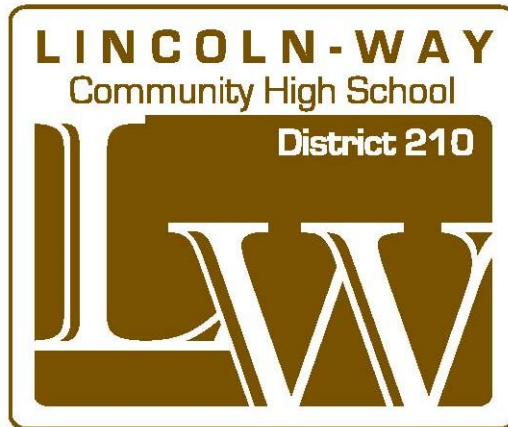


Welcome to Lincoln-Way Placement Exam Update



Tim Reilly, Assistant Superintendent for Curriculum
treilly@lw210.org

Aimee Feehery, Director of Instruction
afeehery@lw210.org

Incoming Freshman Placement Exam



- ACT Explore is retired
- Had been using old ones
- All online, including answers

THE PSAT 8/9®

- All Lincoln-Way area “feeder” junior high & middle schools will take PSAT 8/9 in late October/early November
- What are the PSAT 8/9 scores kids need to get into honors courses?

We don't know yet.

- Placement “guidelines” – no hard cut scores.

THE PSAT 8/9[®]

- Approximately the 90th percentile nationally (~top 10%) will be *recommended* for honors level courses.
- Parents can still waive students into any course.
- Waivers are a solid commitment.

Typical Freshman Schedule

- English 1
- Math
- Biology
- Western Civilization
- PE/Health
- Reading

In order to have an elective, students can:

1. Take Zero Hour
2. Take Summer School
3. Defer class until later

**THE
PSAT
8/9[®]**

- Reading in Summer School will have a “hard” cut score with no waivers. That score is TBD.
- Specific questions about what’s best for your student?

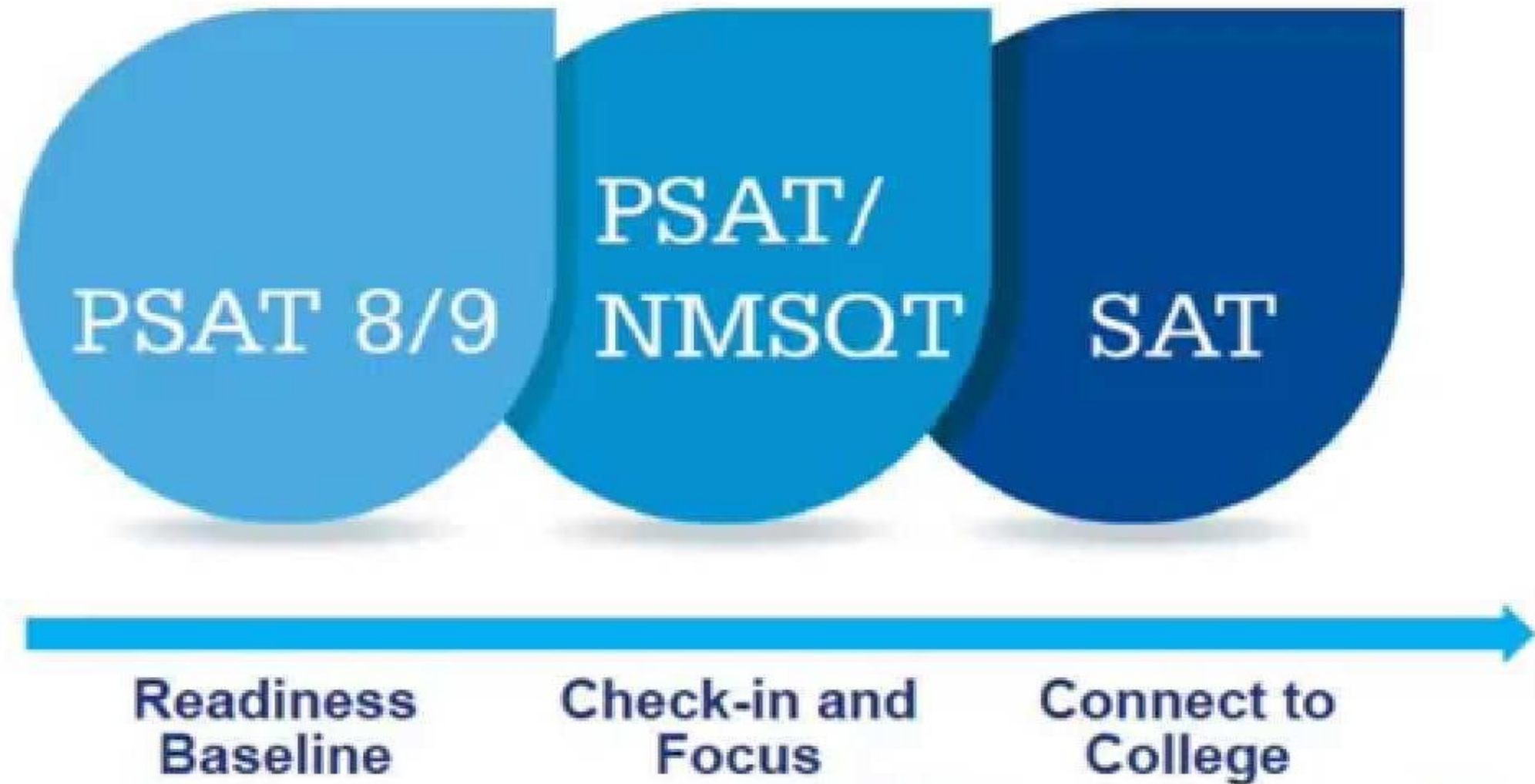
Talk to department chair at Class of 2021 Open House in February.

**THE
PSAT
8/9®**

Advantages to PSAT 8/9:

- Baseline for college readiness
- Prepare for the **PSAT/NMSQT** and **SAT** (fall & spring junior year)...

SAT Suite of Assessments





- Selected by State of Illinois beginning with the 2016-17 school year
- SAT is a CollegeBoard (AP) product
- ALL colleges take ACT or SAT – no “Midwest vs. East/West coast”

3 SECTIONS:

Evidence-Based
Reading and Writing
200-800 points

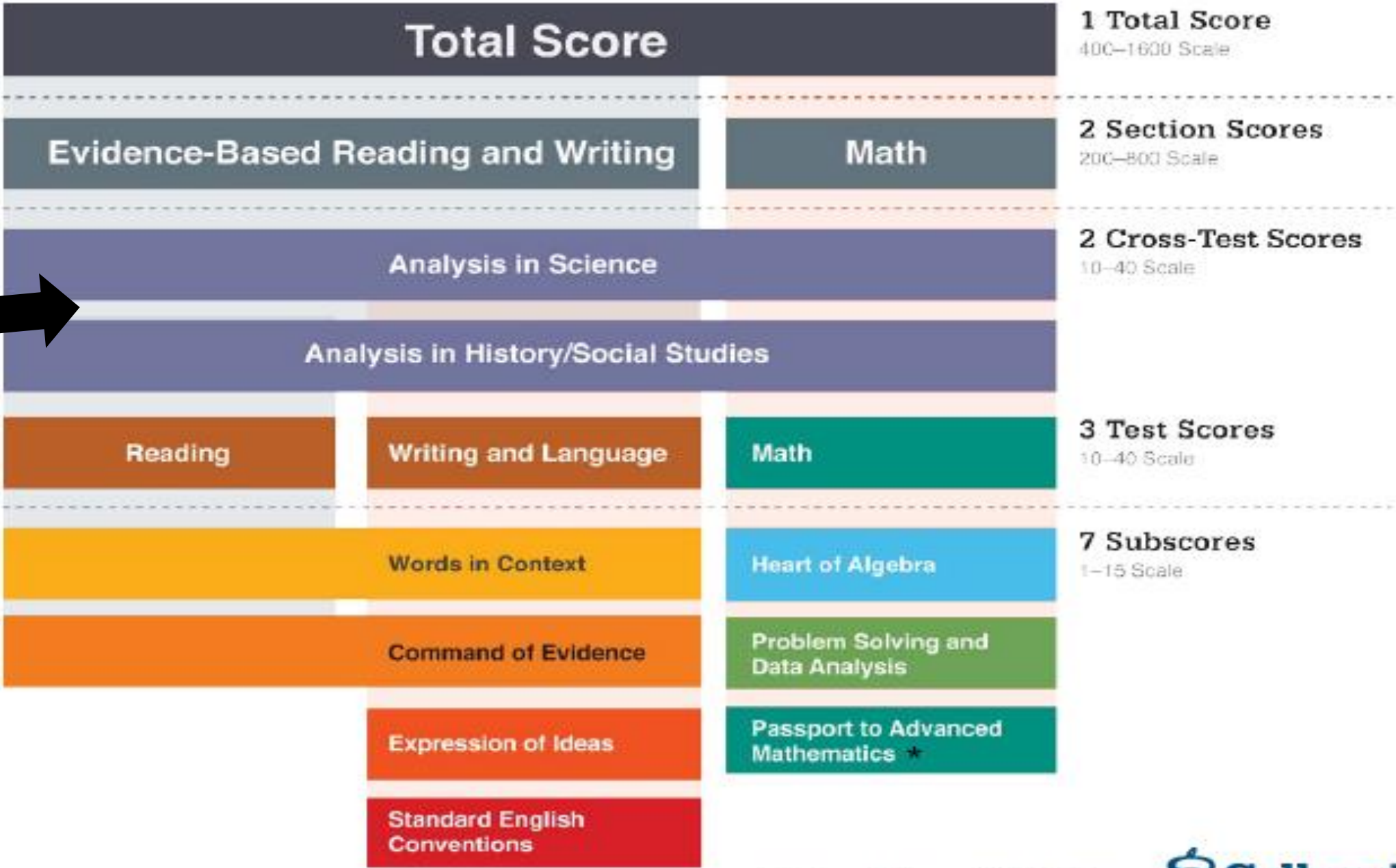
Math
200-800 points

~~Science~~

3 Hours*

∨

50 Minutes*



*Not available on PSAT 8/9



Advantages to PSAT 8/9:

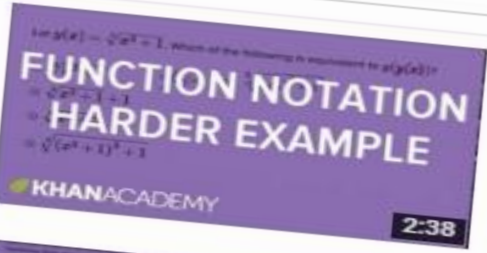
- Free personalized, focused test prep
- Starts with PSAT 8/9...

satpractice.org

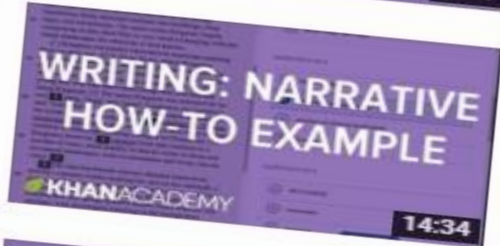
 **CollegeBoard**

+

 **KHANACADEMY**



Function notation – Harder example | Math | New SAT | Khan Academy
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10 months ago • 9,142 views
Watch Sal work through a harder Function notation problem. Watch the next lesson: ...
CC



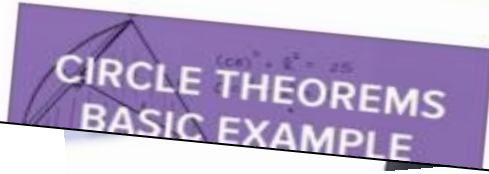
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Khan Academy ✓
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Jeff's Path to SAT Success



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3

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In partnership with CollegeBoard

MATH

READING & WRITING

Your Math practice recommendations

OVERALL
Math



LAST MISSED ON THE PSAT/NMSQT®

Right triangle word problems

Level 2 questions completed: 0 of 20

Practice this skill



Right triangle word problems



Solving quadratic equations



Quadratic and exponential word problems

15 min

TIMED MINI-SECTION
Math (Calculator OK)

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

Daily Practice App



Scan.



Score.



Practice.

**Daily
Practice**
for the New SAT

 CollegeBoard

V1.0

Download “Daily Practice for the New SAT” for both iPhone or Android devices



ANDROID APP ON

Google play



Available on the
App Store

 CollegeBoard



This passage is adapted from Vestal McIntyre, *Almost Tall*. ©2013 by Vestal McIntyre. Dinah, a teenager, is meeting Eddie's friend Rebecca, a fashion designer, for the first time.

Line Racks of clothes stood at distances from
each other across the room: cliques of
glamorous ghosts. A mirror covered one
wall, sketches and patterns taped to it
5 here and there. Near the opposite wall of
paned glass, two assistants worked at a
long table topped with computers, stacks
of magazines, and wads of fabric. Across
a narrow street stood a brick building with
10 small windows framing scenes from a
play: actors playing office workers, drifting
in and out of cubicles.
"Now," Eddie said once Rebecca had
ended her call, "show us what you're
15 working on."
Rebecca searched the coffee table and
tugged some sketches out from a pile.
"It's Arts and Crafts, and it's Dolce Vita.



Correct

Your
Answer

A

Correct
Answer

A

Difficulty



Your
Total Responses

7

Your
Correct Responses

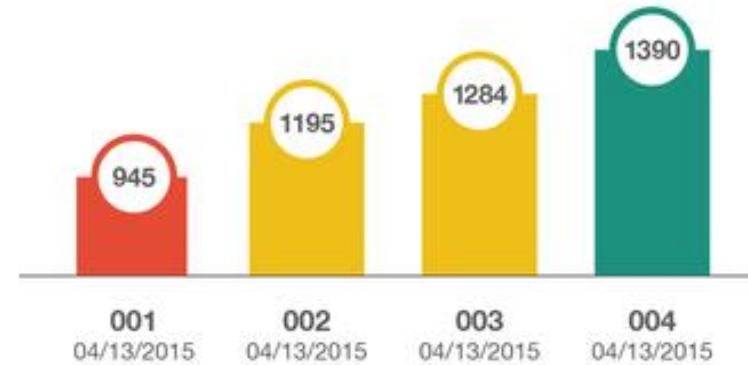
57%

Check back for more SAT
practice questions



Back to Score Report

Your Score Over Time



1390

Test Number: 004
Test Date: 04/13/2015
Attempts: 2



1284

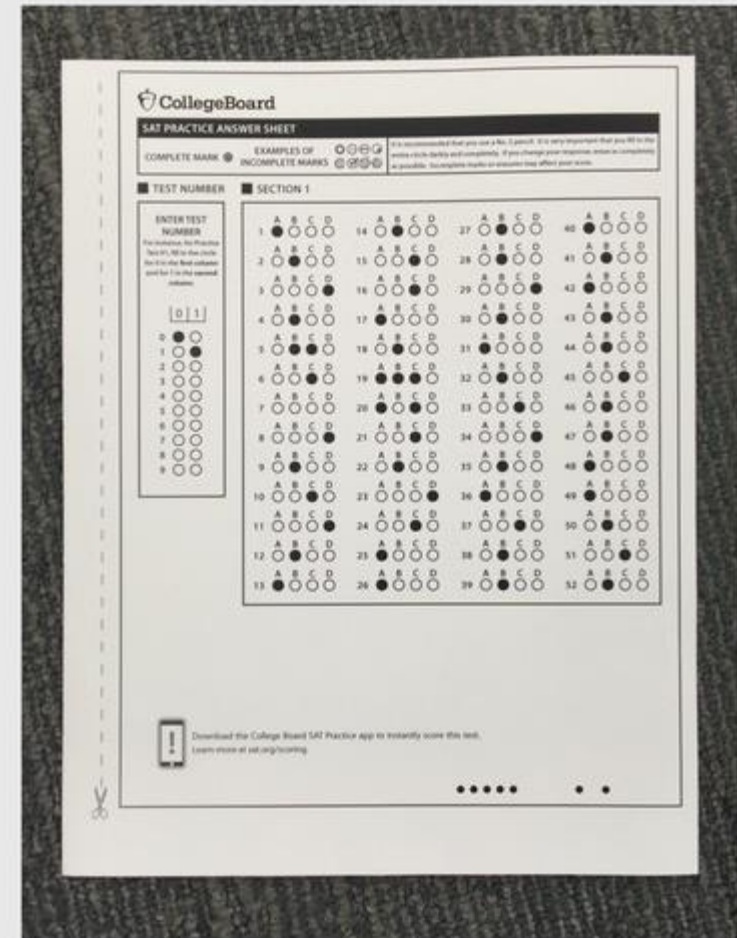
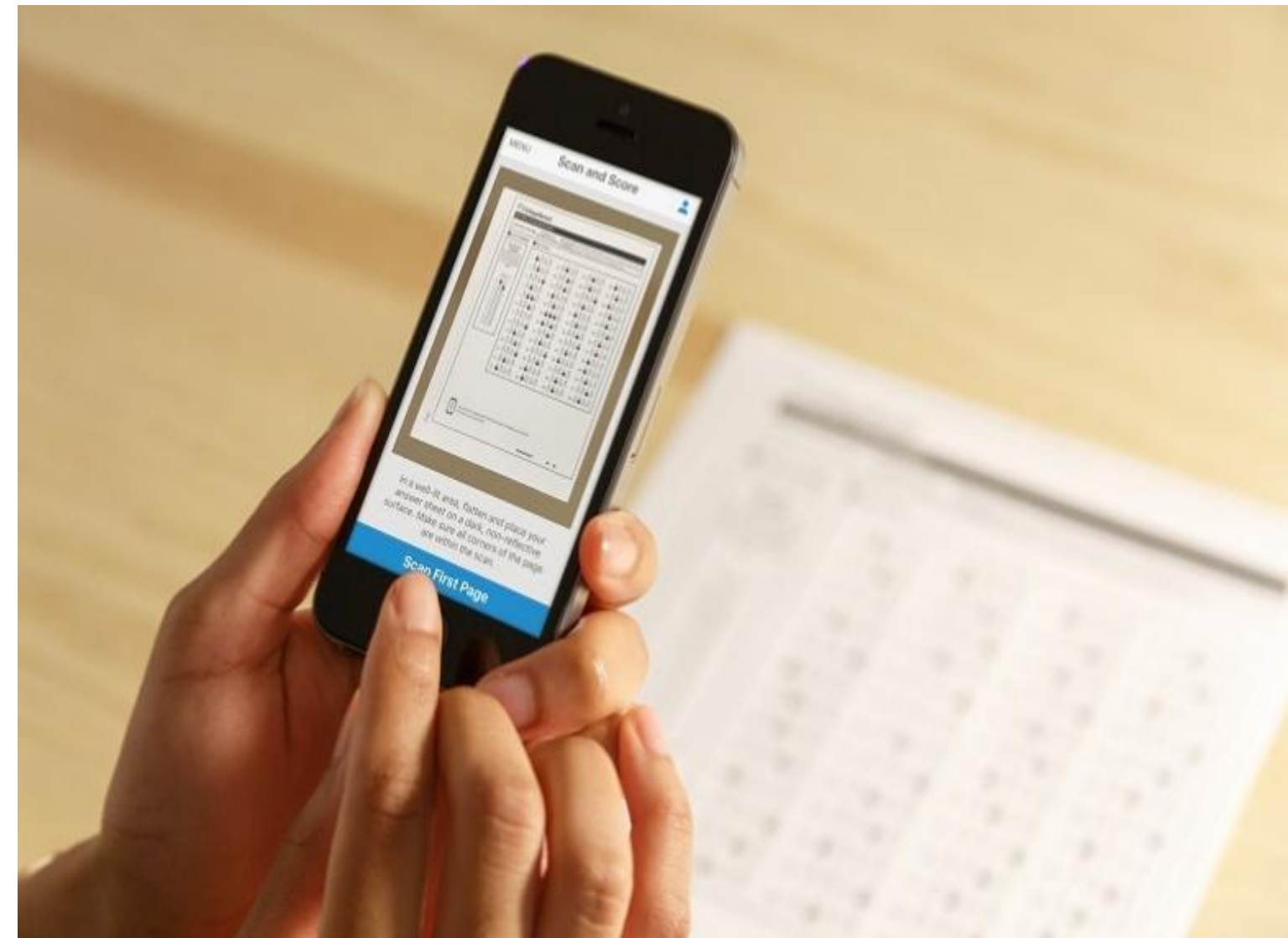
Test Number: 003
Test Date: 04/13/2015
Attempts: 1



1195

Test Number: 002
Test Date: 04/13/2015
Attempts: 2





In a well-lit area, flatten and place your answer sheet on a dark, non-reflective surface. Make sure all corners of the page are within the scan.

Scan First Page



PSAT™ 8/9

Your Score Report

Get your full report online
studentscores.collegeboard.org

access code **A02670146P**



Free Practice

Practice the skills you'll need for high school and beyond – free online on khanacademy.org/sat



Core Course Work

Use your results to create a core course work plan in high school



Explore

Begin to explore careers that might interest you – link directly from your online score report

Reading and Writing Score

360 | 120 to 720

Your Nationally Representative **20th** Sample Percentile



You are on track for college readiness.

Stay on track and continue your progress. Start now with your free, personalized recommendations waiting for you on khanacademy.org/sat.

780 | 240 to 1440

Your Nationally Representative **23rd** Sample Percentile

Keep in mind,
the PSAT™ 8/9,
PSAT/NMSQT®, and
SAT® are on
the same scale.

Your score shows you how you would have scored that day on the PSAT/NMSQT® and SAT®.¹ How well you do depends on what you do next!

Your Math Score

420 | 120 to 720

Your Nationally Representative **40th** Sample Percentile



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

Let's get you back on track, so you won't have to take noncredit courses in college. You have free, personalized recommendations waiting for you on khanacademy.org/sat.

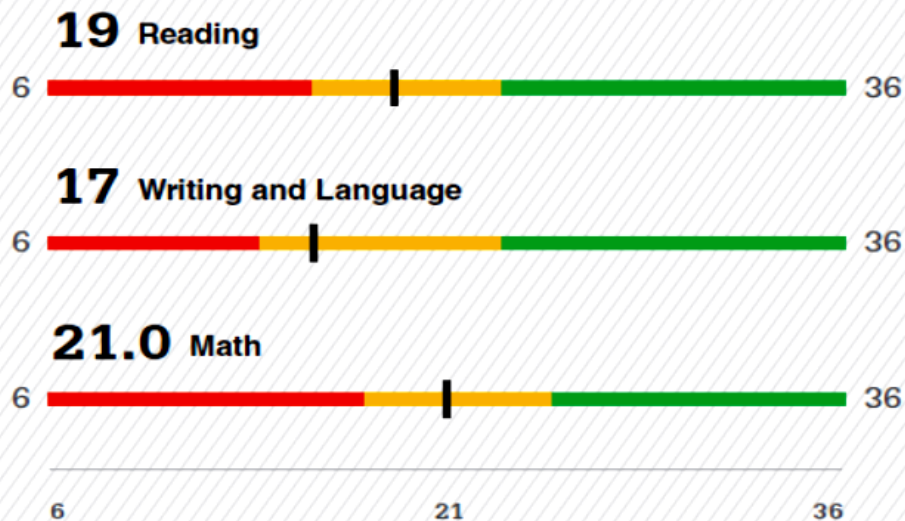
The College and Career Readiness Benchmark

Reaching your grade-level Benchmark means that you are likely on track to be ready to succeed in select first-year, credit-bearing college courses.



*The red, yellow, and green ranges in the test scores and subscores reflect your areas of strengths and weaknesses compared to the typical performance of students in your grade.

Test Scores 6 to 36 range*



Cross-Test Scores 6 to 36 range

- 21** Analysis in History/Social Studies
- 22** Analysis in Science

When you take tests more than once, your scores may differ slightly upon each testing occasion. This expected variation is considered your score range and reflects the range your scores will likely fall in upon retesting. For the PSAT™ 8/9 these ranges are approximately:

Subscores 1 to 15 range*



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Your Scores: Next Steps

Your score indicates that you are already likely able to:

Reading Test

Improve your skills by focusing on your ability to:

Revise text as needed to improve the exactness or content appropriateness of word choices within somewhat challenging texts

Retain or add information or ideas to a piece of a text to support claims or points in somewhat challenging text

Revise somewhat challenging text to ensure that information is presented in the most logical order

Revise text as needed to improve the exactness or content appropriateness of word choices within somewhat challenging texts



Retain or add information or ideas to a piece of text to support claims or points in challenging text

Use a variety of sentence structures to accomplish a rhetorical purpose such as persuading an audience

Revise text as needed to improve the exactness or content appropriateness of word choices within challenging texts

Retain or add information or ideas to a piece of text to support claims or points in challenging text

Use a variety of sentence structures to accomplish a rhetorical purpose such as persuading an audience

Writing and Language Test

- Draw reasonable conclusions from somewhat challenging texts
- Describe the overall structure of a somewhat challenging text
- Identify claims and counterclaims explicitly stated in a somewhat challenging passage
- Revise text as needed to improve the exactness or content appropriateness of word choices within somewhat challenging texts



- Draw reasonable inferences and logical conclusions from challenging texts
- Analyze information presented quantitatively in such forms as graphs, tables, and charts and relate that information to information presented in somewhat challenging text
- Determine how the selection of specific words shapes meaning and tone in a challenging passage
- Use a variety of sentence structures to accomplish a rhetorical purpose such as persuading an audience
- Retain or add information or ideas to a piece of text to support claims or points in challenging text

Math Test

Interpret a linear inequality in one variable with rational coefficients that represents a context. Select the equation of a line of best fit and interpret the slope and intercept of the line in the context of the situation (when a linear model is appropriate)

Interpret sample statistics understanding and using margin of error

Solve and interpret a quadratic function or equation that represents a context and requires multiple steps

Calculate and interpret frequency distributions using tables and other representational methods



Determine how a graph may be affected by a change to its equation

Determine the value of a constant or coefficient for an equation with no solution or infinitely many solutions

Using a specified model, make a prediction and compare the predicted values with the actual values in the data set

Within a context, compare the center of two separate data sets with different spreads

Determine whether two events are independent given their probabilities

Use a variety of sentence structures to accomplish a rhetorical purpose such as persuading an audience

Questions 1-9 are based on the following passage.

This passage is adapted from Jane Austen, *Emma*, originally published in 1815.

Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of
Line existence; and had lived nearly twenty-one years in
5 the world with very little to distress or vex her.

She was the youngest of the two daughters of a most affectionate, indulgent father, and had, in consequence of her sister's marriage, been mistress of his house from a very early period. Her mother had
10 died too long ago for her to have more than an indistinct remembrance of her caresses, and her place had been supplied by an excellent woman as governess, who had fallen little short of a mother in affection.

15 Sixteen years had Miss Taylor been in Mr. Woodhouse's family, less as a governess than a friend, very fond of both daughters, but particularly of Emma. Between *them* it was more the intimacy of sisters. Even before Miss Taylor had ceased to hold
20 the nominal office of governess, the mildness of her temper had hardly allowed her to impose any restraint; and the shadow of authority being now long passed away, they had been living together as friend and friend very mutually attached, and Emma
25 doing just what she liked; highly esteeming Miss Taylor's judgment, but directed chiefly by her own.

The real evils indeed of Emma's situation were the power of having rather too much her own way, and a
30 disposition to think a little too well of herself; these were the disadvantages which threatened alloy to her many enjoyments. The danger, however, was at present so unperceived, that they did not by any means rank as misfortunes with her.

35 Sorrow came—a gentle sorrow—but not at all in the shape of any disagreeable consciousness.—Miss Taylor married. It was Miss Taylor's loss which first brought grief. It was on the wedding-day of this beloved friend that Emma
40 first sat in mournful thought of any continuance. The wedding over and the bride-people gone, her father and herself were left to dine together, with no prospect of a third to cheer a long evening. Her father composed himself to sleep after dinner, as
45 usual, and she had then only to sit and think of what she had lost.

The event had every promise of happiness for her friend. Mr. Weston was a man of unexceptionable character, easy fortune, suitable age and pleasant
50 manners; and there was some satisfaction in considering with what self-denying, generous friendship she had always wished and promoted the match; but it was a black morning's work for her. The want of Miss Taylor would be felt every hour of
55 every day. She recalled her past kindness—the kindness, the affection of sixteen years—how she had taught and how she had played with her from five years old—how she had devoted all her powers to attach and amuse her in health—and how nursed her
60 through the various illnesses of childhood. A large

1

The main purpose of the passage is to

- A) describe a main character and a significant change in her life.
- B) provide an overview of a family and a nearby neighbor.
- C) discuss some regrettable personality flaws in a main character.
- D) explain the relationship between a main character and her father.

2

Which choice best summarizes the first two paragraphs of the passage (lines 1-14)?

- A) Even though a character loses a parent at an early age, she is happily raised in a loving home.
- B) An affectionate governess helps a character to overcome the loss of her mother, despite the indifference of her father.
- C) Largely as a result of her father's wealth and affection, a character leads a contented life.
- D) A character has a generally comfortable and fulfilling life, but then she must recover from losing her mother.

3

The narrator indicates that the particular nature of Emma's upbringing resulted in her being

- A) despondent.
- B) self-satisfied.
- C) friendless.
- D) inconsiderate.

4

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

- A) Lines 1-5 ("Emma . . . her")
- B) Lines 9-14 ("Her . . . affection")
- C) Lines 28-32 ("The real . . . enjoyments")
- D) Lines 32-34 ("The danger . . . her")

5

As used in line 26, "directed" most nearly means

- A) trained.
- B) aimed.
- C) guided.
- D) addressed.

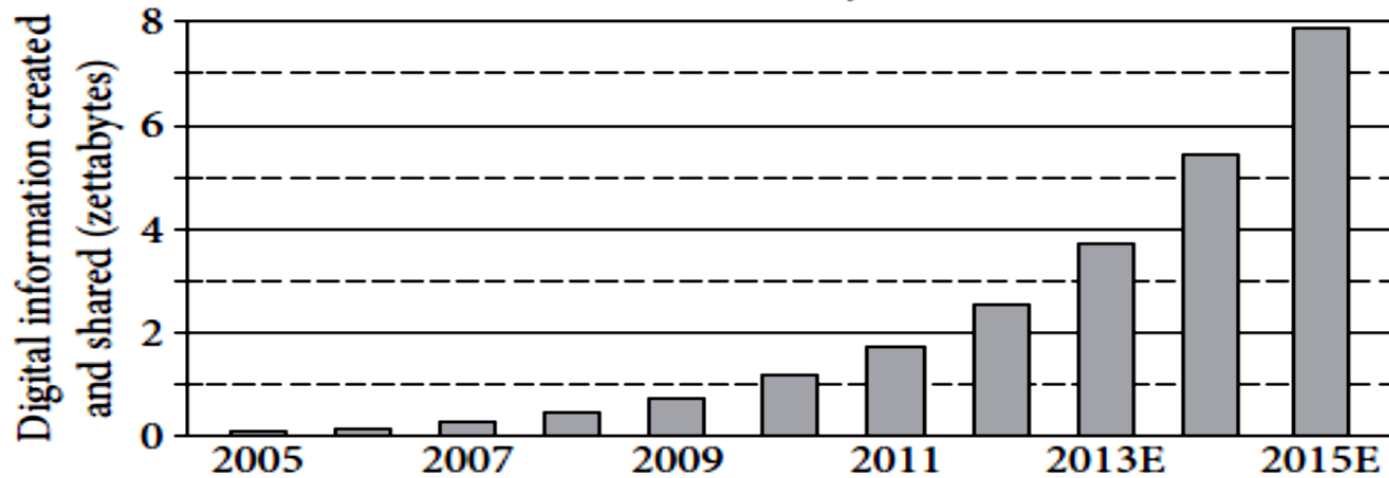
Questions 10-19 are based on the following passage and supplementary material.

This passage is adapted from Marina Gorbis, *The Nature of the Future: Dispatches from the Socialstructured World*. ©2013 by Marina Gorbis.

Visitors to the Soviet Union in the 1960s and 1970s always marveled at the gap between what they saw in state stores—shelves empty or filled with things no one wanted—and what they saw in people’s homes: nice furnishings and tables filled with food. What filled the gap? A vast informal economy driven by human relationships, dense networks of social connections through which people traded resources and created value. The Soviet people didn’t plot how they would build these networks. No one was teaching them how to maximize their connections the way social marketers eagerly teach us today. Their networks evolved naturally, out of necessity; that was the only way to survive.

Today, all around the world, we are seeing a new kind of network of relationship-driven economics emerging, with individuals joining forces sometimes to fill the gaps left by existing institutions—corporations, governments, educational establishments—and sometimes creating new products, services, and knowledge that no institution is able to provide. Empowered by computing and communication technologies that have been steadily building village-like networks on a global scale, we are infusing more and more of our economic transactions with social connectedness.

**Global Digital Information
Created and Shared, 2005–2015E**



Note: 1 zettabyte = 1 trillion gigabytes

18

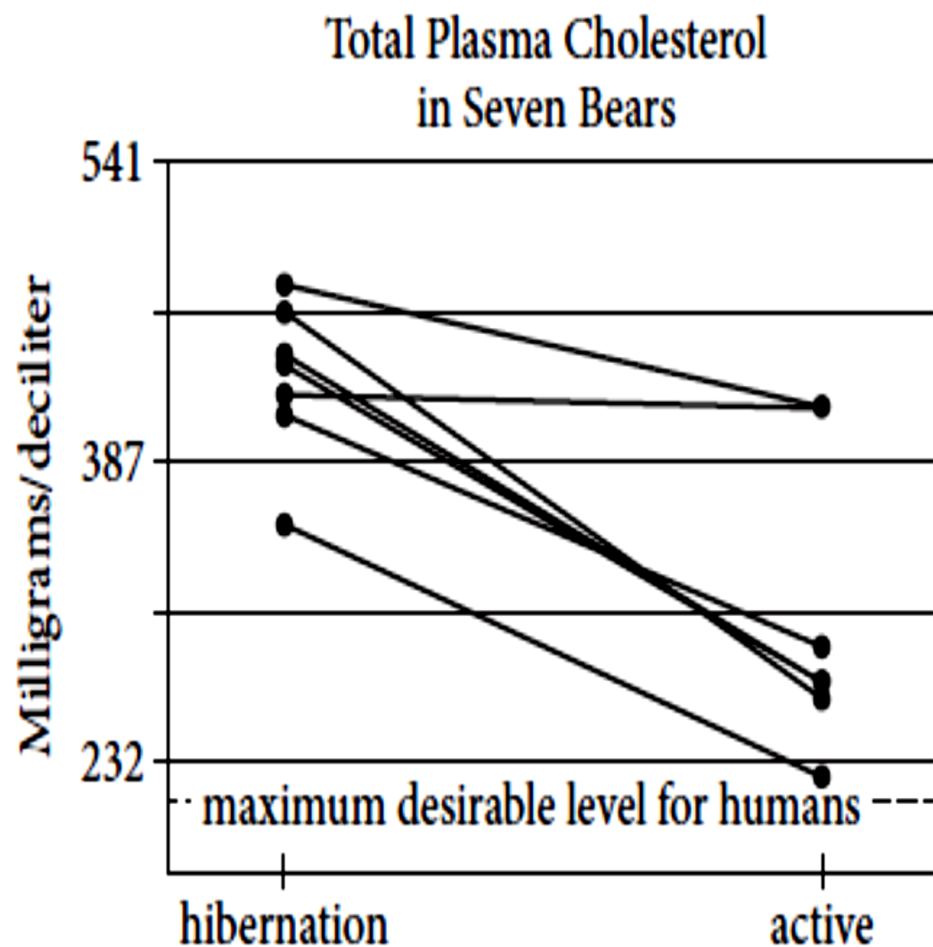
Which statement best summarizes the information presented in the graph?

- A) Far more people around the world own computers and cell phones today than in 2005.
- B) The number of people sharing digital information has more than tripled since 2005.
- C) The volume of digital information created and shared has increased tremendously in recent years.
- D) The amount of digital information created and shared is likely to be almost 8 zettabytes in 2015.

19

According to the graph, which statement is true about the amount of digital information projected to be created and shared globally in 2012?

- A) Growth in digital information creation and sharing was projected to be wildly out of proportion to growth in 2011 and 2013E.
- B) The amount of digital information created and shared was projected to begin a new upward trend.
- C) The amount of digital information created and shared was projected to peak.
- D) The amount of digital information created and shared was projected to pass 2 zettabytes for the first time.



27

What information discussed in paragraph 10 (lines 58-68) is represented by the graph?

- A) The information in lines 58-62 (“Recent . . . reported”)
- B) The information in lines 62-64 (“These . . . hibernation”)
- C) The information in lines 64-65 (“Lolling . . . circulation”)
- D) The information in lines 67-68 (“It’s . . . strokes”)

28

Which statement about the effect of hibernation on the seven bears is best supported by the graph?

- A) Only one of the bears did not experience an appreciable change in its total plasma cholesterol level.
- B) Only one of the bears experienced a significant increase in its total plasma cholesterol level.
- C) All of the bears achieved the desirable plasma cholesterol level for humans.
- D) The bear with the lowest total plasma cholesterol level in its active state had the highest total plasma cholesterol level during hibernation.

Napping at work has already won corporate advocates in the worlds of technology, finance, and news media, and some businesses are beginning to set aside special nap rooms. A few companies, such as Google, have even invested in high-tech nap pods that block out light, play soothing music, and **8** gently waking nappers.

Zephrin Lasker, CEO of the mobile-advertising firm Pontiflex, has observed that employees are happier and more productive since he created a nap room in the company's Brooklyn headquarters. Ryan Hodson of Kodiak Capital Group and Arianna Huffington of the Huffington Post Media Group have promoted napping **9** throughout their workers and have been effusive about the results. In light of the benefits not only to employees' efficiency **10** and again to their health and sense of well-being, these executives' enthusiasm is not surprising. **11** These executives are among the most successful leaders in their respective fields.

8

- A) NO CHANGE
- B) gently wake
- C) gently to wake
- D) gentle waking of

9

- A) NO CHANGE
- B) among
- C) between
- D) into

10

- A) NO CHANGE
- B) but it benefits
- C) as also to
- D) but also to

11

The writer wants a concluding sentence that restates the main argument of the passage. Which choice best accomplishes this goal?

- A) NO CHANGE
- B) Clearly, employers should consider reducing employees' hours when they are overworked.
- C) Companies should consider employee schedules carefully when implementing a napping policy.
- D) More businesses should follow their lead and embrace napping on the job.

Vanishing Honeybees: A Threat to Global Agriculture

Honeybees play an important role in the agriculture industry by pollinating crops. An October 2006 study found that as much as one-third of global agriculture depends on animal pollination, including honeybee **12** pollination—to increase crop output. The importance of bees **13** highlights the potentially disastrous affects of an emerging, unexplained crisis: entire colonies of honeybees are dying off without warning.

14 They know it as colony collapse disorder (CCD), this phenomenon will have a detrimental impact on global agriculture if its causes and solutions are not determined. Since the emergence of CCD around 2006, bee mortality rates have **15** exceeded 25 percent of the population each winter. There was one sign of hope:

12

- A) NO CHANGE
- B) pollination: this is
- C) pollination,
- D) pollination;

13

- A) NO CHANGE
- B) highlights the potentially disastrous effects
- C) highlight the potentially disastrous effects
- D) highlight the potentially disastrous affects

14

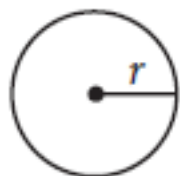
- A) NO CHANGE
- B) Known as colony
- C) It is known as colony
- D) Colony

15

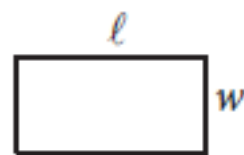
- Which choice offers the most accurate interpretation of the data in the chart?
- A) NO CHANGE
 - B) been above the acceptable range.
 - C) not changed noticeably from year to year.
 - D) greatly increased every year.

Math Test – No Calculator

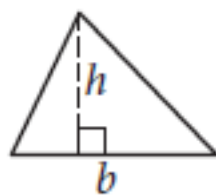
REFERENCE



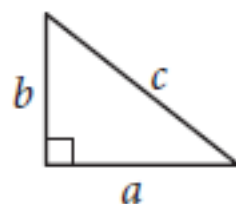
$$A = \pi r^2$$
$$C = 2\pi r$$



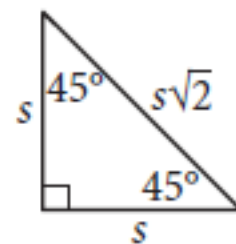
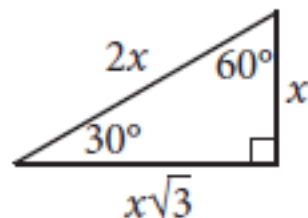
$$A = \ell w$$



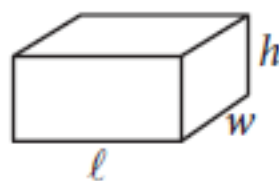
$$A = \frac{1}{2}bh$$



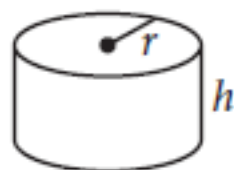
$$c^2 = a^2 + b^2$$



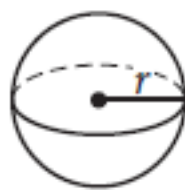
Special Right Triangles



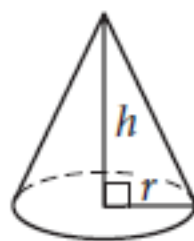
$$V = \ell wh$$



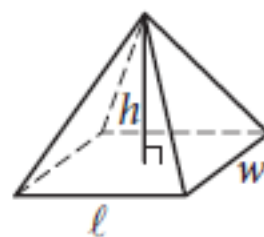
$$V = \pi r^2 h$$



$$V = \frac{4}{3}\pi r^3$$



$$V = \frac{1}{3}\pi r^2 h$$



$$V = \frac{1}{3}\ell wh$$

The number of degrees of arc in a circle is 360.

The number of radians of arc in a circle is 2π .

The sum of the measures in degrees of the angles of a triangle is 180.

1

A babysitter earns \$8 an hour for babysitting 2 children and an additional \$3 tip when both children are put to bed on time. If the babysitter gets the children to bed on time, what expression could be used to determine how much the babysitter earned?

- A) $8x + 3$, where x is the number of hours
- B) $3x + 8$, where x is the number of hours
- C) $x(8 + 2) + 3$, where x is the number of children
- D) $3x + (8 + 2)$, where x is the number of children

5

In a certain game, a player can solve easy or hard puzzles. A player earns 30 points for solving an easy puzzle and 60 points for solving a hard puzzle. Tina solved a total of 50 puzzles playing this game, earning 1,950 points in all. How many hard puzzles did Tina solve?

- A) 10
- B) 15
- C) 25
- D) 35

Answer: $\frac{7}{12}$

Write answer in boxes.

	7	/	1	2
	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fraction line

Grid in result.

Answer: 2.5

		2	.	5
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Decimal point

Acceptable ways to grid $\frac{2}{3}$ are:

		2	/	3
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	.	6	6	6
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	.	6	6	7
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer: 201 – either position is correct

		2	0	1
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	2	0	1	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NOTE: You may start your answers in any column, space permitting. Columns you don't need to use should be left blank.

Gridding Practice- Unique to PSAT

To succeed in college and career, you'll need to apply reading skills in all sorts of subjects. Not coincidentally, you'll also need those skills to do well on **the Reading Test**.

The Reading Test always includes

- A **classic or contemporary work of U.S. or world literature**.
- One passage from either a **U.S. founding document** or a **text in the great global conversation they inspired**. The U.S. Constitution or a speech by Nelson Mandela, for example are **primary source documents**.
- A selection about economics, psychology, sociology, or other **social science**.
- **Two science passages** (or one passage and one passage pair) that examine foundational concepts and developments in Earth science, biology, chemistry, or physics.

The Writing Test – Everyday, formal English Language

When you take the Writing and Language Test, you'll do three things that people do all the time when they write and edit:

1. Read.
2. Find mistakes and weaknesses.
3. Fix them.

- Some passages are accompanied by **informational graphics**, such as **tables, graphs, and charts** — but no math required.
- Prior topic knowledge is never tested.

The Big Five for English Language

Command of Evidence – “Cite Your Source!”

Words in Context – Vocabulary within a passage

Analysis in History/Social Studies and in Science

Expression of Ideas – How are ideas organized?

Standard English Conventions

This is about the building blocks of writing: sentence structure, usage, and punctuation. You'll be asked to change words, clauses, sentences, and punctuation. Some topics include verb tense, parallel construction, subject-verb agreement, and comma use.

PSAT 8/9 and PSAT 10 - Math

- Most math questions will be multiple choice, but some — called grid-ins — ask you to come up with the answer rather than select the answer.
- The Math Test is divided into two portions: Math Test – Calculator and Math Test – No Calculator.
- Some parts of the test include several questions about a single scenario.

Focus

The Math Test will focus in depth on two of the areas of math that play the biggest role in a wide range of college majors and careers:

- [Heart of Algebra](#), which focuses on the mastery of linear equations and systems.
- [Problem Solving and Data Analysis](#), which is about being quantitatively literate.

There will also be some [Passport to Advanced Math](#) questions; these require the manipulation of complex equations.

What are The Keys to the PSAT Math?

Fluency

The Math Test is a chance to show that you:

- Carry out procedures flexibly, accurately, efficiently, and strategically.
- Solve problems quickly by identifying and using the most efficient solution approaches. This might involve solving a problem by inspection, finding a shortcut, or reorganizing the information you've been given.

Conceptual Understanding

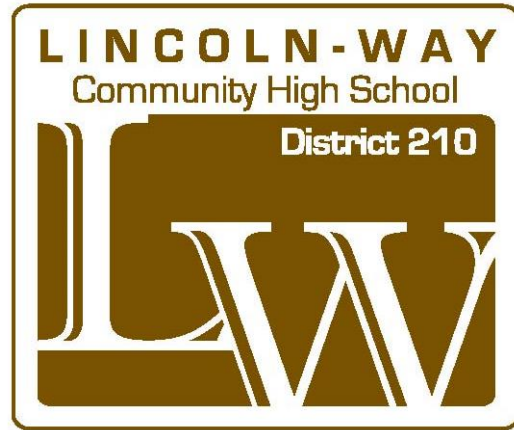
You'll demonstrate your grasp of math concepts, operations, and relations. For instance, you might be asked to make connections between properties of linear equations, their graphs, and the contexts they represent.

Applications

These real-world problems ask you to analyze a situation, determine the essential elements required to solve the problem, represent the problem mathematically, and carry out a solution.

Calculator Use

Thank You...Questions?



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