

PROFESSIONAL
DEVELOPMENT
MODULE

7

FACILITATOR'S
GUIDE

Connecting History/Social Studies Instruction with the SAT[®] Suite of Assessments

The SAT® Suite of Assessments (SAT, PSAT/NMSQT®, PSAT™ 10, PSAT™ 8/9) is more aligned with classroom instruction than ever before. At the College Board, we know that the best way to prepare students for college and career is through excellent instruction aligned to college- and career-ready content and skills, and we have the opportunity to support excellent instruction by designing assessments that measure the skills that matter the most for college and career readiness. We are committed to partnering with teachers and school and district leaders to help students build the necessary skills that will ensure their success at their chosen college, university, or career training program.

An important feature of the SAT Suite of Assessments — based on extensive evidence and reflective of best instructional practices — is the emphasis on students applying their literacy and math knowledge and skills in a wide range of subjects. This across-the-curriculum focus means that teachers in many fields, including history/social studies, have a critical and specific role to play in helping students get ready for the SAT and, more importantly, acquire the knowledge and skills they'll need to succeed in college and career training programs.

The purpose of the *Professional Development Modules for Educators* is to build a deep understanding of the content and skills assessed on the SAT Suite of Assessments, and to support educators as they identify the natural points of alignment across the SAT Suite, classroom instruction, and curriculum. The professional development modules contain descriptions of the assessment content, sample questions, and suggestions for helping students master content and prepare for the SAT Suite. The modules are flexible; they are designed for download and presentation in various meetings and professional development sessions, for individual or group use. The presentations can be viewed in one sitting or broken into shorter chunks over time. The modules suggest interactive activities for groups and teams, but the content can be reviewed by individuals. Facilitators will bring different strengths and emphases to each presentation, and may add or delete sections or topics according to the interests in their group of participants. There is no one right way to engage in this professional development; it is our hope that individuals, schools, and districts will utilize the presentations and handouts in ways that maximize effectiveness in a variety of situations.

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What are the suggestions for module presentations?

1. Review the complete *Facilitator's Guide* with handouts and the PowerPoint presentation to get familiar with the suggested talking points, activities, and handouts in the presentation.
2. Provide a paper or electronic copy of the PowerPoint presentation to all participants for personal review and note-taking.
3. Print or email all handouts at the end of this *Facilitator's Guide* for each participant.
4. Review the suggested timing for each slide and activity, and choose activities that fit in the time frame allotted for your meeting.
5. Please follow up each presentation with an email to participants that includes a link to the online exit survey.

SUGGESTED PRESENTATION FOR TIME ALLOTTED*

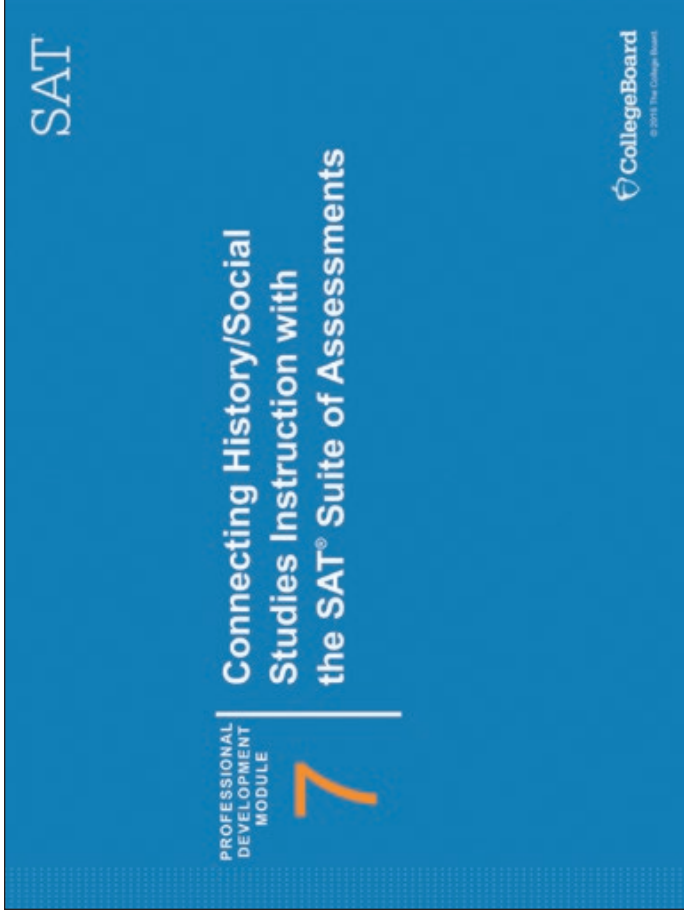
Time Allotted	Slides	Handouts
45 minutes	1–16, 23–28, 30–35	<i>Sample Paired Passages — U.S. Founding Documents</i> <i>You Are Where You Say</i> <i>Math Test Sample Questions</i> <i>Instructional Strategies (for review after the meeting)</i>
75 minutes	1–37	<i>Sample Paired Passages — U.S. Founding Documents</i> <i>Can Economics Be Ethical?</i> <i>You Are Where You Say</i> <i>Math Test Sample Questions</i> <i>Instructional Strategies</i> <i>Sample Passage with Informational Graphic (for use with students)</i>
90–120 minutes	All Slides	All Handouts

*Please note: The time estimations are approximate and will be influenced by the engagement of participants and the pace of the facilitator.

Presentation Notes

SLIDE 1	ESTIMATED TIME (IN MINUTES): 1
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Today's presentation will help social studies teachers recognize the important role they play in helping students prepare for the SAT® Suite of Assessments and achieve the college and career readiness benchmarks.




Presentation Notes

SLIDE 2

ESTIMATED TIME (IN MINUTES): 2

The purpose of this professional development module is to help teachers understand how social studies instruction relates to SAT scores and college readiness. Participants will understand the Analysis in History/Social Studies cross-test score by reviewing the skills associated with the scores and sample questions that assess these skills. Finally, participants will have an opportunity to think about how these skills connect with the skills taught in their classes.


ASK: What is a social studies teacher's role in preparing students for the SAT?



What Is the Purpose of the History/Social Studies Module?

- ▶ Understand how social studies instruction relates to SAT scores and college readiness
- ▶ Explain the cross-test scores
- ▶ Review sample questions and passages
- ▶ Make connections with classroom instruction

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Presentation Notes

SLIDE 3

ESTIMATED TIME (IN MINUTES): 1

Give participants a brief overview of the format of the SAT Suite of Assessments.

On any of the assessments in the SAT Suite, students take a Reading Test and a Writing and Language Test. Together, these tests form the Evidence-Based Reading and Writing section. The second section is the Math section, which comprises the no-calculator portion and the calculator-permitted portion of the Math Test. The SAT Essay is optional and available for the SAT only (there is no essay for the other assessments in the SAT Suite).

The slide features a light blue background with a vertical column of small, faint SAT logos on the left side. The SAT logo is in the top right corner. The main title is 'The Format of Assessments in the SAT Suite'. Below the title is a bulleted list of sections: Evidence-Based Reading and Writing Section (with sub-bullets for Reading Test and Writing and Language Test), Math Section (with sub-bullets for No-Calculator portion and Calculator portion), and Optional SAT Essay. The CollegeBoard logo and copyright notice are in the bottom right corner, and the number 3 is in the bottom left corner.

SAT

The Format of Assessments in the SAT Suite

- ▶ Evidence-Based Reading and Writing Section
 - ▶ Reading Test
 - ▶ Writing and Language Test
- ▶ Math Section
 - ▶ No-Calculator portion
 - ▶ Calculator portion
- ▶ Optional SAT Essay

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Presentation Notes

SLIDE 4

ESTIMATED TIME (IN MINUTES): 2

Begin with the end in mind, explaining the scores students receive after they take any of the assessments in the SAT Suite. Each box on this table represents a score students will receive when they take a PSAT-related or SAT assessment. These scores will give students and educators insightful information about each student's areas of strength, and their areas in need of growth.

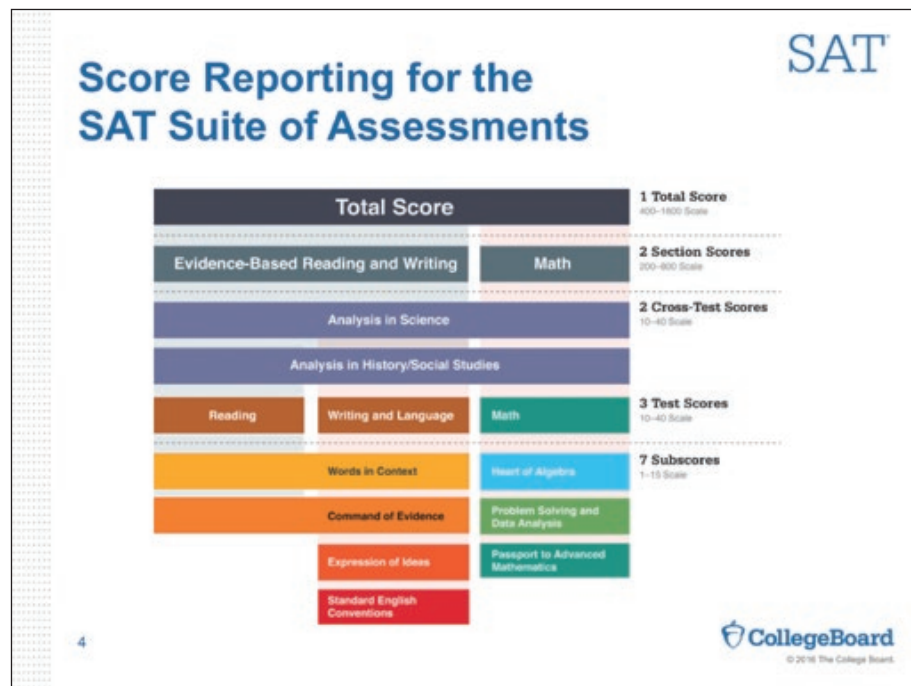
Direct participants' attention to the three test scores in the middle of the table: Reading, Writing and Language, and Math. The assessments in the SAT Suite are comprised of these three tests, and students will receive a test score for each test. In the second row, point out the section scores. The table shows that the Evidence-Based Reading and Writing section score encompasses both the Reading Test and the Writing and Language Test because they're in the same column. The Math section score is in the same column as the Math Test, demonstrating that the Math section score is derived from the two portions of the Math Test. Note that the section and test scores are on a different scale.

Point out that the two section scores are added together for one total score.

In the middle, note that the cross-test scores are in all three columns because they are derived from all three tests. This presentation is focused on the Analysis in History/Social Studies cross-test score.

At the bottom of the table are the seven subscores. The three subscores listed below Math are derived from the Math Test. Words in Context and Command of Evidence subscores are derived from the Reading Test and the Writing and Language Test; the Expression of Ideas and Standard English Conventions subscores are derived from the Writing and Language Test only.

The SAT Essay is optional and is not factored into any scores on this table. The essay is scored separately. Students will receive scores of 2–8 in analysis, reading, and writing if they elect to take the SAT Essay.



All of the assessments in the SAT Suite will offer the same scores, except PSAT™ 8/9 will not have a score for Passport to Advanced Math, and only the SAT offers the optional essay. Content on each assessment will be offered at a level of complexity that is appropriate for the intended grade levels being assessed (eighth and ninth grades for PSAT 8/9, 10th and 11th grades for PSAT/NMSQT and PSAT™ 10, and 11th and 12th grades for SAT).

Presentation Notes

SLIDE 5

ESTIMATED TIME (IN MINUTES): 1

Ask participants what they want their students to be able to do (as opposed to what they should know) as students of history/social studies. Ask them to talk with a partner, and then share their answers with the group.

Share the AP® historical thinking skills on the slide as examples of what social studies students should be able to do. Explain that tasks on which students engage on the SAT will relate to some of the AP historical thinking skills. Other tasks may relate more to economics, psychology (research methods for AP Psychology), or other social studies course standards.

What Should History/Social Studies Students Be Able to Do? SAT

Examples:

AP® Historical Thinking Skills

1. Analyze historical sources and evidence (primary and secondary sources)
2. Make historical connections
3. Use chronological reasoning
4. Create and support a historical argument

AP Psychology — Research Methods

1. Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).

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Presentation Notes

SLIDE 6

ESTIMATED TIME (IN MINUTES): 1

One hallmark of the SAT is its emphasis on disciplinary literacy and numeracy. Rather than asking students to demonstrate generic reading, writing, language, and math knowledge and skills in ways that lack real-world relevance, the SAT makes extensive use of texts, tasks, and scenarios similar to those students already encounter in their high school classes and to those they'll have to deal with in college and career training programs.

To help students understand how well they use their ELA and math knowledge and skills in social studies and science, the SAT Suite offers two cross-test scores: Analysis in Science and Analysis in History/Social Studies. This presentation is focused on the Analysis in History/Social Studies cross-test score. Cross-test scores are derived from questions on all three of the tests that students take: Reading, Writing and Language, and Math. Students will see reading passages and math problems that are focused on topics in science and social studies. At least one of the passages they encounter on the Reading Test will be a U.S. founding document (primary document). Some passages on the Reading Test and the Writing and Language Test will be accompanied by informational graphics (tables, graphs, charts, etc.) and students will be asked to understand how the graphics relate to the text. Some math problems will have science or social studies contexts. All of these types of questions will contribute to the cross-test scores.

The optional SAT Essay does NOT contribute to the cross-test scores, but may relate to social studies or science. It may require students to analyze a passage in the content areas. Students will be scored on their ability to read, write, and analyze this text, and they must be able to support their analysis with evidence from the passage.

How Does the SAT Suite of Assessments Relate to Instruction in Social Studies Courses?

SAT

- ▶ The SAT Suite emphasizes literacy and numeracy in a variety of subjects.
- ▶ Cross-test scores: Analysis in History/Social Studies and Analysis in Science
 - ▶ Generated from selected questions on the Reading, Writing and Language, and Math Tests
 - ▶ The scores do not represent student content knowledge in history/social studies or science.
- ▶ Analysis in History/Social Studies score indicates how effectively students can apply their reading, writing, language, and quantitative analysis knowledge and skills in history/social studies.
 - ▶ Some texts on the Reading Test and Writing and Language Test will have foundations in science and history/social studies courses.
 - One passage on the Reading Test will be a U.S. founding document or from the global conversation the documents inspire.
 - ▶ Informational graphics such as tables, graphs, charts, and maps may relate to topics in history/social studies.
- ▶ Math problems may have social studies contexts.

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Presentation Notes

SLIDE 7

ESTIMATED TIME (IN MINUTES): 1

For clarity, this table explains exactly how many questions from each test will contribute to the Analysis in History/Social Studies cross-test score.

- » Reading: 21 questions, including all questions associated with the U.S. founding documents or great global conversation passage or pair of passages, and a social science passage or pair of passages.
- » Writing and Language: 6 questions, including all Expression of Ideas subscore questions associated with a history/social studies passage (questions about sentence structure, usage, and punctuation that are associated with the same passage *not* included in the Analysis of History/Social Studies cross-test score).
- » Math: 8 questions; based in social studies contexts.

Analysis in History/Social Studies Score: Contributions by Test	
Test	Contribution to Analysis in History /Social Studies Cross-Test Score
Reading	21 questions; all questions associated with the U.S. founding documents/great global conversation passage or pair of passages, and a social science passage or pair of passages
Writing and Language	6 questions; all Expression of Ideas subscore questions associated with a history/social studies passage (questions about sentence structure, usage, and punctuation associated with the same passage are <i>not</i> included in the cross-test score)
Math	8 questions; based in social studies contexts
*The number of questions in each social studies discipline (history, geography, economics, psychology, etc.) will vary with each administration of the assessments.	

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Presentation Notes

SLIDE 8

ESTIMATED TIME (IN MINUTES): 1

The SAT Suite supports an enhanced emphasis on disciplinary literacy through careful passage selection and question development. On the Reading Test, Writing and Language Test, and SAT Essay, students are expected to engage with and analyze appropriately challenging texts spanning numerous content areas, including U.S. and world literature, history/social studies, the humanities, the sciences, and career-related topics. Moreover, while questions on the Reading Test and the Writing and Language Test do not require students to have prior knowledge of specific topics in the content areas, these questions do, where possible and beneficial, reflect differences in the ways various disciplines approach literacy. Reading Test questions relating to a literature selection, for example, might address theme, mood, figurative language, or characterization — concepts that are generally not relevant to social studies. Reading questions relating to a social studies selection, on the other hand, might require students to delineate the experimental process described in a text, analyze research data (including data represented graphically), or determine which conclusion is best supported by a study’s findings — skills generally not required to comprehend literary texts.

The Analysis in History/Social Studies score *does not* represent the level of students’ background knowledge in history and social studies. It *does* indicate the extent to which students can apply their literacy and numeracy knowledge and skills to history/social studies texts, tasks, and scenarios.

Analysis in History/Social Studies on the Reading Test and Writing and Language Test

SAT

- ▶ The SAT Suite emphasizes disciplinary literacy through careful passage selection and question development.
- ▶ Questions reflect differences in the ways various disciplines approach literacy.
- ▶ Questions do not require students to have prior knowledge of specific topics in the content areas.

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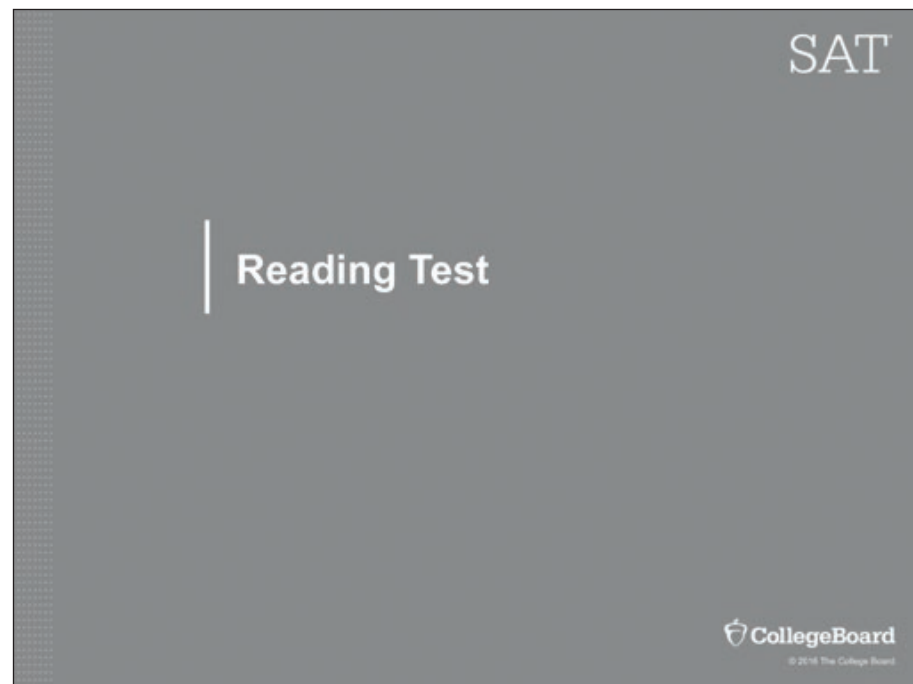
Presentation Notes

SLIDE 9

ESTIMATED TIME (IN MINUTES): 1

Direct participant's attention to the Reading Test. In this section of the presentation, participants will investigate the skills assessed in the SAT Suite that are learned in social studies, and then they will review some sample reading passages and questions that contribute to the Analysis in History/Social Studies cross-test score.

It is important to note at the outset that the intent is not to push history/social studies teachers into becoming reading teachers. Rather, the intent is to show how fostering students' ability to handle the special challenges of reading, writing, language, and quantitative analysis in social studies contributes in a unique way to the literacy and numeracy work going on in schools.



Presentation Notes

SLIDE 10

ESTIMATED TIME (IN MINUTES): 2

In each administration of an assessment from the SAT Suite, at least one passage will originate from the U.S. founding documents or the great global conversation they inspire.* Over the centuries, the founding documents — a body of works that includes the U.S. Constitution, the Bill of Rights, and the Federalist Papers — have moved, influenced, and inspired countless individuals and groups at home and abroad. The vital issues central to these documents — freedom, justice, and human dignity among them — have also motivated numerous people in the United States and around the globe to take up the pen to engage in an ongoing dialogue on these and similar matters. Those participating in this great global conversation, including Edmund Burke, Henry David Thoreau, Gandhi, Elizabeth Cady Stanton, and Martin Luther King Jr., are notable in part for the diversity of perspectives and life experiences they represent. Though their works inevitably reflect the particulars of the places and times in which they lived, these writers are united by their profound engagement with the issues and ideas that are at the heart of civic life. The texts they have produced — spanning many nations and years — have served to build on, broaden, and enrich the “conversation” that took place in the British American colonies and the early U.S. republic.

Some test forms will contain a selection from a U.S. founding document; others will have a selection from a text from the great global conversation. Although the U.S. founding documents and great global conversation texts are historical in nature, it is important to note that all of the information needed to answer the associated Reading Test questions is found in the passages themselves. The test does not assume that students will have read these passages previously. Moreover, when useful, a historical note will be provided to contextualize the reading for students.

*There is no specific list of documents from which passages will be selected.

ASK: How are social studies teachers supporting students in reading and analyzing these types of primary documents? How can reading these types of texts in class help students perform better on the SAT?

U.S. Founding Documents and Texts from the Great Global Conversation

SAT

Engaging, often historically and culturally important, works grappling with issues at the heart of civic and political life.

Explorations of topics in the social sciences:

- ▶ anthropology
- ▶ communication studies
- ▶ economics
- ▶ education
- ▶ geography
- ▶ law
- ▶ political science
- ▶ sociology
- ▶ psychology

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Presentation Notes

SLIDE 11

ESTIMATED TIME (IN MINUTES): 1

Test specifications are available at collegeboard.org and in Professional Development Modules 2–5 (<https://www.collegereadiness.collegeboard.org/educators/k-12/professional-development-modules>). Students will encounter questions pertaining to all of the content domains listed in the test specifications when they are reading social studies texts.

On the next three slides, certain content domains are highlighted from the test specifications to help social studies teachers understand that they are already teaching these assessed skills in their classes.

For example, students will be asked to analyze arguments for their content and structure. Specifically, they will analyze claims and counterclaims, reasoning for soundness, and how an author uses or fails to use evidence to support a counterclaim.

The SAT Suite will also assess students' ability to determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style. This is not asking for the literary point of view, but rather the perspective in the text.

If there are AP U.S. History teachers participating, ask them to draw parallels between these skills and the Historical Thinking Skill Proficiency Expectations. In AP U.S. History, students are asked to explain the relevance of the author's point of view, author's purpose, audience, format, or medium, and/or historical context. They also must be able to analyze a historian's argument, explain how the argument has been supported through the analysis of relevant evidence, and evaluate the effectiveness of the argument.

*All of the questions associated with social studies passages on the Reading Test will contribute to the Analysis in History/Social Studies cross-test score, not just those related to the skills included on the slides.

SAT History/Social Studies–Related Skills — Reading Test

Some of the skills assessed on the Reading Test:

- ▶ **Analyzing arguments** — These questions focus on analyzing arguments for their content and structure.
 - ▶ **Analyzing claims and counterclaims** — The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.
 - ▶ **Assessing reasoning** — The student will assess an author's reasoning for soundness.
 - ▶ **Analyzing evidence** — The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.
- ▶ **Analyzing point of view** — The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.

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Presentation Notes

SLIDE 12

ESTIMATED TIME (IN MINUTES): 1

Students will be asked to examine and analyze the informational content of text, to find the explicit and implicit meanings, and to use analogical reasoning to apply information and ideas to a new situation.

Students will be assessed on their ability to cite textual evidence and to summarize, understand relationships, and interpret words and phrases in the context of the text.

History/Social Studies–Related Skills — Reading Test (Continued)

SAT

► Information and Ideas

- **Reading closely** — These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.
 - **Determining explicit meanings** — The student will identify information and ideas explicitly stated in text.
 - **Determining implicit meanings** — The student will draw reasonable inferences and logical conclusions from text.
 - **Using analogical reasoning** — The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.
- **Citing textual evidence** — The student will cite the textual evidence that best supports a given claim or point.
- **Summarizing** — The student will identify a reasonable summary of a text or of key information and ideas in text.

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Presentation Notes

SLIDE 13

ESTIMATED TIME (IN MINUTES): 3

Students will be asked to synthesize multiple sources of information. In some cases, this will involve synthesizing information from a pair of texts that relate to a similar theme. Students will also be asked to analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in a text. This is an important skill to practice in social studies. Many ELA teachers report that they do not have accompanying graphics for their literature reading assignments.

ASK: Describe a topic or lesson in which you are currently teaching any one or all of these skills.

History/Social Studies–Related Skills — Reading Test (Continued)

SAT

- ▶ **Understanding relationships** — The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).
- ▶ **Interpreting words and phrases in context** — The student will determine the meaning of words and phrases in context.
- ▶ **Synthesis** — These questions focus on synthesizing multiple sources of information.
 - ▶ **Analyzing multiple texts** — The student will synthesize information and ideas from paired texts.
 - ▶ **Analyzing quantitative information** — The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.

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Presentation Notes

SLIDE 14

ESTIMATED TIME (IN MINUTES): 5

Handout: Sample Paired Passages — U.S. Founding Documents (p. 53)

On each administration of the SAT and PSAT-related assessments, students will encounter at least one set of paired passages. In this example, the paired passages are U.S. founding documents, but this is not always the case. The paired passages may have science, literature, or other social studies contexts. The passages on the slide are adapted from Edmund Burke, *Reflections on the Revolution in France* (1790), and Thomas Paine, *Rights of Man* (1791).

Ask participants to read the two passages and review the questions. As a group, prepare to discuss questions 2, 7, and 9. Participants can review other questions individually.

SAT

U.S. Founding Documents/Great Global Conversation Sample Passages

Passage 1 is adapted from Edmund Burke, *Reflections on the Revolution in France*. Originally published in 1790. Passage 2 is adapted from Thomas Paine, *Rights of Man*. Originally published in 1791.


Passage 1:

To avoid ... the evils of inconstancy and versatility, ten thousand times worse than those of obstinacy and the blindest prejudice, we have consecrated the state, that no man should approach to look into its defects or corruptions but with due caution; (*continued in handout*)

Passage 2:

Every age and generation must be as free to act for itself, *in all cases*, as the ages and generations which preceded it. The vanity and presumption of governing beyond the grave, is the ridiculous and insolent of all tyrannies. ..(*continued in handout*)

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Presentation Notes

SLIDE 15

ESTIMATED TIME (IN MINUTES): 4

All of the questions associated with this set of paired passages will contribute to the Analysis in History/Social Studies cross-test score. Encourage participants to review all of the questions and answer explanations after the presentation. For expedience in the presentation, review only sample questions #2, #7, and #9 to provide examples of analyzing words in context, information and ideas, and synthesis.

Participants need the handout to answer the questions. If the handout is not available, participants can discuss the structure and format of the questions.

Ask a participant to read the question. Allow participants to discuss the question, then ask for volunteers to answer the question.

This question is medium difficulty. Answer explanation: Choice D is the best answer. Burke explains that people have “consecrated the state” to “avoid . . . the evils of inconstancy and versatility,” and that people should examine “the faults of the state . . . with pious awe and trembling solitude.” Burke then explains that society is taught to “look with horror on those children of their country who want to hack that aged parent in pieces.” Burke is arguing that children want to revise the state, or “this aged parent,” by amending its faults. In this context, “state” refers to a political entity, or government, that attempts to protect its citizens from “the evils of inconstancy and versatility.”

Choices A, B, and C are incorrect because in this context, “state” does not mean style of living, position in life, or temporary condition.

Interpreting Words and Phrases in Context Sample Question

SAT

2. In Passage 1, as used in line 4, “state” most nearly refers to a

- A) style of living.
- B) position in life.
- C) temporary condition.
- D) political entity.

In order to comprehend challenging texts and communicate effectively, students need a well-developed vocabulary and a range of vocabulary-related skills, including the ability to determine the meaning of words and phrases as they’re used in particular contexts.

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Presentation Notes

SLIDE 16

ESTIMATED TIME (IN MINUTES): 1

Ask a participant to read the question. Allow participants to discuss the question, then ask for volunteers to answer the question.

The difficulty level for this question is hard. Answer explanation: Choice D is the best answer. Paine concludes Passage 2 with the argument that because social issues change over time, the living should not try to adhere to decisions made by former generations. Burke, however, states that living citizens exist within a “universal kingdom” comprised of the living, the dead, and those who are not yet born. Burke argues that the living do not have the right to change their government based on “their speculations of a contingent improvement.” Therefore, Burke would disapprove of Paine’s concluding argument, as he believes the living do not have sufficient justification for changing the existing governmental structure.

Choices A, B, and C are incorrect because they do not accurately describe how Burke would likely have responded to Paine’s remarks in the final paragraph of Passage 2.

SAT Analyzing Multiple Texts Sample Question

7. Which choice best describes how Burke would most likely have reacted to Paine’s remarks in the final paragraph of Passage 2?
- A) With approval, because adapting to new events may enhance existing partnerships.
 - B) With resignation, because changing circumstances are an inevitable aspect of life.
 - C) With skepticism, because Paine does not substantiate his claim with examples of governments changed for the better.
 - D) With disapproval, because changing conditions are insufficient justification for changing the form of government.

Students must be able to identify how information and ideas are or should be connected, through comparison/contrast, sequencing, cause and effect, or identifying other relationships.

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Presentation Notes

SLIDE 17

ESTIMATED TIME (IN MINUTES): 1

Ask a participant to read the question. Allow participants to discuss the question, then ask for volunteers to answer the question.

The difficulty level for this question is medium. Answer explanation: Choice A is the best answer. The primary argument of Passage 1 is that an inviolable contract exists between people and their government, one that is to be “looked on with other reverence.” Passage 1 suggests that this contract exists between past and future generations as well; in effect, current and future generations should be governed by decisions made in the past. Passage 2 challenges these points, as it argues that current and future generations are not obligated to preserve past generations’ beliefs: “The Parliament or the people of 1688, or of any other period, had no more right to dispose of the people of the present day, or to bind or to control them in any shape whatever, than the parliament or the people of the present day have to dispose of, bind, or control those who are to live a hundred or a thousand years hence.”

Choices B, C, and D are incorrect because Passage 2 does not offer an alternative approach to Passage 1, support an idea introduced in Passage 1, or exemplify an attitude promoted in Passage 1.

SAT

Analyzing Multiple Texts Sample Question

9. Which choice best states the relationship between the two passages?

- A) Passage 2 challenges the primary argument of Passage 1.
- B) Passage 2 advocates an alternative approach to a problem discussed in Passage 1.
- C) Passage 2 provides further evidence to support an idea introduced in Passage 1.
- D) Passage 2 exemplifies an attitude promoted in Passage 1.

Students must be able to synthesize information and ideas from the sources into a cohesive account that acknowledges and examines (rather than ignores) important differences or inconsistencies within the text.

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Presentation Notes

SLIDE 18


ESTIMATED TIME (IN MINUTES): 4

Handout: Can Economics Be Ethical? (p. 57)

To demonstrate other types of reading passages and questions, the next several slides offer questions associated with the passage “Can Economics Be Ethical?” by Iain King © 2013 by Prospect Publishing. Participants need the handout to answer the questions.

Encourage participants to work in pairs and small groups to review and discuss the passage and questions 2, 3, and 11.

All of the questions associated with the passage contribute to the Analysis in History/Social Studies cross-test score. Students will encounter one or two passages linked to the Analysis in History/Social Studies cross-test score on each administration of the Reading Test.



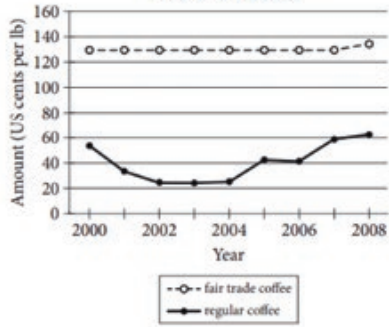
Social Science Sample Passage

This passage is adapted from Iain King, “Can Economics Be Ethical?” © 2013 by Prospect Publishing.

Recent debates about the economy have rediscovered the question, “is that right?”, where “right” means more than just profits of efficiency.


Some argue that because the free markets allow for personal choice, they are already ethical....
(continued in handout)

Regular Coffee Profits Compared to Fair Trade Coffee Profits in Tanzania



Year	Fair Trade Coffee Profits (US cents per lb)	Regular Coffee Profits (US cents per lb)
2000	130	55
2001	130	35
2002	130	25
2003	130	25
2004	130	25
2005	130	45
2006	130	45
2007	130	65
2008	135	65

Adapted from the Fair Trade Vancouver website.



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Presentation Notes

SLIDE 19

ESTIMATED TIME (IN MINUTES): 1

Read the question to the group and ask for responses.

The difficulty level for this question is medium. Answer explanation: Choice D is the best answer. The author suggests that people object to criticizing ethics in free markets because they believe free markets are inherently ethical and, therefore, the role of ethics in free markets is unnecessary to study. In the opinion of the critics, free markets are ethical because they allow individuals to make their own choices about which goods to purchase and which goods to sell.

Choices A and B are incorrect because they are not objections that criticize the ethics of free markets. Choice C is incorrect because the author does not present the opinion that free markets depend on devalued currency.

SAT

Analyzing Arguments Sample Question

2. In the passage, the author anticipates which of the following objections to criticizing the ethics of free markets?
- A) Smith's association of free markets with ethical behavior still applies today.
 - B) Free markets are the best way to generate high profits, so ethics are a secondary consideration.
 - C) Free markets are ethical because they are made possible by devalued currency.
 - D) Free markets are ethical because they enable individuals to make choices.

Students must identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.

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Presentation Notes

SLIDE 20


ESTIMATED TIME (IN MINUTES): 1

Note: This is a common question format that students see on the assessments. They are asked to answer a question like question #2 on the previous slide, and then they are asked to provide the best evidence for the answer they chose in the question immediately following.

Ask a participant to read the question and share the answer.

The difficulty level for this question is medium. Answer explanation: Choice A is the best answer. The author states that some people believe that free markets are “already ethical” because they “allow for personal choice.” This statement provides evidence that some people believe criticizing the ethics of free markets is unnecessary because free markets permit individuals to make their own choices.

Choices B, C, and D are incorrect because they do not provide the best evidence of an objection to a critique of the ethics of free markets.




Citing Textual Evidence Sample Question

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

- A) Lines 4–5 (“Some... ethical”)
- B) Lines 7–11 (“But... about”)
- C) Lines 23–24 (“Smith... outcome”)
- D) Lines 55–57 (“When... way”)

Students must understand what counts as evidence in history/social studies and be able to evaluate how — and how effectively — particular authors and speakers use (or fail to use) evidence to support their claims and points.


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Presentation Notes

SLIDE 21

ESTIMATED TIME (IN MINUTES): 1


The next question asks students to interpret a graph.

When students encounter an informational graphic on the Reading Test, they will be asked to do one of three tasks: interpret the graph, draw a conclusion from the graph, or draw a connection between the text and the graph.



Tasks Related to Informational Graphics on the Reading Test

- ▶ **Basic:** Interpret the graph.
- ▶ **More complex:** Draw a conclusion from the graph.
- ▶ **Most complex:** Draw a connection between the text and the graph.

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Presentation Notes

SLIDE 22

ESTIMATED TIME (IN MINUTES): 1

In this example, students are asked to draw a connection between the text and the graph.

The difficulty level for this question is medium. Answer explanation: Choice C is the best answer. The author defines fair trade coffee as “coffee that is sold with a certification that indicates the farmers and workers who produced it were paid a fair wage.” This definition suggests that purchasing fair trade coffee is an ethically responsible choice, and the fact that fair trade coffee is being produced and is profitable suggests that ethical economics is still a consideration. The graph’s data support this claim by showing how fair trade coffee was more than twice as profitable as regular coffee.

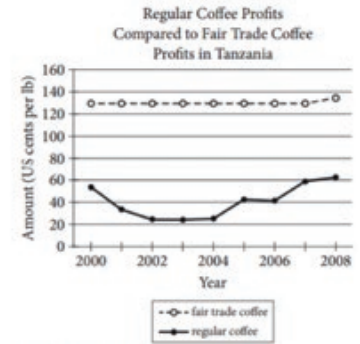
Choice A is incorrect because the graph suggests that people acting on empathy (by buying fair trade coffee) is productive for fair trade coffee farmers and workers. Choices B and D are incorrect because the graph does not provide support for the idea that character or people’s fears factor into economic choices.

Informational Graphic Sample Question

11. Data in the graph provide most direct support for which idea in the passage?

- A) Acting on empathy can be counterproductive.
- B) Ethical economics is defined by character.
- C) Ethical economics is still possible.
- D) People fear losses more than they hope for gains.

Students must be able to synthesize multiple sources of information, including information presented quantitatively in graphs, tables, and charts, relating that information to information presented in text.



Adapted from the Fair Trade Vancouver website.

Presentation Notes

SLIDE 23

ESTIMATED TIME (IN MINUTES): 1

Handout: Instructional Strategies (p. 69)

Several instructional strategies are shared on the next two slides to support student development of college readiness skills in social studies classes. Share the instructional strategies with the group.


- » Visit the National Constitution Center to find quality essays and primary and secondary sources on each of the first ten amendments to the Constitution. Give students the opportunity to practice skills in analyzing arguments, practicing synthesis, and focusing on the informational content of texts in social studies contexts.
<http://constitutioncenter.org/interactive-constitution>
- » Use released AP U.S. History questions — both document-based questions (DBQ) and short-answer questions (SAQ) — to practice analysis skills in social studies contexts. (The handout includes websites with a sample APUSH exam and rubrics.)
- » Practice synthesis by asking students to read primary and secondary sources on the same social science topic, identifying ambiguities, areas of disagreement among authors, and the limits of historical thinking.

SAT

Instructional Strategies for the Reading Test

- ▶ Visit the National Constitution Center to find quality essays and primary and secondary sources on each of the first ten amendments of the Constitution. Give students the opportunity to practice skills in analyzing arguments, synthesis, and focusing on the informational content of texts in social studies contexts.
<http://constitutioncenter.org/interactive-constitution>
- ▶ Use released AP U.S. History questions — both document-based questions (DBQ) and short-answer questions (SAQ) — to practice analysis skills in history/social studies contexts.
- ▶ Practice synthesis by asking students to read primary and secondary sources on the same history/social studies topic, identifying ambiguities, areas of agreement and disagreement among authors, and the limits of historical thinking.

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Presentation Notes

SLIDE 24

ESTIMATED TIME (IN MINUTES): 6

» Promote close reading of a complex text by asking students to consider and discuss:

- › What the text says explicitly
- › What reasonable inferences and conclusions can be drawn
- › What textual evidence supports their analysis (quotations, facts, figures, etc.)

» Expose students to informational graphics of many types and help them gain the skills needed to consume and produce them, focusing on titles, scales, and legends, and helping the students figure out what types of information the graphics do and don't contain, and the conclusions that particular graphics can and can't support. Help them become familiar with various ways in which data can be obscured or distorted in graphs.

» Ask students to locate articles with informational graphics related to topics in social studies. Ask them to practice analyzing claims, counterclaims, evidence, and point of view in the articles. Have them synthesize the information in the text with the data presented in the informational graphic.

Ask participants to share with a partner: In which of your lessons could you incorporate one of these instructional strategies? Are there other strategies you are using that will help students develop skills they'll use on the SAT? Ask if participants are willing to share their ideas with the rest of the group.

Handout: Sample Passage with Informational Graphic (p. 70)

Participants can use this handout with students to practice analyzing claims, evidence, and informational graphics.

SAT

Instructional Strategies for the Reading Test

- ▶ Promote close reading of a complex text by asking students to consider and discuss:
 - ▶ What the text says explicitly
 - ▶ What reasonable inferences and conclusions can be drawn
 - ▶ What textual evidence supports their analysis (quotations, facts, figures, etc.)
- ▶ Expose students to informational graphics of many types and help them gain the skills needed to consume and produce them, focusing on titles, scales, and legends. Help them figure out what sorts of information the graphics do and don't contain, and the conclusions that particular graphics can and can't support. Help them become familiar with various ways in which data can be obscured or distorted in graphics.
- ▶ Ask students to locate articles with informational graphics related to topics in history/social studies. Ask them to practice analyzing claims, counterclaims, evidence, reasoning, and point of view in the articles. Have them synthesize the information in the text with the data presented in the informational graphic.

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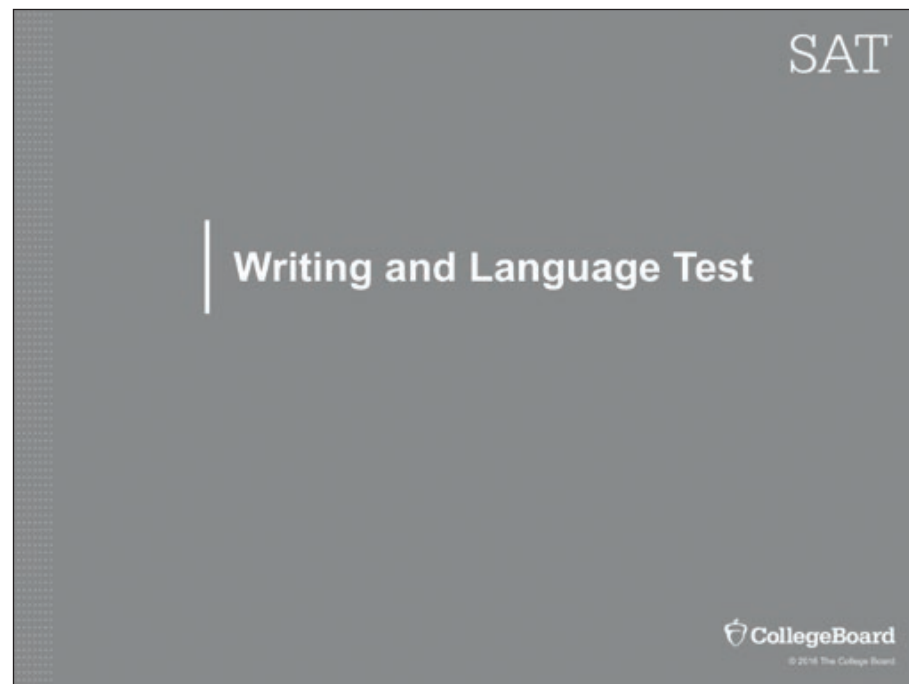
Presentation Notes

SLIDE 25

ESTIMATED TIME (IN MINUTES): 1

On the Writing and Language Test, history/social studies passages discuss historical topics or topics in the social sciences, including anthropology, communication studies, economics, education, human geography, law, linguistics, political science, psychology, and sociology (and their subfields).

The questions associated with the passages place students in the role of someone revising and editing the work of an unspecified writer. Students are asked to improve the development, organization, and use of language in the passages and to ensure that the passages conform to conventions of Standard Written English grammar, usage, and punctuation. When passages and/or questions are accompanied by graphics, students are asked to draw connections between text and graphics — for example, to correct a passage’s inaccurate interpretation of data presented in a table. Answers to all questions are anchored in the context of the passages.



Presentation Notes

SLIDE 26

ESTIMATED TIME (IN MINUTES): 1

On the Writing and Language Test, students are asked to review passages and determine if the passages can be improved in the areas of topic development, accuracy, logic, cohesion, and rhetorically effective use of language. For Analysis in History/Social Studies cross-test scores, students are asked to review claims and counterclaims and to ensure that arguments, information, and ideas are conveyed clearly and effectively. They are asked to add, revise, or retain information and ideas that support claims in the text, and they must ensure that quantitative information is presented accurately in the passage.

History/Social Studies–Related Skills — Writing and Language Test

SAT

Some of the skills assessed on the Writing and Language Test:

- ▶ **Expression of Ideas** — These questions focus on revision of text for topic development, accuracy (consistency between text and graphic[s]), logic, cohesion, and rhetorically effective use of language.
- ▶ **Proposition** — The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.
- ▶ **Support** — The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.
- ▶ **Focus** — The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.
- ▶ **Quantitative information** — The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.

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Presentation Notes

SLIDE 27

ESTIMATED TIME (IN MINUTES): 4


In addition, students are asked to revise a text to improve the exactness or appropriateness of word choice.

Working with a partner or a small group, ask participants to discuss and share an example of an assignment in which students are engaging in these skills in their social studies classes.



History/Social Studies–Related Skills — Writing and Language Test (continued)

- ▶ **Effective language use** — These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.
- ▶ **Precision** — The student will revise text as needed to improve the exactness or content appropriateness of word choice.


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Presentation Notes

SLIDE 28

ESTIMATED TIME (IN MINUTES): 1

Many passages that have questions associated with the Analysis in History/Social Studies cross-test score on the Writing and Language Test are accompanied by an informational graphic. Students have the opportunity to demonstrate their social studies skills associated with interpreting informational graphics throughout the Writing and Language Test.

When students encounter informational graphics on the Writing and Language Test, at the most basic level they have to interpret data correctly: an underlined portion might misstate data from a graph. A more complex version of this might be a misinterpretation of what the data in the graph shows — stating a percentage increase when the graph clearly just shows a change in number, or something similar.

The more complex graphics-based items on the Writing and Language Test require students to make more rhetorical decisions about data in the graphics. A question might present four options that all accurately represent the data in the graph; only one option, however, works rhetorically in the passage. For example, the sentence before the item might state a claim. The item might ask test-takers to use data from the graph to provide the best support for that claim.

SAT

Tasks Related to Informational Graphics on the Writing and Language Test

- ▶ **Basic:** Interpret data on the graphic correctly.
- ▶ **More Complex:** Correct a misinterpretation of what the data in the graphic show.
- ▶ **Most Complex:** Use data in the graphic to offer or improve support for a claim.

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Presentation Notes

SLIDE 29

ESTIMATED TIME (IN MINUTES): 5

Handout: You Are Where You Say (p. 62)

Although this example uses a map, students most often see data-based graphs, tables, and charts on the SAT and PSAT-related assessments.

Ask participants to read *You Are Where You Say* and focus on questions 5, 9, and 11, all contributing to the Analysis in History/Social Studies cross-test score. Unlike the Reading Test, not all questions for this passage contribute to the cross-test score. All questions are included in the handout, but only questions 1, 3–5, 9, and 11 contribute to the cross-test score. They are marked in the handout with H/SS.

Point out the format of the Writing and Language Test: Question numbers are shaded and embedded in the text. Students can easily find the sentence(s) to which the question refers. Also, demonstrate that some questions do not have question stems; students just have to look in the text to figure out what correction (if any) is needed.

Read the question on the slide and ask for volunteers to give the answer.

This question is medium difficulty. Answer explanation: Choice C is the best answer because it correctly associates each beverage term with the region described in the sentence according to the information contained in the map. Choices A, B, and D are incorrect because each contradicts the information contained in the map.

Sample Passage with Informational Graphic — Expression of Ideas

SAT

You Are Where You Say

As the map shows, “soda” is commonly heard in the middle and western portions of the United States; “pop” is frequently used in many southern states; and “coke” is predominant in the northeastern and southwestern regions but used elsewhere as well.



Adapted from Jennifer M. Smith, Department of Geography, The Pennsylvania State University, with data from www.popvsoda.com

9. The writer wants the information in the passage to correspond as closely as possible with the information in the map. Given that goal and assuming that the rest of the previous sentence would remain unchanged, in which sequence should the three terms for soft drinks be discussed?

- A) NO CHANGE
- B) “pop,” “soda,” “coke”
- C) “pop,” “coke,” “soda”
- D) “soda,” “coke,” “pop”

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Presentation Notes

SLIDE 30

ESTIMATED TIME (IN MINUTES): 1

Read the question.

The difficulty level for this question is hard. Answer explanation: Choice C is the best answer because the new sentence provides a logical transition from sentences 3 and 4, which describe the data collection, to sentence 5, which explains that completing the dictionary took far longer than expected.

Choices A, B, and D are incorrect because each fails to create a logical transition between the preceding and subsequent sentences.

SAT Expression of Ideas Sample Question

5. To improve the cohesion and flow of this paragraph, the writer wants to add the following sentence.

Data gathering proved to be the quick part of the project.

The sentence would most logically be placed after

- A) sentence 2.
- B) sentence 3.
- C) sentence 4.
- D) sentence 5.

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Presentation Notes

SLIDE 31

ESTIMATED TIME (IN MINUTES): 1

Read the question on the slide and ask for volunteers to give the answer.

The difficulty level for this question is medium. Answer explanation: Choice A is the best answer because it provides a summary and evaluation of gathering data from the internet, which is the focus of the paragraph. Choices B, C, and D are incorrect because each is either irrelevant to the main point of the paragraph or unnecessarily repeats information.

Revising and Editing to Strengthen Arguments SAT

As the map shows, "soda" is commonly heard in the middle and western portions of the United States; "pop" is frequently used in many southern states; and "coke" is predominant in the northeastern and southwestern regions but used elsewhere as well. As interesting as Russ's findings are, though, their true value lies in their reminder that the internet is not merely a sophisticated tool for collecting data but is also **11** itself a rich source of data.

11. Which choice most effectively concludes the sentence and paragraph?

- A) NO CHANGE
- B) where we can learn what terms people use to refer to soft drinks.
- C) a useful way to stay connected to friends, family, and colleagues.
- D) helpful to researchers.

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Presentation Notes

SLIDE 32

ESTIMATED TIME (IN MINUTES): 7

Ask participants to share with a partner an idea for incorporating a new instructional strategy that supports development of skills assessed in these sample questions. Ask volunteers to share with the whole group.

Share the instructional strategies on the slide.

- » Teach students in all classes to practice writing and language analysis skills — effective language use, clear expression of ideas, and properly utilizing conventions of standard English — to develop their analyses of history/social studies passages.
- » Familiarize students with the analysis of data, graphs, and charts in conjunction with a text. Using the informational graphics in a textbook, provide students with inaccurate interpretations of data or graphics and ask them to correct the error(s). Have them explicitly describe the data they used to make each correction.
- » Provide students with a social science article accompanied by an informational graphic. Ask students to use evidence (i.e., descriptive details and data from informational graphics) to add or refine central ideas, develop and strengthen claims and points, sharpen focus, and improve precision and accuracy.

Instructional Strategies — Writing and Language Test

SAT

- ▶ Teach students in all classes to practice writing and language skills — effective language use, clear expression of ideas, properly utilizing conventions of standard English — to develop history/social studies passages.
- ▶ Familiarize students with the analysis of data, graphs, and charts in conjunction with text. Using the informational graphics in a textbook, provide students with inaccurate interpretations of data or graphics and ask them to correct the error(s). Have them explicitly describe the data they used to make each correction.
- ▶ Provide students with a social science article accompanied by an informational graphic. Ask students to use evidence (i.e., descriptive details and data from informational graphics) to add or refine central ideas, develop and strengthen claims and points, sharpen focus, and improve precision and accuracy.

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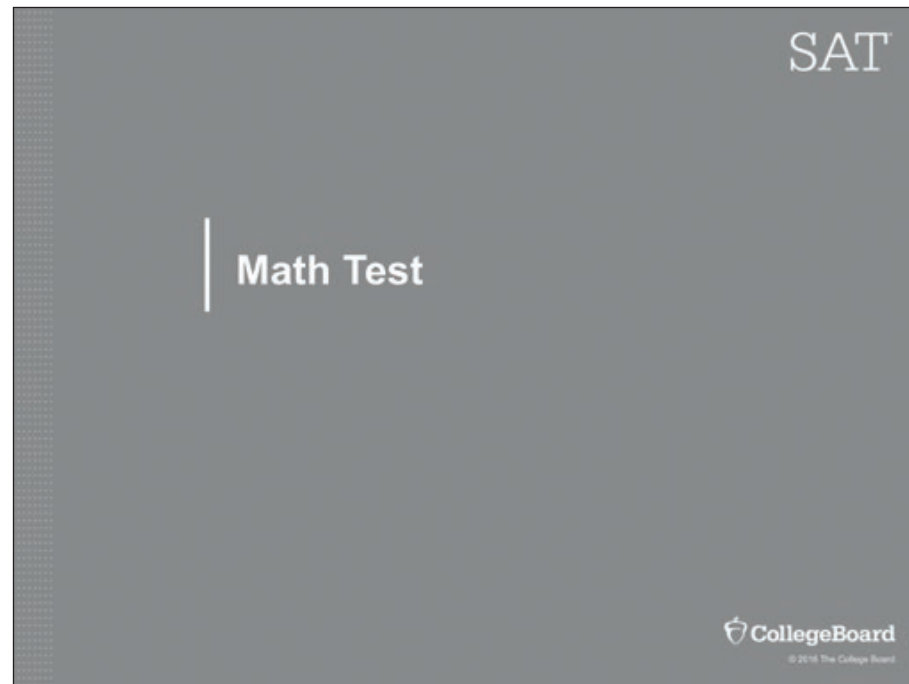
Presentation Notes

SLIDE 33

ESTIMATED TIME (IN MINUTES): 1

Quantitative literacy is part of participation in a democracy; it is important to employers, who need students who can use mathematics outside of the classroom; and it is important not only for social studies and STEM fields, but also for a wide range of college majors.

A recent study by the National Center on Education and the Economy, which analyzed the actual mathematical demands of course syllabi and assignments in two-year institutions, supports the emphasis of the SAT Suite on problem solving and data analysis. The study found that students pursuing two-year degree programs must be able to work with multistep problems involving ratios, proportional relationships, percentages, unit conversions, and complex measurement problems. Students will encounter these types of problems on the Math Test.



Presentation Notes

SLIDE 34

ESTIMATED TIME (IN MINUTES): 1

Students earn three subscores associated with the Math Test: Heart of Algebra, Problem Solving and Data Analysis, and Passport to Advanced Math.* Students will also encounter problems in Additional Topics in Math.


The Math Test contains two portions: one in which the student may use a calculator and another in which the student may not. The no-calculator portion allows the SAT to assess fluencies valued by postsecondary instructors and includes conceptual questions for which a calculator will not be helpful.

Meanwhile, the calculator portion provides insight into students' capacity to use appropriate tools strategically.

There are two types of questions on the Math Test: multiple-choice and student-produced response questions. Student-produced response questions measure the complex knowledge and skills that require students to deeply think through the solutions to problems. Set within a range of real-world contexts, these questions require students to make sense of problems and persevere in solving them; make connections between and among the different parts of a stimulus; plan a solution approach, as no scaffolding is provided to suggest a solution strategy; abstract, analyze, and refine an approach as needed; and produce and validate a response. These types of questions require the application of complex cognitive skills.

Responses are gridded in by students, often allowing for multiple correct responses and solution processes. These items allow students to freely apply their critical thinking skills when planning and implementing a solution.

*Students taking the PSAT 8/9 will not earn a score for Passport to Advanced Math.



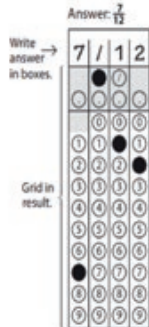
Math Test Format

- ▶ Three Math subscores
 - ▶ Heart of Algebra
 - ▶ Problem Solving and Data Analysis
 - ▶ Passport to Advanced Math
- ▶ Two portions
 - ▶ Calculator allowed
 - ▶ No Calculator allowed
- ▶ Two question types
 - ▶ Multiple Choice
 - ▶ Student-Produced Response

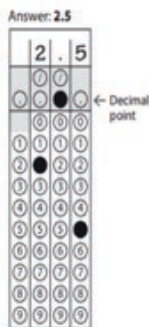
Write answer in boxes. →

← Fraction line


Grid in result.



← Decimal point



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Presentation Notes


SLIDE 35

ESTIMATED TIME (IN MINUTES): 1

The Math Test emphasizes the students' ability to apply math knowledge and skills to solve problems and analyze data grounded in authentic and meaningful social studies contexts. Questions call on students to consider scenarios, analyze data, and solve problems reflecting real-world tasks in social sciences.

Like the other tests, prior knowledge of specific social studies topics is not assessed on the Math Test.


“Being charged with the responsibility that our students become quantitatively literate has long been the sole domain of those teaching mathematics. In the data-drenched world of the current century, it has now become the responsibility of ... history and social science educators ... and curriculum development specialists to integrate quantitative literacy into all aspects of the school curriculum.”
Kathleen W. Craver, *Developing Quantitative Literacy Skills in History and the Social Sciences*, 2014.



Assessing Math Skills in Social Studies Contexts

- ▶ Emphasis on students' ability to apply math knowledge and skills to solve problems and analyze data grounded in authentic and meaningful, social studies contexts.
- ▶ Questions call on students to consider scenarios, analyze data, and solve problems reflecting real-world tasks in social sciences.
- ▶ Prior knowledge of specific social studies topics is not assessed on the Math Test.

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Presentation Notes

SLIDE 36

ESTIMATED TIME (IN MINUTES): 1

The Math Test requires students to exhibit mathematical practices, such as problem solving and using appropriate tools strategically. Students are asked to:

- » analyze, fluently solve, and create linear equations and inequalities;
- » demonstrate reasoning about ratios, rates, and proportional relationships;
- » interpret and synthesize data and apply core concepts and methods of statistics in science, social studies, and career-related contexts;
- » identify quantitative measures of center, the overall pattern, and any striking deviations from the overall pattern and spread in one or two different data sets, including recognizing the effects of outliers on the measures of center of a data set;
- » rewrite expressions, identify equivalent forms of expressions, and understand the purpose of different forms;
- » solve quadratic and higher-order equations in one variable and understand the graphs of quadratic and higher-order functions;
- » interpret and build functions; and
- » apply essential geometric and trigonometric concepts.

Students may encounter any of these problem types set in social studies contexts. Those set in social studies contexts will contribute to the cross-test score.

The skills listed on the slide are some that social studies teachers may recognize as skills they are already teaching in their classes.

Social Studies–Related Skills — Math Test

SAT

Some of the skills assessed on the Math Test:

► Conceptual Understanding

- Interpret the variables and constants in expressions for linear functions within the context presented.
 - The student will make connections between a context and the linear that model the context and will identify or describe the real-life meaning of a constant term, a variable, or a feature of the given equation.
- Use the relationship between two variables to investigate key features of the graph.
 - The student will make connections between the graphical representation of a relationship and properties of the graph by selecting the graph that represents the properties described by using the graph to identify a value or set of values.
- Evaluate reports to make inferences, justify conclusions, and determine appropriateness of data collection methods.
 - The student will evaluate reports to make inferences, justify conclusions, and determine appropriateness of data collection methods. The reports may consist of tables, graphs, and text summaries.

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Presentation Notes

SLIDE 37

ESTIMATED TIME (IN MINUTES): 4

Handout: Sample Math Test Questions (p. 67)

The handout contains three questions from the Math Test that contribute to the Analysis in History/Social Studies cross-test score. Social studies teachers may not want to solve the problems, but it is valuable for them to understand how these questions relate to problems in economics, sociology, psychology, and other social studies disciplines.

Note that the question on this slide does not require mathematical application, but instead asks students to determine the appropriateness of data collection methods. This is a skill that social studies teachers can help students understand in lessons on research and data analysis.

This question is medium difficulty. Answer explanation: Choice D is correct. Survey research is an efficient way to estimate the preferences of a large population. In order to reliably generalize the results of survey research to a larger population, the participants should be randomly selected from all people in that population. Since this survey was conducted with a population that was not randomly selected, the results are not reliably representative of all people in the town. Therefore, of the given factors, where the survey was given makes it least likely that a reliable conclusion can be drawn about the sports-watching preferences of all people in the town.

Choice A is incorrect. In general, larger sample sizes are preferred over smaller sample sizes. However, a sample size of 117 people would have allowed a reliable conclusion about the population if the participants had been selected at random. Choice B is incorrect. Whether the population is large or small, a large enough sample taken from the population is reliably generalizable if the participants are selected at random from that population. Thus, a reliable conclusion could have been drawn about the population if the 117 survey participants had been selected at random. Choice C is incorrect. When giving a survey, participants are not forced to respond. Even though some people refused to respond, a reliable conclusion could have been drawn about the population if the participants had been selected at random.

SAT

Sample Question — Calculator Allowed

Problem Solving and Data Analysis

A researcher conducted a survey to determine whether people in a certain large town prefer watching sports on television to attending the sporting event. The researcher asked 117 people who visited a local restaurant on a Saturday, and 7 people refused to respond. Which of the following factors makes it least likely that a reliable conclusion can be drawn about the sports-watching preferences of all people in the town?

- A) Sample size
- B) Population size
- C) The number of people who refused to respond
- D) Where the survey was given

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Presentation Notes


SLIDE 38

ESTIMATED TIME (IN MINUTES): 2

Ask participants to read the question and review the table. Some participants may want to solve and discuss the answer.

This question is medium difficulty. Answer explanation: Choice B is correct. According to the table, in 2012 there was a total of $14,766 + 47,896 = 62,662$ registered voters between 18 and 44 years old, and $3,453 + 11,237 = 14,690$ of them were from the Midwest region. Therefore, the probability that a randomly chosen registered voter who was between 18 and 44 years old in 2012 was from the Midwest region is $\frac{14,690}{62,662} \approx 0.234$. Of the given choices, 0.25 is closest to this value.

Choices A, C, and D are incorrect and may be the result of errors in selecting the correct proportion or in calculating the correct value.



Sample Question — Calculator Allowed

Problem Solving and Data Analysis


Number of Registered Voters in the United States in 2012, in Thousands

Region	Age, in years					Total
	18 to 24	25 to 44	45 to 64	65 to 74	75 and older	
Northeast	2,713	8,159	10,986	3,342	2,775	27,975
Midwest	3,453	11,237	13,865	4,221	3,350	36,126
South	5,210	18,072	21,346	7,272	4,969	56,869
West	3,390	10,428	11,598	3,785	2,986	32,187
Total	14,766	47,896	57,795	18,620	14,080	153,157

The table above shows the number of registered voters in 2012, in thousands, in four geographic regions and five age groups. Based on the table, if a registered voter who was 18 to 44 years old in 2012 is chosen at random, which of the following is closest to the probability that the registered voter was from the Midwest region?

A) 0.10
 B) 0.25
 C) 0.40
 D) 0.75

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Presentation Notes

SLIDE 39

ESTIMATED TIME (IN MINUTES): 2

Point out that this is a student-produced response question. There are no answer choices — students will grid in the answer.

This question has a difficulty level of hard. Answer explanation: The correct answer is .72. According to the analyst's estimate, the value V , in dollars, of the stock will decrease by 28% each week for t weeks, where $t = 1, 2,$ or 3 , with its value being given by the formula $V = 360(r)^t$. This equation is an example of exponential decay. A stock losing 28% of its value each week is the same as the stock's value decreasing to 72% of its value from the previous week, since $V - (.28)V = (.72)V$. Using this information, after 1 week the value, in dollars, of the stock will be $V = 360(.72)$; after 2 weeks the value of the stock will be $V = 360(.72)(.72) = 360(.72)^2$; and after 3 weeks the value of the stock will be $V = 360(.72)(.72)(.72) = 360(.72)^3$. For all of the values of t in question, namely $t = 1, 2,$ and 3 , the equation $V = 360(.72)^t$ is true. Therefore, the analyst should use .72 as the value of r .




Sample Question — Calculator Allowed

Student-Produced Response

Passport to Advanced Math

The stock price of one share in a certain company is worth \$360 today. A stock analyst believes that the stock will lose 28 percent of its value each week for the next three weeks. The analyst uses the equation $V = 360(r)^t$ to model the value, V , of the stock after t weeks.

What value should the analyst use for r ?


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Presentation Notes

SLIDE 40

ESTIMATED TIME (IN MINUTES): 5

Share the instructional strategies:

- » Help students become fluent in working with numbers and data that are important in reading, writing, and communicating about texts and topics in history/social studies by regularly gathering, organizing, and analyzing relevant data.
- » Using data from voter polls or opinion polls cited in current media reports, review data collection techniques and determine the appropriateness of data collection methods, evaluate reports, and develop conclusions based on the data.
- » Use opinion survey data on media use, statistics from a study of human migration patterns, or the outcomes of an experiment on techniques to improve memory to give students the opportunity to analyze and make meaning from data.

Ask participants to discuss how they can support students' development of social studies–related mathematical skills in social studies classes.

SAT Instructional Strategies — Math Test

- ▶ Help students become fluent in working with numbers and data that are important in reading, writing, and communicating about texts and topics in history/social studies by regularly gathering, organizing, and analyzing relevant data.
- ▶ Using data from voter polls or opinion polls cited in current media reports, review data collection techniques and determine appropriateness of data collection methods, evaluate reports, and develop conclusions based on the data.
- ▶ Use opinion survey data on media use, statistics from a study of human migration patterns, or the outcomes of an experiment on techniques to improve memory to give students the opportunity to analyze and make meaning from data.

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Presentation Notes

SLIDE 41

ESTIMATED TIME (IN MINUTES): 1

All students now have access to the best test practice available, regardless of educational background or ability to pay for preparation.


Together, the College Board and Khan Academy® have developed comprehensive practice materials that are personalized, interactive, and engaging. Students have the opportunity not only to practice for the SAT, but also to build their college readiness skills.

Official SAT Practice is powered by thousands of practice problems, developed by the Khan Academy and reviewed and approved by the College Board.

Practice with Khan Academy®

SAT

- ▶ The College Board and Khan Academy have partnered to provide online SAT® test preparation programs and resources entirely free of charge.
- ▶ Khan Academy has released an interactive and personalized practice program for the SAT.
- ▶ Features include:
 - ▶ Thousands of practice problems
 - ▶ Personalized tutorials on test content
 - ▶ Official SAT Practice questions and full-length tests
 - ▶ Comprehensive reporting for students
 - ▶ Access anytime, anywhere — for free
- ▶ We are working with educators, community groups, college access organizations, and parents to provide the necessary resources to propel students to college success.



PROVIDING WORLD-CLASS
FREE SAT® PREPARATION
TOGETHER.

KHANACADEMY
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Presentation Notes

SLIDE 42

ESTIMATED TIME (IN MINUTES): 3

When students create their online accounts with Khan Academy, they can take diagnostic assessments that allow Khan Academy to evaluate their test results and create a **practice program that is individually targeted to address that student's greatest areas of need.**

Students who took any SAT or PSAT-related assessment can link their College Board account and their Khan Academy account. Khan Academy will use the data from the SAT or PSAT-related assessment to further customize each student's practice SAT on Khan Academy.

*Ask whether anyone is using Khan Academy with their students.
Ask them to comment and share ideas for using Khan Academy in the classroom.*

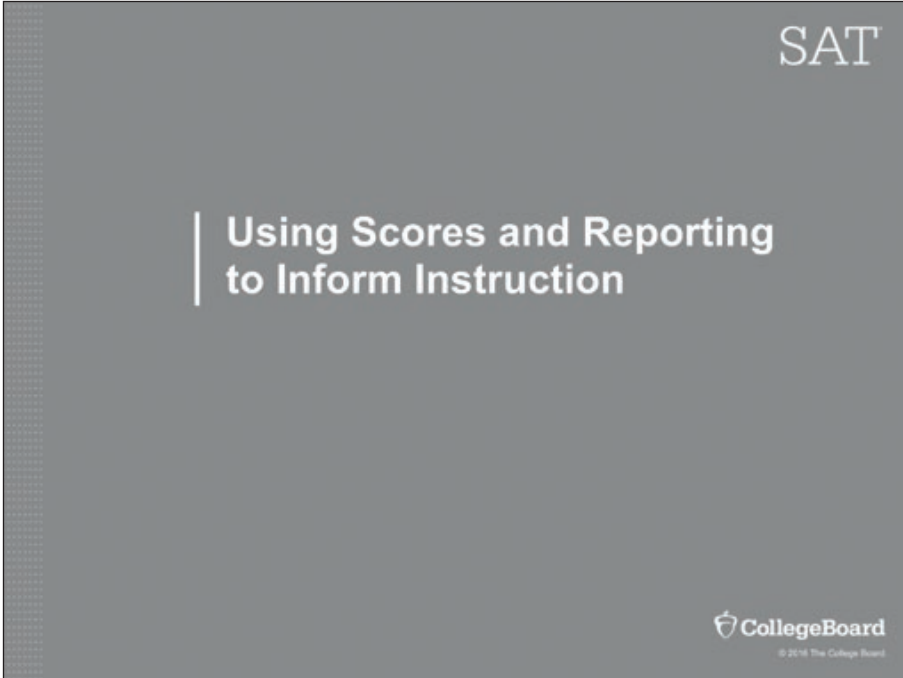
The advertisement features the SAT logo in the top right corner. The main headline reads "Official SAT Practice with Khan Academy — It's FREE!". Below the headline, there are four bullet points: 1. "Sign up for Official SAT Practice for free" with the URL "satpractice.org". 2. "Complete practice problems and diagnostic quizzes." 3. "Link your College Board and Khan Academy accounts." with a sub-bullet: "All SAT Suite results will be sent to further customize practice on Khan Academy using actual results." 4. "See a linking video at" with the URL "https://youtu.be/Vhfaw8w4G2w". To the right of the text is a screenshot of the "Official SAT Practice" website interface, which includes the text "For the first time ever. For you. For free." and lists benefits such as "Practice tests and more", "Short quizzes", "Interactive practice", and "Instant feedback". The CollegeBoard logo and "© 2016 The College Board" are at the bottom right. The number "42" is visible in the bottom left corner of the slide.

Presentation Notes

SLIDE 43

ESTIMATED TIME (IN MINUTES): 1

Begin discussion of reports available to inform instruction.



SAT

Using Scores and Reporting
to Inform Instruction

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Presentation Notes

SLIDE 44

ESTIMATED TIME (IN MINUTES): 1

Reports that accompany all assessments in the SAT Suite provide educators with insightful information about student performance. Reports and data can be used to identify students in need of instructional support, to inform curricular and instructional decisions, and to help set strategic goals for schools and districts. Many reports are available to educators, but only two of them will be discussed in this presentation. The Question Analysis Reports and the Instructional Planning Reports will provide social studies teachers with data about strengths and weaknesses in student performance.

Participants can access these and all other educator reports through their Education Professional College Board Account. Teachers must create a professional account and be granted access to the reporting portal by the Access Manager in their school. They can then log in to their account and review K–12 reporting.

**SAT Suite of Assessments —
Scores and Reporting**

SAT

- ▶ Instructional Planning Report
- ▶ Question Analysis Report

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Presentation Notes

SLIDE 45

ESTIMATED TIME (IN MINUTES): 2

Handout: Instructional Planning Report (p. 72)

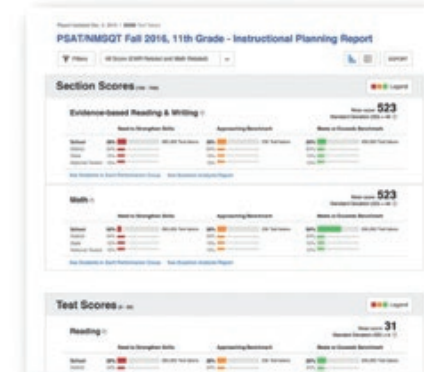
The Instructional Planning report can be configured to show section scores, test scores, cross-test scores, and subscores. Student performance at each level is compared to the district, state, and nation. The subscores are linked to state standards (specific questions cannot be aligned to state standards, but subscores are aligned to the standards). The Instructional Planning Report also lists students in each performance group (school level only), drills through to the Question Analysis Report, and exports the reports to PDF or .xls files. The legend for the colors is as follows: need to strengthen skills (red), approaching benchmark (yellow), meets or exceeds benchmark (green).

Instructional Planning Report

SAT

- ▶ Provides breakout of student performance in section scores, test scores, cross-test scores, and subscores with color-coded indicators:
 - ▶ Need to strengthen skills (red)
 - ▶ Approaching benchmark (yellow)
 - ▶ Meets or exceeds benchmark (green)
- ▶ Lists students in each performance group (school-level only)
- ▶ Links to state standards aligned to subscores
- ▶ Drills through to Question Analysis report
- ▶ Exports reports to PDF or .xls files

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Presentation Notes

SLIDE 46

ESTIMATED TIME (IN MINUTES): 2

Handout: Question Analysis Report (p. 73)

The Question Analysis report allows users to view actual questions and selected answers for disclosed (released) forms. In the example on the slide, the report has been filtered to show only questions associated with Analysis in History/Social Studies.

The sample report used in this slide is a disclosed form, so users can click on the question number to read the question and all of the distractors. The report gives the correct answer to each question. It then compares your school's performance on that question to the district, state, and nation. Additional detail is provided, giving the percentage of students who selected each answer (and the percentage who omitted the question). This is also compared to the district, state, and nation. Question difficulty level is identified in the next column. Each question is mapped to cross-test scores and subscores. Use the last column to identify students who answered the question correctly (and incorrectly) — with their answer choices.

Ask participants: How will you use the data in this report?

Note: Disclosed forms will have test questions available for review. Questions on nondisclosed forms will not be available for review.

Question Analysis Report

- ▶ Provides performance, by question
- ▶ For disclosed forms:*
 - ▶ Provides individual answer choice performance
 - ▶ Links to actual question content (including answer explanations)
- ▶ For nondisclosed forms:*
 - ▶ Provides percent correct/incorrect
 - ▶ Does not provide question content
- ▶ Links to individual student performance
- ▶ Links to subscores and state standards aligned to subscores

*PSAT™ 8/9 is a nondisclosed form in 2015–16.
PSAT™ 10 and April SAT® School Day are disclosed forms.

Presentation Notes

SLIDE 47

ESTIMATED TIME (IN MINUTES): 1

If participants are interested in learning more about the SAT Suite of Assessments, sat.org/k12 and sat.org/new are two great websites filled with resources for educators. Participants can find teacher implementation guides, professional development modules and webinars, score resources — including a student lesson plan, and full length SAT practice tests with scoring guides and answer explanations.

Look for the *Teacher Guide to Analysis in History/Social Studies* at sat.org/k12.

Additional Resources

- ▶ Guide for History/Social Studies Teachers
- ▶ SAT.org/K12
 - ▶ Teacher Implementation Guide
 - ▶ Professional Development Modules
 - ▶ Score Resources
- ▶ SAT.org/new
 - ▶ Additional practice tests and sample questions

SAT

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Presentation Notes

SLIDE 48

ESTIMATED TIME (IN MINUTES): 1

The Redesigned SAT Teacher Implementation Guide was created for teachers and curriculum specialists to generate ideas about integrating SAT practice and skill development into rigorous classroom course work through curriculum and instruction. We've been reaching out to K–12 teachers, curriculum specialists, counselors, and administrators throughout the process. Educator feedback is the basis and inspiration for this guide, which covers the whys and hows of the SAT and its benefits for you and your students.

At the heart of this guide are annotated sample SAT items, highlighting connections to the instruction and best practices occurring in classrooms like yours. We indicate Keys to the SAT (information about test changes), General Instructional Strategies for each Test, and Skill-Building Strategies linked to specific sample items from the Reading Test, the Writing and Language Test, the optional Essay, and the Math Test. In sum, these recommendations are intended to support teachers to enhance instruction that will build skills necessary for college and career success for each student.

What's in the SAT Teacher Implementation Guide?

SAT

- ▶ Information and strategies for teachers in all subject areas
- ▶ Overview of SAT content and structure
- ▶ Test highlights
- ▶ General Instructional Strategies
- ▶ Sample test items and annotations
 - ▶ Skill-Building Strategies for the classroom
 - ▶ Keys to SAT
 - ▶ Rubrics and sample essays
- ▶ Scores and reporting
- ▶ Advice to share with students

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Presentation Notes

SLIDE 49

ESTIMATED TIME (IN MINUTES):

Ask participants to give feedback on the Analysis in History/Social Studies PD Module at www.surveymonkey.com/r/Historysocialstudies.



The slide features the SAT logo in the top right corner. The main title "Exit Survey" is centered in a large blue font. Below the title, a blue arrow points to the URL <https://www.surveymonkey.com/r/Historysocialstudies>. The slide number "49" is located in the bottom left corner, and the CollegeBoard logo with the copyright notice "© 2016 The College Board" is in the bottom right corner.

Questions 1-10 are based on the following passages. Passage 1 is adapted from Edmund Burke, *Reflections on the Revolution in France*. Originally published in 1790. Passage 2 is adapted from Thomas Paine, *Rights of Man*. Originally published in 1791.

Passage 1

To avoid . . . the evils of inconstancy and versatility, ten thousand times worse than those of obstinacy and the blindest prejudice, we have consecrated the state, that no man should approach to look into its defects or corruptions but with due caution; that he should never dream of beginning its reformation by its subversion; that he should approach to the faults of the state as to the wounds of a father, with pious awe and trembling solicitude. By this wise prejudice we are taught to look with horror on those children of their country who are prompt rashly to hack that aged parent in pieces, and put him into the kettle of magicians, in hopes that by their poisonous weeds, and wild incantations, they may regenerate the paternal constitution, and renovate their father's life.

Society is indeed a contract. Subordinate contracts for objects of mere occasional interest may be dissolved at pleasure — but the state ought not to be considered as nothing better than a partnership agreement in a trade of pepper and coffee, calico or tobacco, or some other such low concern, to be taken up for a little temporary interest, and to be dissolved by the fancy of the parties. It is to be looked on with other reverence; because it is not a partnership in things subservient only to the gross animal existence of a temporary and perishable nature. It is a partnership in all science; a partnership in all art; a partnership in every virtue, and in all perfection. As the ends of such a partnership cannot be obtained in many generations, it becomes a partnership not only between those who are living, but between those who are living, those who are dead, and those who are to be born. . . . The municipal corporations of that universal kingdom are not morally at liberty at their pleasure, and on their speculations of a contingent improvement, wholly to separate and tear asunder the bands of their subordinate community, and to dissolve it into an unsocial, uncivil, unconnected chaos of elementary principles.

Passage 2

Every age and generation must be as free to act for itself, in all cases, as the ages and generations which preceded it. The vanity and presumption of governing beyond the grave, is the most ridiculous and insolent of all tyrannies.

Man has no property in man; neither has any generation a property in the generations which are to follow. The Parliament or the people of 1688, or of any other period, had no more right to dispose of the people of the present day, or to bind or to control them in any shape whatever, than the parliament or the people of the present day have to dispose of, bind, or control those who are to live a hundred or a thousand years hence.

Every generation is, and must be, competent to all the purposes which its occasions require. It is the living, and not the dead, that are to be accommodated. When man ceases to be, his power and his wants cease with him; and having no longer any participation in the concerns of this world, he has no longer any authority in directing who shall be its governors, or how its government shall be organized, or how administered. . . .

Those who have quitted the world, and those who are not yet arrived at it, are as remote from each other, as the utmost stretch of mortal imagination can conceive. What possible obligation, then, can exist between them; what rule or principle can be laid down, that two nonentities, the one out of existence, and the other not in, and who never can meet in this world, that the one should control the other to the end of time? . . .

The circumstances of the world are continually changing, and the opinions of men change also; and as government is for the living, and not for the dead, it is the living only that has any right in it. That which may be thought right and found convenient in one age, may be thought wrong and found inconvenient in another. In such cases, who is to decide, the living, or the dead?

1. In Passage 1, Burke indicates that a contract between a person and society differs from other contracts mainly in its
- A) brevity and prominence.
 - B) complexity and rigidity.
 - C) precision and usefulness.
 - D) seriousness and permanence.
2. As used in line 4, “state” most nearly refers to a
- A) style of living.
 - B) position in life.
 - C) temporary condition.
 - D) political entity.
3. As used in line 23, “low” most nearly means
- A) petty.
 - B) weak.
 - C) inadequate.
 - D) depleted.
4. It can most reasonably be inferred from Passage 2 that Paine views historical precedents as
- A) generally helpful to those who want to change society.
 - B) surprisingly difficult for many people to comprehend.
 - C) frequently responsible for human progress.
 - D) largely irrelevant to current political decisions.
5. How would Paine most likely respond to Burke’s statement in lines 32-36, Passage 1 (“As the... born”)?
- A) He would assert that the notion of a partnership across generations is less plausible to people of his era than it was to people in the past.
 - B) He would argue that there are no politically meaningful links between the dead, the living, and the unborn.
 - C) He would question the possibility that significant changes to a political system could be accomplished within a single generation.
 - D) He would point out that we cannot know what judgments the dead would make about contemporary issues.
6. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 44-46 (“Every... it”)
 - B) Lines 46-48 (“The vanity... tyrannies”)
 - C) Lines 60-61 (“It is... accommodated”)
 - D) Lines 70-76 (“What... time”)
7. Which choice best describes how Burke would most likely have reacted to Paine’s remarks in the final paragraph of Passage 2?
- A) With approval, because adapting to new events may enhance existing partnerships.
 - B) With resignation, because changing circumstances are an inevitable aspect of life.
 - C) With skepticism, because Paine does not substantiate his claim with examples of governments changed for the better.
 - D) With disapproval, because changing conditions are insufficient justification for changing the form of government.
8. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 1-4 (“To avoid... state”)
 - B) Lines 6-10 (“he should... solicitude”)
 - C) Lines 29-31 (“It is... perfection”)
 - D) Lines 37-41 (“The municipal... community”)
9. Which choice best states the relationship between the two passages?
- A) Passage 2 challenges the primary argument of Passage 1.
 - B) Passage 2 advocates an alternative approach to a problem discussed in Passage 1.
 - C) Passage 2 provides further evidence to support an idea introduced in Passage 1.
 - D) Passage 2 exemplifies an attitude promoted in Passage 1.
10. The main purpose of both passages is to
- A) suggest a way to resolve a particular political struggle.
 - B) discuss the relationship between people and their government.
 - C) evaluate the consequences of rapid political change.
 - D) describe the duties that governments have to their citizens.

QUESTION 1 – Difficulty: medium

Choice D is the best answer. In lines 27-31, Burke describes the contract between a person and society as one that is “not a partnership in things subservient only to the gross animal existence of a temporary and perishable nature. It is a partnership in all science; a partnership in all art; a partnership in every virtue, and in all perfection.” Describing that contract as a partnership in all things indicates its seriousness, while describing it as not being a “temporary and perishable nature” implies its permanence. Choice A is incorrect because line 29 states that the contract between a person and society is not “temporary or perishable,” meaning it is not brief. Choices B and C are incorrect because the passage does not compare the contracts in terms of complexity or precision.

QUESTION 2 – Difficulty: medium

Choice D is the best answer. In lines 1-9, Burke explains that people have “consecrated the state” to “avoid . . . the evils of inconstancy and versatility,” and that people should examine “the faults of the state . . . with pious awe and trembling solitude.” Burke then explains that society is taught to “look with horror on those children of their country who want to hack that aged parent in pieces” (lines 11-12). Burke is arguing that children want to revise the state, or “this aged parent,” by amending its faults. In this context, “state” refers to a political entity, or government, that attempts to protect its citizens from “the evils of inconstancy and versatility.” Choices A, B, and C are incorrect because in this context, “state” does not mean style of living, position in life, or temporary condition.

QUESTION 3 – Difficulty: medium

Choice A is the best answer. In lines 18-29, Burke argues that “subordinate contracts,” are simply business agreements over traded goods, while the state is not merely “a partnership agreement in a trade . . . or some other such low concern . . . but a partnership in all science; a partnership in all art; a partnership in every virtue, and in all perfection.” In this context, Burke is stating that the state is not a contract consisting of “low” or petty concerns. Choices B, C, and D are incorrect because in this context, “low” does not mean weak, inadequate, or depleted.

QUESTION 4 – Difficulty: medium

Choice D is the best answer. In lines 44-46, Paine asserts that “Every age and generation must be as free to act for itself, in all cases, as the ages and generations which preceded it.” He later states that deceased citizens of a state should no longer have “any authority in directing who shall be its governors, or how its government shall be organized, or how administered” (lines 64-66). Paine doesn’t believe, in other words, that the decisions of previous generations should dictate the conditions of modern life and government. Choices A, B, and C are incorrect because they do not accurately characterize the way Paine views historical precedents.

QUESTION 5 – Difficulty: medium

Choice B is the best answer. In lines 30-34, Burke describes societal contracts as long-term agreements that preserve the interests of past generations and link the living and the dead into a “partnership.” Paine, however, states that past generations have no “control” over the decisions made by living (line 75) because the dead have “no longer any participation in the concerns of this world” (lines 63-64). Choices A, C, and D are incorrect because they do not accurately characterize how Paine would respond to Burke’s claim that societal contracts link past and current generations.

QUESTION 6 – Difficulty: medium

Choice D is the best answer. Lines 70-76 provide the best evidence that Paine would respond to Burke’s statement that society is a “partnership” between past and current generations (lines 29-34) with the explanation that the current generation cannot know what judgments the dead would make about contemporary issues. In these lines Paine explains: “What possible obligation, then, can exist between them; what rule or principle can be laid down, that two nonentities, the one out of existence, and the other not in, and who never can meet in this world, that the one should control the other to the end of time?” Choices A, B, and C are incorrect because the lines cited do not provide the best evidence that Paine would respond to Burke’s statement that society is a “partnership” between past and current generations (lines 29-34) by arguing that the current generation cannot know what judgments the dead would make about contemporary issues.

QUESTION 7 – Difficulty: hard

Choice D is the best answer. Paine concludes Passage 2 with the argument that because social issues change over time, the living should not try to adhere to decisions made by former generations (lines 77-74). Burke, however, states that living citizens exist within a “universal kingdom” (lines 37-38) comprised of the living, the dead, and those who are not yet born. Burke argues that the living do not have the right to change their government based on “their speculations of a contingent improvement” (lines 39-40). Therefore, Burke would disapprove of Paine’s concluding argument, as he believes the living do not have sufficient justification for changing the existing governmental structure. Choices A, B, and C are incorrect because they do not accurately describe how Burke would likely have responded to Paine’s remarks in the final paragraph of Passage 2.

QUESTION 8 – Difficulty: hard

Choice D is the best answer. Lines 37-41 provide the best evidence that Burke would disapprove of Paine’s remarks in the final paragraph of Passage 2: “The municipal corporations of that universal kingdom are not morally at liberty at [the living’s] pleasure, and on their speculations of a contingent improvement, wholly to separate and tear asunder the bands of their subordinate community.” In these lines, Burke is arguing that the living do not have sufficient justification to change the existing governmental structure. Choices A, B, and C do not provide the best evidence that Burke would disapprove of Paine’s remarks in the final paragraph of Passage 2, as Burke believes the living do not have sufficient justification for changing the existing governmental structure.

QUESTION 9 – Difficulty: medium

Choice A is the best answer. The primary argument of Passage 1 is that an inviolable contract exists between a people and its government, one that is to be “looked on with other reverence” (line 26). Passage 1 suggests that this contract exists between past and future generations as well; in effect, current and future generations should be governed by decisions made in the past. Passage 2 challenges these points, as it argues that current and future generations are not obligated to preserve past generations’ beliefs: “The Parliament or the people of 1688, or of any other period, had no more right to dispose of the people of the present day, or to bind or to control them in any shape whatever, than the parliament or the people of the present day have to dispose of, bind, or control those who are to live a hundred or a thousand years hence” (lines 51-57). Choices B, C, and D are incorrect because Passage 2 does not offer an alternative approach to Passage 1, support an idea introduced in Passage 1, or exemplify an attitude promoted in Passage 1.

QUESTION 10 – Difficulty: medium

Choice B is the best answer. Passage 1 argues that the government is sacred (lines 3-6) and that no person should interfere with it (lines 6-9). Passage 2 argues that people have the right to make changes to their government: “The circumstances of the world are continually changing, and the opinions of men change also; and as government is for the living, and not for the dead, it is the living only that has any right in it” (lines 77-81). Choices A, C, and D are incorrect because they do not identify the main purpose of both passages.

This passage is adapted from Iain King, “Can Economics Be Ethical?” ©2013 by Prospect Publishing.

Recent debates about the economy have rediscovered the question, “is that right?”, where “right” means more than just profits or efficiency.

Some argue that because the free markets allow for personal choice, they are already ethical. Others have accepted the ethical critique and embraced corporate social responsibility. But before we can label any market outcome as “immoral,” or sneer at economists who try to put a price on being ethical, we need to be clear on what we are talking about.

There are different views on where ethics should apply when someone makes an economic decision. Consider Adam Smith, widely regarded as the founder of modern economics. He was a moral philosopher who believed sympathy for others was the basis for ethics (we would call it empathy nowadays). But one of his key insights in *The Wealth of Nations* was that acting on

this empathy could be counter-productive — he observed people becoming better off when they put their own empathy aside, and interacted in a self-interested way. Smith justifies selfish behavior by the outcome. Whenever planners use cost-benefit analysis to justify a new railway line, or someone retrains to boost his or her earning power, or a shopper buys one to get one free, they are using the same approach: empathizing with someone, and seeking an outcome that makes that person as well off as possible — although the person they are empathizing with may be themselves in the future.

Instead of judging consequences, Aristotle said ethics was about having the right character — displaying virtues like courage and honesty. It is a view put into practice whenever business leaders are chosen for their good character. But it is a hard philosophy to teach — just how much loyalty should you show to a manufacturer that keeps losing money? Show too little and you’re a “greed is good” corporate raider; too much and you’re wasting money on unproductive capital. Aristotle thought there was a golden mean between the two extremes, and finding it was a matter of fine judgment. But if ethics is about character, it’s not clear what those characteristics should be.

There is yet another approach: instead of rooting ethics in character or the consequences of actions, we can focus on our actions themselves.

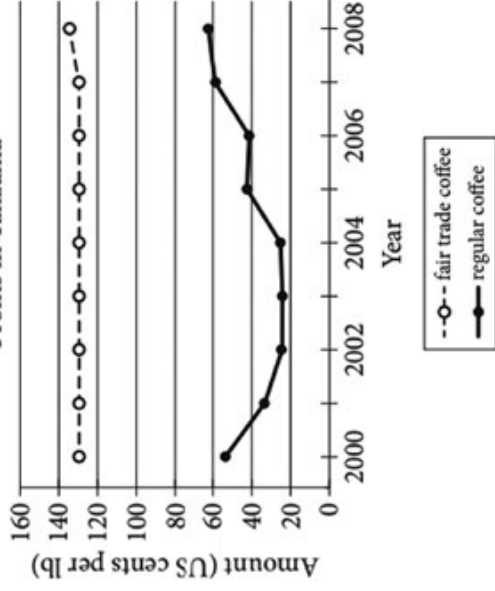
From this perspective some things are right, some wrong — we should buy fair trade goods, we shouldn’t tell lies in advertisements. Ethics becomes a list of commandments, a catalog of “dos” and “don’ts.” When a finance official refuses to devalue a currency because they have promised not to, they are defining ethics this way. According to this approach devaluation can still be bad, even if it would make everybody better off.

Many moral dilemmas arise when these three versions pull in different directions but clashes are not inevitable. Take fair trade coffee (coffee that is sold with a certification that indicates the farmers and workers who produced it were paid a fair wage), for example: buying it might have good consequences, be virtuous, and also be the right way to act in a flawed market. Common ground like this suggests that, even without agreement on where ethics applies, ethical economics is still possible.

Whenever we feel queasy about “perfect” competitive markets, the problem is often rooted in a phony conception of people. The model of man on which classical economics is based — an entirely rational and selfish being — is a parody, as John Stuart Mill, the philosopher who pioneered the model, accepted. Most people — even economists — now accept that this “economic man” is a fiction. We behave like a herd; we fear losses more than we hope for gains; rarely can our brains process all the relevant facts.

These human quirks mean we can never make purely “rational” decisions. A new wave of behavioral economists, aided by neuroscientists, is trying to understand our psychology, both alone and in groups, so they can anticipate our decisions in the marketplace more accurately. But psychology can also help us understand why we react in disgust at economic injustice, or accept a moral law as universal. Which means that the relatively new science of human behavior might also define ethics for us. Ethical economics would then emerge from one of the least likely places: economists themselves.

4. As used in line 7, “embraced” most nearly means
- A) lovingly held.
 B) readily adopted.
 C) eagerly hugged.
 D) reluctantly used.
5. The main purpose of the fifth paragraph (lines 47-58) is to



Adapted from the Fair Trade Vancouver website.

1. The main purpose of the passage is to
- A) consider an ethical dilemma posed by cost-benefit analysis.
 B) describe a psychology study of ethical economic behavior.
 C) argue that the free market prohibits ethical economics.
 D) examine ways of evaluating the ethics of economics.
2. In the passage, the author anticipates which of the following objections to criticizing the ethics of free markets?
- A) Smith’s association of free markets with ethical behavior still applies today.
 B) Free markets are the best way to generate high profits, so ethics are a secondary consideration.
 C) Free markets are ethical because they are made possible by devalued currency.
 D) Free markets are ethical because they enable individuals to make choices.
3. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 4-5 (“Some... ethical”)
 B) Lines 7-11 (“But... about”)
 C) Lines 23-24 (“Smith... outcome”)
 D) Lines 54-56 (“When... way”)
6. As used in line 60, “clashes” most nearly means
- A) conflicts.
 B) mismatches.
 C) collisions.
 D) brawls.
7. The main idea of the final paragraph is that
- A) human quirks make it difficult to predict people’s ethical decisions accurately.
 B) people universally react with disgust when faced with economic injustice.
 C) understanding human psychology may help to define ethics in economics.
 D) economists themselves will be responsible for reforming the free market.
8. Which choice best supports the author’s claim that there is common ground shared by the different approaches to ethics described in the passage?
- A) Lines 12-14 (“There... decision”)
 B) Lines 50-52 (“From... advertisements”)
 C) Lines 61-66 (“Take... market”)
 D) Lines 78-80 (“We... facts”)

9. Data in the graph about per-pound coffee profits in Tanzania most strongly support which of the following statements?
- A) Fair trade coffee consistently earned greater profits than regular coffee earned.
 - B) The profits earned from regular coffee did not fluctuate.
 - C) Fair trade coffee profits increased between 2004 and 2006.
 - D) Fair trade and regular coffee were earning equal profits by 2008.
10. Data in the graph indicate that the greatest difference between per-pound profits from fair trade coffee and those from regular coffee occurred during which period?
- A) 2000 to 2002
 - B) 2002 to 2004
 - C) 2004 to 2005
 - D) 2006 to 2008
11. Data in the graph provide most direct support for which idea in the passage?
- A) Acting on empathy can be counterproductive.
 - B) Ethical economics is defined by character.
 - C) Ethical economics is still possible.
 - D) People fear losses more than they hope for gains.

CAN ECONOMICS BE ETHICAL? – READING TEST SAMPLE QUESTIONS

QUESTION 1 – Difficulty: medium

Choice D is the best answer. In lines 12-14, the author introduces the main purpose of the passage, which is to examine the “different views on where ethics should apply when someone makes an economic decision.” The passage examines what historical figures Adam Smith, Aristotle, and John Stuart Mill believed about the relationship between ethics and economics. Choices A, B, and C are incorrect because they identify certain points addressed in the passage (cost-benefit analysis, ethical economic behavior, and the role of the free market), but do not describe the passage’s main purpose.

QUESTION 2 – Difficulty: medium

Choice D is the best answer. In lines 4-5, the author suggests that people object to criticizing ethics in free markets because they believe free markets are inherently ethical, and therefore, the role of ethics in free markets is unnecessary to study. In the opinion of the critics, free markets are ethical because they allow individuals to make their own choices about which goods to purchase and which goods to sell. Choices A and B are incorrect because they are not objections that criticize the ethics of free markets. Choice C is incorrect because the author does not present the opinion that free markets depend on devalued currency.

QUESTION 3 – Difficulty: medium

Choice A is the best answer. In lines 4-5, the author states that some people believe that free markets are “already ethical” because they “allow for personal choice.” This statement provides evidence that some people believe criticizing the ethics of free markets is unnecessary because free markets permit individuals to make their own choices. Choices B, C, and D are incorrect because they do not provide the best evidence of an objection to a critique of the ethics of free markets.

QUESTION 4 – Difficulty: easy

Choice B is the best answer. In lines 6-7, the author states that people “have accepted the ethical critique and embraced corporate social responsibility.” In this context, people “embrace,” or readily adopt, corporate social responsibility by acting in a certain way. Choices A, C, and D are incorrect because in this context “embraced” does not mean lovingly held, eagerly hugged, or reluctantly used.

QUESTION 5 – Difficulty: medium

Choice C is the best answer. The third and fourth paragraphs of the passage present Adam Smith’s and Aristotle’s different approaches to defining ethics in economics. The fifth paragraph offers a third approach to defining ethical economics, how “instead of rooting ethics in character or the consequences of actions, we can focus on our actions themselves. From this perspective some things are right, some wrong” (lines 47-51). Choice A is incorrect because the fifth paragraph does not develop a counterargument. Choices B and D are incorrect because although “character” is briefly mentioned in the fifth paragraph, its relationship to ethics is examined in the fourth paragraph.

QUESTION 6 – Difficulty: easy

Choice A is the best answer. In lines 59-61, the author states that “Many moral dilemmas arise when these three versions pull in different directions but clashes are not inevitable.” In this context, the three different perspectives on ethical economics may “clash,” or conflict, with one another. Choices B, C, and D are incorrect because in this context “clashes” does not mean mismatches, collisions, or brawls.

QUESTION 7 – Difficulty: medium

Choice C is the best answer. In lines 61-66, the author states, “Take fair trade coffee . . . for example: buying it might have good consequences, be virtuous, and also be the right way to act in a flawed market.” The author is suggesting that in the example of fair trade coffee, all three perspectives about ethical economics — Adam Smith’s belief in consequences dictating action, Aristotle’s emphasis on character, and the third approach emphasizing the virtue of good actions — can be applied. These three approaches share “common ground” (line 66), as they all can be applied to the example of fair trade coffee without contradicting one another. Choices A, B, and D are incorrect because they do not show how the three different approaches to ethical economics share common ground. Choice A simply states that there are “different views on ethics” in economics, choice B explains the third ethical economics approach, and choice D suggests that people “behave like a herd” when considering economics.

QUESTION 8 – Difficulty: medium

Choice C is the best answer. In lines 89-91, the author states that psychology can help “define ethics for us,” which can help explain why people “react in disgust at economic injustice, or accept a moral law as universal.” Choices A and B are incorrect because they identify topics discussed in the final paragraph (human quirks and people’s reaction to economic injustice) but not its main idea. Choice D is incorrect because the final paragraph does not suggest that economists may be responsible for reforming the free market.

QUESTION 9 – Difficulty: easy

Choice A is the best answer. The data in the graph show that in Tanzania between the years 2000 and 2008, fair trade coffee profits were around \$1.30 per pound, while profits of regular coffee were in the approximate range of 20-60 cents per pound. Choices B, C, and D are incorrect because they are not supported by information in the graph.

QUESTION 10 – Difficulty: easy

Choice B is the best answer. The data in the graph indicate that between 2002 and 2004 the difference in per-pound profits between fair trade and regular coffee was about \$1. In this time period, fair trade coffee was valued at around \$1.30 per pound and regular coffee was valued at around 20 cents per pound. The graph also shows that regular coffee recorded the lowest profits between the years 2002 and 2004, while fair trade coffee remained relatively stable throughout the entire eight-year span (2000 to 2008). Choices A, C, and D are incorrect because they do not indicate the greatest difference between per-pound profits for fair trade and regular coffee.

QUESTION 11 – Difficulty: medium

Choice C is the best answer. In lines 61-64, the author defines fair trade coffee as “coffee that is sold with a certification that indicates the farmers and workers who produced it were paid a fair wage.” This definition suggests that purchasing fair trade coffee is an ethically responsible choice, and the fact that fair trade coffee is being produced and is profitable suggests that ethical economics is still a consideration. The graph’s data support this claim by showing how fair trade coffee was more than twice as profitable as regular coffee. Choice A is incorrect because the graph suggests that people acting on empathy (by buying fair trade coffee) is productive for fair trade coffee farmers and workers. Choices B and D are incorrect because the graph does not provide support for the idea that character or people’s fears factor into economic choices.

You Are Where You Say

Research on regional variations in English-language use has not only yielded answers to such **1** life-altering questions as how people in different parts of the United States refer to carbonated beverages (“soda”? “pop”? “coke”?) **2** it also illustrates how technology can change the very nature of research. While traditional, human-intensive data collection **3** has all but disappeared in language studies, the explosion of social media has opened new avenues for investigation.

1. (H/SS)
The writer wants to convey an attitude of genuine interest and to avoid the appearance of mockery. Which choice best accomplishes this goal?
 A) NO CHANGE
 B) galvanizing
 C) intriguing
 D) weird
2.
 A) NO CHANGE
 B) and also illustrates
 C) but also illustrates
 D) illustrating
3. (H/SS)
Which choice most effectively sets up the contrast in the sentence and is consistent with the information in the rest of the passage?
 A) NO CHANGE
 B) still has an important place
 C) remains the only option
 D) yields questionable results

[1] Perhaps the epitome of traditional methodology is the Dictionary of American Regional English, colloquially known as *D.A.R.E.* [2] Its fifth and final alphabetical volume — ending with “zydeco” — released in 2012, the dictionary represents decades of arduous work. [3] Over a six-year period from 1965 to 1970, university graduate students conducted interviews in more than a thousand communities across the nation. [4] Their goal was to determine what names people used for such everyday objects and concepts as a submarine sandwich (a “hero” in New York City but a “dagwood” in many parts of Minnesota, Iowa, and Colorado) and a heavy rainstorm (variously a “gully washer,” “pour-down,” or “stump mover”). [5] The work that dictionary founder Frederic G. Cassidy had expected to be finished by 1976 was not, in fact, completed in his lifetime. [6] The wait did not dampen enthusiasm among **4** scholars. Scholars consider the work a signal achievement in linguistics. **5**

Not all research into regional English varieties **6** requires such time, effort, and resources, however. Today’s researchers have found that the veritable army of trained volunteers traveling the country conducting face-to-face interviews can sometimes be **7** replaced by another army the vast array of individuals volunteering details about their lives — and, inadvertently, their language — through social media. Brice Russ of Ohio State University, for example, has employed software to sort through postings on one social media **8** cite in search of particular words and phrases of interest as well as the location from which users are posting. From these data,

4. (H/SS)

- A) NO CHANGE
- B) scholars, and these scholars
- C) scholars, but scholars
- D) scholars, who

5. (H/SS)

To improve the cohesion and flow of this paragraph, the writer wants to add the following sentence. Data gathering proved to be the quick part of the project. The sentence would most logically be placed after

- A) sentence 2.
- B) sentence 3.
- C) sentence 4.
- D) sentence 5.

6.

- A) NO CHANGE
- B) are requiring
- C) have required
- D) require

7.

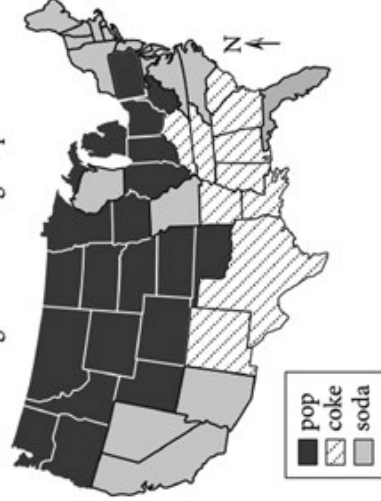
- A) NO CHANGE
- B) replaced — by another army,
- C) replaced by another army;
- D) replaced by another army:

8.

- A) NO CHANGE
- B) site in search of
- C) sight in search for
- D) cite in search for

he was able, among other things, to confirm regional variations in people’s terms for soft drinks. As the map shows, “soda” is commonly heard in the middle and western portions of the United States; “pop” is frequently used in many southern states; and “coke” is predominant in the northeastern and southwest regions but used elsewhere as well. **9** As interesting as Russ’s findings are, though, **10** they’re true value lies in their reminder that the Internet is not merely a sophisticated tool for collecting data but is also **11** itself a rich source of data.

Soft Drink Descriptions by State
Highest Percentage Reported



Adapted from Jennifer M. Smith, Department of Geography, The Pennsylvania State University, with data from www.popvssoda.com

9. (H/SS)

The writer wants the information in the passage to correspond as closely as possible with the information in the map. Given that goal and assuming that the rest of the previous sentence would remain unchanged, in which sequence should the three terms for soft drinks be discussed?

- A) NO CHANGE
- B) “pop,” “soda,” “coke”
- C) “pop,” “coke,” “soda”
- D) “soda,” “coke,” “pop”

10.

- A) NO CHANGE
- B) their true value lies in their
- C) there true value lies in they’re
- D) their true value lies in there

11. (H/SS)

Which choice most effectively concludes the sentence and paragraph?

- A) NO CHANGE
- B) where we can learn what terms people use to refer to soft drinks.
- C) a useful way to stay connected to friends, family, and colleagues.
- D) helpful to researchers.

QUESTION 1 – Difficulty: Easy

Choice C is the best answer because “intriguing” conveys a realistic level of interest for the entertaining but ultimately inconsequential question of regional differences in words for carbonated beverages. Choices A, B, and D are incorrect because each mocks the topic of regional words for carbonated beverages.

QUESTION 2 – Difficulty: medium

Choice C is the best answer because “but also” is the appropriate transition to complete the correlative pair “not only . . . but also,” which begins earlier in the sentence. Choices A, B, and D are incorrect because each fails to complete the phrase “not only . . . but also.”

QUESTION 3 – Difficulty: medium

Choice B is the best answer because it is consistent with the fact that there remains a “veritable army of trained volunteers traveling the country” and because it uses “still” to contrast this method with the “new avenues.” Choices A, C, and D are incorrect because none is consistent with the information contained later in the passage.

QUESTION 4 – Difficulty: easy

Choice D is the best answer because it uses the relative pronoun “who” to avoid needless repetition of the word “scholars.” Choices A, B, and C are incorrect because each unnecessarily repeats the word “scholars.”

QUESTION 5 – Difficulty: hard

Choice C is the best answer because the new sentence provides a logical transition from sentences 3 and 4, which describe the data collection, to sentence 5, which explains that completing the dictionary took far longer than expected. Choices A, B, and D are incorrect because each fails to create a logical transition between the preceding and subsequent sentences.

QUESTION 6 – Difficulty: medium

Choice A is the best answer because the singular verb “requires” agrees with the singular subject “research.” Choices B, C, and D are incorrect because they do not create subject-verb agreement.

QUESTION 7 – Difficulty: medium

Choice D is the best answer because a colon is the correct punctuation to introduce the elaborating phrase that follows the word “army.” Choices A, B, and C are incorrect because none provides the appropriate punctuation.

QUESTION 8 – Difficulty: easy

Choice B is the best answer because it contains both the correct word to refer to an Internet location — “site” — and the correct preposition to complete the collocation “in search of.” Choices A, C, and D are incorrect because each contains a word that does not refer to an Internet location, and choices C and D contain the wrong preposition.

QUESTION 9 – Difficulty: medium

Choice C is the best answer because it correctly associates each beverage term with the region described in the sentence according to the information contained in the map. Choices A, B, and D are incorrect because each contradicts the information contained in the map.

QUESTION 10 – Difficulty: easy

Choice B is the best answer because it contains the two plural possessive pronouns needed to refer to the subject “findings” — “their” and “their.” Choices A, C, and D are incorrect because each contains a word frequently confused with “their.”

QUESTION 11 – Difficulty: medium

Choice A is the best answer because it provides a summary and evaluation of gathering data from the Internet, which is the focus of the paragraph. Choices B, C, and D are incorrect because each is either irrelevant to the main point of the paragraph or unnecessarily repeats information.

MATH TEST SAMPLE QUESTIONS

Analysis in History/Social Studies Cross-Test Score Math Questions

Problem Solving and Data Analysis/Calculator/Multiple Choice/Medium Difficulty

1. A researcher conducted a survey to determine whether people in a certain large town prefer watching sports on television to attending the sporting event. The researcher asked 117 people who visited a local restaurant on a Saturday, and 7 people refused to respond. Which of the following factors makes it least likely that a reliable conclusion can be drawn about the sports-watching preferences of all people in the town?
- A) Sample size
 - B) Population size
 - C) The number of people who refused to respond
 - D) Where the survey was given

Problem Solving and Data Analysis/Calculator/Multiple Choice/Medium Difficulty

**Number of Registered Voters
in the United States in 2012, in Thousands**

Region	Age, in years					Total
	18 to 24	25 to 44	45 to 64	65 to 74	75 and older	
Northeast	2,713	8,159	10,986	3,342	2,775	27,975
Midwest	3,453	11,237	13,865	4,221	3,350	36,126
South	5,210	18,072	21,346	7,272	4,969	56,869
West	3,390	10,428	11,598	3,785	2,986	32,187
Total	14,766	47,896	57,795	18,620	14,080	153,157

2. The table above shows the number of registered voters in 2012, in thousands, in four geographic regions and five age groups. Based on the table, if a registered voter who was 18 to 44 years old in 2012 is chosen at random, which of the following is closest to the probability that the registered voter was from the Midwest region?
- A) 0.10
 - B) 0.25
 - C) 0.40
 - D) 0.75
- Passport to Advanced Math/Calculator/Student Produced Response/Hard Difficulty
3. The stock price of one share in a certain company is worth \$360 today. A stock analyst believes that the stock will lose 28 percent of its value each week for the next three weeks. The analyst uses the equation $V = 360(r)^t$ to model the value, V , of the stock after t weeks.
- What value should the analyst use for r ?

Question 1

Answer explanation: Choice D is correct. Survey research is an efficient way to estimate the preferences of a large population. In order to reliably generalize the results of survey research to a larger population, the participants should be randomly selected from all people in that population. Since this survey was conducted with a population that was not randomly selected, the results are not reliably representative of all people in the town. Therefore, of the given factors, where the survey was given makes it least likely that a reliable conclusion can be drawn about the sports-watching preferences of all people in the town.

Choice A is incorrect. In general, larger sample sizes are preferred over smaller sample sizes. However, a sample size of 117 people would have allowed a reliable conclusion about the population if the participants had been selected at random. Choice B is incorrect. Whether the population is large or small, a large enough sample taken from the population is reliably generalizable if the participants are selected at random from that population. Thus, a reliable conclusion could have been drawn about the population if the 117 survey participants had been selected at random. Choice C is incorrect. When giving a survey, participants are not forced to respond. Even though some people refused to respond, a reliable conclusion could have been drawn about the population if the participants had been selected at random.

Question 2

Answer explanation: Choice B is correct. According to the table, in 2012 there was a total of $14,766 + 47,896 = 62,662$ registered voters between 18 and 44 years old, and $3,453 + 11,237 = 14,690$ of them were from the Midwest region. Therefore, the probability that a randomly chosen registered voter who was between 18 and 44 years old in 2012 was from Midwest region is $\frac{14,690}{62,662} \approx 0.234$.

Of the given choices, 0.25 is closest to this value.

Choices A, C, and D are incorrect and may be the result of errors in selecting the correct proportion or in calculating the correct value.

Question 3

Answer explanation: The correct answer is .72. According to the analyst's estimate, the value V , in dollars, of the stock will decrease by 28% each week for t weeks, where $t = 1, 2$, or 3, with its value being given by the formula $V = 360(r)^t$. This equation is an example of exponential decay. A stock losing 28% of its value each week is the same as the stock's value decreasing to 72% of its value from the previous week, since $V - (.28)V = (.72)V$. Using this information, after 1 week the value, in dollars, of the stock will be $V = 360(.72)$; after 2 weeks the value of the stock will be $V = 360(.72)(.72) = 360(.72)^2$; and after 3 weeks the value of the stock will be $V = 360(.72)(.72)(.72) = 360(.72)^3$. For all of the values of t in question, namely $t = 1, 2$, and 3, the equation $V = 360(.72)^t$ is true. Therefore, the analyst should use .72 as the value of r .

INSTRUCTIONAL STRATEGIES

Strengthen College Readiness and SAT Skills in the Social Studies Classroom
SAT Reading Test

- » Visit the National Constitution Center to find quality essays and primary and secondary sources on each of the first ten amendments of the Constitution. Give students the opportunity to practice skills in analyzing arguments, synthesis, and focusing on the informational content of texts in social studies contexts. <http://constitutioncenter.org/interactive-constitution>
- » Use released AP U.S. History questions — both document-based questions (DBQ) and short-answer questions (SAQ) — to practice analysis skills in social studies contexts.
 - » Sample APUSH exams are available at <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-practice-exam.pdf>
 - » APUSH rubrics are available at <https://secure-media.collegeboard.org/digitalServices/pdf/ap/rubrics-ap-histories-historical-thinking-skills.pdf>
- » Practice synthesis by asking students to read primary and secondary sources on the same social science topic, identifying ambiguities, areas of disagreement among authors, and the limits of historical thinking.
- » Promote close reading of a complex text by asking students to consider and discuss:
 - » What the text says explicitly
 - » What reasonable inferences and conclusions can be drawn
 - » What textual evidence supports their analysis (quotations, facts, figures, etc.)
- » Expose students to informational graphics of many types and help them gain the skills needed to consume and produce them, focusing on titles, scales, and legends. Help them figure out what types of information the graphics do and don't contain, and the conclusions that particular graphics can and can't support. Help them become familiar with various ways in which data can be obscured or distorted in graphs.
- » Ask students to locate articles with informational graphics related to topics in social studies. Ask them to practice analyzing claims, counterclaims, evidence, and point of view in the articles. Have them synthesize the information in the text with the data presented in the informational graphic.

Writing and Language Test

- » Teach students in all classes to practice writing and language analysis skills — using effective language, clearly expressing ideas, and properly utilizing conventions of standard English — to develop their analyses of history/social studies passages.
- » Familiarize students with the analysis of data, graphs, and charts in conjunction with text. Using the informational graphics in a textbook, provide students with inaccurate interpretations of data or graphics and ask them to correct the error(s). Have them explicitly describe the data they used to make each correction.
- » Provide students with a social science article accompanied by an informational graphic. Ask students to use evidence (i.e., descriptive details and data from informational graphics) to add or refine central ideas, develop and strengthen claims and points, sharpen focus, and improve precision and accuracy.

Math Test

- » Help students become fluent in working with numbers and data that are important in reading, writing, and communicating about texts and topics in history/social studies by regularly gathering, organizing, and analyzing relevant data.
- » Using data from voter polls or opinion polls cited in current media reports, review data collection techniques and determine appropriateness of data collection methods, evaluate reports, and develop conclusions based on the data.
- » Use opinion survey data on media use, statistics from a study of human migration patterns, or the outcomes of an experiment on techniques to improve memory to give students the opportunity to analyze and make meaning from data.

This passage is adapted from Taras Grescoe, *Straphanger: Saving Our Cities and Ourselves from the Automobile*. ©2012 by Taras Grescoe.

Though there are 600 million cars on the planet, and counting, there are also seven billion people, which means that for the vast majority of us getting around involves taking buses, ferries, commuter trains, streetcars, and subways. In other words, traveling to work, school, or the market means being a straphanger: somebody who, by choice or necessity, relies on public transport, rather than a privately owned automobile.

Half the population of New York, Toronto, and London do not own cars. Public transport is how most of the people of Asia and Africa, the world's most populous continents, travel. Every day, subway systems carry 155 million passengers, thirty-four times the number carried by all the world's airplanes, and the global public transport market is now valued at \$428 billion annually. A century and a half after the invention of the internal combustion engine, private car ownership is still an anomaly.

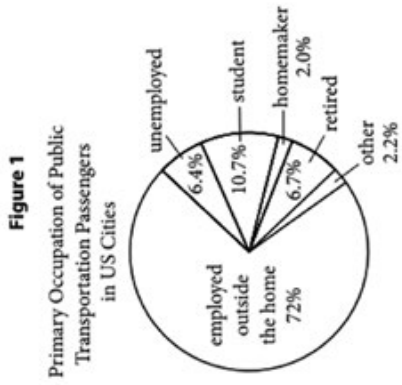
And yet public transportation, in many minds, is the opposite of glamour — a squalid last resort for those with one too many impaired driving charges, too poor to afford insurance, or too decrepit to get behind the wheel of a car. In much of North America, they are right: taking transit is a depressing experience. Anybody who has waited far too long on a street corner for the privilege of boarding a lurching, overcrowded bus, or wrestled luggage onto subways and shuttles to get to a big city airport, knows that transit on this continent tends to be underfunded, ill-maintained, and ill-planned. Given the opportunity, who wouldn't drive? Hopping in a car almost always gets you to your destination more quickly.

It doesn't have to be like this. Done right, public transport can be faster, more comfortable, and cheaper than the private automobile. In Shanghai, German-made magnetic levitation trains skim over elevated tracks at 266 miles an hour, whisking people to the airport at a third of the speed of sound. In provincial French towns, electric-powered streetcars run silently on rubber tires, sliding through narrow streets along a single guide rail set into cobblestones. From Spain to Sweden, Wi-Fi equipped high-speed trains seamlessly connect with highly

ramified metro networks, allowing commuters to work on laptops as they prepare for same-day meetings in once distant capital cities. In Latin America, China, and India, working people board fast-loading buses that move like subway trains along dedicated busways, leaving the sedans and SUVs of the rich mired in dawn-to-dusk traffic jams. And some cities have transformed their streets into cycle-path freeways, making giant strides in public health and safety and the sheer livability of their neighborhoods — in the process turning the workaday bicycle into a viable form of mass transit.

If you credit the demographers, this transit trend has legs. The “Millennials,” who reached adulthood around the turn of the century and now outnumber baby boomers, tend to favor cities over suburbs, and are far more willing than their parents to ride buses and subways. Part of the reason is their ease with iPads, MP3 players, Kindles, and smartphones: you can get some serious texting done when you're not driving, and earbuds offer effective insulation from all but the most extreme commuting annoyances. Even though there are more teenagers in the country than ever, only ten million have a driver's license (versus twelve million a generation ago). Baby boomers may have been raised in Leave It to Beaver suburbs, but as they retire, a significant contingent is favoring older cities and compact towns where they have the option of walking and riding bikes. Seniors, too, are more likely to use transit, and by 2025, there will be 64 million Americans over the age of sixty-five. Already, dwellings in older neighborhoods in Washington, D.C., Atlanta, and Denver, especially those near light-rail or subway stations, are commanding enormous price premiums over suburban homes. The experience of European and Asian cities shows that if you make buses, subways, and trains convenient, comfortable, fast, and safe, a surprisingly large percentage of citizens will opt to ride rather than drive.

1. What is the author's claim in the passage?



2. Write the title of a second passage that might include a claim counter to the author's view in this passage.

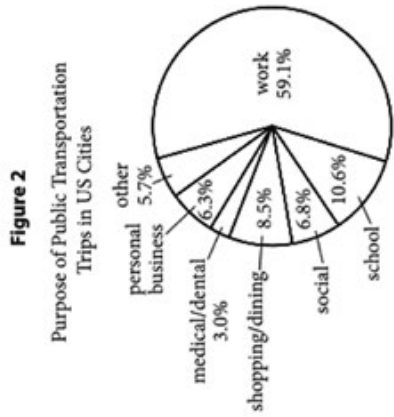


Figure 1 and figure 2 are adapted from the American Public Transportation Association, "A Profile of Public Transportation Passenger Demographics and Travel Characteristics Reported in On-Board Surveys," © 2007 by American Public Transportation Association.

3. How does the data in the informational graphics support the author's claim?

4. Draw a (fictional) circle graph that would counter the author's claim.

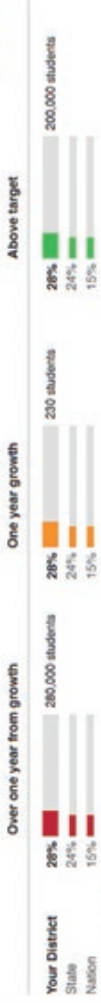
All Scores Evidence-Based Reading Related Scores Math Related Scores

Section Scores (160 - 760)

160 - 300 Over one year growth from target 301 - 555 One year growth from target 556 - 760 Above target

Evidence Based Reading & Writing

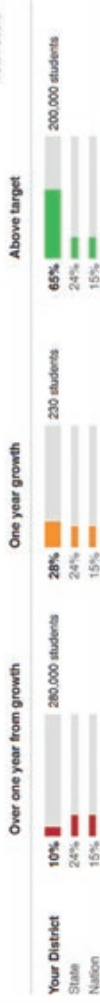
523
Mean Score



See Question Analysis Report

Math

523
Mean Score



See Question Analysis Report

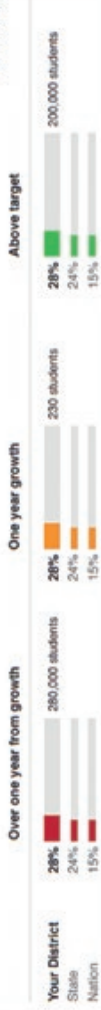
* Mean Score (Standard Deviation)

Test Scores (8 - 38)

8 - 16 Over one year growth from target 16 - 23 One year growth from target 24 - 38 Above target

Reading

31
Mean Score



Writing

31
Mean Score



* Mean Score (Standard Deviation)

Cross Test Scores (8 - 38)

Analysis in Science

31
Mean Score

Analysis in Social Studies/History

31
Mean Score

* Mean Score (Standard Deviation)

Subscores (1 - 15)

QUESTION ANALYSIS REPORT

William E. Grady Career and Technical Education High School
 PSAT/NMSQT Fall 2016, 11th Grade - Question Analysis Report



Form A - 25120 Test Tables

91 Evidence-Based Reading & Writing Questions

48 Math Questions

All % Correct All Difficulties All Score Relationships

Test Portion	Question	Correct Answer	Percentage Correct by Group	A%	B%	C%	D%	Omit%	Difficulty Level	Related Cross-test scores and Subscores	Students Performance
Reading	<u>1</u>	A		22	15	43	15	15	Easy	Expressions of Ideas <input type="checkbox"/> Command of Evidence <input type="checkbox"/>	See Student Performance
Reading	<u>2</u>	B		22	13	43	13	13	Easy	Expressions of Ideas <input type="checkbox"/> Words in Context <input type="checkbox"/> Command of Evidence <input type="checkbox"/>	See Student Performance
Reading	<u>3</u>	D		27	15	43	15	15	Medium	Expressions of Ideas <input type="checkbox"/> Words in Context <input type="checkbox"/> Command of Evidence <input type="checkbox"/>	See Student Performance
Reading	<u>4</u>	C		22	15	43	15	15	Medium	Expressions of Ideas <input type="checkbox"/> Command of Evidence <input type="checkbox"/>	See Student Performance
Reading	<u>5</u>	B		27	15	43	15	15	Hard	Expressions of Ideas <input type="checkbox"/> Words in Context <input type="checkbox"/> Command of Evidence <input type="checkbox"/>	See Student Performance
Reading	<u>6</u>	D		22	15	43	15	15	Hard	Expressions of Ideas <input type="checkbox"/> Command of Evidence <input type="checkbox"/>	See Student Performance
Writing	<u>5</u>	B		27	15	43	15	15	Hard	Expressions of Ideas <input type="checkbox"/> Words in Context <input type="checkbox"/> Command of Evidence <input type="checkbox"/>	See Student Performance
Writing	<u>6</u>	D		22	15	43	15	15	Hard	Expressions of Ideas <input type="checkbox"/> Command of Evidence <input type="checkbox"/>	See Student Performance