The College Board Readiness and Success System

2016 NM AP Symposium
Edwina Henslee
College Board

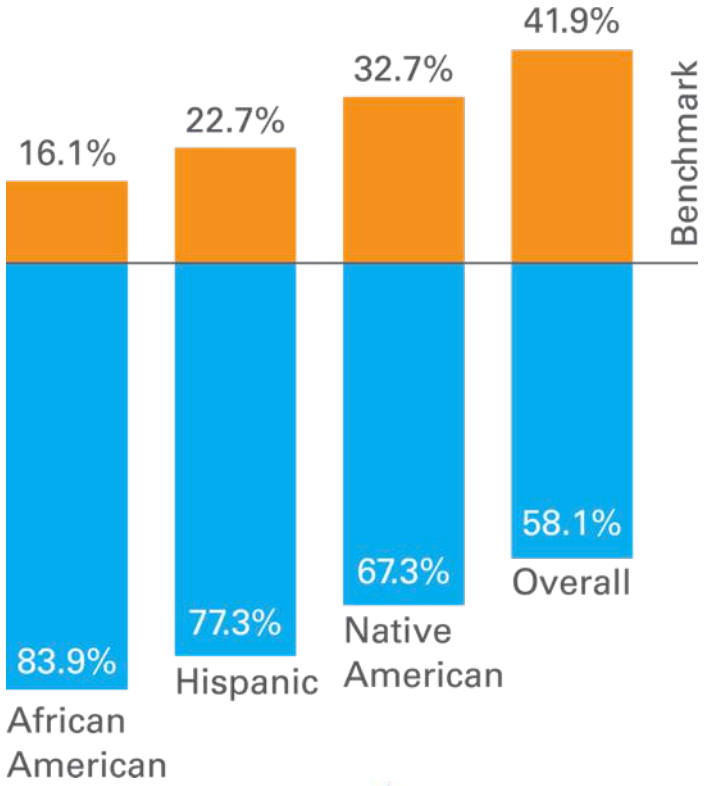
Agenda

- The College and Career Readiness System
  - Focused Assessments
  - Scoring
  - PSAT and AP Potential
- Khan Academy
- AP Insight
- AP Mentoring

Beyond Assessment: Delivering Opportunity

The Class of 2015 and the SAT® College and Career Readiness Benchmark

- **41.9%** of SAT takers met the benchmark
- **16.1%** of African American SAT takers met the benchmark
- **22.7%** of Hispanic SAT takers met the benchmark
- **32.7%** of Native American SAT takers met the benchmark



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The College Board Readiness and Success System

Beyond tests. More opportunities.

- **Easier** for students to navigate a path through high school, college, and career
- Extraordinary, **exclusive** partnerships that deliver **unprecedented** benefits to students, educators, and states/districts

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The College Board Readiness & Success System

"What should I focus on?"

- The few things that matter most
- The work students are already doing in class
- A clear and open assessment
- Useful benchmarks and consistent feedback

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The SAT® Suite of Assessments

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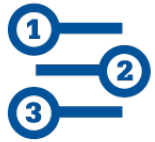
Eight Key Changes to the Assessments

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

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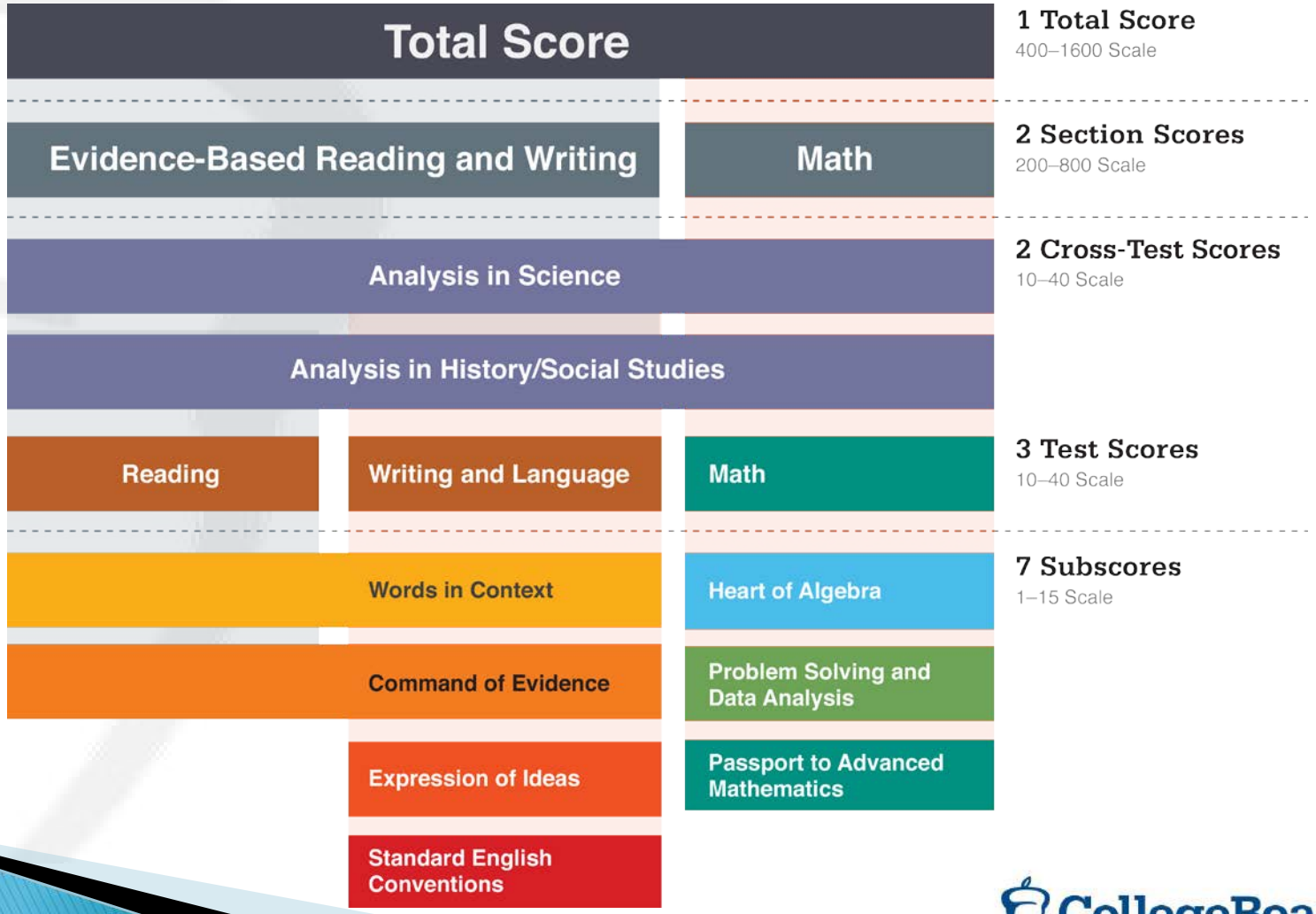
Scores and Subscores



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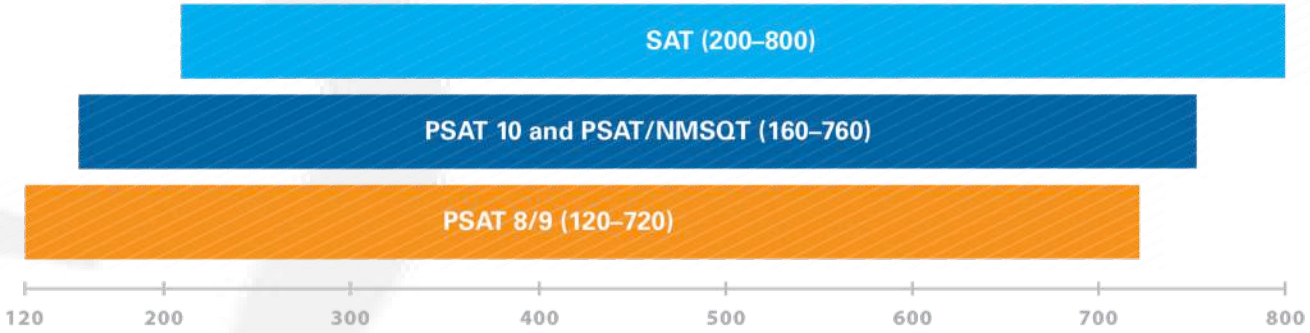
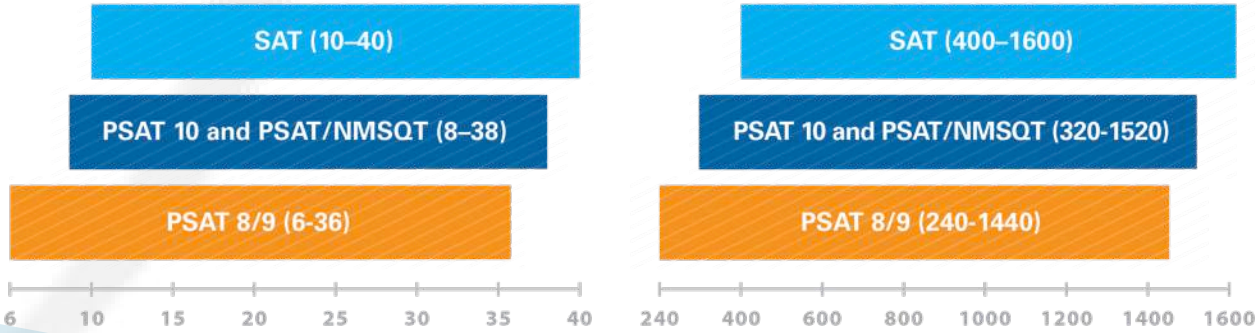
Longitudinal Progress Monitoring

- **Section Scores** will be placed on a vertical scale.



- This same concept will hold true for the **Test** and **Cross-Test Scores** as well as **Total Score.**



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Vertical Scale Messaging

Keep in mind, the PSAT/NMSQT and SAT are on the same scale.

Your Score tells you how you would have scored on the SAT[1] on that day. How well you do depends on what you do next!

[1] Beginning in March 2016

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The SAT Suite of Assessments (interim) Benchmark Scores

Below is a table of the interim benchmark numbers. These will be revisited after we have more data from the new SAT.

	PSAT 8/9 (8th)	PSAT 8/9 (9th)	PN (10th)	PN (11th)	SAT
EBRW	320	340	360	390	410
Math	420	450	470	500	520

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The College Board Readiness & Success System

"How do I improve?"

Key Components

- A supplement to great classroom instruction
- Removing barriers to high-quality practice
- Personalized practice plans
- Collaborating with teachers and the community

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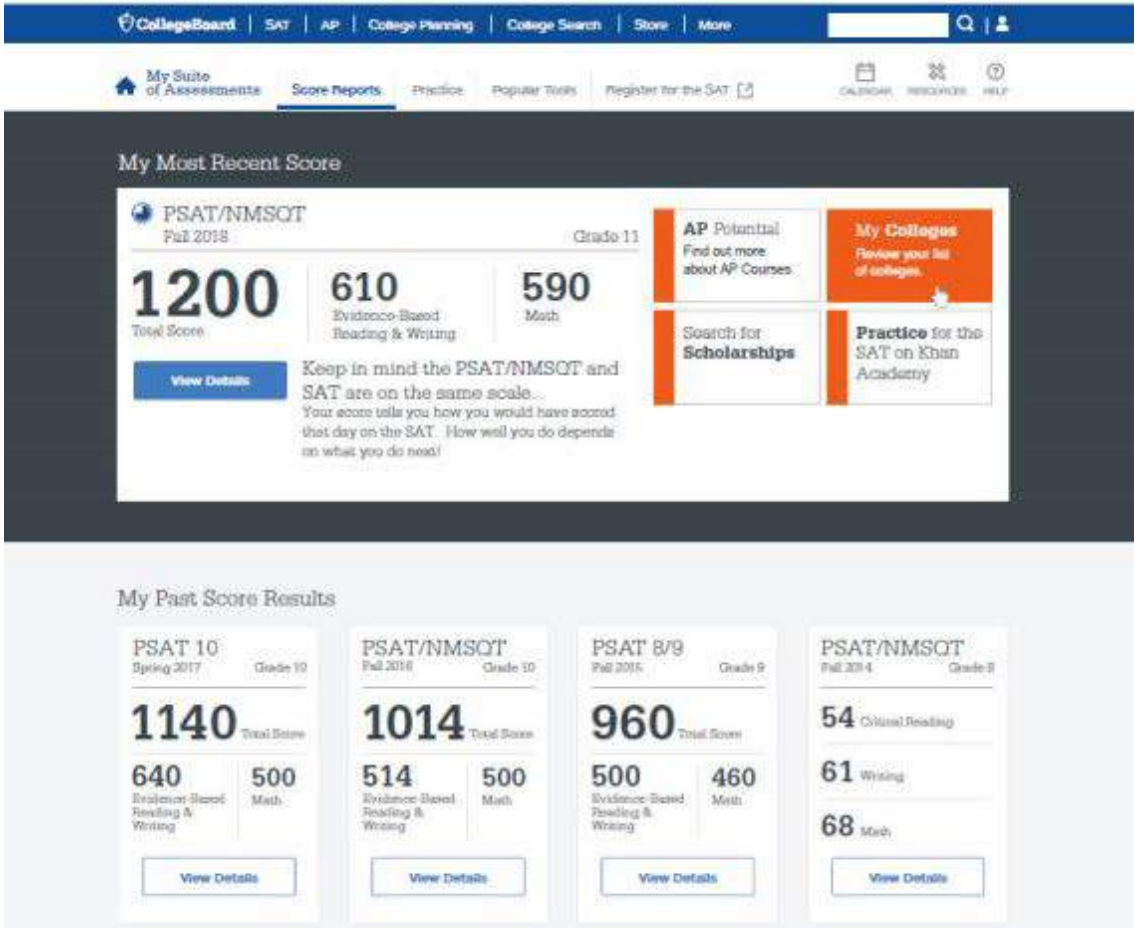
PSAT AP Connection

How understanding the key components of the PSAT can improve your AP program

Student Reports - Dashboard

- Consolidated view of all assessment scores
- Brief overview of each assessment including grade and year taken plus top level section scores
- Includes pre-2015 PSAT/NMSQT scores
  - 'Report Details' less detailed for pre-2015 PSAT/NMSQT



NOTE: All reports are subject to change and should not be considered final. Reports shown are illustrations, and all data is

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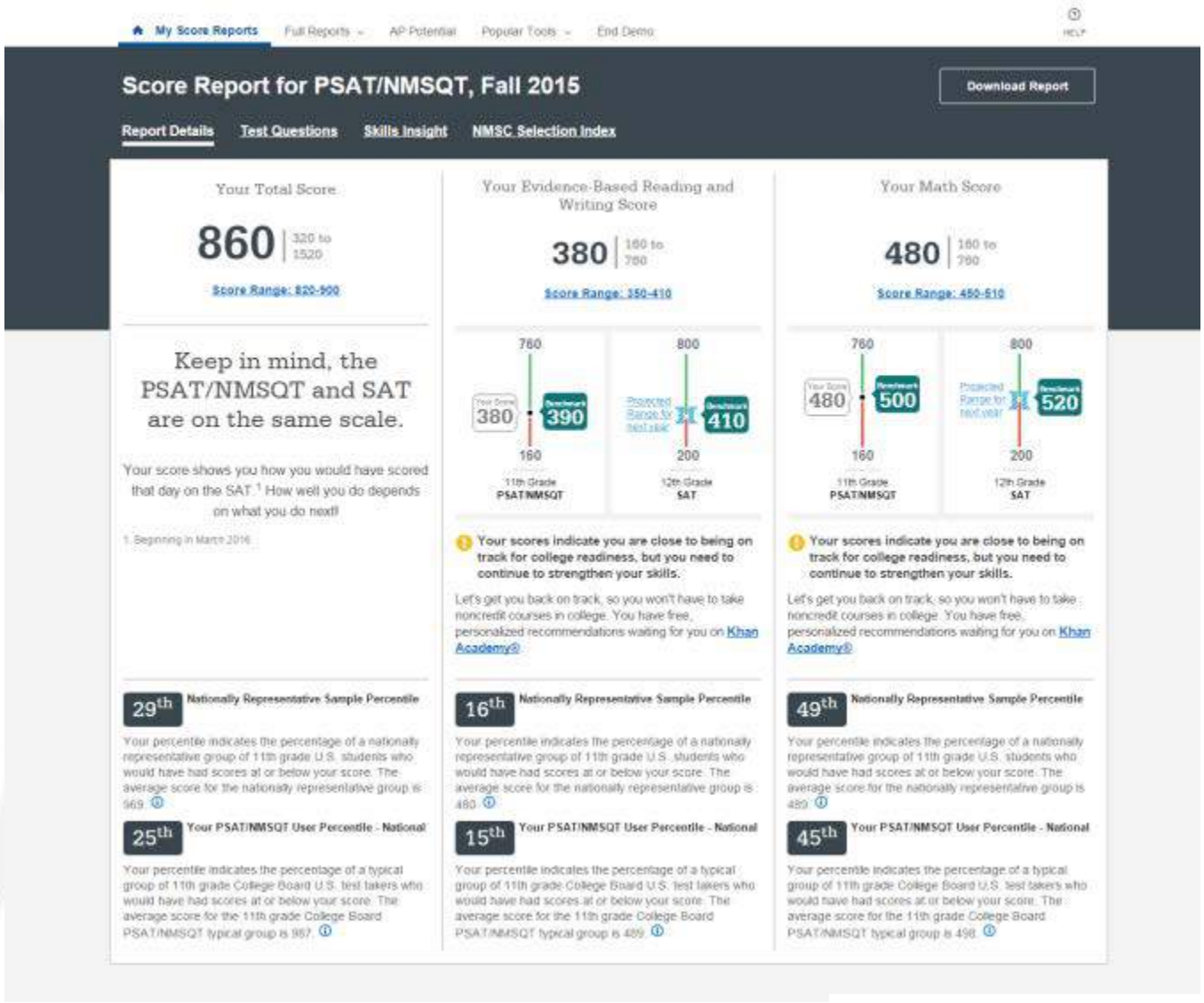
Detailed Scores



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Feedback to Support Success on the SAT®?

Your Evidence-Based Reading and Writing Score	Your Math Score

Your Evidence-Based Reading and Writing Score

380 | 160 to 760

Score Range: 350-410

Your scores indicate you are close to being on track for college readiness, but you need to continue to strengthen your skills.

Your Math Score

480 | 160 to 760

Score Range: 450-510

Your scores indicate you are close to being on track for college readiness, but you need to continue to strengthen your skills.

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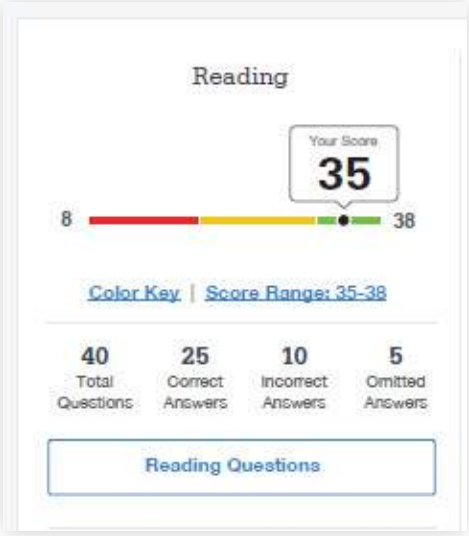
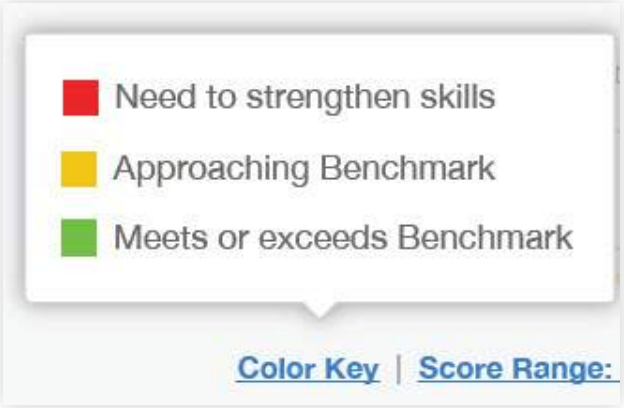
College Readiness Benchmarks

- Section, test, and subscores all report scores in performance zones which indicate whether you are on track for success in the first year of college.
- For section scores
  - Need to Strengthen Skills = below grade-level benchmark by more than one year
  - Approaching Benchmark = below grade-level benchmark by one year or less
  - Meets or exceeds Benchmark = at or above grade-level benchmark





+ For test scores and subscores,
  - Red, yellow, and green ranges reflect areas of strengths and weaknesses compared to the typical performance of students

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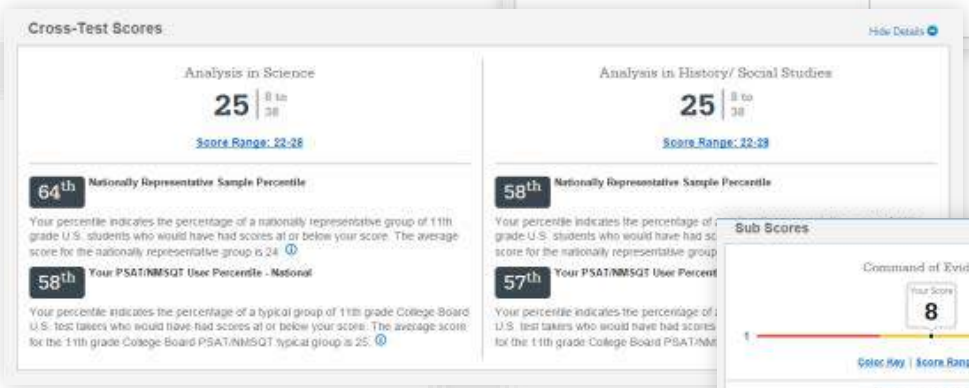
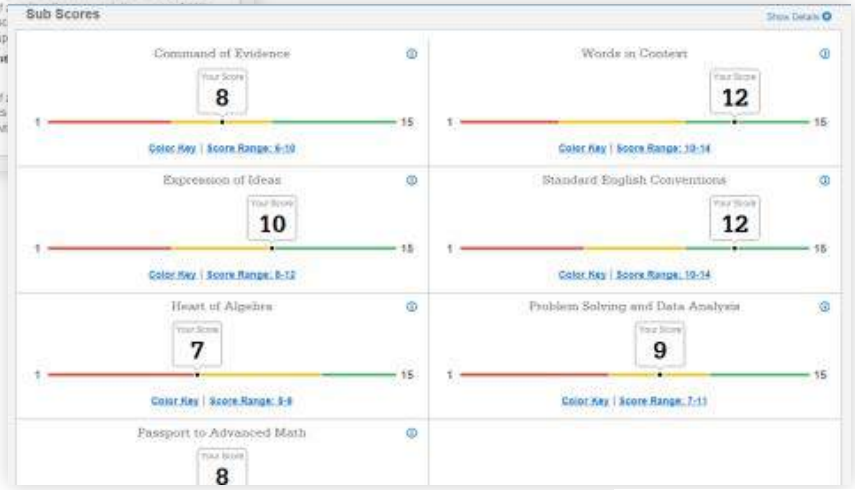
Information on What Scores Mean





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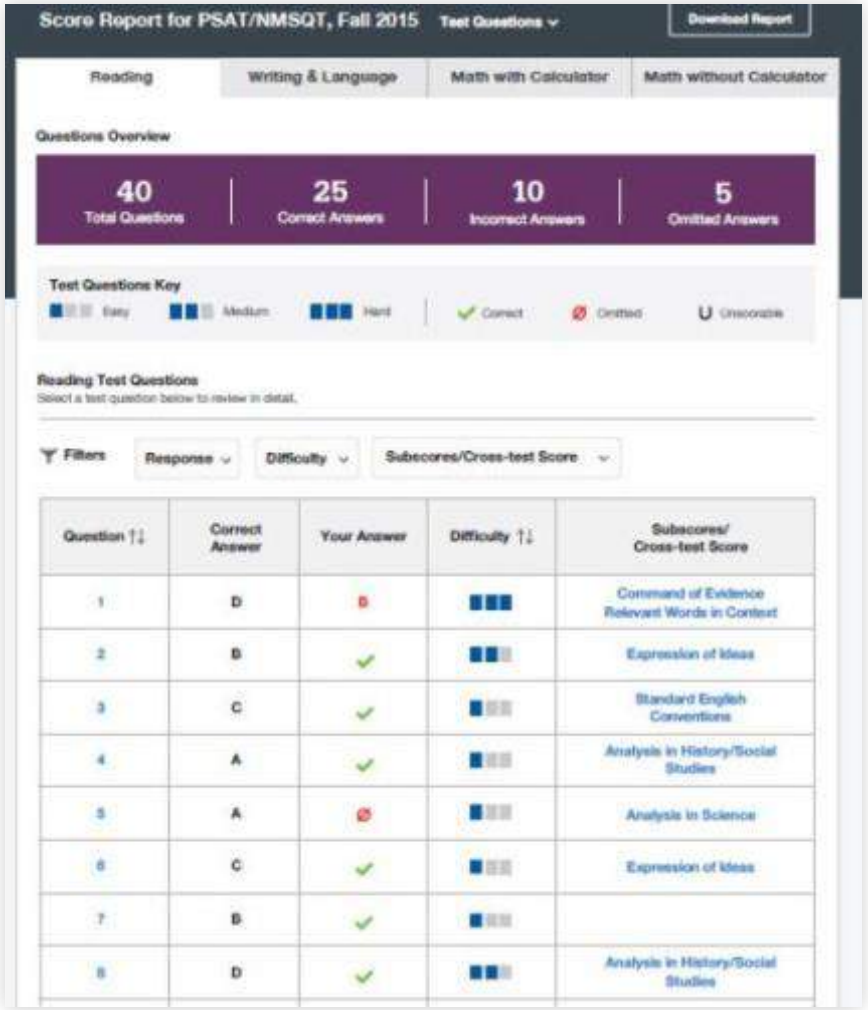
Students Can Learn From Their Answers *(cont.)*

- Look at the types of questions answered incorrectly and skipped:
  - Identify the level of difficulty. How many questions were missed at each level?
  - Were students more likely to skip questions associated with any subscore or cross-test score?
  - What inferences can we make about areas for improvement based on the types of questions missed and skipped?



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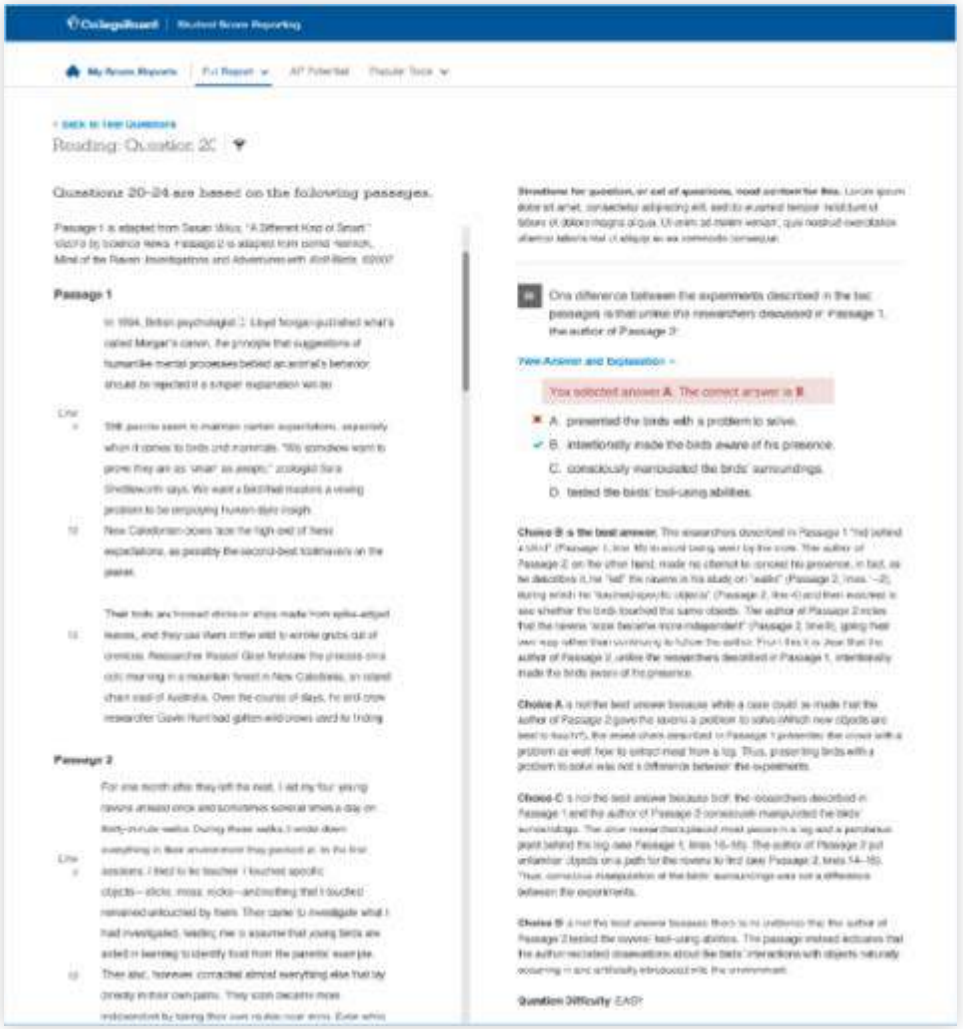
Students Can Learn From Their Answers

- Look at the online score report
  - Identify the questions answered incorrectly
  - Find the correct answer and read the answer explanation
  - Explain why the error was made
  - Ask questions about answer explanations that are not clear



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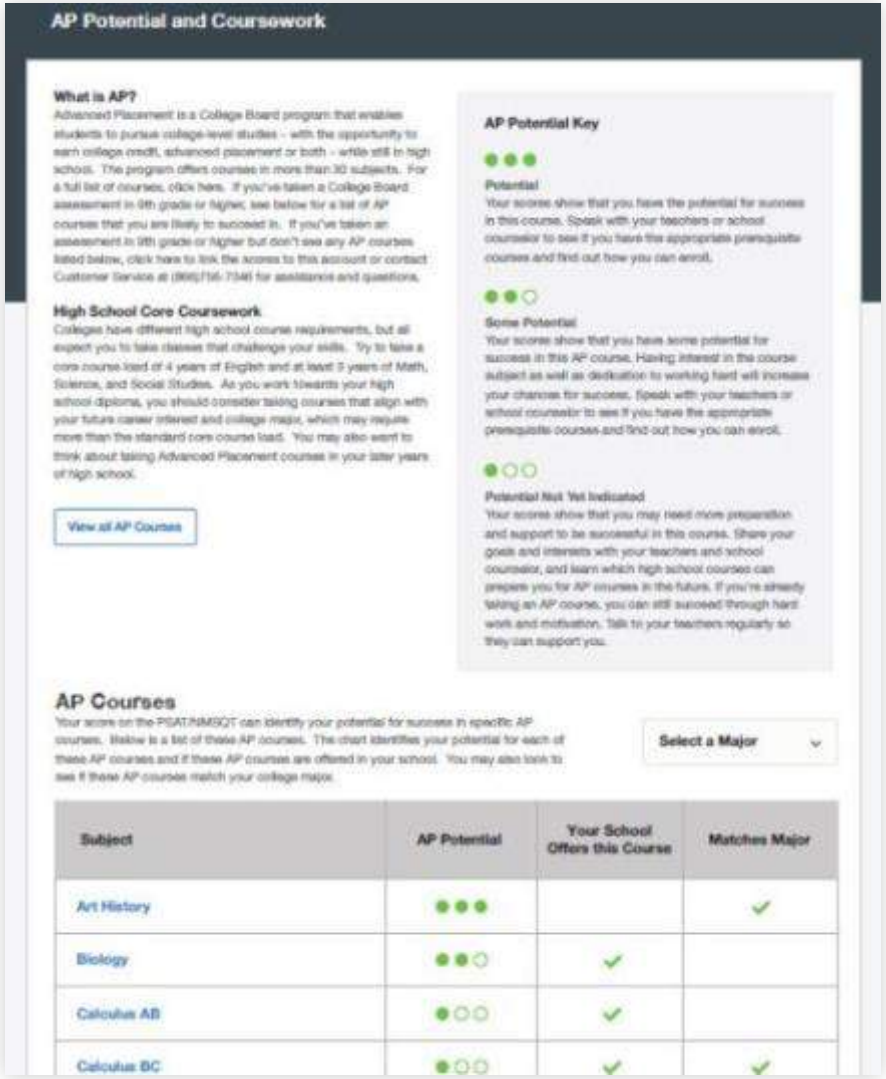
What is My AP Potential™?

- College Board research shows that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree on time than non-AP students.
- AP Potential™ uses scores from the PSAT/NMSQT to provide predictions for 23 AP Exams.



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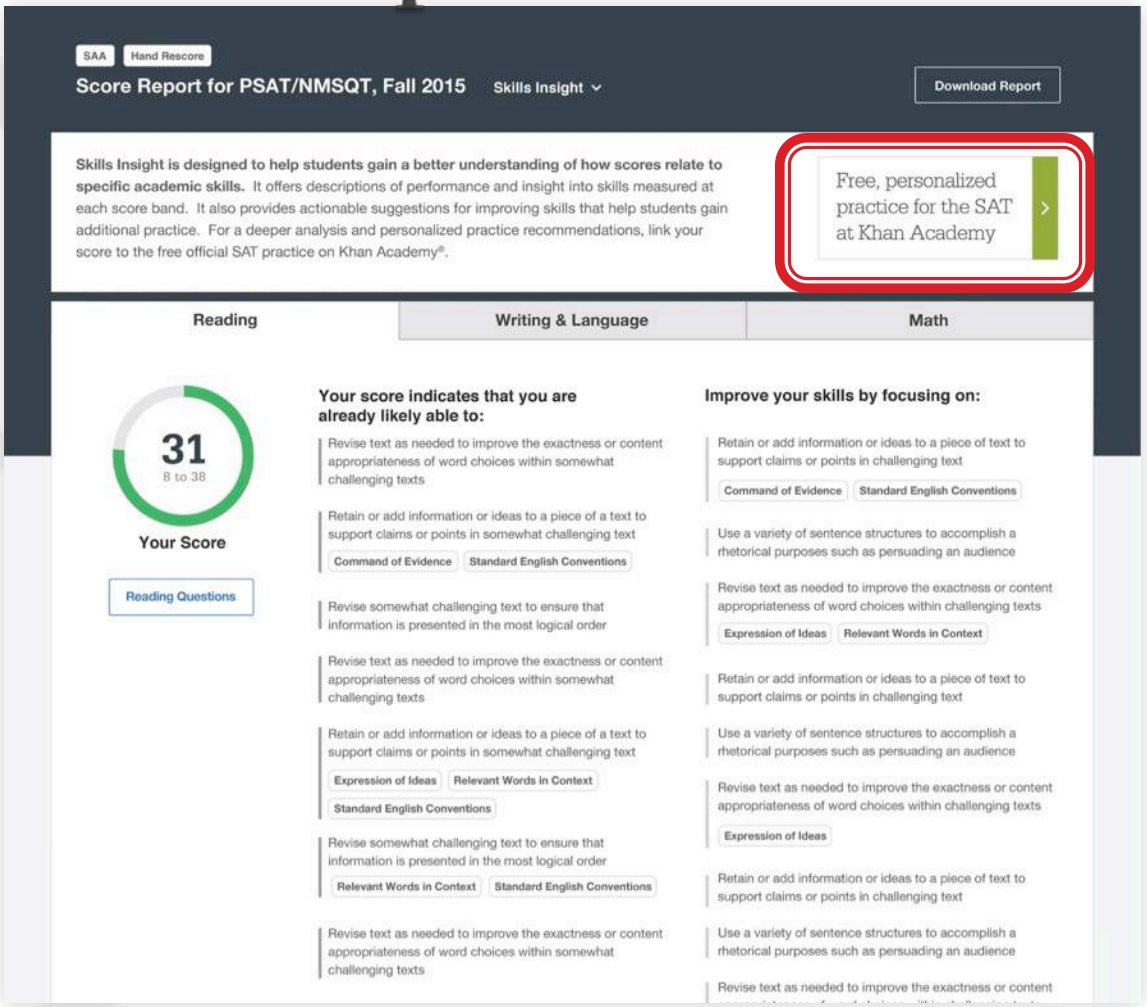
Support to Improve Academic Skills



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A college readiness partnership

CollegeBoard + KHANACADEMY

Official SAT® Practice

NEW!

For the first time ever. For you. For free.

- Get to know the new SAT (March 2016)
- See recommendations to focus your time
- Stay on top of important dates and announcements

Check it out now

Or tell a student, parent, or educator you know!

Get started at satpractice.org!

Why link Khan Academy and College Board Accounts?

Students can link their College Board and Khan Academy accounts.

- Linking accounts will **further personalize practice** as item-level data from the PSAT/NMSQT or PSAT 8/9 will be used by Khan Academy to generate specific practice recommendations based on an actual exam taken under test-like conditions.
- **All future scores** from the SAT, PSAT/NMSQT, PSAT 10 and PSAT 8/9 will also be sent to help customize practice and recommendations on Khan Academy.
- Students will be able **to jump right into practice** without having to take any additional diagnostic quizzes or practice tests to get personalized recommendations.

***Please note that students can terminate account linking at any time.

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Jeff's Path to SAT Success

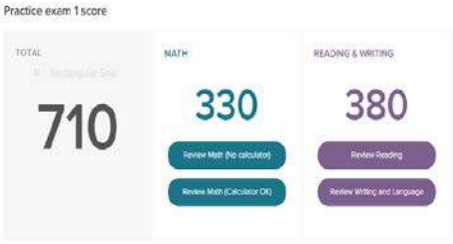
Send Score Data

Personalized Learning Roadmap

Official SAT Practice Tests

With Scoring for Paper & Pencil

Powered By Schools, Educators, Community Groups



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Practice | Tips and Planning | Full Exams

MATH | READING & WRITING

Complete these 4 quizzes to unlock your personalized Math practice

DIAGNOSTIC QUIZ

Quiz 1 — Math (No Calculator)

Take the quiz


Quiz 1 — Math (No Calculator)


Quiz 2 — Math (No Calculator)


Quiz 3 — Math (Calculator OK)


Quiz 4 — Math (Calculator OK)

Let us know if you have a problem or an idea for making this system better!

Or choose from the full list of Math practice and videos

CollegeBoard

ENERGY POINTS EARNED

725

225 points for answering questions correctly

500 points for completing this quiz

Starting skill level: 3

- Complex numbers ✓
- Solving systems of linear equations ✓
- Circle theorems ✓

Starting skill level: 2

- Isolating quantities ✗
- Radical and rational equations ✗
- Congruence and similarity ✗
- Linear equation word problems ✗
- Structure in expressions ✗
- Graphing linear equations ✗
- Linear inequality word problems ✗

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✗ ✗ ✗ ✓ ✓ ✗ ✗ ✗ ✓ ✗

Practice | Tips and Planning | Full Exams

MATH | READING & WRITING

Your Math practice recommendations

OVERALL Math

FOCUSED PRACTICE

Solving linear equations

Last missed on a diagnostic quiz

Practice this skill

Solving linear equations | Solving quadratic equations | Scatterplots | 15 min TIMED MINI-SECTION Math (Calculator OK)

Let us know if you have a problem or an idea for making this system better!

Or choose from the full list of Math practice and videos

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The College Board Readiness & Success System

"How do I pay for college?"

Key Components

- Additional funds for student scholarships
- AP Potential: Inviting students to take advantage of the opportunities they've earned
- Exam and college admission fee waivers
- SAT School Day

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Expanded Scholarship Opportunities

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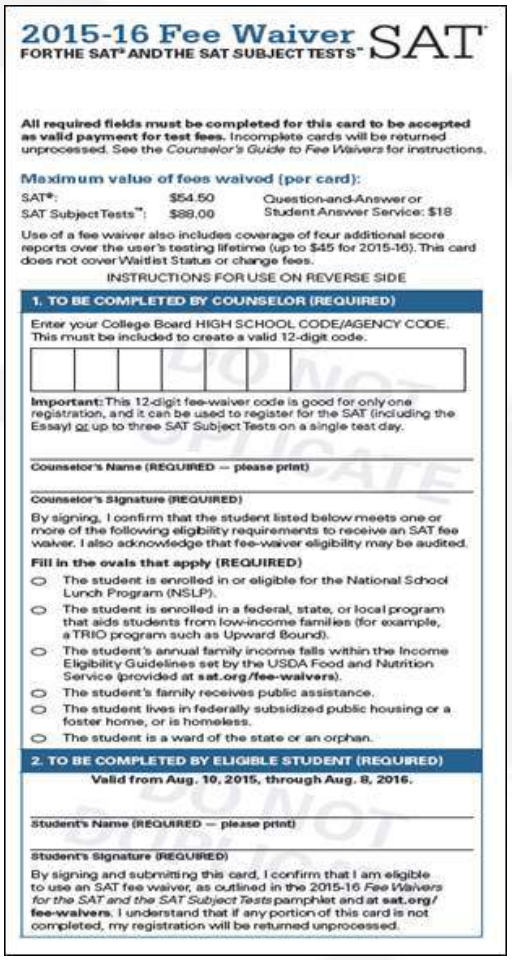
Fee Waivers Always Available



2015-16 Fee Waiver SAT
FOR THE SAT® AND THE SAT SUBJECT TESTS™

All required fields must be completed for this card to be accepted as valid payment for test fees. Incomplete cards will be returned unprocessed. See the *Counselor's Guide to Fee Waivers* for instructions.

Maximum value of fees waived (per card):

SAT®:	$54.50	Question-and-Answer or Student Answer Service: $18
SAT Subject Tests™:	$88.00	

Use of a fee waiver also includes coverage of four additional score reports over the user's testing lifetime (up to $45 for 2015-16). This card does not cover Waitlist Status or change fees.

INSTRUCTIONS FOR USE ON REVERSE SIDE

1. TO BE COMPLETED BY COUNSELOR (REQUIRED)

Enter your College Board HIGH SCHOOL CODE/AGENCY CODE. This must be included to create a valid 12-digit code.

Important: This 12-digit fee-waiver code is good for only one registration, and it can be used to register for the SAT (including the Essay) or up to three SAT Subject Tests on a single test day.

Counselor's Name (REQUIRED — please print)

Counselor's Signature (REQUIRED)

By signing, I confirm that the student listed below meets one or more of the following eligibility requirements to receive an SAT fee waiver. I also acknowledge that fee-waiver eligibility may be audited.

Fill in the ovals that apply (REQUIRED)

- The student is enrolled in or eligible for the National School Lunch Program (NSLP).
- The student is enrolled in a federal, state, or local program that aids students from low-income families (for example, a TRIO program such as Upward Bound).
- The student's annual family income falls within the Income Eligibility Guidelines set by the USDA Food and Nutrition Service (provided at **sat.org/fee-waivers**).
- The student's family receives public assistance.
- The student lives in federally subsidized public housing or a foster home, or is homeless.
- The student is a ward of the state or an orphan.

2. TO BE COMPLETED BY ELIGIBLE STUDENT (REQUIRED)

Valid from Aug. 10, 2015, through Aug. 8, 2016.

Student's Name (REQUIRED — please print)

Student's Signature (REQUIRED)

By signing and submitting this card, I confirm that I am eligible to use an SAT fee waiver, as outlined in the 2015-16 *Fee Waivers for the SAT and the SAT Subject Tests* pamphlet and at **sat.org/fee-waivers**. I understand that if any portion of this card is not completed, my registration will be returned unprocessed.

- Eligible Free and Reduced Lunch Program students can receive 2 SAT registrations , 2 SAT Subject Test registrations (3 Subject Tests allowed per registration = 6 total).
- In addition to test fees, the waivers can be used for additional score reports (four for each student).
- Using a fee waiver generates 4 direct delivery of college application fee waivers

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The College Board Readiness & Success System

"How do I make sure what I do in high school prepares me for a career?"

Key Components

- Partnerships and Resources that engage students in thinking about their future
- Delivering skills that matter for jobs of the future

CollegeBoard

A Strategic Focus

Focused support on challenge areas to help all students succeed

- **AP Insight focuses on "challenge areas" that are foundational to college-level achievement, yet hard to teach and hard to learn**

- **AP Insight was developed by and piloted with educators to improve student achievement with a new level of support:**

1. Instructional resources focus on **challenge areas**

+

2. Assessments for learning provide insight on **misunderstandings**

AP Insight

Teachers use AP Insight to help all students make progress on challenge areas with:

1. Instructional resources:
   - Target challenge areas
   - Anticipate and address stumbling blocks
   - Help students monitor their own learning

For students:

- Progress tool
- Performance tasks
- Instructional feedback

For teachers:

- Flexible online modules
- Expert classroom videos
- Virtual PLC sessions
- Collaboration space
- AP Reader Rubric to evaluate work and give feedback

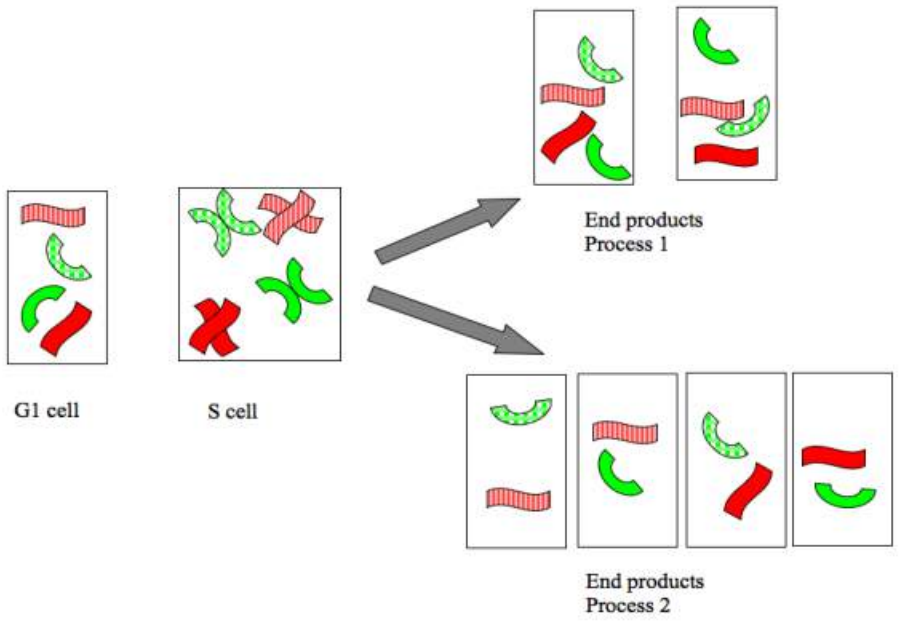
AP Insight

Performance Tasks use real-world contexts to engage students in groups and individually

Student tasks

Task 1: Making observations (Group)

Use the diagram to answer the questions that follow.



1. Explain the differences in the end products shown in the cell division diagram.

   Answer: Process 1 and Process 2 differ in the number and nature of the end products. The two products of Process 1 are identical to the parent (G1) cell, while the four products of Process 2 contain half the number of chromosomes of the parent cell.

AP Insight

Performance Tasks embed checks for understanding and provide frameworks to evaluate student work

Provide framework to evaluate student work

Check your understanding

Are you confident in your ability to:

- ☐ Identify and compare the variation in the alignment of genetic material in mitosis and meiosis?
- ☐ Relate the laws of segregation and independent assortment to the events of meiosis?

Interpretive framework

Evaluation of student work: The products of these tasks will reveal your students' grasp of three fundamental concepts related to meiosis. Student answers may show variation which may not be related to correctness of the response. The vertical arrangement and the general location of the chromosomes within the cells are not significant, while the horizontal structural arrangement of the chromosomes is demonstrative of student understanding.

Rubric:

Criteria	Beginning	Approaching	Target
Does the student accurately describe the end products of meiosis?	The student confuses the end products of meiosis with the end products of mitosis and struggles to explain how four genetically varied, haploid cells are formed.	The student recognizes that four cells are produced at the end of meiosis but does not describe the cells as haploid or varied in the combinations of chromosomes.	The student recognizes that four cells are produced at the completion of meiosis, that these cells show variation in their genetic content and that these cells are haploid, containing one parent's copy of each chromosome.
Does the student accurately identify and compare the variation in the alignment of genetic material in mitosis and meiosis?	The student recognizes that alignment of chromosomes occurs but cannot discriminate between the alignment of meiosis and mitosis.	The student can identify that replicated chromosomes align during mitosis but struggles to distinguish between the meiosis I and II alignments.	The student can identify that replicated chromosomes align during mitosis while tetrads align in meiosis I and one replicated chromosome of each homologous pair align in meiosis II.

AP Insight

Quick quizzes (10-15 minutes) assess critical building blocks online or paper / pencil

2
of 5

Leaf color in a particular plant is controlled by the gene locus *F*. Plants with at least one *F* allele have dark green leaves, and plants with the homozygous recessive genotype have light green leaves. A plant with dark leaves and the *FF* genotype is crossed with a plant with light leaves, and the F_1 offspring are allowed to self-pollinate.

Which of these describes the possible allele combinations for the F_1 and F_2 generations and the expected percentages for each?

A
F_1 ratio: 50% *FF*, 50% *ff*
F_2 ratio: 100% *Ff*

B
F_1 ratio: 50% *FF*, 50% *ff*
F_2 ratio: 25% *FF*, 50% *Ff*, 25% *ff*

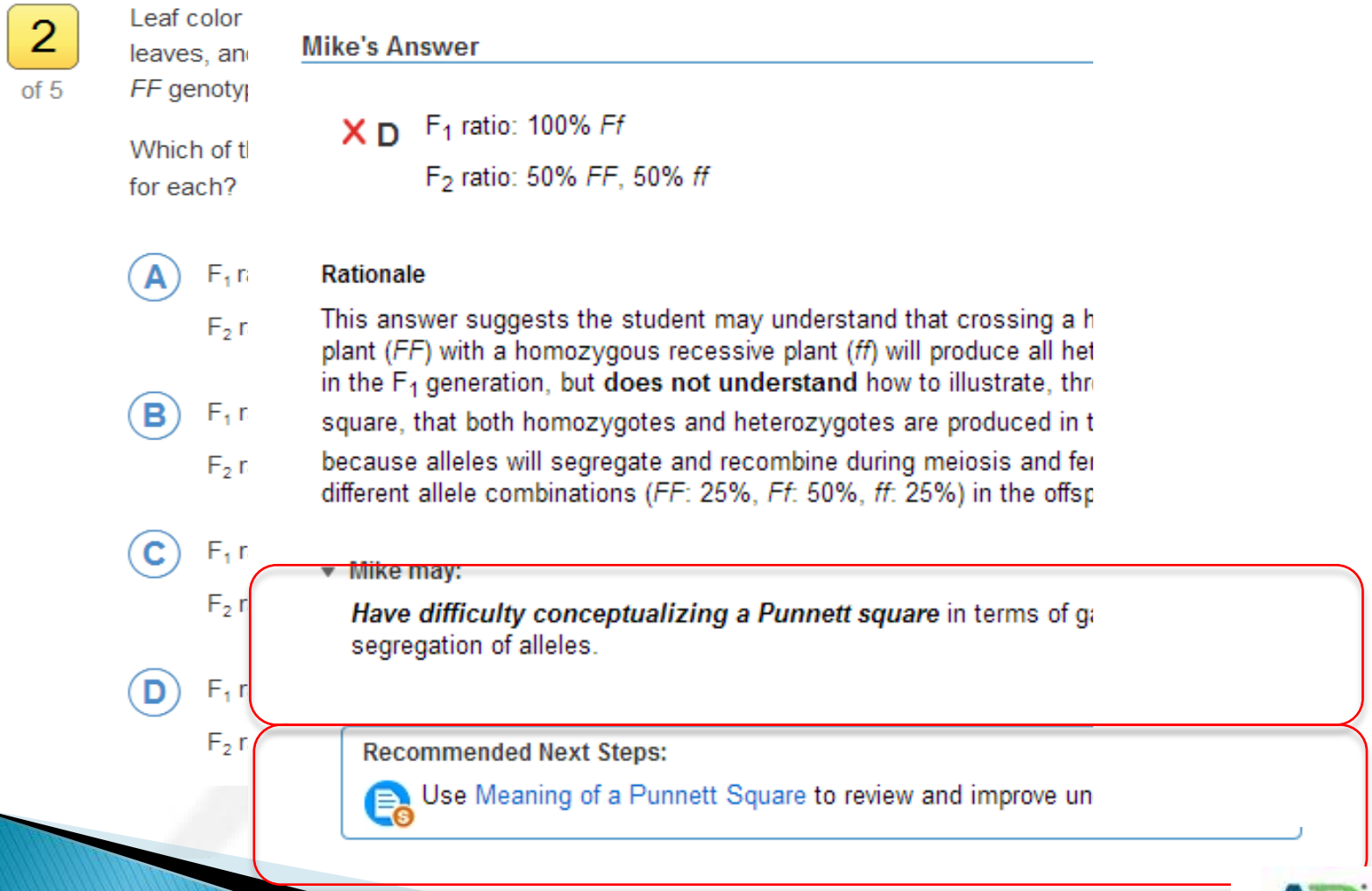
C
F_1 ratio: 100% *Ff*
F_2 ratio: 25% *FF*, 50% *Ff*, 25% *ff*

D
F_1 ratio: 100% *Ff*
F_2 ratio: 50% *FF*, 50% *ff*

NEXT QUESTION

AP Insight

Students receive immediate feedback on misunderstandings



AP Insight

Teachers and students receive immediate feedback

Questions mirror AP exam & designed for immediate feedback. Building Block quizzes are 10-15 minutes online or offline.

2
of 5

Leaf color in a particular plant is controlled by the gene locus *F*. Plants with at least one *F* allele have dark green leaves, and plants with the homozygous recessive genotype have light green leaves. A plant with dark leaves and the *FF* genotype is crossed with a plant with light leaves, and the F_1 offspring are allowed to self-pollinate.

Which of these describes the possible allele combinations for the F_1 and F_2 generations and the expected percentages for each?

(A) F_1 ratio: 50% *FF*, 50% *ff*

F_2 ratio: 100% *Ff*

Question	Type	Title	✗ Incorrect	✓ Correct
1.	MC	Dihybrid Cross in Mice	18 (67%)	9 (33%)
2.	MC	Probability for F1 and F2 in Plants	14 (52%)	13 (48%)
3.	MC	Determining Parents of Roan Cattle	8 (30%)	19 (70%)
4.	MC	Determining Probability of Gender	16 (59%)	11 (41%)
5.	MC	Possible Offspring in Radish Cross	17 (63%)	10 (37%)

F_2 ratio: 50% *FF*, 50% *ff*

AP Insight

Including each student's misunderstandings

2. MC **Probability for F1 and F2 in Plants** 14 (52%) 13 (48%)

Leaf color in a particular plant is controlled by the gene locus *F*. Plants with at least one *F* allele have dark green leaves, and plants with the homozygous recessive genotype have light green leaves. A plant with dark leaves and the *FF* genotype is crossed with a plant with light leaves, and the F_1 offspring are allowed to self-pollinate.

Which of these describes the possible allele combinations for the F_1 and F_2 generations and the expected percentages for each?

✗ **B**

F_1 ratio: 50% *FF*, 50% *ff*

F_2 ratio: 25% *FF*, 50% *Ff*, 25%

2
7%

Rationale

This answer suggests the student may understand that alleles are passed from parents to offspring, but does not understand that each parent contributes a single allele (for a particular gene) to the offspring in the form of a gamete, and that a parent's full genotype is not inherited. The student **may not understand** how to create a Punnett square to show how the contribution of a single allele from each parent to an offspring can determine the allele combinations that are possible after fertilization, and how a Punnett square can be used to determine the probability of different allele combinations occurring.

Jane Jones John Doe

These students may:

Have difficulty conceptualizing a Punnett square in terms of gametes, fertilization, and segregation of alleles.

Recommended next steps:

Individual Student Resource

Use Meaning of a Punnett Square to review and improve understanding.

AP Insight

Challenge Area assessments gauge mastery

2. In cats the trait for hair length is controlled by gene *S*, where the dominant allele (*S*) results in short hair and recessive homozygotes have long hair. The *W* gene is known as the "masking" gene because a cat that has a dominant *W* allele in its genotype will have an all-white coat due to a lack of melanin in its skin. Cats with a *ww* genotype can have a coat of any color, depending on the inheritance of other genes that determine coat color.

A male cat with long hair and a white coat is crossed with a female cat with short hair and a white coat. The owner of the cats has heard about the masking gene and believes that the cross will produce a litter of all-white kittens, some with short hair and some with long hair.

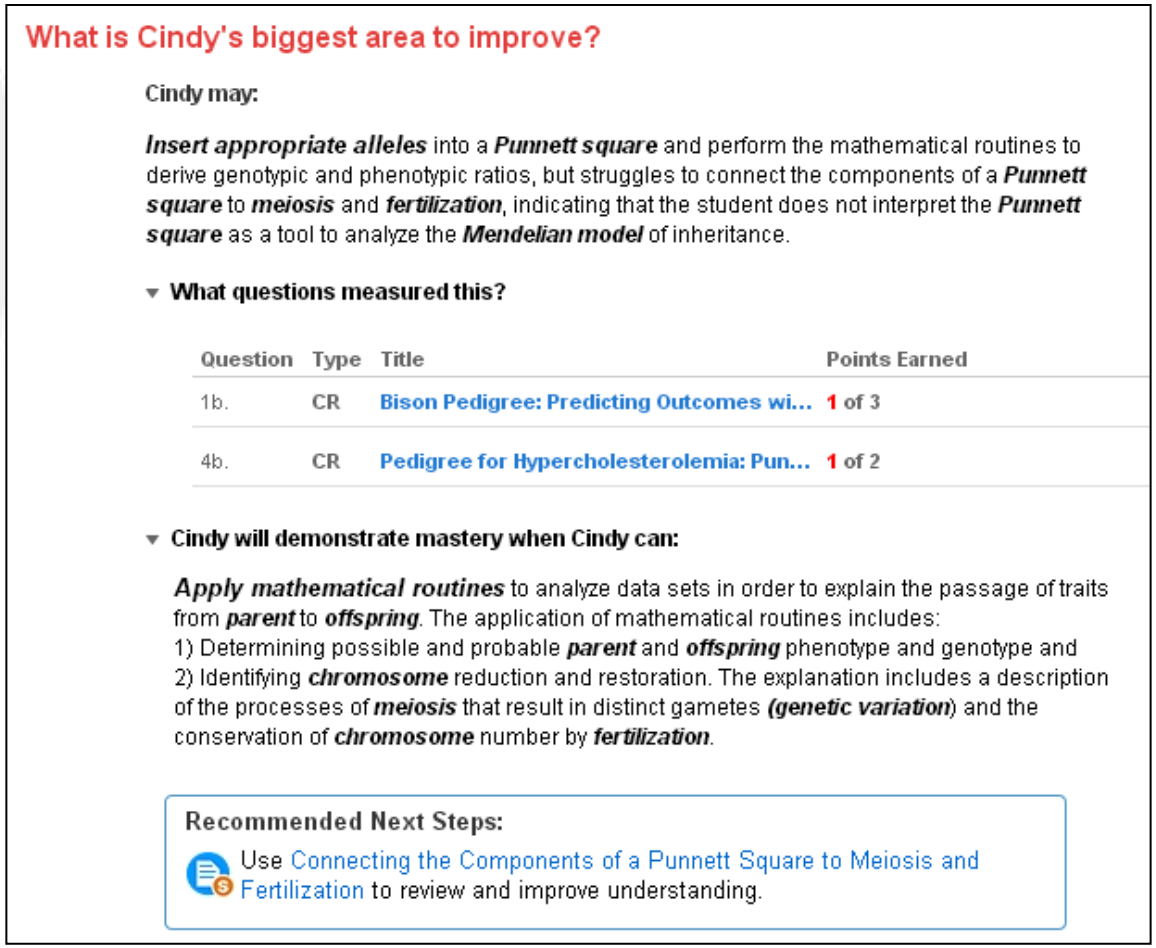
(a) Is the owner's prediction accurate? Give evidence to support your response.

(b) Based on the given information, determine **all** of the possible genotypes of the kittens in the litter.

AP Reader rubrics help teachers grade FRQs (paper). Scan student work or simply enter results for feedback & resources to close gaps.

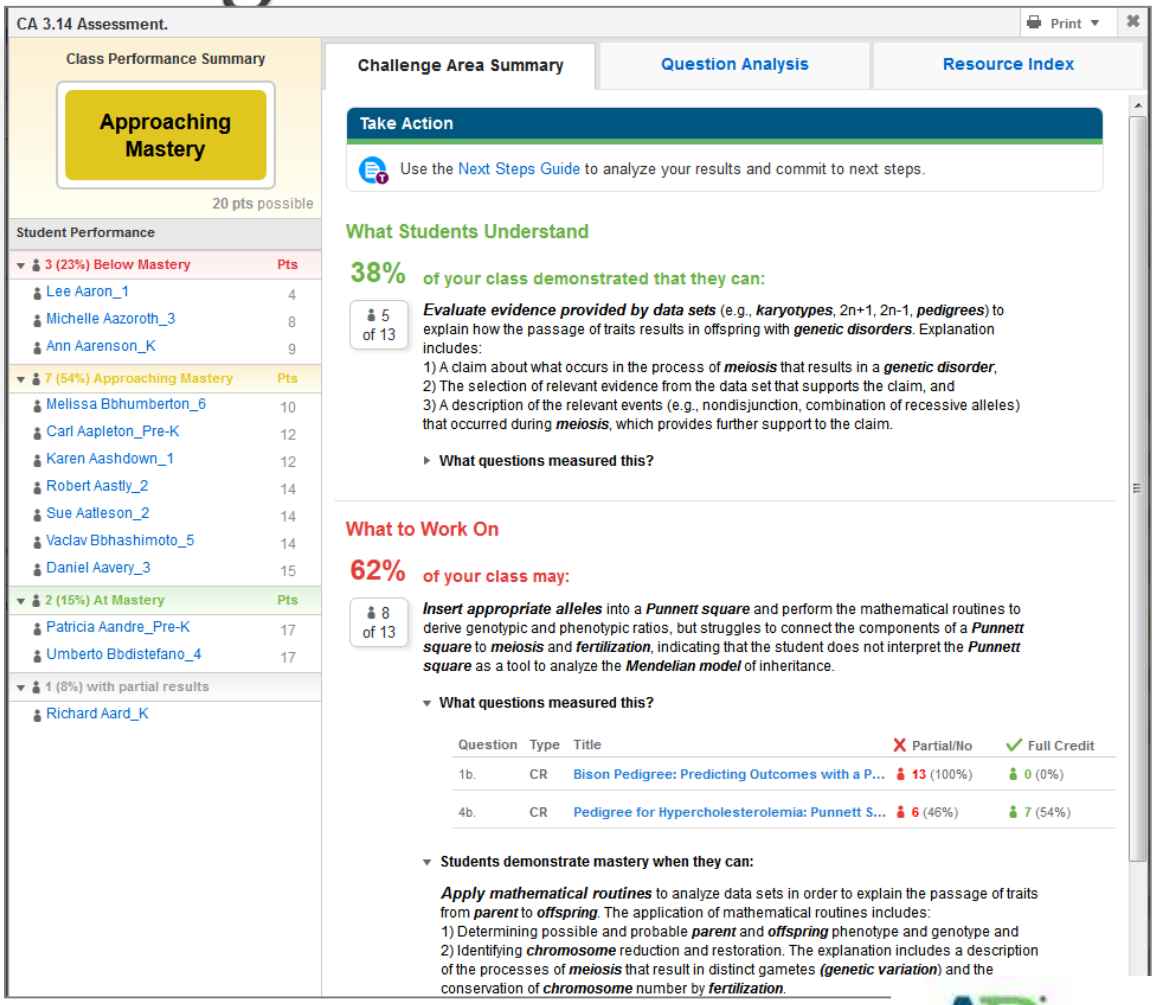
AP Insight

Students receive feedback on misunderstandings with targeted resources to improve



AP Insight

Teachers receive detailed feedback on class strengths and misunderstandings



AP Insight

Teachers have sustained support year-round

- **Flexible online interactive modules and teacher resources**
- **Professional learning network of AP teachers with focus on challenge areas and sharing what works:**
  - Virtual sessions help teachers map challenge areas across course and share what's working as they tackle difficult concepts and skills with students
  - PLC sessions and collaboration space with expert teachers
- **Optional Face to Face training for interested districts**

AP Insight

AP Mentoring

- Piloted 2015-16
- Coming for all schools in 2016-17
- Year round personal AP mentor for:
  - Teachers who want better performance on student AP exams
  - New Teachers who need support
  - Teachers who are singletons in a district and want to collaborate

CollegeBoard

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Questions?