



Eduvance Test Prep

Presentation notes from a Digital SAT seminar

Main Changes:

- Platform
- Structure
- Grading
- What you need to do before test day
- What test day will look like.

Additional Topics

- What to expect post-test.
- How to prepare.
- What I would recommend.

Why the SAT changed.

According to the College Board (The administrators of the SAT) they made the switch to digital because, “Going digital allows us to offer much more flexibility in terms of when, where, and how often the SAT is given, particularly for states, districts, and schools offering the SAT to all their students as part of SAT School Day.”

Going digital not only allowed the College Board to make changes in the platform but in the structure of the test, the content of the problems, grading and the overall experience you will have on test day.

It also allows the test to gather information about the student’s overall knowledge quicker, making the test shorter and less miserable for students.

Fully digital

Starting this spring the College Board has gone fully digital with the SAT. This means that all tests (SAT, PSAT 7/8, PSAT 9/10) will be using the digital system. They will be administering the DSAT through a software called Bluebooks.

Introduction to Bluebooks

Bluebooks:



- a testing software that has partnered with the College Board to make the digital SAT possible for us today. It is an application that can be downloaded on your computer, iPad, or tablet. In addition to providing tests on test day, they also provide practice materials such as practice tests and practice problems.

Bluebooks offers four digital practice tests to help students prepare for the SAT that are verified by the college board to accurately represent the types of problems that the SAT would include.

They also provide over 2000 practice problems (in pdf form) to help students refine weak testing areas.

- Tools
 - o Built into the Bluebooks software (both for practice and the actual test), you will have access to a variety of tools like a built-in graphing calculator, a built-in system for taking notes and highlighting, the ability to flag problems to review, and an option to cross out answers that the student thinks is incorrect helping students visualize and come to quicker more accurate conclusions.

Changes in Structure

Sections

Like previously, the SAT covers three main topics: Math, Reading, and Writing. With the new revision of the test, College board has combined the Reading and writing sections into a single section, leaving only two-sections: Evidence based Reading and Writing, and Math.

Modules

Each section is divided into two modules: one “Placement Module” and one “Secondary Module.”

Adaptive

The “Placement Module” is designed to analyze your performance and adjust the difficulty of the problems for your Second Module. Your performance in the Placement Module will determine what type of secondary module you will get. There are two types of secondary modules that you can get: an easy module and a hard module. The easy module will be given to students who get less than 66% on the placement module and will include easy questions. The hard module will be given to students who score above 66% and will only include medium and hard



questions. It is advantageous for students to get the harder module because the College Board puts a limit on the maximum score you can achieve if you get the easier module. If you were to get the easy module on both the Reading and Writing and Math sections, the maximum score you can achieve is 1200. I wish I could tell you the exact system the College Board uses for weighing problems, but they do not let the full information out to the public.

Evidence Based Reading and Writing

Not only were overall structure changes made, but also changes to individual sections. In evidence-based reading and writing they have significantly reduced the total number of problems in both combined sections from 96-54 problems with an average time of about 1 minute and 15 seconds per problem.

The total time has been reduced from 1:40 to 1:05

Possibly the biggest difference in the EBRAW section will be changes to the passages. Previously you would receive a large passage with 500-800 words and 10 questions associated with each passage. With the new revision of the test there will be a short 50–100-word passage dedicated to each problem, making the passages more comprehensible and catered to each question. In my opinion this is the best change in the new test because it makes the reading section easily consumable and manageable.



Old vs New

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Questions 11-21 are based on the following passage and supplementary material.

This passage is adapted from Francis J. Flynn and Gabrielle S. Adams, "Money Can't Buy Love: Asymmetric Beliefs about Gift Price and Feelings of Appreciation." ©2008 by Elsevier Inc.

Every day, millions of shoppers hit the stores in full force—both online and on foot—searching frantically for the perfect gift. Last year, Americans spent over \$30 billion at retail stores in the month of December alone. Aside from purchasing holiday gifts, most people regularly buy presents for other occasions throughout the year, including weddings, birthdays, anniversaries, graduations, and baby showers. This frequent experience of gift-giving can engender ambivalent feelings in gift-givers. Many relish the opportunity to buy presents because gift-giving offers a powerful means to build stronger bonds with one's closest peers. At the same time, many dread the thought of buying gifts they worry that their purchases will disappoint rather than delight the intended recipients.

Anthropologists describe gift-giving as a positive social process, serving various political, religious, and psychological functions. Economists, however, offer a less favorable view. According to Waldfogel (1993), gift-giving represents an objective waste of resources. People buy gifts that recipients would not choose to buy on their own, or at least not spend as much money to purchase (a phenomenon referred to as "the deadweight loss of Christmas"). To wit, gifters are likely to spend \$100 to purchase a gift that receivers would spend only \$80 to buy themselves. This "deadweight loss" suggests that gift-givers are not very good at predicting what gifts others will appreciate. That in itself is not surprising to social psychologists. Research has found that people often struggle to take account of others' perspectives—their insights are subject to egocentrism, social projection, and multiple attribution errors.

What is surprising is that gift-givers have considerable experience acting as both gift-givers and gift-recipients, but nevertheless tend to overspend each time they set out to purchase a meaningful gift. In the present research, we propose a unique psychological explanation for this overspending problem—i.e., that gift-givers equate how much they

spend with how much recipients will appreciate the gift (the more expensive the gift, the stronger a gift-recipient's feelings of appreciation). Although a link between gift price and feelings of appreciation might seem intuitive to gift-givers, such an assumption may be unfounded. Indeed, we propose that gift-recipients will be less inclined to base their feelings of appreciation on the magnitude of a gift than gift-givers assume.

Why do gift-givers assume that gift price is closely linked to gift-recipients' feelings of appreciation? Perhaps gift-givers believe that bigger (i.e., more expensive) gifts convey stronger signals of thoughtfulness and consideration. According to Camerer (1988) and others, gift-giving represents a symbolic ritual, whereby gift-givers attempt to signal their positive attitudes toward the intended recipient and their willingness to invest resources in a future relationship. In this sense, gift-givers may be motivated to spend more money on a gift in order to send a "stronger signal" to their intended recipient. As for gift-recipients, they may not construe smaller and larger gifts as representing smaller and larger signals of thoughtfulness and consideration.

The notion of gift-givers and gift-recipients being unable to account for the other party's perspective seems puzzling because people slip in and out of these roles every day, and, in some cases, multiple times in the course of the same day. Yet, despite the extensive experience that people have as both gift-givers and receivers, they often struggle to transfer information gained from one role (e.g., as a giver) and apply it in another, complementary role (e.g., as a receiver). In theoretical terms, people fail to utilize information about their own preferences and experiences in order to produce more efficient outcomes in their exchange relations. In practical terms, people spend hundreds of dollars each year on gifts, but somehow never learn to calibrate their gift expenditures according to personal insight.

1

Givers' Perceived and Recipients' Actual Gift Appreciations

Role	less expensive gift	more expensive gift
giver	~5.5	~6.5
recipient	~6.0	~6.0

11 The authors most likely use the examples in lines 1-9 of the passage ("Every...showers") to highlight the

A) regularity with which people shop for gifts.

B) recent increase in the amount of money spent on gifts.

C) anxiety gift shopping causes for consumers.

D) number of special occasions involving gift-giving.

12 In line 10, the word "ambivalent" most nearly means

A) unrealistic.

B) conflicted.

C) apprehensive.

D) supportive.

13 The authors indicate that people value gift-giving because they feel it

A) functions as a form of self-expression.

B) is an inexpensive way to show appreciation.

C) requires the gift-recipient to reciprocate.

D) can serve to strengthen a relationship.

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

A) Lines 10-13 ("Many...peers")

B) Lines 22-23 ("People...own")

C) Lines 31-32 ("Research...perspectives")

D) Lines 44-47 ("Although...unfounded")

15 The "social psychologists" mentioned in paragraph 2 (lines 17-34) would likely describe the "deadweight loss" phenomenon as

A) predictable.

B) questionable.

C) disturbing.

D) unprecedented.

16 The passage indicates that the assumption made by gift-givers in lines 41-44 may be

A) insincere.

B) unreasonable.

C) incorrect.

D) substantiated.

Demo Digital Adaptive PSAT Test

Resume Tour

End Demo Section

JUMP TO: Reading and Writing

Compass Testing Center

Section: Reading and Writing

59:33

Hide

Highlight Text

Answer Eliminator

Text 1

As California faces another drought, urban residents have been called upon to do their part. About 62 gallons of water per week is needed for every one hundred square feet of grassy lawn. The average backyard is about 1,500 square feet. Add the front yard, and multiply by all the houses in a city. When residents cut down on their lawn watering, the effect is cumulative. It adds up to millions of gallons of water saved per week.

Text 2

The California Department of Water Resources reports that agriculture (farmland) accounts for 29% of all water use during a wet year. During a dry year, that figure more than doubles, claiming a staggering 61%. In contrast, urban water use ranges from just 8% during a wet year to 11% during a dry one. These figures make sense when considering that most water usage for urban dwellers happens indoors. Lawn watering—which fluctuates from wet years to dry years—is a small piece of the pie.

1

Based on the texts, how would the author of Text 2 most likely describe the view presented in Text 1?

A It is compelling and supports the data from the California Department of Water Resources report.

B It is accurate, but it lacks context provided by the data from the California Department of Water Resources report.

C It is plausible, but it contradicts the data from the California Department of Water Resources report.

D It is probably only applicable to water usage patterns during wet years and does not address the data from the California Department of Water Resources report.

Demo Student

Question 1 of 10

Prev

Next

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Math

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Math is going to be seeing some overall structure changes as well. Just like the EBRAW section, we will see a decrease in the number of problems, 58 questions in 80 minutes, to 44 questions in 70 minutes, giving students more time per problem and less problems to work.

Image

The only major change aside from that however is that calculator will be allowed throughout the entire test now.

Changes in grading

Less problems=less room for error

The obvious one is that there are less problems, and when there are less problems, every question is worth more points.

It is best to do well on the first module and poorly on the second module because of the adaptive testing. Try to make it a priority to get the harder second module because it opens more possibilities of getting a higher score.

Days instead of weeks

Previously it took weeks and sometimes even months to get your score back, now it will be done in a matter of days.

What to expect after the test

The new SAT utilizes the opportunity to analyze your performance on the test and recommend two-year colleges or universities, career options, trades schools and more.



Eduvance Test Prep

Pre-Test

1. If you are homeschooled, you must register online for a local testing center.

Day of the Test:

- Arrive at the test center.
- There will be less students in the classroom to accommodate for the lack of outlet in the facility.
- Students will no longer be required to wait until the timer has run out to move onto the next section, this eliminates wait times and can decrease the time spent at the test center.
- There will be 24 different variations of the test to increase test integrity.
 - o This also means that if one person test is found to be comprised, the rest of the class will not be penalized for it.

**Some of the aspects above may vary depending on the specific rules of the testing center.*



How to prepare

- Two lenses that I see improvement through.
 - o Concepts.
 - o SAT Knowledge
- Concepts
 - o Learn concepts through school.
- SAT knowledge
 - o Learn through doing it.
 - o Many people try to simply read a book to learn the different strategies for the SAT, but I have observed that to be useless without sufficient application through practice.
- Practice
 - o I suggest each student takes at least 3 practice tests and does 20-40 hours' worth of practice problems to optimize their results on the test.
 - o If you schedule the test a few months out and work on problems for 15-30 minutes every day, for five days a week, I believe that to be an attainable goal.
 - o From my experience, roughly every 1000 problems students work results in a 60–200 point increase. Input and output equation. Of course, this number may vary in either direction depending on how the student is scoring to begin with. (if they have a 1560, they will need to work more problems to see a 40-point increase than someone who is making a 1000).
- Schedule all the available test times for your student
 - o Some SATs are harder than others, scores can vary 100-points just because of the difficulty difference.
 - o The College board recycles questions throughout the semester, so it is possible for you to see questions multiple times.
 - o The more practice the better.
- Sources
 - o Khan academy
 - o Bluebooks
 - o Tutors
 - Myself (\$35hr)
 - Prep scholar (online) \$600-\$3500 annually.
 - Generic Math or English teachers for concepts (\$15-\$250hr)
 - Princeton review (online) \$1600 for 6 months.
 - o Free sources on my website



- What is included in the test. Rules for every type of math problem, all English rules needed in the test. How to approach each section, key strategies, areas to prioritize.
- Books
 - Princeton's review
 - Be careful with any other book because most of them try to scam you with their fake practice tests. All hard questions for the first test, all easy questions for their second test to try to make it seem like you got a drastic increase in your score.
 - If you get one of the books, I advise you to only take practice problems or tests from college board and utilize only the strategies from books.
- Best options
 - Cheapest
 - Khan Academy, Bluebooks practice
 - Quickest results
 - Private tutoring
 - Middle ground.
 - Practice by yourself until you have determined exactly what areas you struggle with, then pay for a one-time session with a tutor to find the best way to attack those sections.



Eduvance Test Prep

What I Recommend

1. Practice, practice, practice.

Your kids might hate doing it now, but they will love that they did it later down the line when their score helps them get into a better college or saves them a bunch of money.

2. Understand that it will take time to increase your score and set consistent and long-term goals.
3. Encourage your kids because doing SAT problem might make them want to ram their heads into a wall.

Finally, my first and foremost priority is to help my students, so if y'all are struggling with anything related to the SAT please do not be afraid to shoot me a text or an email with questions, I would love to help.

My cell: 817-437-7736.

My personal email: calebalexander773@gmail.com

Thank you all for attending today!