



Explanation of Improvement

I measure improvement on two metrics. When reviewing tests, I look to find problems where students did not understand how to work the problem or got the problem wrong numerous times. This is an indicator of a “*conceptual error*”. Conceptual errors occur when students misunderstand how a problem works or are confused on the operation of specific problem types. This is the first metric.

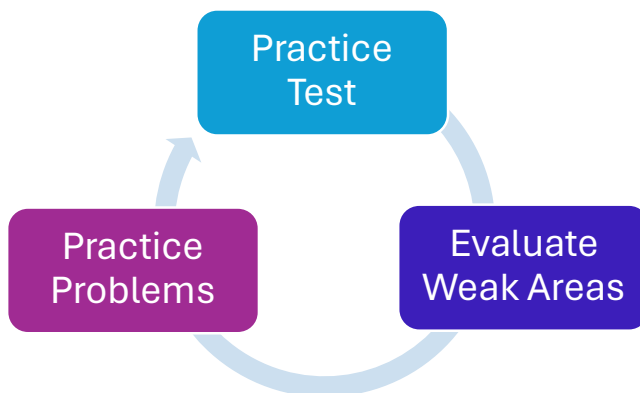
Additionally, I look for problems where students ran out of time, made a careless error, or showed inconsistency. These types of mistakes indicate “*poor strategy*”. This is the second metric.

Depending on the problems that students exhibit, they may need different solutions. If a student struggles with concepts they must be taught concepts. If a student understands how to work a problem, but still struggles with it; I will give them a strategy to improve their current pace and performance. Remember it like this: concepts cover correctness, strategies = speed.

Concepts Cover Correctness

Strategies = Speed

I strongly recommend that any student who is preparing for the SAT sets long term goals for improvement for three reasons: they solidify their knowledge in the material, they can set realistic goals and timeframes, and they get a better grasp of what the SAT encompasses. I suggest that any student preparing for the SAT takes two months to prepare, completes forty hours of practice and at least three practice tests.



The process for success is the following: Take a practice test, evaluate where you are weak, practice those types of problems until you are confident, repeat. I believe strategy is essential and important, however it is in vain if you do not take the time to practice the



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strategies and make them habitual. Generally speaking, improving your score is an input-output equation. The more time you put in, the more results you will get out.

Input in Preparation = Output in Improvement