
SAT[®] Suite

Reintroduction of the
redesigned SAT and Concordance

collegereadiness.collegeboard.org

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About the Old SAT®

3 Sections:

Critical Reading

200-800 points

Math

200-800 points

Writing

200-800 points

separate scores for
Essay + Multiple-Choice

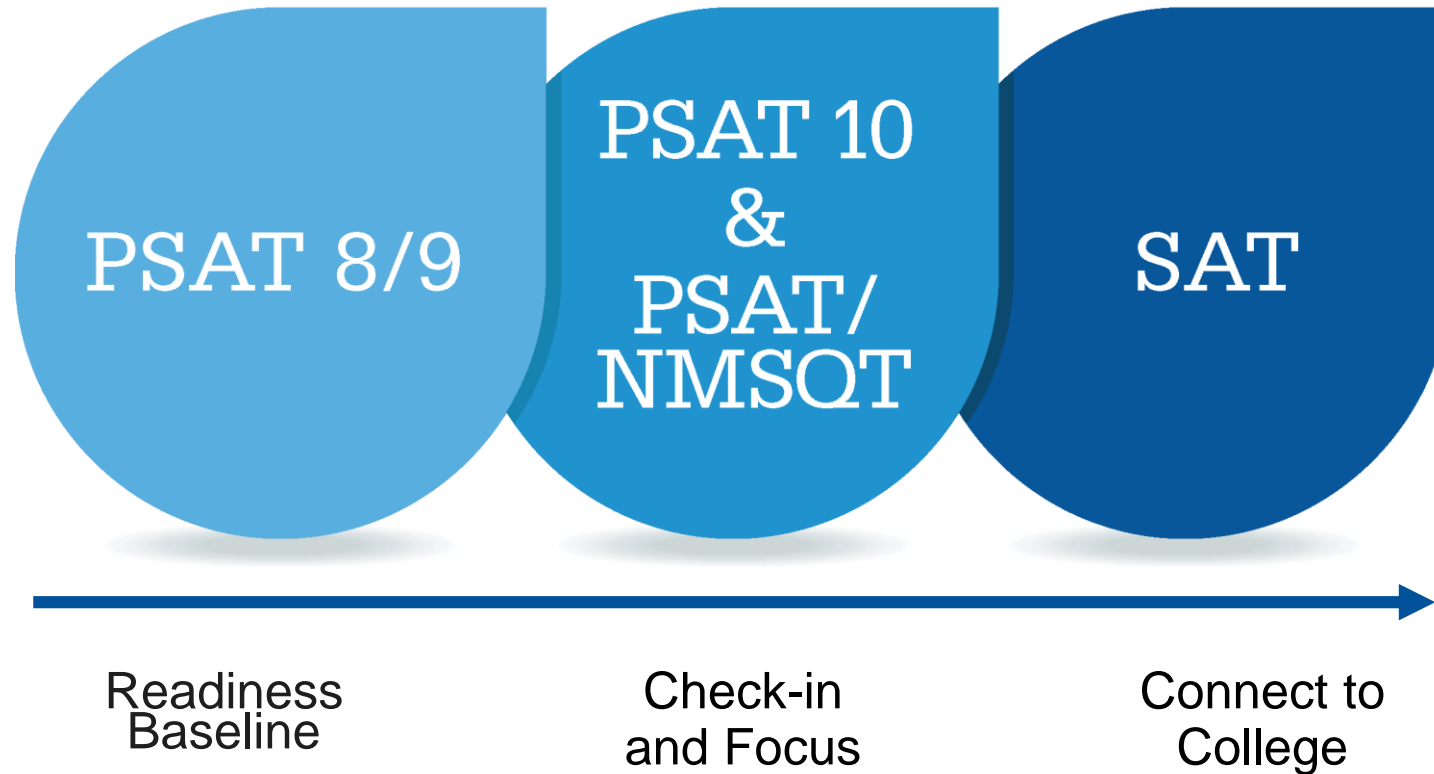
3 Hours*

45 Minutes*

The SAT[®] Suite of Assessments

A blue-tinted photograph of three students walking past a brick wall. The students are wearing backpacks and are captured in profile, moving from left to right. The image is overlaid with a semi-transparent blue filter.

The SAT[®] Suite of Assessments



About the SAT[®]

**Evidence-Based
Reading and Writing**

200-800 points
Reading, Writing & Language
Test Score
10-40

Math

200-800 points
Math **Test Score**
10-40

Essay

(separate scores)
Reading, Analysis &
Writing
2-8



3 Hours



50 Minutes

Key Features of the SAT[®]



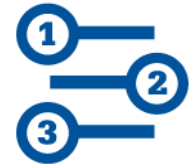
Words in Context



Command of Evidence



Essay Analyzing a Source



Math that Matters Most



Problems Grounded in Real-World Contexts



Analysis in Science and in History/Social Studies



U.S. Founding Documents and the Great Global Conversation



No Penalty for Guessing

Grade-Appropriate Reading

PSAT™ 8/9

Draw fairly simple, one-step conclusions spelled out clearly in the text

Identify relationships based on multiple, fairly straightforward pieces of info stated in the text

Determine explicit meaning from the graphic or text

PSAT™ 10 & PSAT/NMSQT®

Draw a more subtle inference to reach the right conclusion from a text

Infer somewhat more complicated relationships based on more subtle pieces of info stated in the text

Recognize trends in graphical data

SAT®

Perform several steps to draw the right conclusion from a text

Infer more complex relationships from the text by piecing facts or incidents together

Synthesize information from a graphic and passage

Grade-Appropriate Writing and Language

PSAT™ 8/9

Use punctuation effectively in simple contexts, such as using commas to separate items in a list

Edit straightforward sentences that pose some challenge, such as sentences with an introductory phrase

Accurately incorporate basic information from graphics into a text

PSAT™ 10 & PSAT/NMSQT®

Use punctuation effectively in somewhat challenging contexts, such as using a colon to introduce a list

Edit compound and complex sentences, including sentences with introductory phrases and clauses

Accurately incorporate somewhat detailed or nuanced information from graphics into a text

SAT®

Use punctuation effectively in challenging contexts, such as using a semicolon to link independent clauses

Edit syntactically challenging sentences, such as lengthy sentences that include several clauses

Incorporate accurate, specific, and complex information from graphics into a text

Grade-Appropriate Math

PSAT™ 8/9

Many items requiring one or two steps to solve

May require the use of common geometric equations

Includes ratios, proportions, percentages, introductory probability and statistics

PSAT™ 10 & PSAT/NMSQT®

Many items requiring 2 or more steps to solve

May require the use of common geometric equations and spatial reasoning

Requires comparing linear and exponential growth

SAT®

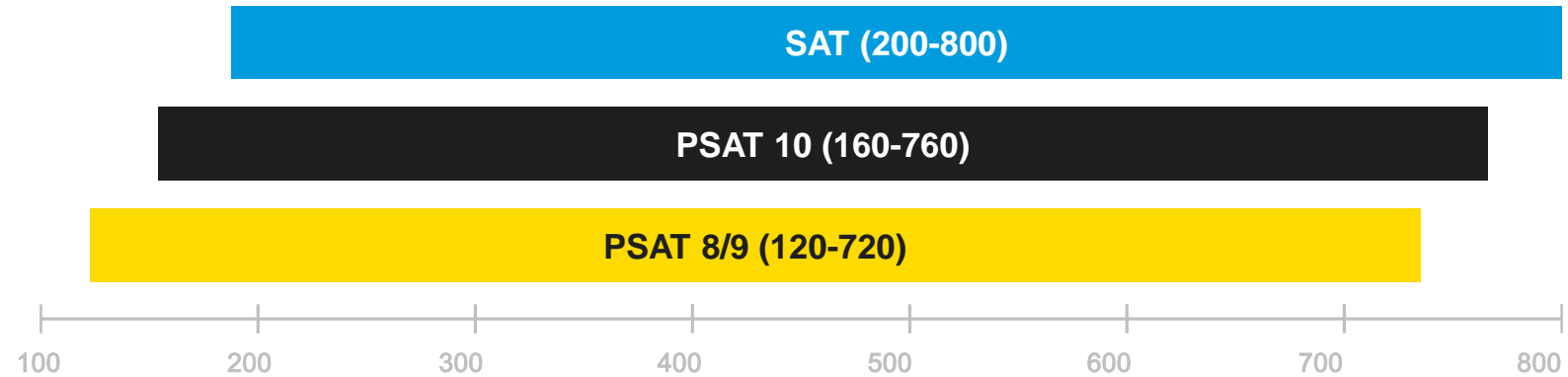
Emphasis on multi-step problems

Requires the use of geometry concepts and reasoning

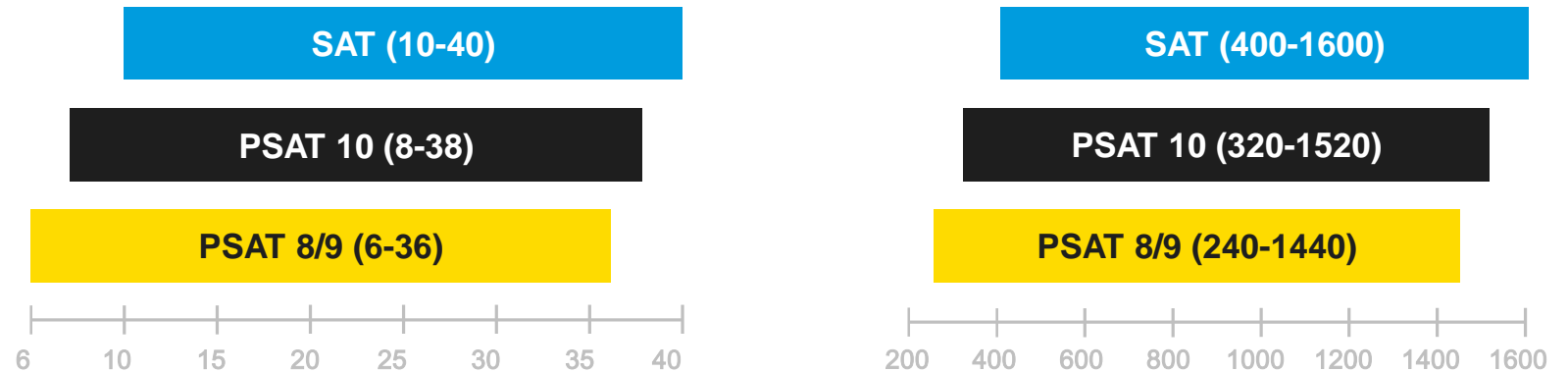
Includes statistics topics such as sampling and inferring correlation and causation from a research method

Longitudinal Progress Monitoring

Section Scores are placed on a vertical scale.



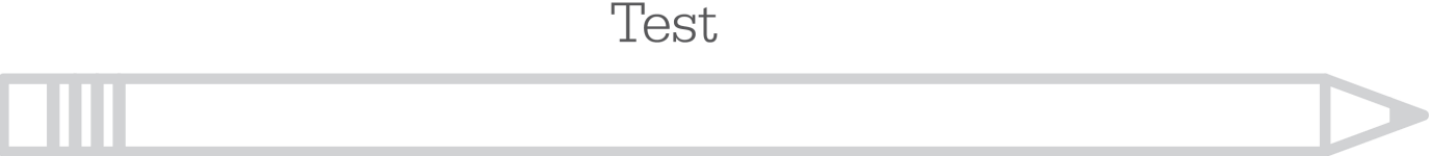
The same concept holds true for the **Test, Cross-Test Scores** and **Total Score**.



PSAT™ 10 and PSAT/NMSQT®

PSAT 10

PSAT/NMSQT



Administration



Students



National Merit Qualifier



Expanded Scholarship Opportunities



Scores

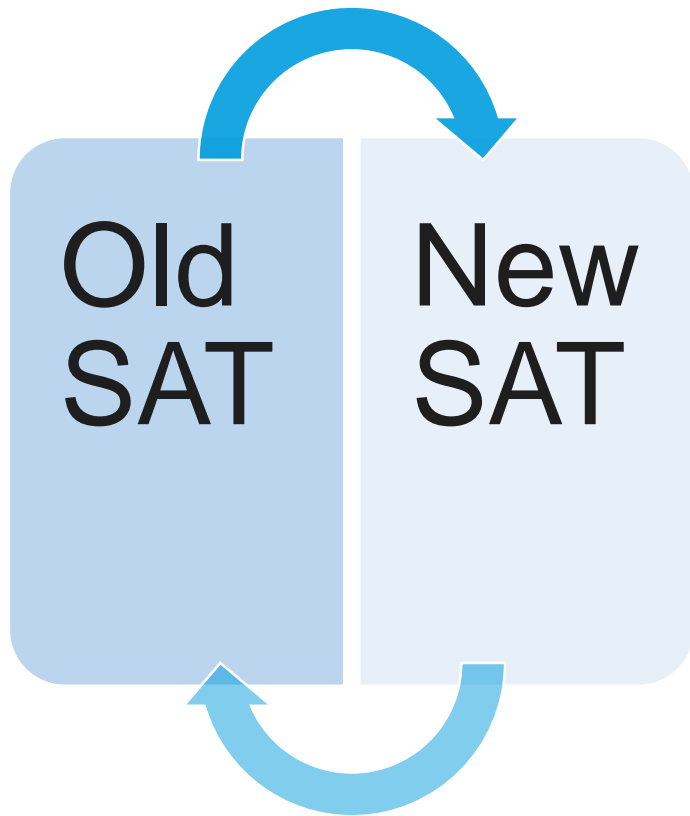
SAT[®] Scores and Subscores



Concordance

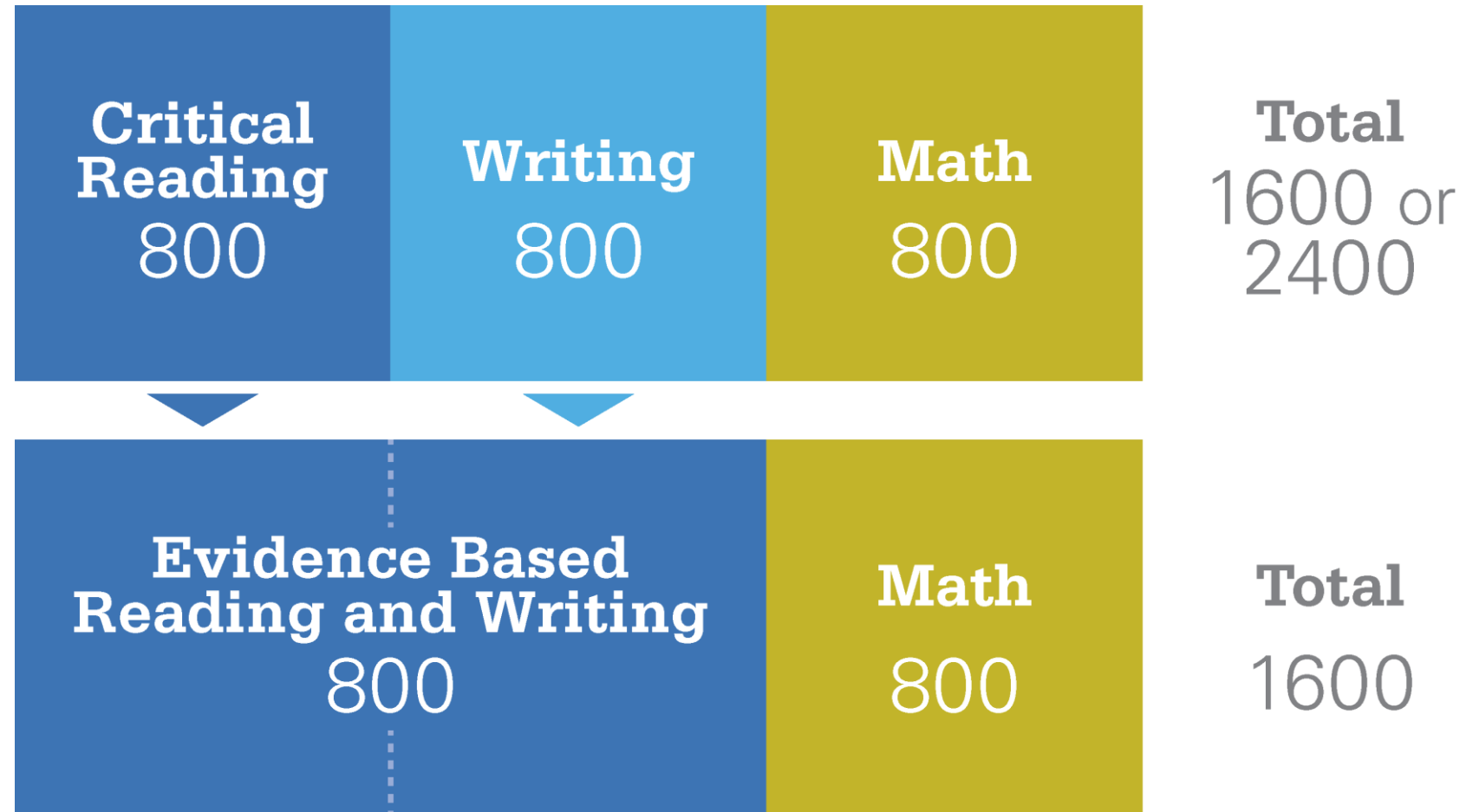
A blue-tinted photograph of three students working together on a project. They are focused on a task, possibly a science or engineering project, with one student using a tool on a component. The background is slightly blurred, showing other people in the room.

Defining Concordance



The term **concordance** refers to linking scores on assessments that measure similar (but not identical) constructs and in which scores on any of the linked measures are used to make a particular decision.

Thinking Through Concordance



Concordance Tables

Three types of tables:

- Total to Total
- Section to Section
- Section to Test

Each of the three types exists for comparing:

- Old to new
- New to old

For more information, visit:

<https://collegereadiness.collegeboard.org/educators/k-12>

Instructions for Using Concordance Tables

Instructions for Concoring New SAT Scores to Old SAT Scores

Note: Two sets of tables are available: one to concord scores from the old SAT to the new SAT, and one from the new SAT to the old SAT. Be sure to use the appropriate direction — if you are starting with scores on the old SAT and need to concord to the new SAT, please see page 13 of this document: Instructions for Concoring Old SAT scores to New SAT Scores.

YOU HAVE: NEW SAT SCORES

Start with your scores on the new SAT:

YOU WANT: OLD SAT SCORES

Find the related score(s) on the old SAT:

BY USING CONCORDANCE TABLE:

Total Score (ERW+M)
(400-1600)

Total 2400 (CR+W+M)
(600-2400)

Table 1: NEW SAT TO OLD SAT (TOTAL 2400)

Use this table to concord new SAT 1600 (Evidence-Based Reading and Writing + Math) to old SAT 2400 (Critical Reading + Writing + Math)

Instructions for Concoring New SAT Scores to Old SAT Scores

Note: Two sets of tables are available: one to concord scores from the old SAT to the new SAT, and one from the new SAT to old SAT. Be sure to use the appropriate direction — if you are starting with scores on the old SAT and need to concord to the SAT, please see page 13 of this document: Instructions for Concoring Old SAT scores to New SAT Scores.

YOU HAVE: NEW SAT SCORES

Start with your scores on the new SAT:

YOU WANT: OLD SAT SCORES

Find the related score(s) on the old SAT:

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Total Score (ERW+M)
(400-1600)

Total 2400 (CR+W+M)
(600-2400)

Table 1: NEW SAT TO OLD SAT (TOTAL 2400)

Use this table to concord new SAT 1600 (Evidence-Based Reading and Writing + Math) to old SAT 2400 (Critical Reading + Writing + Math)

Old to New or New to Old?

Students should always check with the institutions they are applying to!

Concord Scores for the High School Class of 2016

Given that most applicants from the class of 2016 will submit old SAT[®] scores only, most colleges will convert any new SAT scores to old SAT scores for this cohort.

Concord Scores for the High School Class of 2017

Given that most applicants for the class of 2017 will submit new SAT scores only, most colleges will convert old SAT scores to new SAT scores for this cohort.



The Redesigned SAT[®]

Results from the Pilot Predictive Validity Study

August 2015



Process

- ▶ Fifteen four-year institutions administered a pilot form of the redesigned SAT[®] to a sample of first-year, first-time college students very early in the fall semester of 2014.
 - ▶ Measures were taken to ensure that the redesigned SAT was administered to students under standardized conditions and that students were motivated to perform well on the test.
- ▶ Participating institutions provided the College Board with these students' first-year performance data in June 2015
- ▶ These data allowed the College Board to analyze the relationships between SAT scores and college performance.

Key Findings

- ▶ The redesigned SAT covers the content and skills that research shows matter most for college readiness – and it remains as predictive of college success as the current SAT.
- ▶ Redesigned SAT scores improve the ability to predict college performance above high school GPA alone.
- ▶ There is a strong, positive relationship between redesigned SAT section scores and grades in matching college course domains, suggesting that the redesigned SAT is sensitive to instruction in English language arts, math, science, and history/social studies.

Rule of Thumb for Interpreting Correlation Coefficients

A general rule of thumb for interpreting correlation coefficients is offered by Cohen (1988):

Small correlation has an absolute value of approximately **0.1**

Medium correlation has an absolute value of approximately **0.3**

Large correlation has an absolute value of approximately **0.5 or higher**

Correlations of Interest

Corrected (Raw) Correlations of Predictors with FYGPA

Predictor(s)	Correlation(s)
1. HSGPA	0.48 (0.27)
2. SAT [®] EBRW	0.51 (0.33)
3. SAT Math	0.49 (0.30)
4. SAT EBRW, SAT Math	0.53 (0.35)
5. HSGPA, SAT EBRW, SAT Math	0.58 (0.40)

Note: Number of students (n_s) = 2,050. Pooled within-institution, restriction of range corrected correlations are presented. The raw correlations are shown in parentheses.

Official SAT Practice on Khan Academy

A blue-tinted photograph of four students jumping over a wooden fence in a grassy field. The students are wearing backpacks and have their arms raised in the air, suggesting a moment of triumph or joy. The background shows rolling hills under a clear sky.

Free, Official SAT[®] Practice Through Khan Academy

satpractice.org



Full Length Practice Tests

Six official practice tests, with more to come, plus study and test-taking tips



Video Lessons

Easy-to-follow videos explain problems step-by-step



Interactive Problems & Instant Feedback

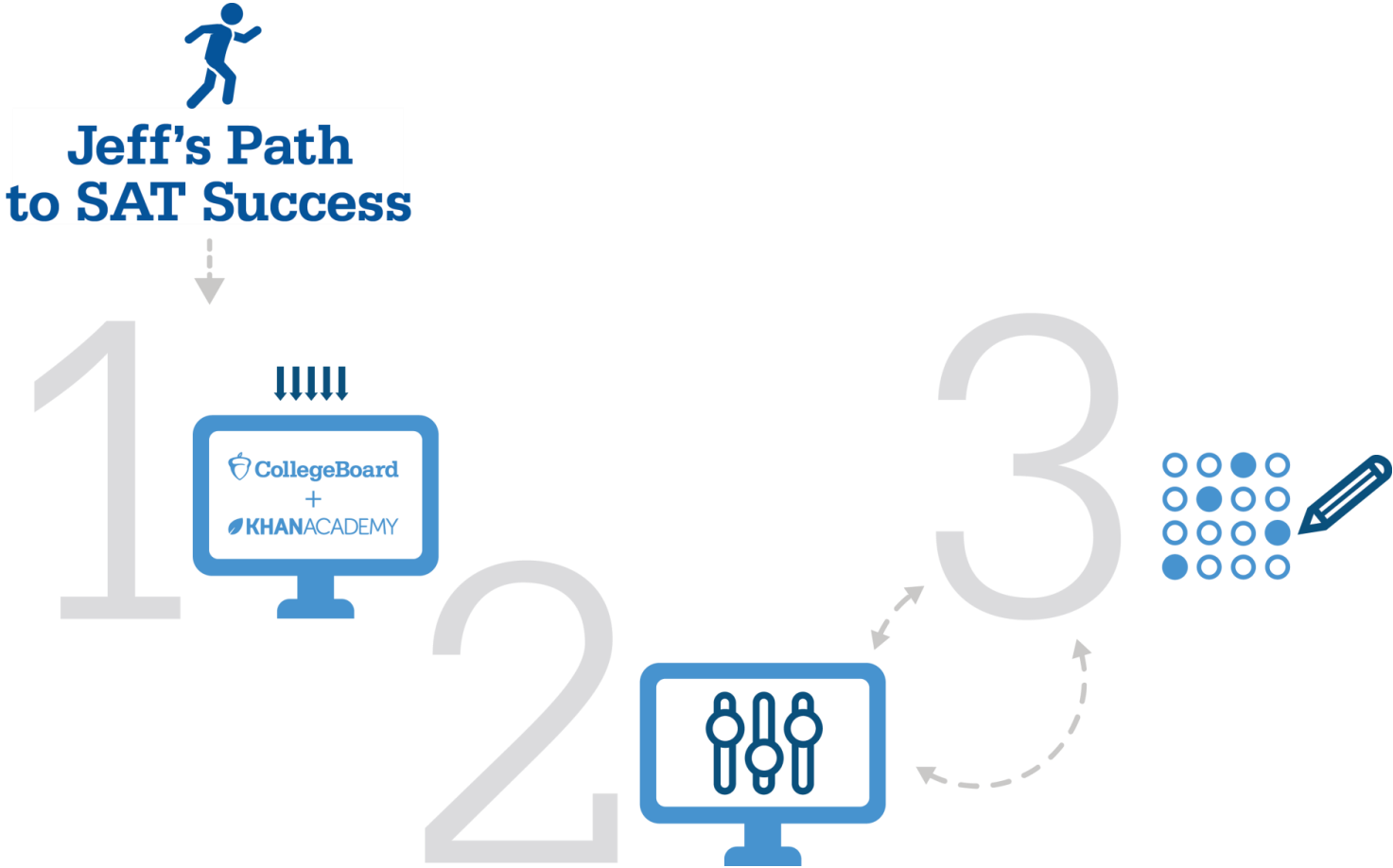
Get hints, explanations and constant progress updates to know where you stand



Daily Practice App

More practice available on your phone featuring questions of the day

Personalized SAT[®] Practice Through Khan Academy



Why Link Accounts?

1

Create Personalized Practice
Through Khan Academy

2

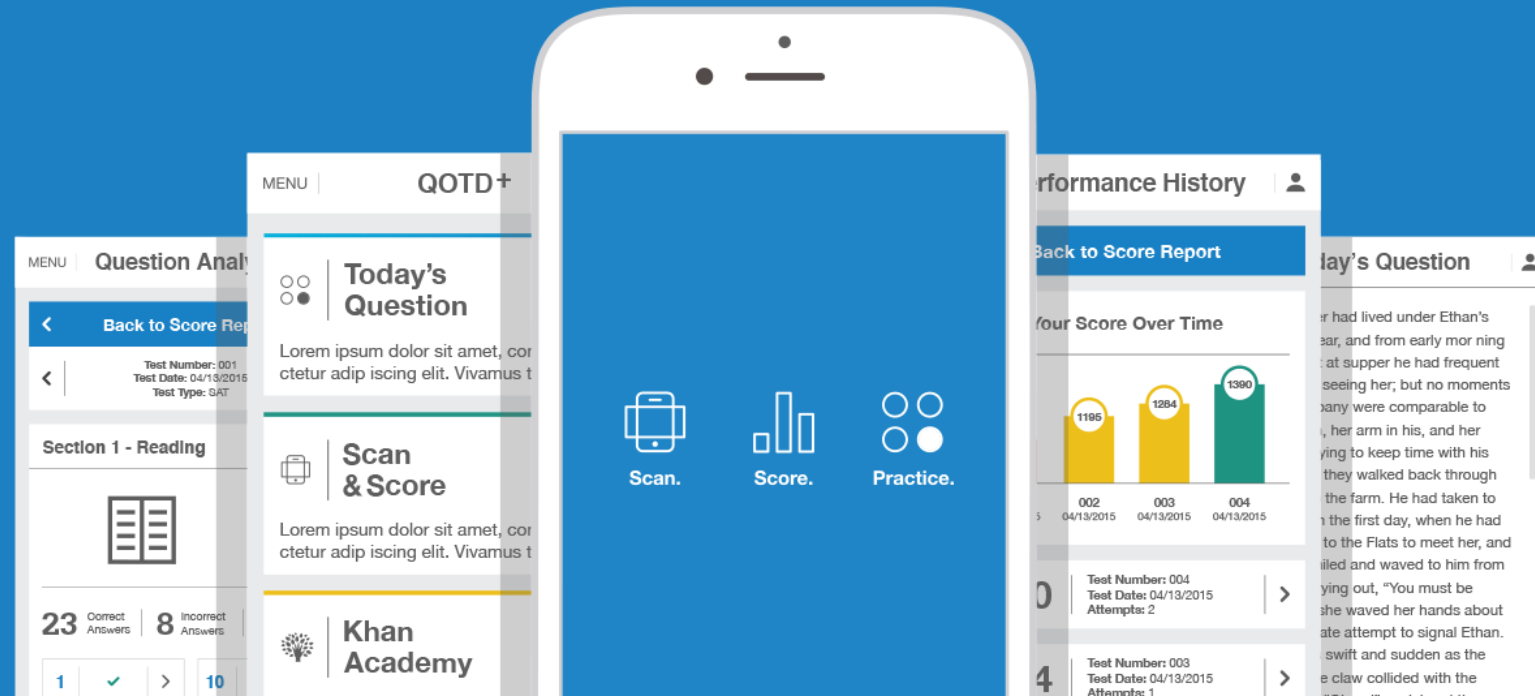
Ensure Future Scores Are Included
For Enhanced Personalization

3

Jump Right Into Customized Practice

Daily Practice for the SAT[®]

- ✓ Daily SAT practice questions
- ✓ Instant practice test scoring



Questions?

A group of five people are seated around a light-colored table in what appears to be a meeting or workshop. They are looking down at papers or devices on the table. The scene is overlaid with a semi-transparent blue filter. The background shows a white door and a window with blinds.

Questions you're likely to receive...

Is the new SAT easier?

- The new SAT is a different test than the old SAT—it is scored on a different scale and it tests a **different domain of content and skill**.
- When you compare scores across the two scales, scores on the new SAT often **concord to a “lower” scale score** on the old SAT.
- In other words, **scores on the new SAT appear higher**, so students and universities need to use the concordance tables to effectively compare the scores.
- For example, a total score of 830 on the new SAT concords to a 740 on the old SAT, on the 1600 scale total concordance table.

Why don't section scores add up to the total on the score converter?

- When using SAT concordance tools or tables, it is common and expected to see the sum of the section scores not equal the total score.
- For example, you might see your total score on the new SAT would have been 1240, but your section scores are 610 for Math and 600 for Evidence-Based Reading and Writing.
- The difference is the result of having concordance tables at different levels—**total-to-total; section to section; or section-to-test (or test-to-section)**.
- 4 out of 5 five score combinations will have a total concordance that differs from their section concordance by 30 points or less.

NCAA Eligibility

“If you take the current SAT before March 2016 and then take the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the current and redesigned SAT when determining your initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the current SAT, a numerical score on the current test may not be equivalent to the same numerical score “on the redesigned test.”

<http://www.ncaa.org/student-athletes/future/test-scores>

IPEDS Proposal

Instruction change for reporting SAT scores: 2016-17

“... In 2016-17, SAT critical reading and math scores should continue to be reported based on the current (2015) SAT score range. Institutions that have scores based on the new (2016) SAT score range should convert scores using the College Board concordance tables.”

Pre-March 2016 SAT Scores	New SAT Score
To find comparable Critical Reading (CR) use	Reading Test Test to Section Table: Reading Test to CR
To find comparable Math use	Math Test Section to Section Table: Math Section to Math Section

IPEDS Proposal:

Instruction change for reporting SAT scores: 2017-18

“...In 2017-18, SAT critical reading and math scores should be reported based on the new (2016) SAT score range. Institutions that have scores based on the (2015) SAT score range should convert scores using the College Board concordance tables.”

New SAT Score	Old SAT Scores
To find comparable Evidence Based Reading and Writing (ERW) use	Critical Reading + Writing Section to Section Table: CR+W to ERW
To find comparable Math use	Math Test to Section Table: Math Section to Math Section

[Home](#) > [Validity Services](#) > [Admitted Class Evaluation Service \(ACES\)](#)

Admitted Class Evaluation Service (ACES)

VALIDATE YOUR ADMISSION AND PLACEMENT POLICIES

Despite all the measures you use to make admission and placement decisions, you may not know which combinations are the best indicators of successful performance at your college. Do the criteria you use for admitting students accurately predict first-year grade point average? Can scores on a test predict course grades in English 101?

Admitted Class Evaluation Service™ (ACES) is a free online service that predicts how admitted students will perform at your institution generally and how successful they can be in specific classes. ACES helps you answer important questions about the assessments you use to admit and place students at your institution.

ACES Offers You Free, Easy-To-Read Validity Studies

ACES offers two types of validity studies—admission and placement.

These studies identify the optimum combination of measures to predict a student's future performance at your institution. ACES studies evaluate the differences for predicting the success of specific student groups and document the probability of error. Each ACES report features:

Program Research

Research Publications

Assessment Data

[Validity Services](#) ▾

- [Admitted Class Evaluation Service \(ACES\)](#) ▾

Admission Validity Study

Placement Validity Study

Validity Handbook

- [Recruiting for the National SAT Validity Study](#)

About Research

<http://research.collegeboard.org/services/aces>

Helpful websites:

- ▶ [Pilot Validity Study](#)
 - ▶ Pilot Validity Study (overall and domain level results)
- ▶ [Higher Ed Resources](#)
 - ▶ Data-Layout Updates & Sample Data Files
 - ▶ Info for IT and Operations Leaders
- ▶ [SAT Concordance Tables for Higher Education](#)
 - ▶ [Concordance Tables: New SAT Scores to Old SAT Scores](#)
 - ▶ [Concordance Tables: Old SAT Scores to New SAT Scores](#)
 - ▶ [Large-Scale Concordance Tool](#)
- ▶ [SAT Score Converter](#)