

## Higher Education and the Redesigned SAT®

**Validity and  
Concordance**

The current SAT®, in combination with high school GPA, is a strong predictor of college success. The redesigned SAT will sustain or improve the validity evidence supporting the current SAT.

To establish a strong foundation for validity, the new test design is based on a growing body of current national and international research on the skills and knowledge needed for success in college.

**Research Base**

A fuller review of the evidentiary backbone for the redesigned SAT will be available on April 16, 2014. The key findings from this research guide all aspects of the revision, including the design of the exam and the content and skill domains. The test questions allow students to demonstrate their capability to:

- Read, analyze, and use reasoning to comprehend challenging literary and informational texts, including texts on science and history/social studies topics, to demonstrate and expand their knowledge and understanding
- Revise and edit extended texts across a range of academic and career-related subjects for development, organization, and expression of ideas and to show facility with a core set of grammar, usage, and punctuation conventions
- Show command of a focused but powerful set of knowledge, skills, and understandings in math and apply that ability to solve problems situated in science, social studies, and career-related contexts
- Make careful and considered use of evidence as they read and write
- Demonstrate skill in analyzing data, including data represented graphically in tables, charts, graphs, and the like, in reading, writing, and math contexts
- Reveal an understanding of vocabulary in context and how word choice helps shape meaning and tone

**Evidentiary  
Foundation for  
Reading and Writing**

The redesigned SAT supports an emphasis on source analysis and evidence use throughout the Reading and Writing and Language Tests.

The College Board's **national curriculum surveys** demonstrate that postsecondary instructors rate the following capacities as highly important:

- Summarizing a text's central argument or main idea
- Identifying rhetorical strategies used in a text
- Identifying logical flaws in an author's argument
- Writing analyses and evaluations of texts
- Using supporting details and examples
- Developing a logical argument

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**Safe Use Warning:** SAT scores should only be used in combination with other relevant information to make responsible decisions about students.

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## Higher Education and the Redesigned SAT

Many institutions have devoted considerable resources to developing the skills of source analysis and evidence use in their students.

Please refer to research by these leading universities:

- [Duke University](#)
- [Cornell University](#)
- [Texas A&M University](#)
- [The University of California, Berkeley](#)

### Evidentiary Foundation for Math

A significant disconnect exists today in mathematics between the K–12 and higher education systems. In a recent national survey, nearly 90 percent of high school teachers said that students were leaving high school prepared for college-level mathematics, while almost 75 percent of postsecondary instructors said that they were not. The Math section will therefore focus on the few areas of math that evidence shows most contribute to student readiness for college and career training. The exam will focus on three essential areas: Problem Solving and Data Analysis; the Heart of Algebra; and Passport to Advanced Math.

### Experts Explore the Redesigned SAT

Expert educators talk about the skills and knowledge that the redesigned SAT will test and illustrate how they [connect to classroom learning](#).

### A Plan for Validity and Concordance

The College Board is implementing the following detailed plan to demonstrate the validity of the SAT. The process will be one that has continuous input into the iterative design process of the assessment.

### Test Design

Work has begun to build strong evidence for validity by testing item types, exam questions, essay prompts, and test forms over time. The College Board will review student performance metrics to ensure that exam questions and test forms are measuring the knowledge and skills they are intended to measure.

### Pilot Predictive Validity Study

We will launch a pilot study of the predictive validity of the SAT with the partnership of colleges and universities. This study will allow us to gather early evidence of the validity of the SAT for predicting college performance. In particular, we will examine the relationship between high school grade point average (HSGPA) and SAT, and the incremental prediction of the SAT over HSGPA in predicting college English and math grades as well as first-year GPA. As sample sizes permit, we will also examine differences in predictive validity by student subgroups.

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### National Predictive Validity Study

After the introduction of the redesigned SAT®, we will begin an ongoing process of documenting the relationship of performance on the assessment to outcomes of interest. Beginning with the first cohort of students to have primarily taken the redesigned SAT (the entering college class of fall 2017), we will launch a longitudinal national SAT Validity Study in partnership with colleges and universities to examine the relationship between SAT scores and college outcomes such as GPA, course grades, persistence, and completion. We will conduct extensive validity analyses by subgroup. The timeframe for this work will be:

- Before summer 2018: Institutions sign up to participate.
- Fall 2018: Data file is received by the College Board, including completed data-sharing agreements.
- 2019: Validity study is complete and distributed.

Those interested in participating should contact [nsatvastudy@collegeboard.org](mailto:nsatvastudy@collegeboard.org).

### Concordance Tables

Concordance tables will compare old and new exam scores to enable admission offices to have longitudinal consistency in their behavioral models and to evaluate applicants that have taken the different exams.

Concordance	Available
Redesigned SAT to current SAT	May 2016
Derived Concordance: Redesigned SAT to ACT	May 2016

Please note: The concordance to ACT will be derived by matching the redesigned SAT to the current SAT, and then the current SAT to the ACT using validated concordance tables.