



Using PSAT/SAT to Increase Rigor and Achievement

Cooper City HS
Fort Lauderdale HS
Hollywood Hills HS



FSA ELA new concordant score

Concordant Scores for FSA ELA Grade 10	
SAT EBRW (Scale of 200–800)	ACT (English and Reading Components each on a Scale of 1–36)
480*	18**

*As noted previously, scale scores on the recently-revised SAT EBRW are not comparable to scale scores on the previous version of the SAT Critical Reading, so the new SAT EBRW concordant score of 480 is not comparable to the previous SAT Critical Reading concordant score of 430.

**The concordant score for ACT is the average of the combined English and Reading subject tests. If the average is a decimal, round up to the nearest whole number. The scores for the English and Reading components of the ACT are not required to come from the same test administration when averaging.

FLHS aligned ELA to PSAT in order to:

- Be prepared for Common Core Standards
- Stop chasing ever changing standards
 - i.e. Sunshine State Standards
 - Next Generation Sunshine State Standards
 - Common Core Standards
 - Florida Standards
- Increase student achievement
- Help teachers prepare students for high stakes assessments

Why Infuse College Board Standards?

- To prepare students for college/career and life
- To align instruction to rigorous assessments
- To increase rigor in instruction and change teacher perspective regarding rigor
- To make requirements of standards clear
- To create a culture of college readiness
- To Increase student achievement on FSA and SAT

What were our outcomes?

- PSAT scores and SAT scores higher than State and District average scores, even though ALL students in 9, 10, and 11 grade take the test
- Number of students using SAT Reading for graduation concordant score increased
- Graduation rate increased
- Number of National Merit Scholar Finalists increased
- FSA scores increased

Additional Outcomes

- Increased teacher expertise
- Mindset shift to college culture
- Alignment to standards across curriculum
- Increase in teacher collaboration
- Increase teacher talk about standards based instruction

Fort Lauderdale HS Data

FLHS	ELA	Gains	Low 25%
2018	67	63	51
2017	67	57	40
2016	67	58	37
2015	67 (Baseline)	n/a	n/a
2014	61	65	63

FLHS	GRAD RATE
2018	98
2017	96
2016	94
2015	91
2014	92



Hollywood Hills FSA ELA Data



School	ELA Ach. (17)	ELA Ach. (18)	ELA Learning Gains (17)	ELA Learning Gains (18)	ELA Lowest 25% (17)	ELA Lowest 25% (18)
Hollywood Hills High	37	46 (+9)	38	48 (+10)	28	30 (+2)

Why not just unpack standards?

Sample wording of an ELA standard

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Sample PSAT Question

It is reasonable to conclude that the main goal of the scientists conducting the research described in the passage is to

- A) learn how the hibernation patterns of bears and squirrels differ.
- B) determine the role that fat plays in hibernation.
- C) illustrate the important health benefits of exercise for humans.
- D) explore possible ways to prevent human diseases.

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

- A) Lines 1-5 (“Understanding... dystrophy”)
- B) Lines 10-13 (“Fat... squirrels”)
- C) Lines 31-35 (“To... bears”)
- D) Lines 42-46 (“Once... tissues”)

Correlation of Standards

FSA

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Language and Editing Task

- Text Based Writing

College Board

- Command of Evidence
- Expression of Ideas
- Command of Evidence
- Standard English Conventions

- Essay

Ft. Lauderdale Implementation

Steps

- Created ELA PLC teams based on grade levels
- Teacher teams researched and correlated the College Board and FSA standards
- Teacher team developed assessments and activities reflective of the standards
- Developed IFCs for Grades 9 – 12
- Developed and implemented 8 formative objective assessments and 5 formative written assessments that drive the CARE cycle

Hollywood Hills Implementation Steps



- Created a College and Career Culture with PSD Power Days
- Researched SAT/FSA Standards, created the ELA IFC and then created SS, Science, School-wide based off of ELA IFC.
- PSAT PD during weekly PLCs
- PSAT mini assessments during PSD Power Days with Accountable Talk
- Used Accountable Talk to review PSAT answers and reviewed in SS, Science and English classes



"Advancing a College and Career Readiness Culture"



Cycle 1: August 28-September 29

Reading Focus:

LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise

Language Focus:

LAFS.910.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly.

Writing Focus:

LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Cycle 2: October 2-October 31

Reading Focus:

LAFS.910.RI.1.1: Cite strong, thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how the idea emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LAFS.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Language Focus:

LAFS.910.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Writing Focus:

LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **b.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **c.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **e.** Provide a concluding statement or section that follows from and supports the argument presented.

Accountable Talk



- “I agree with you because.”**
- “Where do you see that?”**
- “How does that connect to?”**
- “I have a different opinion.”**
- “I also noticed.” “Do you agree?”**
- “Is there another way to solve the problem?”**
- “Did everyone hear that?”**
- “I have something to add.”**
- “What did you mean when you said?”**
- “Say more. We can wait.”**
- “Say more about what you mean.”**
- “What is your evidence?”**
- “Who can add to what was said?”**
- “Can you repeat what _____ said?”**
- “I would like to add to that.”**

New Rules in Math!

- The PERT will not be allowed to be used as a comparative score for Algebra after 8/1/2018.
- However, any tests from the SAT or ACT taken after 8/1/2018 must meet the new concordance scores.

Comparative Scores for FSA Algebra 1 EOC	
SAT Mathematics (Scale of 200–800)	ACT Mathematics (Scale of 1–36)
420	16

Cooper City FSA Math Data





School Grade Indicators	2018	2017	2016	2015	Δ 17-18	Δ16 - 17	Δ15 - 16
Math Achievement	71	67	65	62	↑4	↑2	↑3
Math Learning Gains %	45	44	46	N/A	↑1	-2	N/A
Math Low 25% Gains	54	35	37	N/A	↑19	-2	N/A

Cooper City Implementation


- Teacher commitment and buy-in
- Data
- Plan: IFC -developed by teachers – Alg/Geo PLC
- Exposing students to SAT types of questions daily
 - the most commonly missed questions as warm ups
 - bringing in real life examples
 - alignment of standards: SAT, math nation
- **Khan Academy** practice (Alg 2 and upper level)
- **CARE Cycle** – ongoing conversations
- Emphasis on **Student voice** – active participation



Accountable Talk in Math

 **Math Talk** 

- I agree/disagree with you because...
- What I heard you say was...
- What key words helped you solve this?
- Can you explain this to me?
- What were you thinking here?
- How did you solve it?
- What did you start with?
- Why did you choose that operation?
- What strategy did you use?
- Why did you choose that strategy?
- How did you know your answer was right?
- Prove your answer is right.
- How else can you solve it?
- How did this help you understand?
- How is this like other problems you've solved?



Measure of Impact/Success

PSAT Data tracking at CCHS	% of students w/correct answer in October (PSAT data)	% of students w correct answer in January (teacher tracked)
Algebra and Modeling w/out calculator	29.5%	43.2%
Algebra and Modeling w/ calculator	29.1	57.5%
Statistics & the Number System	21.5%	44.7%

K-12 Reporting Details

- Access to Rich Data
- Every AP Should Have Access
- Provide Teachers Summary Access
(not individual student information)
- Have Access Contact Information for Your School
- Contact Sasha Williams



Assessment Reporting for K-12 Educators

Sign In with Your College Board Account

If you don't have access to Assessment Reporting yet, we'll tell you what to do next.

Username

Password

Sign In

Forgot [username](#) or [password](#)?
[Create a College Board account.](#)

View and analyze student scores and download data files for these exams:

- SAT and SAT Subject Tests
- PSAT/NMSQT
- PSAT 10
- PSAT 8/9

Are You a Student?

[Get your scores.](#)

Access Managers

Grant access and assign roles to colleagues.

[Go to the Managing Access tool.](#)

[Share Feedback](#)

Reports that Inform Instruction – College Board

- **STANDARD REPORTS ACROSS THE SAT SUITE OF ASSESSMENTS**
 - Student Score Report
 - Score Roster Report
 - Scores by Institution (School) Report
 - ***Instructional Planning Report***
 - ***Question Analysis Report***
 - Cohort Longitudinal Report
 - Scores by Demographics Report
 - Benchmark by Institution and Demographics Report
 - Score Trends by Institution Report
 - Score Trends by Demographics Report

<https://collegereadiness.collegeboard.org/pdf/redesigned-sat-k12-using-scores-and-reporting-inform-instruction.pdf>

To get started in math:

- Link to Math SAT/PSAT sharepoint:
- <https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/learning/SLD/math/Pages/PSAT-SAT-for-the-EOC.aspx>

Lessons Learned

**ALONE
WE CAN DO
SO LITTLE;
TOGETHER
WE CAN DO
SO MUCH.**

Visit www.bmah.com For More Quotes.

Helen Keller

- Full support from the Instructional leaders
- Weekly team meetings to discuss assessment results
- Patience with adult learning
- Shared accountability
- Multiple learning interactions spread over time

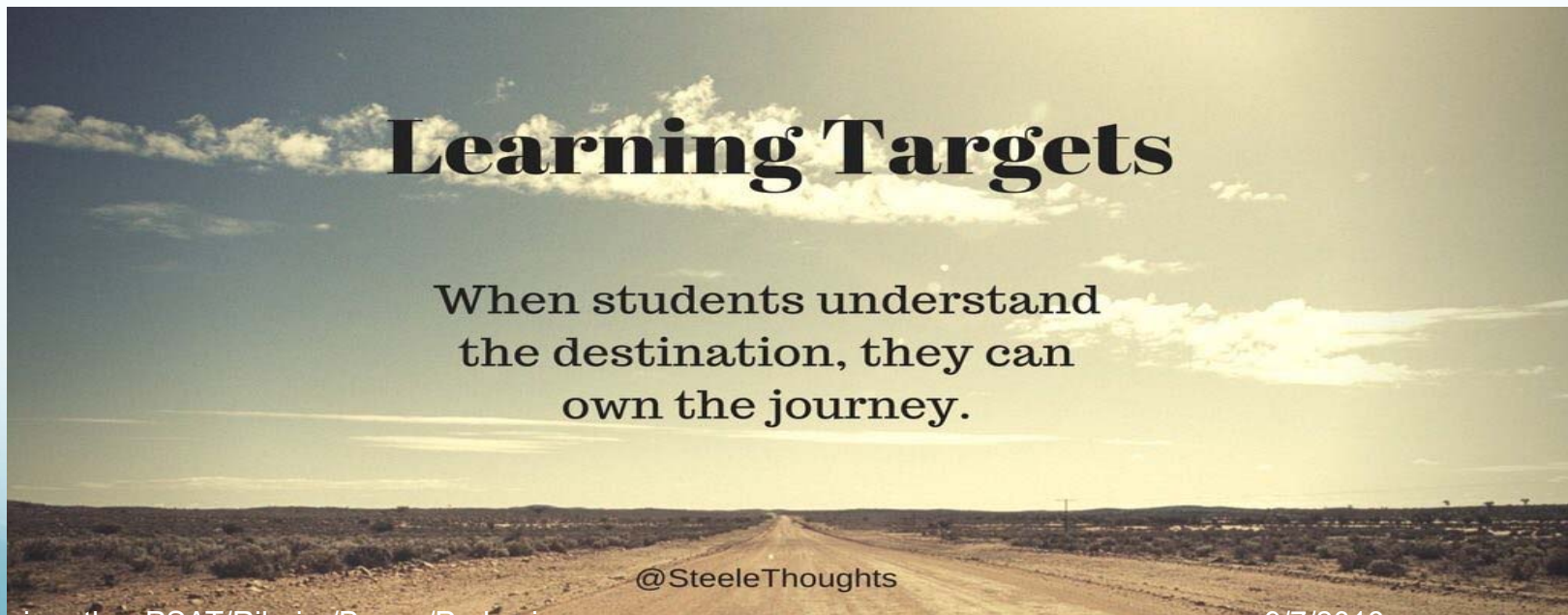
Little Extras for Teachers



- In order for teachers to deliver high quality individualized instruction – they have to be well prepared, developed and **supported**
- Ongoing feedback – coaching conversation
- Teachers work on IFC during summer for stipend
- Collective time for grading out of classroom during school year to calibrate writing expectations and scoring
- Reading teachers aligned with ELA and are part of the ELA PLC

Additional Support for Students

- Link PSAT scores and registered all students on Khan Academy through ELA classes
- Khan Academy PSAT practice progress monitored by teachers
- Khan Academy used for enrichment activity



Barriers we faced to implement Alignment to PSAT & SAT

Teachers don't want to teach to the test

Teach standards and content: but assess the way students will be assessed and at appropriate level of rigor.

It takes too long to create an aligned test

Don't reinvent the wheel. Use the test questions from the practice PSAT.

Lowest quartile students will become too frustrated

Scaffold skills, give fewer questions, but don't teach at a lower level of rigor. Students need consistent exposure to rigor. In addition, a little guided struggle helps increase student stamina.

Barriers

Faking it or Making it

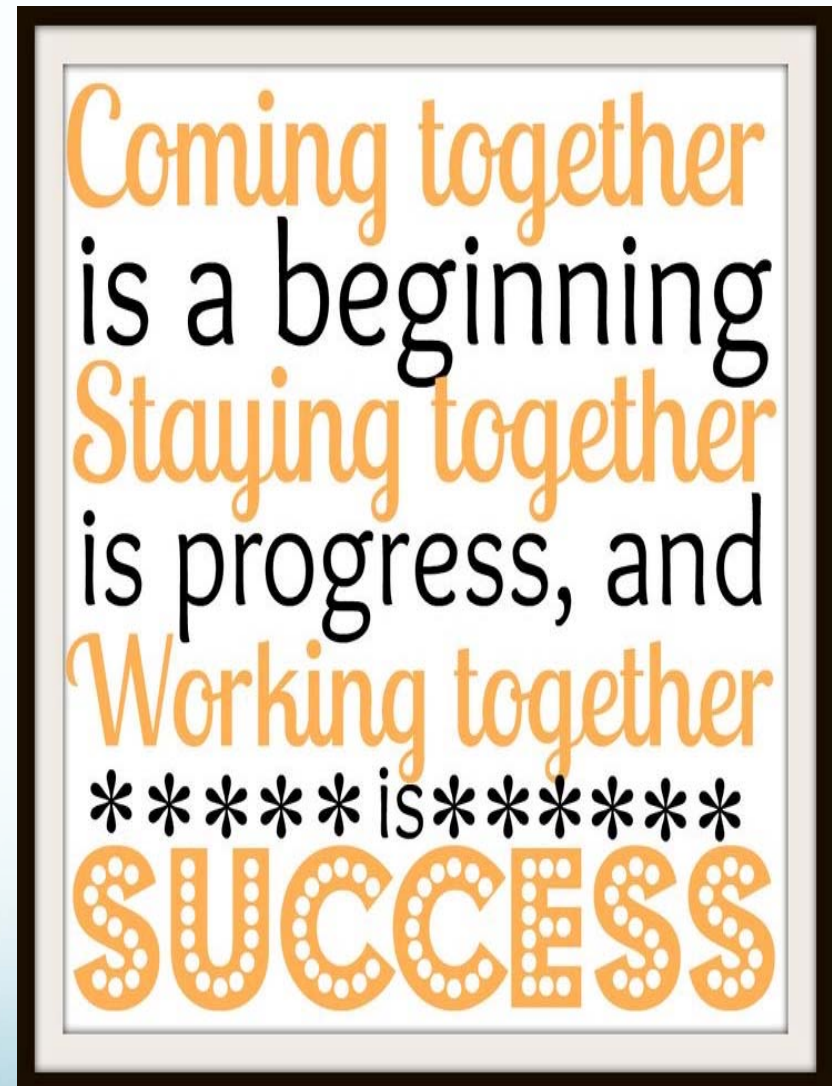
Follow through and monitor compliance versus quality implementation.

Team work

Building a cohesive team with shared accountability

Time constraints

Providing timely feedback in each lesson, time for teachers to work together



YOUR TURN...

- What else would you like to know?
- What would you consider implementing in your school?
- What are you doing to help teachers increase the use of rigorous intellectual tasks in your classrooms?
- How are you using the PSAT/SAT in your school?