

THE NEW SAT*

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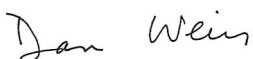
FROM THE PUBLISHER

As you've probably heard, major changes are coming to the SAT. In 2002, the College Board announced that it was dropping analogies, adding a writing section, and including tougher questions on the math section. The best possible score on the new SAT will be a whopping 2400—meaning that those once-stunning 1600s are about to become seriously unimpressive.

The changes to the SAT have attracted a great deal of criticism, praise, and press. Rumors have been flying—the math section will be impossible! You'll have to write a five-page essay in ten minutes! Parents, students, and teachers have been wondering what the changes mean for them and how best to prepare for the new test.

At SparkNotes, we decided a little objectivity and explaining were in order. We've sorted through and streamlined the huge amount of information out there and put together a complete SparkNote on the new SAT. In the following pages, you'll find an interesting history of the SAT (the U.S. Army is involved!), an explanation of why the College Board decided to change the test in the first place, and a detailed overview of the changes—all in the succinct, readable style that makes SparkNotes so popular among frazzled students. And for an even more in-depth look at the new SAT, check out our website at www.sparknotes.com/newsat, where we'll have blogs, constant updates, and fun downloads.

Enjoy!



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CONTEXT

A BRIEF HISTORY OF THE SAT

Many students think of studying for the SAT as a long, difficult battle. They're more right than they know: the seeds of the SAT were planted during World War I, when a man named Robert Yerkes convinced the United States Army to let him test the IQs of recruits. When the war ended, Carl Brigham, a psychologist and one of Yerkes' assistants, came home and turned the Army test into a college admissions exam. In 1926, roughly eight thousand wealthy college applicants took Brigham's test. Around the same time, general literacy was becoming more important in America, with the founding of the Book-of-the-Month Club, the Literary Guild, *Reader's Digest*, *Time*, and other publications—all intended not for the wealthy elite but for the cultural aspirant.

The admissions test got a bump in 1933, when Harvard president James Bryant Conant founded a new scholarship program. Harvard students usually came from top private schools, and Conant wanted to give a chance to intelligent young men from more modest backgrounds. Assistant dean Henry Chauncey suggested testing potential scholarship students with Brigham's test, which had come to be known as the Scholastic Aptitude Test, or SAT. Chauncey thought the SAT was a good way to find diamonds in the rough because it tested intelligence, not quality of education or family pedigree.

By 1942, many college applicants were taking the SAT. The GI Bill, which enabled veterans to seek higher education, resulted in booming college applications. In 1947, the Educational Testing Service (ETS) was founded for the purpose of doing educational research and creating tests. Henry Chauncey served as the first president of ETS. Under his leadership, the SAT continued to gain prominence, and by the 1950s, around 400 postsecondary schools required the test.

In 1967, the University of California (UC) began requiring all of its applicants to take the SAT. Winning UC, which has ten campuses, was a crucial victory for ETS. Hundreds of colleges followed UC's lead, and the popularity of the SAT went through the roof. So far in 2003, 1.4 million students have taken the SAT, earning average scores of 519 on the Math section and 507 on the verbal, for a total of 1026 out of a possible 1600.

THE CONTROVERSY BEGINS

WOMEN AND MINORITIES

By the 1970s, critics were beginning to attack the SAT on several fronts. Many charged that the SAT was unfair to black and Latino test takers, who as groups have always fared worse on the test than their white and Asian-American peers. Critics also protested admissions officers' use of SAT scores as a predictor of college success—blacks, Latinos, and women all do better during their first year of college than their SAT scores predict they will. Still, the College Board maintains that the SAT improves by ten percent some schools' ability to predict how well applicants will do in college.

APTITUDE OR KNOWLEDGE?

Critics also argued that the SAT did not test what it claimed to test: aptitude, or innate ability. Instead, they claimed, the SAT tested only whether the test taker had learned how to take the SAT. Despite ETS's claim that studying does not improve SAT scores, its own studies found that twenty hours of preparation improves scores by around twenty-five points, and forty hours of preparation improves scores by around forty-five points.

The shifting meaning of the three letters *SAT* reflects the widespread doubt over whether the old SAT actually tested brains or education. Initially, "SAT" stood for Scholastic Aptitude Test. Today, the College Board admits that "SAT" now stands for, well, nothing.

MONEY AND SCORES

If the SAT tests knowledge rather than aptitude, you can study for it—which leads critics to charge that the SAT favors wealthy kids who attend excellent private schools and can afford study aids and expensive test prep courses. Even Carl Brigham, the man who created the test in 1926, eventually scoffed at the idea that standardized tests measure intelligence, writing, "The test scores very definitely are a composite including schooling, family background, familiarity with English and everything else." In 1948, two educators wrote an article for *The Scientific Monthly* arguing that such tests measured not the test taker's innate intelligence, but the test taker's wealth. There was the first of many articles and books to make the same point.

Supporters maintained that the SAT is a crucial way of finding bright students who have slipped between the cracks, perhaps because they are not challenged at school, are immature for their age, or are not rich enough to attend private school. They also pointed out that in an age of grade inflation, the SAT was one of the only ways to compare students from different schools.

TEACHING TO THE TEST

Finally, some people took exception to the SAT's effect on curricula. Many schools, especially private schools, allotted a healthy chunk of time to drilling for the test. Students would spend hours practicing analogies, learning vocabulary words, and figuring out how to outwit the test using a variety of tricks. The people who object to this kind of "teaching to the test" have had more cause for concern recently, since the No Child Left Behind Act (N.C.L.B.) has mandated many more high-stakes tests, thus drastically increasing the likelihood that teaching to the test will become the norm.

STANDARDIZED TESTS IN THE U.S.

The SAT is just one of many standardized tests American students must face. Beginning in 1985, public school reform has increasingly relied on high-stakes testing. In 2002, the passage of the No Child Left Behind Act dramatically increased the frequency and importance of standardized testing in public schools. This act, which President George W. Bush signed into law, requires that every public school student take state standardized reading and math tests every year from grade three through grade eight. Schools that do not progress each year will be penalized under the act. The act also gives the federal government a greater role in overseeing public education.

The No Child Left Behind Act has had a controversial effect on curricula. Some people believe that high-stakes tests lead to the study of test prep techniques rather than the study of actual material, thereby stamping out creativity, hamstringing teachers, and dumbing down material. Moreover, states that rely on high-stakes testing, such as Florida and Texas, have seen only modest improvements in results, whereas states that don't use high-stakes testing have done better. But supporters of N.C.L.B. argue that achievement tests are crucial because they force schools to teach well, make it possible to compare students across states, and ensure that students are learning the same basic information.

PLOT OVERVIEW

In 2001, the president of the University of California, Richard Atkinson, called the SAT “the educational equivalent of a nuclear arms race” and recommended that his university stop requiring its applicants to take it. Speaking to the American Council on Education, Atkinson addressed familiar concerns about the SAT’s goals and effectiveness. He said that while he supported standardized tests, he believed that they should test what students learn in high school—and that in any case, current standardized tests did a bad job of testing “aptitude or intelligence.” Students should focus on acquiring real knowledge, not on learning test prep tricks, said Atkinson. Finally, Atkinson noted parents’ concern that some minority students fare badly on the SAT in comparison to their white and Asian-American counterparts. In place of the SAT, Atkinson said, applicants to UC should continue taking the SAT II exams in math, writing, and one other subject of their choice.

Atkinson’s speech met with mixed responses. The College Board was worried—in part because UC, with its 90,000 applicants, sends more paying customers to the College Board than any other school. Going on the defensive, the College Board stood up for the SAT in an email it sent to colleges. Some critics thought that Atkinson’s proposal had to do with race. In 1995, UC’s affirmative action program was banned, and critics suggested that Atkinson’s proposal was really an attempt to avoid the ban and admit to UC minority students whose low SAT scores would otherwise deny them entrance. Other critics suggested that Atkinson was against all standardized tests. Still others worried that if colleges stopped requiring the SAT, standards would soften. But many college officials cheered Atkinson’s remarks, and several colleges immediately began reviewing their own application criteria.

About a year after Atkinson’s speech, the College Board announced major changes to the SAT. The possibility of losing UC as a customer was probably one of the most important factors motivating the changes, but it was not the only one. About 280 other schools had already dropped the SAT as a requirement for their applicants, beginning with Bowdoin College in 1969 and spreading to such schools as Mount Holyoke and Franklin and Marshall. Crit-

icism that the SAT was out of touch with school curricula and biased toward rich kids had dogged the College Board for years.

The new SAT will feature several changes. The most drastic change is the addition of a Writing section, which will require the test taker to write an essay and to read passages and then answer multiple-choice questions. The Verbal section will be renamed Critical Reading and will include more reading passages than it does currently. This section will not include analogies, which will be banished from the test completely. The Math section, which currently tests only concepts from Algebra I, will include Algebra II questions and will drop quantitative comparison questions. The three sections (Writing, Critical Reading, and Math) will be worth up to 800 points each, meaning that the highest possible score will be a 2400 (800 points more than the current high score of 1600). The new SAT will be administered for the first time in March 2005, and a new PSAT will debut in October 2004.

THE WRITING SECTION

The College Board is a little vague about the details of the new Writing section. It's not saying yet how many multiple-choice questions will be included or how much time students will have to write the essay. What we do know is that the College Board plans to model the Writing section on the SAT II: Writing Test, a subject test that the Board already administers each year. In fact, the College Board predicts that eventually the SAT II: Writing Test will be dropped altogether, since the Writing section of the new SAT will mimic it so closely. For now, studying the SAT II: Writing Test is probably the best way to get ready for the new Writing section.

MULTIPLE-CHOICE QUESTIONS

The College Board says that the multiple-choice questions in this section will be exactly like the multiple-choice questions on the SAT II: Writing. The new section will involve identifying sentence errors and improving sentences and paragraphs.

THE ESSAY

According to the College Board, the essay portion of the new SAT will be “similar to, but not the same as” the essay required for the SAT II: Writing. Students will probably have to respond to a broad, opinionated statement by writing an essay that takes one persuasive

position and backs it up with examples. They will likely have 20 to 25 minutes to write the essay, although the College Board has not finalized this.

The essays will be scored by readers who have had at least three years of high school or college teaching experience. Two readers, working alone, will give an essay a score of 1 to 6. If the scores “differ by more than two points,” says the College Board, a third reader will be called in.

The essays will be graded holistically—that is, the readers won’t grade the test takers on discrete elements like grammar, spelling, or topic sentences, but instead will assign a grade based on their general sense of how good the essay is. Handwriting officially won’t count one way or the other, although essay readers will probably appreciate tidy, legible essays. Essays will be scanned and then sent to the readers as PDF documents.

THE CRITICAL READING SECTION

(FORMERLY KNOWN AS THE VERBAL SECTION)

The biggest change to this section—or at least the one that has received the most media attention—is the elimination of analogies. Those questions (*tissue is to paper as ____ is to wood*) have tortured test takers for generations and come in for lots of criticism in the press. In fact, the College Board already dropped analogies from the test in 1930, only to reinstate them six years later. The College Board now says it is getting rid of analogies because they’re not taught in the classroom and because they necessitate the “rote memorization of vocabulary.”

As in the old SAT, the Critical Reading section of the new SAT will include sentence completion questions and passages followed by multiple-choice questions.

NEW PASSAGES

The Critical Reading section will include new short passages that will be followed by a few multiple-choice questions. This section might ask test takers to read two passages and analyze them together by answering a few questions about how the passages relate.

THE MATH SECTION

The College Board has not yet finalized the form and the content of the new Math section, but it has already settled on a few key changes. First, it will eliminate quantitative comparison questions from the section because, according to the College Board, their format is not commonly taught in today's classrooms. The new SAT will test geometry concepts, as the old SAT did. The new SAT will also test Algebra II concepts (currently it tests only Algebra I concepts). The College Board notes that seventy percent of high school students have completed an Algebra II course by the end of their junior year.

NEW CONTENT

Although no final decisions have been made yet, the College Board has published a number of recommendations made by their committee. According to the College Board's website, the committee recommends adding math questions on the following material:

Number and Operations Concepts

Sequences involving exponential-growth sets
(union, intersection, elements)

Algebra Concepts (with some Algebra II concepts)

Absolute value
Rational equations and inequalities
Radical equations
Manipulation with integer and rational exponents
Direct and inverse variation
Function notation and evaluation
Concepts of domain and range
Functions as models
Linear functions—equations and graphs
Quadratic functions—equations and graphs

Geometry and Measurement Concepts

Geometric notation for length, segments, lines, rays, and congruence

Problems in which trigonometry can be used as an alternate method of solution
Properties of tangent lines
Coordinate geometry
Qualitative behavior of graphs and functions
Transformations and their effect on graphs and functions

Data Analysis, Statistics, and Probability Concepts

Data interpretation, scatterplots, and matrices
Geometric probability*

**This information comes from the College Board website and can be accessed at http://www.collegeboard.com/prod_downloads/about/newsat/newsat_curriculum_bw.pdf.*

THE PSAT

A new PSAT will be administered in October 2004. It will feature several of the same changes to be found in the new SAT (no analogies, more reading passages, no quantitative reasoning questions), but Algebra II questions will not be included. Also, the Writing section of the PSAT will not include an essay.

THE FEE

Students currently pay \$28.50 to take the SAT. According to the College Board, the new SAT will cost \$38.50 or \$40.50, an increase of \$10 or \$12. Fee waivers will be available for students who can't afford the fee.

REACTION TO THE NEW SAT

Richard Atkinson has pronounced himself pleased with the changes to the test. He has decided that the University of California will require its applicants to take the new SAT. Atkinson's decision is a crucial victory for the College Board.

The addition of the Writing section has attracted a great deal of press, but the other changes to the test, while less flashy, are just as important. By all indications, the essay will only account for 200 to 300 points of the new Writing section, out of 800 possible points—probably about the same amount as the new Algebra II questions

are worth. So in addition to figuring out how to write a successful essay, students will have to brush up on their Algebra II skills.

Students and parents have had mixed reactions to news of the new SAT. Many students dislike the idea of being guinea pigs. Most of the anxiety seems to center around the essay. Students worry about creating a coherent piece of writing under timed conditions and wonder how to best please the essay graders.

KEY TERMS

ACT

The standardized test taken by many students in the Midwest and the South. ACT stands for “American College Testing Assessment.” Most colleges consider the ACT an easier and less sophisticated test than the SAT.

APTITUDE

Natural capacity or ability. The SAT used to be called the “Scholastic Aptitude Test,” since it claimed to test students’ natural aptitude.

AP TESTS

Advanced Placement tests administered by the College Board. Students applying to elite colleges usually take AP courses in high school, and then take the corresponding AP tests during their junior or senior years. High scores on AP tests impress admissions officers and, at some schools, count as college course credit.

HIGH-STAKES TESTS

Tests required by law that have serious consequences for students and schools. If students fail a high-stakes test, they may be held back in school or barred from graduating. If a majority of students at a school perform badly on high-stakes tests, the school may lose its funding or be designated a “failing” school. The No Child Left Behind Act greatly increased the number of high-stakes tests students must take each year.

INNATE INTELLIGENCE

Natural, inborn intelligence. The old SAT purported to test innate intelligence, not the quality of the test taker’s education.

IQ TEST

A test meant to measure the test taker’s innate intelligence. IQ stands for “intelligence quotient.”

NO CHILD LEFT BEHIND ACT

An act signed into law by George W. Bush in 2002. The act increases the frequency and importance of standardized testing in public schools, requiring that every public school student take

state standardized reading and math tests every year from grade three through grade eight. Under the act, schools that do not progress each year will be penalized.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test. Students planning to take the SAT usually take the PSAT during their sophomore or junior years in order to practice for the SAT and to identify their weak spots. A high score on the PSAT can be the first step in winning a National Merit Scholarship.

SAT

The test that high school students take as part of their college application process. SAT used to mean “Scholastic Aptitude Test,” but now it is no longer an acronym for anything.

CHARACTER LIST

The Admissions Officers The college employees in charge of sorting through applications and deciding which students to accept.

Richard Atkinson The president of the University of California. Atkinson founded the Board of Testing and Assessment in order to study testing. His desire to scrap the SAT as a requirement for UC applicants was a major motivating factor in the creation of the new SAT.

Educational Testing Service (ETS) The company paid by the College Board to write and score the SAT. ETS also does research on education. In 2001, ETS expanded its scope, winning a contract worth \$50 million to create and score a high school exit exam for California. ETS has a for-profit arm called the Chauncey Group, which brings in about \$85 million annually.

Gaston Caperton III The current president of the College Board.

The College Board A nonprofit association of more than 4,000 high schools and colleges.

The Essay Graders The group of professionals who will grade test takers' essays. The College Board requires its essay graders to have bachelor's degrees and at least three years of teaching experience. The graders must also have taught within the last five years at the high school or college level, and their courses must have required writing.

The Guidance Counselors The high school employees responsible for shepherding nervous seniors toward the right college.

Harcourt Educational Measurement, CTB McGraw-Hill, Riverside Publishing The three major companies that write and sell high-stakes tests to states. Test sales total up to \$700 million annually. These companies will likely benefit from the No Child Left Behind Act, which budgets \$400 million for the development and administration of tests for grades three through eight.

Kaplan, Princeton Review, Barrons, SparkNotes, and Others Test preparation or “test prep” companies that sell books to students preparing to take standardized tests. Kaplan and Princeton Review also sell classroom test prep courses, which cost around \$900 per student.

NCS Pearson The company that’s the major scorer of standardized tests.

The Parents The people in charge of the students. Parents bear a good deal of the SAT burden by purchasing study aids, nagging their lazy kids, and biting their nails as test day approaches.

The Students The high school students who take the SAT. Students usually take the SAT because the schools they are applying to require it.

THEMES, MOTIFS, & SYMBOLS

THEMES

THE EFFECT OF THE NEW SAT ON SCHOOLS AND STUDENTS

It's hard to predict precisely what ramifications the new SAT will have. Here's one likely and revolutionary effect: schools will start tailoring their curricula to the test. This directly contrasts with the intent of the old SAT, which was to test innate intelligence, not quality of education. College Board president Gaston Caperton III has freely admitted to *Time* that it's not crucially important that the new SAT help colleges predict how well students will do. Rather, the new SAT's primary goal is to change high school curricula. In effect, the new SAT may result in a more standardized nationwide curriculum.

It's also difficult to predict how students of varying skill levels will do on the new test. Since two sections focus on reading and writing and only one focuses on math, it seems likely that students with stronger verbal skills will benefit from the new SAT. Students who do better in math may score lower, proportionally, on the new SAT than they would have on the old. For example, if Jane gets a 500 Math and 700 Verbal on the old SAT (total score: 1200), we might predict that she would get a 500 Math, 700 Reading, and 700 Writing on the new SAT (total score: 1900). If Johnny gets a 700 Math and a 500 Verbal on the old SAT (total score: 1900), we might predict that he would get a 700 Math, 500 Reading, and 500 Writing (total score: 1700). It's also possible that the increased difficulty of the Math section will benefit students with strong math skills and hurt students with strong verbal skills—but even if that's true, it probably won't level the playing field for students who struggle with writing and reading.

ISSUES OF RACE AND GENDER

Questions about race and the SAT have plagued the College Board for years. Minority test takers have not scored as well on the SAT as have their white and Asian-American counterparts, and many say that this gap in scores is misleading. They say it is not due to a lack

of preparation or a bad education, but to an unfair test. As evidence for this assertion, they point out that minority test takers generally do better during their freshman year of college than their SAT scores have predicted they will. In an article in the *Los Angeles Times*, Robert Schaeffer, a public-education director, pointed to an analogy that featured the word “regatta” and scoffed at the idea that anyone but a kid from New England would know what the word meant. Some critics have also suggested that the SAT does a bad job of predicting how well women will do in college. It is not yet clear how the changes to the SAT will affect this issue. The new Writing section will closely resemble the SAT II: Writing Test, on which women achieve higher scores than men. And the gap between black and white test takers is smaller on the SAT II: Writing than it is on the SAT itself. Still, the black–white gap on the SAT II: Writing is the second largest among the most popular SAT II tests (the largest is the SAT II: Literature Test). Some observers worry that because the new SAT will openly test knowledge instead of innate ability, school quality will become more important than ever, and more students from impoverished schools will fall through the cracks.

THE ADVISABILITY OF STANDARDIZED TESTS

With the passage of the No Child Left Behind Act, the SAT has become just one of a battery of standardized tests students must take. The No Child Left Behind Act mandates yearly testing for grades three through eight, with penalties adhering to schools if its students fail to improve. Many high schools now test seniors in the spring and prevent them from graduating if they fail to pass the test. The huge importance of testing is cause for controversy among parents and educators. Some argue that testing is a way to ensure that impoverished children are receiving an adequate education because it holds teachers and principals accountable when their students fall behind. Others suggest that testing is generally bad for everyone because it hampers creativity, prohibits teachers from tailoring their lessons to the needs of their classes, and sets the bar lower for everyone.

MOTIFS

BUBBLE SHEETS

These pastel-and-white sheets pop up with alarming frequency in the life of the test taker. Everyone has heard the horror stories about the student who skips question number five, goes on to question

number six, but accidentally fills in the answer to six in the bubble for five. Two hours later, this fabled student realizes he has been one bubble off for the past fifty-five questions.

SWEATY PALMS

The early hour, the stern proctor, the pounding headache, the enormity of the task: it all adds up to a racing heart and a pair of sweaty palms. The advent of the new SAT will certainly add to the general tension of students planning to apply to colleges, although with a little planning and studying, taking the new exam shouldn't be too bad. Still, test prep companies are licking their chops; they hope that the high stress levels will equate with a booming business when terrified students enroll in their pricey courses to get ready for the new exam.

SYMBOLS

NO. 2 PENCILS

Standard-issue, yellow no. 2 pencils have symbolized standardized tests for generations of students. Whether riddled with teeth marks, borrowed from a friend, or worn down to a one-inch nub, the no. 2 pencil is the one crucial tool needed to take the SAT. For mysterious reasons that science cannot explain, ETS's machines can only scan the bubble sheets when they are filled out in no. 2 pencil. Thus, this storied pencil has come to stand not only for standardized tests but for the tricky and impenetrable ways of the Educational Testing Service itself.

KEY FACTS

TITLE

The New SAT

AUTHOR

ETS and its minions

TYPE OF WORK

Standardized achievement test

GENRE

Multiple choice and essay exam

LANGUAGE

English

TIME AND PLACE WRITTEN

Around 2003; Princeton, NJ (ETS headquarters) and elsewhere

DATE OF FIRST NEW SAT

March 2005

BEST POSSIBLE SCORE

2400

TIME ALLOWED

3¹/₂ hours

SECTIONS ADDED

A writing section; reading comprehension questions;
Algebra II questions; paragraph comparison questions

SECTIONS OMITTED

Analogies; quantitative comparison questions

SECTIONS RENAMED

The Verbal section (now called “Critical Reading”)

SETTING (TIME)

3¹/₂ hours in the early, early morning

SETTING (PLACE)

A large room featuring fluorescent lights, a proctor, and many
panicky students

PROTAGONIST

The test taker

MAJOR CONFLICT

University of California threatens to drop the SAT altogether, prompting change

THEMES

The effect of the new SAT on schools and students; issues of race and gender; the advisability of standardized tests

MOTIFS

Bubble sheets; sweaty palms

SYMBOLS

No. 2 pencils

FORESHADOWING

In the 1970s, criticism of the SAT crystallizes, foreshadowing trouble ahead for the College Board

AT A GLANCE: THE NEW SAT

FALL 2004

New PSAT (without essay or Algebra II questions)

MARCH 2005

New SAT

SUMMARY OF MATH CHANGES: ALGEBRA II QUESTIONS ADDED, QUANTITATIVE COMPARISON QUESTIONS CUT

MATH SECTION	OLD SAT	NEW SAT
Time Allowed	75 minutes (two 30-minute sections; one 15-minute section)	70 minutes (two 25-minute sections; one 20-minute section)
Concepts Covered	Number & Operations Algebra I and Functions Geometry Statistics, Probability and Data Analysis	Number & Operations Algebra I, II, and Functions Geometry Statistics, Probability, and Data Analysis
Question Types	Multiple Choice Student's Own Answer Quantitative Comparison	Multiple Choice Student's Own Answer
Score	200–800	200–800

AT A GLANCE

SUMMARY OF VERBAL CHANGES: NAME OF SECTION CHANGED,
ANALOGY QUESTIONS CUT, PASSAGE ANALYSIS
QUESTIONS ADDED

CRITICAL READING SECTION	OLD SAT	NEW SAT
Time Allowed	75 minutes (two 30-minute sections; one 15-minute section)	70 minutes (two 25- minute sections; one 20- minute section)
Concepts Covered	Critical Reading Sentence Level Reading Analogical Reading	Critical Reading Sentence Level Reading
Question Types	Reading Comprehension Sentence Completion Analogies	Reading Comprehension Sentence Completion Paragraph-Length Critical Reading
Score	200–800	200–800

SUMMARY OF NEW SECTION: ESSAY AND QUESTIONS ON
GRAMMAR, USAGE, AND WORD CHOICE ADDED

WRITING SECTION	OLD SAT	NEW SAT
Time Allowed	—	50–55 minutes (TBA)
Concepts Covered	—	Grammar Usage Word Choice Writing Process
Question Types	—	Multiple Choice Essay
Score	—	200–800

*These tables rely on information provided by the
College Board at [http://www.collegeboard.com/
prod_downloads/about/newsat/
newsat_factsh_bw.pdf](http://www.collegeboard.com/prod_downloads/about/newsat/newsat_factsh_bw.pdf)*

TIMELINE

- 1905**
Alfred Binet creates the first intelligence test.
- 1926**
About 8,000 college applicants take Brigham's college application test.
- 1930**
The College Board gets rid of the analogy portion of the SAT.
- 1933**
James Bryant Conant, president of Harvard University, founds a scholarship program for underprivileged young men, using SAT scores as a basis for admittance.
- 1936**
The College Board restores the analogy portion of the SAT.
- 1938**
Stanley H. Kaplan, teaching from a basement in Brooklyn, helps students prepare for standardized tests.
- 1944**
The G.I. Bill passes, enabling many veterans to seek higher education.
- 1947**
ETS is founded.
- 1967**
The University of California requires all of its applicants to take the SAT.
- 1969**
Bowdoin College drops the SAT as a requirement for its applicants.
- 1981**
John Katzman and Adam Robinson found The Princeton Review.
- 1993**
Richard Atkinson founds the Board of Testing and Assessment with a mission of studying testing.

1994

The College Board institutes some changes to the SAT, allowing calculators, adding longer reading passages, and cutting antonyms.

1995

SAT scores are rescaled, yielding national math and verbal means around 500.

2001

Richard Atkinson, president of the University of California since 1995, recommends dropping the SAT as a requirement for UC applicants.

2002

The College Board announces it will introduce significant changes to the SAT.

TIMELINE FOR STUDENTS

THE CLASS OF 2005

October or November 2003	take the old PSAT
March, May, or June 2004	take the old SAT
October or November 2004	take the old SAT (if you'd like to improve your score)
January 2005	apply to colleges

THE CLASS OF 2006

October or November 2004	take the new PSAT
March, May, or June 2005	take the new SAT
October or November 2005*	take the new SAT (if you'd like to improve your score)
January 2006	apply to colleges

THE CLASS OF 2007 AND BEYOND

October or November 2007	take the new PSAT
March, May, or June 2007	take the new SAT (if you'd like to improve your first score)
October or November 2007*	take the new SAT (if you'd like to improve your first score)
January 2007, etc.	apply to colleges

**SAT also offered in December and January, which are less popular testing dates.*

REVIEW & RESOURCES

QUIZ

1. What does “SAT” stand for?
 - A. Scholastic Aptitude Test
 - B. Scholarly Assessing Test
 - C. Suppresses Actual Thought
 - D. None of the above

2. When will the new SAT be administered for the first time?
 - A. March 2003
 - B. October 2004
 - C. March 2005
 - D. March 2006

3. Analogies will be:
 - A. renamed “is to questions”
 - B. dropped from the SAT completely
 - C. included in the Writing section
 - D. an optional part of the exam

4. Students will write the essay on the new SAT by
 - A. typing it on a computer
 - B. tapping it out in Morse Code
 - C. scribbling it with a no. 2 pencil
 - D. bringing it in, already completed and spell-checked, from home

5. Who is Richard Atkinson?
 - A. The president of the University of California
 - B. The doctor who advocated cutting carbs and loading up on protein
 - C. An important supporter of the College Board
 - D. The psychologist who invented the first IQ test

6. The best possible score on the new SAT will be:
 - A. 800
 - B. 1600
 - C. 1700
 - D. 2400

7. Who will grade the essay portion of the new SAT?
 - A. College Board officials
 - B. Teachers
 - C. Trained penguins
 - D. Published essayists

8. How much money does the test prep industry rake in each year?
 - A. under \$200 million
 - B. up to \$500 million
 - C. right around \$600 million
 - D. up to \$700 million

9. Where did Stanley Kaplan conduct his first test prep classes?
 - A. In his garage
 - B. In his attic
 - C. In his basement
 - D. In a large, well-funded facility staffed by cheery teachers

10. What is the College Board's stated reason for changing the SAT?
 - A. It doesn't want to lose the money that flows in from UC applicants
 - B. It's afraid of Richard Atkinson
 - C. It wants the test to be harder
 - D. It wants the test to influence high schools curricula and remain relevant

1 : D ; 2 : C ; 3 : B ; 4 : C ; 5 : A ; 6 : D ; 7 : B ; 8 : B ; 9 : C ; 10 : D

ANSWER KEY

FURTHER READING

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