Question 1
Difficulty Level: EASY (1 on a scale of 1-9)

Skill Category: Determining the Meaning of Words
Use vocabulary skills, context, roots, prefixes, and suffixes to determine the meaning of words.

Question:

The visiting dignitaries were so ______ by the sporting event that they invited the two teams back to their homeland to --- the sport.

(A) inspired . . devastate
(B) impressed . . demonstrate
(C) unconcerned . . promote
(D) disturbed . . establish
(E) bored . . glorify

Answer Explanation:

Choice (B) is correct. To be “impressed” is to be made to feel admiration and respect. In this context, to “demonstrate” is to show how something works or is performed. The sentence indicates that as a result of their feeling about “the sporting
My College QuickStart™

- My College QuickStart is a personalized online college planning tool that gives students who take the PSAT/NMSQT® a wealth of information about their test results to help them
  - Prepare for the SAT®
  - Identify colleges or universities that could be potential fits
  - Begin considering career matches, based on their strengths and areas of interest
  - Provide access to MyRoad™, a comprehensive major and career exploration tool
My College Quick Start

   Results for critical reading, mathematics, and writing

2. My SAT Study Plan™
   Review 54 missed PSAT/NMSQT questions.

3. My Personality
   Consider how well the ENTA profile fits you.

4. My Major & Career Matches
   Explore visual & performing arts and more.

5. My AP Potential
   Learn more about your AP Potential and see which AP Courses are the best fit for you. View Your Potential

- Your Past PSAT/NMSQT Tests
  - 2011
  - 2010
  - 2006

- Popular Tools for Seniors
  - Senior Action Plan
  - SAT Scores & Score Sending
  - Scholarship Search
  - Financial Aid EasyPlanner
  - Campus Visit Checklist
Case Study: ACS COBHAM INTERNATIONAL SCHOOL

Surrey, England, UK
PSAT Administration

• In ‘advisory’ or tutor group time
• All 10th and 11th Grade students tested
• Students are advised of what the test is, and how it applies to them
• Students take 2 or 3 practice tests prior to actual testing
• Off schedule for PSAT test Oct 17th
• Results session and introduction to Quickstart and AP Potential in January using PSAT powerpoint
• Scores used to advise on course selection (in conjunction with other scores) and college counseling.
Application of PSAT data to improve student learning and performance

**Students:**
- Quickstart allows students to target their strengths and weaknesses and personalize learning

**Administrators:**
- Course selection advice (along with AP Potential)
- College counseling conversations and SAT goal setting
- Student intervention through comparative data analysis and performance prediction
**10th Grade Data Comparison**

Good correlation between PSAT and NWEA MAP scores in 10th Grade. Compared with quarter grades to evaluate student progress and assess student needs.
Expected achievement
Intervention through comparative data analysis

Student requires extra time on SAT and other exams
### Comparable Group Analysis

#### Critical Reading Comparable Group Analysis

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#### PSAT/NMSQT Summary of Answers and Skills 2013-14

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Difference Between Mean and Incomparable Group (%)</th>
<th>ORS</th>
<th>ORL</th>
<th>ULI</th>
<th>ULR</th>
<th>ULR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
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<td>Group B</td>
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<tr>
<td>Group C</td>
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</table>

*Note: students performed significantly worse on questions that fell in the dark blue columns to the left, and significantly better on questions that fell in the light blue columns to the right.*

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Enhancing Learning and Improving Student Performance | April 2014
Comparable Group Analysis

What is a comparable group?

- A useful statistical model
- A statistically created group (virtual group)
- Mirrors your group’s performance profile
- Creates an expected performance indicator for your group on each question
- Provides more “actionable” feedback than state or national averages on questions/skills
Comparable Group Analysis

Pages: 5, 10, 14

Darker blue = significantly worse than comparable group

Lighter blue = significantly better than comparable group
How does it all add up?

Critical Reading example  - Critical Reading Question 8

**Step 1 of 4:**
Use reports to find a question you’d like to analyze.

15% of students at your schools answered correctly, compared to 19% in the nation.
Step 2 of 4: Identify the skill measured by this question.

Critical Reading Question 7

How does it all add up?

Critical Reading example
How does it all add up?

Critical Reading example

Step 3 of 4: Review the question, answer, and answer explanations.

Critical Reading Question 2

The critic’s review of Hollister’s latest novel was quite ________, predicting that the book would prove to be ________ for even the most devoted of Hollister’s fans.

(A) laudatory . . . an ordeal
(B) vindictive . . . a lark
(C) scathing . . . a banquet
(D) caustic . . . a trial
(E) insolent . . . a repast
How does it all add up?

Critical Reading example

Use the Skills Insight tool to identify practices, approaches, and strategies students need to develop in order to demonstrate mastery of an essential skill.

**Ways to improve in: Determining the Meaning of Words**

**Suggestion 1:**
In your reading, when you encounter a difficult word or phrase or a word you don’t know, see if the rest of the sentence or paragraph can help you figure out what the word or phrase means. Is there an embedded definition (a definition provided in the text) or other context clues that might help you?

**Suggestion 2:**
In your reading, when you encounter a difficult word or a word you don’t know, look at the word to see if it contains a root word, prefix, or suffix that you know. Look it up in a dictionary that provides information on the word’s origins and history.

**Suggestion 3:**
When you come across a word with more than one meaning (such as run or break) in a text, look at the rest of the sentence and the surrounding sentences for clues to what the word means in that situation.
How does it all add up?
Critical Reading example - http://sat.collegeboard.org/practice/sat-skills-insight/reading/band/200

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

Determining the Meaning of Words

Use vocabulary skills, context, roots, prefixes, and suffixes to determine the meaning of words.

How to Improve

1. Use context clues, such as an embedded definition (a definition provided in the sentence), when selecting missing vocabulary at the sentence level.

Q: The region’s barrenness, evident in its lack of animal life, vegetation, and even flowing water, presents an extreme example of ________.

A: (A) elevation
   (B) desolation
   (C) cynicism
   (D) impermanence
   (E) versatility

Show answer
Show answer explanation
How does it all add up?

Critical Reading example

Beyond the sample questions that illustrate how to assess mastery of this skill, there are also answer explanations.
Classroom activities

Share questions with students to debrief them on their performance, and prepare them for future PSAT/NMSQT and SAT exams.

- Improve the academic skills and behaviors that are necessary for college and careers

- Improve academic content knowledge (vocabulary, grammar, math formulas)

- Create awareness of specific skills and knowledge that have been targeted for improvement at the school level
Short Activities - Multiple Standards

Brief classroom activities can address multiple CCSS standards.

Spend 5 to 15 minutes reviewing test items in small groups:

➢ Discuss why a particular answer choice is the worst choice? Record your responses, then vote as a group.

➢ How would you explain to another student that his answer choice was incorrect? Decide which group member’s advice was the most helpful, and write down that advice.

➢ Each group will present its findings back to the class.
Student Data File $50

This electronic file, available in either Excel-ready or ASCII format, allows schools to use and organize student data in spreadsheet or database formats.

The file includes each student’s PSAT/NMSQT scores, percentiles, answers to every test question, grade level, self-reported high school grade average, college major and more.

Before ordering, check with your school’s data administrator to confirm the best format in which to receive the Student Data File.

Here are some suggested ways to use this data:

• **Add fields relevant for your school.** Consider adding a column with the names of each student’s math and English teachers. Other fields you might consider: state test results, current English and math grades (to look for inconsistencies between performance on the PSAT/NMSQT and in the classroom), and any other relevant data that could assist in providing a comprehensive picture of the student.

• **Share information with teachers.** Sort the data by teacher. Copy data for each teacher’s students and paste these data into new spreadsheets. Teachers can add a field to sort students by class.

• **Review responses to test questions.** Teachers can sort the spreadsheet by responses to PSAT/NMSQT questions. How many students answered a particular question correctly or incorrectly? Did they choose one wrong answer more frequently? Using the test booklets that schools return to students with their score reports, teachers can review test questions with the class. Teachers can also access complete answer explanations online at scores.collegeboard.org.
Student Data File
School/District Use

• Add fields to enhance usefulness (e.g. teacher names, state test data, grades, feeder school).

• Look at problem questions identified by the SOAS analysis. Are there particular groups of students having difficulty?

• Work with Math and English departments to identify areas that need attention.
Student Data File
Teacher Use

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

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

AND

QUESTIONS