

**Admission and Standards Committee**  
**IMPACT DATA FORM for PROPOSED CHANGES**

Department or Program or University Office: University College/Dual Enrollment

Brief Statement of Proposed Change: Change in DE Admissions Policy Date: 4/16/2019

1. Detailed discussion of how proposed changes may impact students, prospective students, university programs and/or other. *(Use as much space as you need below. You may refer to cover memo and its attachments as needed to avoid repetition.)*

See attached.

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Proposed Effective Date Immediately (for Spring 2020 admission)

2. Identify the student population(s) that will be affected.

Prospective Dual Enrollment students

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3. Are there plans to make this proposal retroactive? If so, please indicate when (specify the date) and identify student population(s) who will be affected. *(For example, "students admitted under the 2004 catalog or earlier.")*

All students applying for Dual Enrollment admission for the Spring 2020 semester and future semesters

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4. Discuss the specific impact on students. Provide enrollment and/or other relevant **data for the past three years**, including appropriate demographic data (e.g. male, female, minority, part-time, older students etc.) to illustrate the possible impact on specific groups. *(For example, for a proposal to raise the GPA for graduation, provide a breakdown of graduating student GPA by different demographic groups.)* Attach supporting documentation.

See attached. (Relevant enrollment data was included in previous proposal)

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Cover Memo for Proposed Admission and/or Standards Change (MTSU)

**On-campus memo:**

**TO:** Admission and Standards Committee

**FROM:** Matt Hannah  
(Department Chair or Program Coordinator)\*

University College/Dual Enrollment  
(College, Program or Department)\*

**Contact Person:** Casey Brown

EMAIL casey.brown@mtsu.edu

**RE:** Change in Admissions Policy for Dual Enrollment Students (revised 4/2019)  
(Specify issue[s] being submitted to the committee.)

**DATE:** 4/16/2019

**Level or area to which change(s) would apply:**

- University  College  School  Department  Program  
 Other? \_\_\_\_\_

**Program(s) and/or student population(s) affected:** \_\_\_\_\_  
(Note that an Impact Data Form must be submitted along with the proposal.)

This change would fall into the following classification(s) (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> Proposed change in GPA for admission   | <input type="checkbox"/> Proposed change in policies or requirements for retention  |
| <input type="checkbox"/> Proposed change in GPA for retention   | <input type="checkbox"/> Proposed change in policies or requirements for graduation |
| <input type="checkbox"/> Proposed change in GPA for graduation  | <input type="checkbox"/> Proposed change in grading scale                           |
| <input checked="" type="checkbox"/> Proposed change in test or pre-requisite requirements for admission | <input type="checkbox"/> Proposed change to academic program requirements           |
| <input type="checkbox"/> Proposed change in other requirements for admission                            | <input type="checkbox"/> Proposed standards for a new program                       |
| <input type="checkbox"/> Proposed change in policies or requirements for placement                      | <input type="checkbox"/> Other  |

**Description of Change Proposed:**  
(Attach separate sheet as needed.)

See attached.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Rationale/justification for change** (Please ensure that all aspects and ramifications of the change are addressed. Attach separate sheet as needed.):

See attached.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Dissemination of information:**

The following colleges, program or departments may be affected by this decision:  
Admissions, University College/Dual Enrollment

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I certify that I (or my representative) have consulted with each college or program that may be affected by the proposed changes.

Proposer's signature \_\_\_\_\_

4/16/2019

\_\_\_\_\_  
Date

**Other permissions sought:** *If this change is connected to curriculum or program development, have the appropriate forms been submitted to the general education, curriculum or graduate committees? If a proposal will/may impact enrollment in specific courses or programs, have concerned departments or programs been consulted? Please include dates of submission and/or approval as relevant.*

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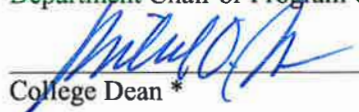
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**Other signatures needed for approval of proposal:**

  
\_\_\_\_\_  
Department Chair or Program Coordinator\*

4/16/19

\_\_\_\_\_  
Date of initial proposal

  
\_\_\_\_\_  
College Dean \*

4-16-19

\_\_\_\_\_  
Date of college approval

\_\_\_\_\_  
Chair Admission and Standards Committee

\_\_\_\_\_  
Date approved by ASC

\_\_\_\_\_  
Vice-President for Student Affairs / Vice-  
Provost for Enrollment & Academic Services

\_\_\_\_\_  
Date approved by VP/SA

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date approved by Provost

\_\_\_\_\_  
President

\_\_\_\_\_  
Date approved

\* Note: When the proposal does not come from an academic unit, replace titles as needed. If a proposal comes directly from a dean or higher, the first signature may be omitted.

### *Description of Change Proposed*

The two proposed changes to Dual Enrollment admissions policy are as follows:

- **Allow applicants who are rising juniors (current sophomores) at the time of application to be considered for admission on the basis of a Pre-ACT or PSAT score, when the student has not yet taken the ACT.**
- **Allow applicants to be reviewed holistically for admission by the Undergraduate Admissions office in the event they do not meet guaranteed admissions standards**

### *Rationale/Justification for Change*

This section will address both proposed changes, starting with the first listed above.

- **Allow applicants who are rising juniors (current sophomores) at the time of application to be considered for admission on the basis of a Pre-ACT or PSAT score, when the student has not yet taken the ACT.**

In 2015, the ASC approved the addition of the PLAN test as an acceptable substitute for ACT/SAT scores for Dual Enrollment admission. The rationale was that since a significant percentage of students apply for DE admission during their sophomore year, many of those students have not yet taken the ACT/SAT, and requiring them to do so for the purposes of DE admission (when they already meet the GPA requirement) was both an undue burden and not a particularly strong predictor of success in DE coursework.

Thus the PLAN test, which was administered to nearly all sophomores, was approved as a substitute. Unfortunately, the PLAN no longer exists, and no replacement has been instituted consistently at the secondary school level. However, there are currently two nationally-normed tests that are offered to this group of students- the Pre-ACT (an ACT product) and the PSAT (a College Board product). Attachment A and Attachment B provide an overview of these tests and sample score reports, respectively.

Our office recently concluded a series of discussions with Dr. Laurie Witherow, Associate Vice Provost for Admissions and Enrollment Services; Dr. Marva Lucas, Chairperson of the

University Studies department; and Faye Johnson, Assistant to the University Provost for Special Initiatives and SACSCOC Accreditation Liaison. From these discussions, a consensus emerged that there was a need for a nationally-normed, standardized exam to be submitted as part of the admissions process for prospective dual enrollment students. The working group, consisting of these individuals and other institutional stakeholders, agreed on the viability of using these tests for admission.

The Pre-ACT and PSAT are established, recognized products from organizations that represent the standard in college admissions testing products. Furthermore, the Pre-ACT in particular is the direct replacement for the previously-approved PLAN test, and like its predecessor follows the same scoring format as the ACT. Other LGIs in the state have previously adopted policies similar to the one proposed herein; Austin Peay State University and the University of Memphis, for example, both allow submission of scores from these two tests in lieu of ACT/SAT scores.

In the event that an applicant has not taken any of the aforementioned tests, he/she would be permitted to qualify for admission by meeting the 3.0 GPA benchmark, but would not be able to register for any courses without successfully completing a placement test at the University. This is consistent with how other non-traditional students without test scores are processed.

- **Allow applicants to be reviewed holistically for admission by the Admissions office in the event they do not meet guaranteed admissions standards**

The University currently conducts a holistic review of every applicant that does not meet guaranteed admission standards- with the exception of Dual Enrollment students. As any faculty member or administrator who has reviewed these applicants and/or made admissions decisions can attest, there are inevitably a number of students who are both deserving of admission and capable of success, despite not meeting the guaranteed standard. Though the vast majority of Dual Enrollment applicants (over 97%) can be automatically admitted, our office has identified a handful of students each semester that:

- want to participate in the program
- are recommended for participation by their school counselor
- are close to meeting the guaranteed standard, but fall short

Additionally, recent guidance from SACSCOC indicates that admissions standards for Dual Enrollment students should be in alignment with those for regular undergraduate students. Not allowing this population of students to be reviewed holistically for admission raises an equity issue. We feel a student meeting the above criteria should be considered for admission. Based on Fall 2018 applicant data, we estimate that 20-30 students would have been reviewed for admission under this policy. Though not known definitively, it is likely that 5-7

would have been admitted, based on academic credentials, school counselor recommendation, and the submission of the Personal Statement form.

As a result of this proposed change in policy, all Dual Enrollment students who did not meet guaranteed admissions requirements would have the opportunity to submit the Personal Statement, as well as a recommendation from the high school counselor, and be reviewed by the Admissions Office for admission.

As with undergraduate admission, all decisions would be subject to the oversight of the Associate Vice Provost for Admissions & Enrollment Services. Admissions decisions would also adhere to any currently existing policies concerning enrollment caps on admits. This change would have no predictably negative impact on the institution or students, and would again ensure appropriate access to Dual Enrollment for prospective students.

Attachment A



# PreACT

The first step  
toward practicing  
for the ACT test

Each year nearly 3 million high school juniors and seniors take the ACT® to gain insights into their college and career readiness. PreACT®, targeted to grade 10, gives students practice with the ACT test and empowers them, their parents, and educators with these valuable insights even sooner.

PreACT provides:

- **Early indication of progress and ideas for improvement**—PreACT gives students an estimated ACT test score and can be used as an indicator of college and career readiness. Reports include data to help teachers and counselors target interventions, inform classroom instruction, and guide students in course selection.
- **Fast, robust reporting**—Reports are ready quickly, so teachers and students can get to work turning PreACT insights into action. Reports include information about student interests that counselors can use to advise students in thinking about college majors and careers.
- **Easy, flexible, and affordable administration**—PreACT encompasses paper-based, multiple-choice tests in English, math, reading, and science. PreACT can be administered on any date between September 1 and June 1, making it a flexible and affordable way to give students low-stakes practice in a high-stakes environment.

The choices a student makes in high school help chart a course for life after it. Educators can use insights from PreACT report data to help students prepare for success—and start making informed choices well before graduation.

## Opening Doors to Opportunities

Students may opt to have their information shared with colleges and scholarship agencies when they take PreACT, providing greater opportunities for recruitment and scholarship awards.

PreACT®

[act.org/preact](https://act.org/preact)



## The Next Step

After students take PreACT, they can use ACT Online Prep™ to continue preparing for the ACT anytime, anywhere. This sequence of solutions is designed to help students expand their post-high school opportunities, gain deeper understanding about their potential, and chart a sure course toward their college and career future.

Contact ACT at [preact@act.org](mailto:preact@act.org) to talk to someone about bringing the benefits of PreACT to your students.

## Practice with the ACT Test Experience

PreACT provides students with a structured testing environment similar to what they will experience when taking the ACT, ACT test-quality questions, and predictive scores on the familiar 1-36 scale. This helps students get comfortable with the test and understand how they're doing in core subjects. It also helps parents and educators identify areas where additional support might be necessary.

## More Than a Score

Report data can help guide action plans for students to increase success in high school courses and on the ACT. Students also receive a personalized view of college and career possibilities—based on their answers to the ACT Interest Inventory—which can help them start thinking about career paths. Parents and counselors can use the data to help students choose high school courses most relevant to career areas of interest.

## Meaningful to Educators

Educators quickly receive PreACT reports to evaluate individual student data and patterns of performance across content areas. PreACT enables counselors to have earlier and more informed conversations with students about topics such as course selection, career plans, postsecondary options, and potential scholarships.

## School, District, and State Benefits

PreACT data can help support strategic conversations and facilitate a deeper understanding of overall student progress. PreACT provides a flexible administration during the school year. ACT will provide training and resources to help educators administer PreACT and better understand reports.

Use PreACT to help your students practice for the ACT, discover new opportunities, and start planning for the future. Learn more at [act.org/preact](http://act.org/preact).



Pre **ACT**<sup>®</sup>

[act.org/preact](http://act.org/preact)

PreACT<sup>®</sup> empowers 10th-grade students with a unique ACT<sup>®</sup> test practice experience. Scores provide valuable insights into students' predicted performance on the ACT and help inform important high school course decisions. PreACT reporting includes both academic and career indicators, which are designed to identify strengths and areas for improvement, providing a complete view of students' college and career readiness.

## Overview

- PreACT is a 10th-grade multiple-choice assessment provided by educational institutions and organizations through a paper testing and results delivery mode
- Available to states, districts, schools, third-party agencies, and gifted-and-talented search programs
- PreACT provides a practice opportunity for the ACT within a shorter test window on all four ACT test subjects: English, math, reading, and science
- Provides both current achievement and predicted ACT test scores on the familiar 1–36 ACT score scale

## Key Benefits

- Early practice for the ACT test with flexible test administration dates
- PreACT score and predicted ACT score ranges align to the ACT 1–36 scale
- Students may opt to share their information with colleges and scholarship agencies
- ACT Interest Inventory results provide students with a personalized view of interests and college and career alignment
- Provides actionable insights to help educators, parents, and students make important decisions for the future
- Rapid reporting turnaround within 5–10 days of receipt of answer documents allows for early and effective planning to ensure students can attain the success they envision

## Test Timing

Total test time is 2 hours and 10 minutes (with approximately 60 minutes of pre-test activities):

- English: 30 minutes
- Mathematics: 40 minutes
- Reading: 30 minutes
- Science: 30 minutes

## Test Dates/Window

- Test date and time established by the customer within the annual test window:  
September 1–June 1 of each school year

## Training & Resources

- Free monthly [implementation webinars](#)
- Free planning tools, including videos, information sheets, administration manuals, and report guides, can be found at <http://www.act.org/content/dam/act/unsecured/documents/6090-PreACT-Customer-Implementation-Plan-with-Links.pdf>

## Materials & Support

- Schools receive test materials 1–2 weeks before your scheduled test date, including one test booklet and answer document per student, along with administration and instruction manuals
- Free ACT Question of the Day test prep provided online or via email
- Accommodations available, including Braille, large print, reader script, and audio.
- Customer service support:  
877.789.2925 or [preact@act.org](mailto:preact@act.org)  
8:30 a.m.–5:00 p.m. central time, Monday–Friday

## Reporting Included

- Each school will receive an Educator Reports Package, Item Response Summary Report, Student Roster Report, and Student Data File on CD. Additionally, for each student, you will receive: two Student Score Reports and two Student Score Labels
- Report content covers:
  - PreACT composite, subject, and reporting category scores, along with predicted ACT composite and subject score ranges
  - Student college and career planning results, including measured career interests and an Interest-Career Fit metric
  - National Rank shows how students perform against all other students tested at the grade level
  - STEM score, reflecting preparedness for STEM areas of study
  - Text complexity score, indicating preparedness for understanding postsecondary content
  - Item Response for students, with correct answer and skills for improvement
  - Aggregate reporting including item response summary by subject

## Pricing

- \$13.00 / student

## Next Steps

- Learn more: [act.org/preact](http://act.org/preact)
- Contact ACT 319-337-1429 or your representative.

# What Do Your Scores Mean?

**Your scores are between 1** (the lowest score you can receive) **and 35** (the highest score you can receive). PreACT takes the number of questions you got right on each test and translates it into a number between 1 and 35 (called a “scale score”). Just like grades, your scores tell you how well you did on each test.

Because no test can measure educational development with absolute precision, it’s best to think of each of your PreACT scores as a range rather than as a precise point. Your PreACT score ranges are shown on your Student Report by the colored boxes on the graph below your scores. The heavy line within the colored boxes is your calculated scale score. The graph also includes light gray lines with a number next to it. These are ACT Readiness Benchmarks. You can compare your score ranges to the benchmarks to see if you are on track to be ready for first-year college courses. We’ll discuss how you can use this information later in this booklet.

**Your Composite score is simply the average of the English, math, reading, and science test scores** (rounded to a whole number). In the same way your overall grade point average in school shows how well you are doing across all of your different classes, your PreACT Composite score shows how well you did across the entire PreACT test.

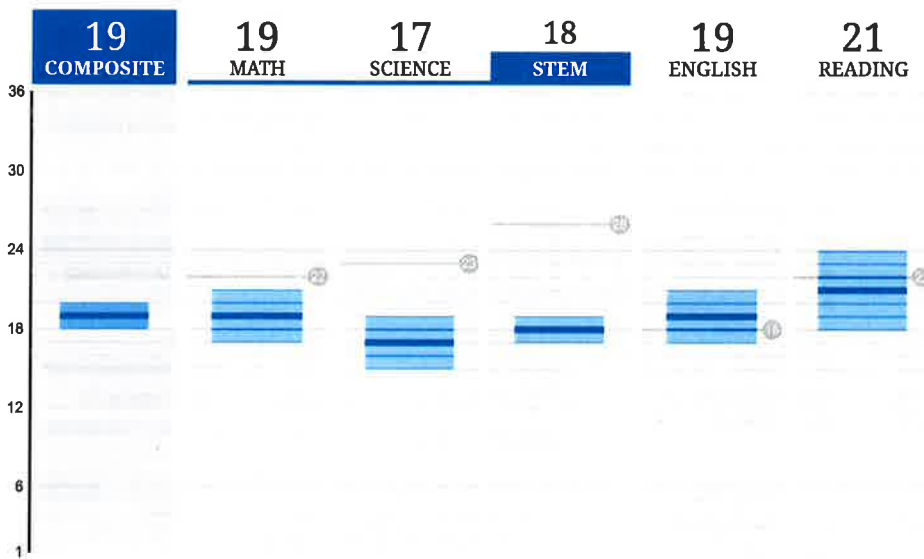
Your STEM score is the average of the math and science test scores. This shows how well you did with questions related to science, technology, engineering, and math (STEM).

ANN C. TAYLOR (ID#: 123876)  
 Test Date: October 8, 2018  
 WASHINGTON HIGH SCHOOL (Code: 123456)  
 Grade: 10



## Your PreACT® Composite Score is 19

This graph visually represents your PreACT scores compared to the ACT Benchmark. When looking at this you can see where your score compares to the ACT College Readiness Benchmarks.



**Your PreACT Score**  
 Your PreACT Score Range  
 ACT Readiness Benchmark

Your PreACT scores consist of different scores for each subject test (math, science, English, and reading) along with the average of all of your subject scores (the Composite score). The STEM score is the average of your math and science scores only.

**Your PreACT Score Range**  
 Test scores are estimates of your educational development. Think of your true achievement on this test as being within a range as shown by the bands around your scores.

**ACT College Readiness Benchmarks**  
 ACT scores at or above the Benchmark mean that a student has at least a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in specific first-year college courses in the corresponding subject area.



## Your Predicted ACT Score Ranges

PreACT and the ACT<sup>®</sup> test cover the same subject areas. PreACT is designed for tenth graders and the ACT is designed for eleventh and twelfth graders. Over time, PreACT and the ACT measure your college readiness skills as you progress through high school. Your PreACT scores can be used to predict how you are likely to do if you take the ACT as an eleventh grader. Improving your study habits or taking more challenging courses may improve upon your predicted ACT scores. Keep in mind that this score range is only an estimate, not a guarantee. You need to keep working at learning.

You can use these predicted score ranges to see if you are on track to achieve the scores you want by the time you take the ACT later in high school. PreACT can help you determine if there are subject areas where taking additional courses or gaining additional skills might improve your preparation for college.

## How do you compare with other students who took PreACT?

Next to Your Predicted ACT Score Ranges, you'll find the percent of students scoring at or below your score. These figures are called "norms" and show the percentage of students, in a given group, who earned a score equal to or lower than yours. In the example below, the report shows 70% next to the sample student's English score. This means the sample student scored as high as or higher than 70% of students in the comparison group who took PreACT.

Your scores will be compared to those in the national norm group. This shows you how your scores compared to those of students across the country who took PreACT.

## Your Detailed PreACT Results

Below your predicted ACT score ranges, you will find a list of topics that were covered by the questions in each of the four subject tests: English, math, reading, and science. Next to each topic is the number of questions you got right in that topic and the total number of questions in the test that covered that topic. The report also shows the percent of the questions you answered correctly for each topic. The bar graph helps you to see which of these topics are your strongest and weakest. Very few students have equal skills in all topics.

### Your Predicted ACT Composite Score Range is 20–23

The scores below predict your future performance ranges when taking the full ACT in a year's time assuming typical achievement growth.

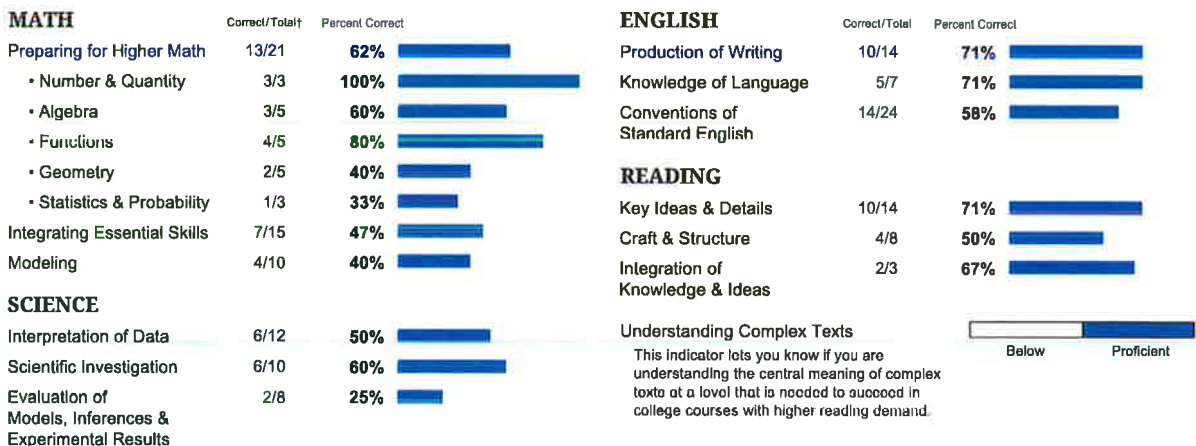


### US Rank

Composite	68%
Math	74%
Science	50%
STEM	60%
English	70%
Reading	74%

## Your Detailed PreACT Results

The scores below represent your performance on reporting categories measured by the test. Reporting category designations are provided to help you to start to focus on strengths and weaknesses. Categories with only a few items may be less representative of your overall achievement in that category.



## Attachment B

## Score Structure

[Home \(/\)](#) / [PSAT/NMSQT and PSAT 10 \(/psat-nmsqt-psat-10\)](#) / [Scores \(/psat-nmsqt-psat-10/scores\)](#) / [Score Structure](#)

With more scores, the new PSAT/NMSQT and PSAT 10 provide a clear, early picture of you and your readiness for college. They help you and your teachers pinpoint areas for improvement. Learn about the tests' place in the vertical score scale ([/about/scores/structure](#)) that spans all tests in the SAT Suite of Assessments.

Sign in to get your scores. (<https://studentscores.collegeboard.org/home>)

### PSAT/NMSQT and PSAT 10 Score Ranges

<b>PSAT/NMSQT or PSAT 10 Score Reported</b>	<b>Details</b>	<b>Score Range</b>
<b>Total score</b>	Sum of the two section scores.	320–1520
<b>Section scores (2)</b>	Evidence-Based Reading and Writing, and Math.	160–760
<b>Test scores (3)</b>	Reading, Writing and Language, and Math.	8–38
<b>Cross-test scores (2)</b>	Analysis in History/Social Studies and Analysis in Science. Based on selected questions in the Reading, Writing and Language, and Math Tests.	8–38
<b>Subscores (7)</b>	Reading and Writing and Language: Command of Evidence and Words in Context. Writing and Language: Expression of Ideas and Standard English Conventions. Math: Heart of Algebra, Problem Solving and Data Analysis, and Passport to Advanced Math.	1–15

# Reading Test

[Home \(/\)](#) / [PSAT/NMSQT and PSAT 10 \(/psat-nmsqt-psat-10\)](#) / [Inside the Test \(/psat-nmsqt-psat-10/inside-the-test\)](#)  
/ [Reading Test](#)

In the Reading Test, you'll see questions like those asked in a lively, thoughtful, evidence-based discussion.

## Try Reading Questions Now

Go directly to Reading sample questions. ([/sample-questions/reading](#))

## It's About the Everyday

The Reading Test focuses on the skills and knowledge at the heart of education: the stuff you've been learning in high school, the stuff you'll need to succeed in college. It's about how you take in, think about, and use information. And guess what? You've been doing that for years.

It's not about how well you memorize facts and definitions, so you won't need to use flashcards or insider tricks or spend all night cramming.

## Quick Facts

- All Reading Test questions are multiple choice and based on passages.
- Some passages are paired with other passages.
- Informational graphics, such as tables, graphs, and charts, accompany some passages—but no math is required.
- Prior topic-specific knowledge is never tested.
- The Reading Test is part of the Evidence-Based Reading and Writing section.

## What the Reading Test Is Like

When you take the Reading Test, you'll read passages and interpret informational graphics. Then you'll use what you've read to answer questions.

Some questions ask you to locate a piece of information or an idea stated directly. But you'll also need to understand what the author's words imply. In other words, you have to read between the lines.

## What You'll Read



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:

- One passage from a classic or contemporary work of U.S. or world literature.
- One passage or a pair of passages 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.
- A selection about economics, psychology, sociology, or some 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.

## What the Reading Test Measures

A lot more goes into reading than you might realize—and the Reading Test measures a range of reading skills.

### Command of Evidence

Some questions ask you to:

- Find evidence in a passage (or pair of passages) that best supports the answer to a previous question or serves as the basis for a reasonable conclusion.
- Identify how authors use evidence to support their claims.
- Find a relationship between an informational graphic and the passage it's paired with.

### Words in Context

Many questions focus on important, widely used words and phrases that you'll find in texts in many different subjects. The words are ones that you'll use in college and the workplace long after test day.

The PSAT/NMSQT and PSAT 10 focus on your ability to:

- Use context clues in a passage to figure out which meaning of a word or phrase is being used.
- Decide how an author's word choice shapes meaning, style, and tone.

### Analysis in History/Social Studies and in Science

The Reading Test includes passages in the fields of history, social studies, and science. You'll be asked questions that require you to draw on the reading skills needed most to succeed in those subjects. For instance, you might read about an experiment then see questions that ask you to:

- Examine hypotheses.
- Interpret data.
- Consider implications.

Answers are based only on the content stated in or implied by the passage.

## Sample Questions

Learn about the Reading Test firsthand by viewing sample questions (</sample-questions/reading>) from the PSAT/NMSQT and PSAT 10.

## Writing and Language Test

[Home \(/\)](#) / [PSAT/NMSQT and PSAT 10 \(/psat-nmsqt-psat-10\)](#) / [Inside the Test \(/psat-nmsqt-psat-10/inside-the-test\)](#)  
/ [Writing and Language Test](#)

The Writing and Language Test asks you to be an editor and improve passages that were written especially for the test—and that include deliberate errors.

### **Try Writing and Language Questions Now**

Go directly to Writing and Language sample questions. ([/sample-questions/writing-language](#))

## **It's About the Everyday**

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.

The good news: You do these things every time you proofread your own schoolwork or workshop essays with a friend.

It's the practical skills you use to spot and correct problems—the stuff you've been learning in high school and the stuff you'll need to succeed in college—that the test measures.

## **Quick Facts**

- All questions are multiple choice and based on passages.
- Some passages are accompanied by informational graphics, such as tables, graphs, and charts—but no math is required.
- Prior topic knowledge is never tested.
- The Writing and Language Test is part of the Evidence-Based Reading and Writing section.

## **What the Writing and Language Test Is Like**

To answer some questions, you'll need to look closely at a single sentence. Others require reading the entire piece and interpreting a graphic. For instance, you might be asked to choose a sentence that corrects a misinterpretation of a scientific chart or that better explains the importance of the data.

The passages you improve will range from arguments to nonfiction narratives and will be about careers, history, social studies, the humanities, and science.

## What the Writing and Language Test Measures

Questions on the Writing and Language Test measure a range of skills.

### Command of Evidence

Questions that test command of evidence ask you to improve the way passages develop information and ideas. For instance, you might choose an answer that sharpens an argumentative claim or adds a relevant supporting detail.

### Words in Context

Some questions ask you to improve word choice. You'll need to choose the best words to use based on the text surrounding them. Your goal will be to make a passage more precise or concise, or to improve syntax, style, or tone.

### Analysis in History/Social Studies and in Science

You'll be asked to read passages about topics in history, social studies, and science with a critical eye and make editorial decisions that improve them.

### Expression of Ideas

Some questions ask about a passage's organization and its impact. For instance, you will be asked which words or structural changes improve how well it makes its point and how well its sentences and paragraphs work together.

### 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 covered include verb tense, parallel construction, subject-verb agreement, and comma use.

## Sample Questions

Learn about the Writing and Language Test firsthand by viewing sample questions (</sample-questions/writing-language>) for the PSAT/NMSQT and PSAT 10.

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Was this page helpful?

Yes  No

Submit

# Math Test

[Home \(/\)](#) / [PSAT/NMSQT and PSAT 10 \(/psat-nmsqt-psat-10\)](#) / [Inside the Test \(/psat-nmsqt-psat-10/inside-the-test\)](#)  
/ [Math Test](#)

The Math Test covers a range of math practices, with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure.

## Try Math Sample Questions Now

Go directly to Math sample questions. ([/sample-questions/math](#))

## It's About the Real World

Instead of testing you on every math topic there is, the PSAT/NMSQT and PSAT 10 ask you to use the math that you'll rely on most in all sorts of situations. Questions on the Math Test are designed to mirror the problem solving and modeling you'll do in:

- College math, science, and social science courses
- The jobs that you hold
- Your personal life

For instance, to answer some questions you'll need to use several steps—because in the real world a single calculation is rarely enough to get the job done.

## Quick Facts

- 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 the three areas of math that play the biggest role in a wide range of college majors and careers:

- Heart of Algebra, (/about/alignment/math/heart-of-algebra) which focuses on the mastery of linear equations and systems.
- Problem Solving and Data Analysis, (/about/alignment/math/problem-solving-data-analysis) which is about being quantitatively literate.
- Passport to Advanced Math, (/about/alignment/math/passport-to-advanced-math) which features questions that require the manipulation of complex equations.

The Math Test also draws on Additional Topics in Math, (/about/alignment/math/additional-topics-in-math) including the geometry and trigonometry most relevant to college and career readiness.

## What the Math Test Measures

### 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

Calculators are important tools, and to succeed after high school, you'll need to know how—and when—to use them. In the Math Test—Calculator portion of the test, you'll be able to focus on complex modeling and reasoning because your calculator can save you time.

However, the calculator is, like any tool, only as smart as the person using it. The Math Test includes some questions where it's better not to use a calculator, even though you're allowed to. In these cases, students who make use of structure or their ability to reason will probably finish before students who use a calculator.

The Math Test—No Calculator portion of the test makes it easier to assess your fluency in math and your understanding of some math concepts. It also tests well-learned technique and number sense.

### Grid-In Questions

Although most of the questions on the Math Test are multiple choice, 17 percent are student-produced response questions, also known as grid-ins. Instead of choosing a correct answer from a list of options, you'll need to solve problems and enter your answers in the grids provided on the answer sheet.

### Gridding-In Answers

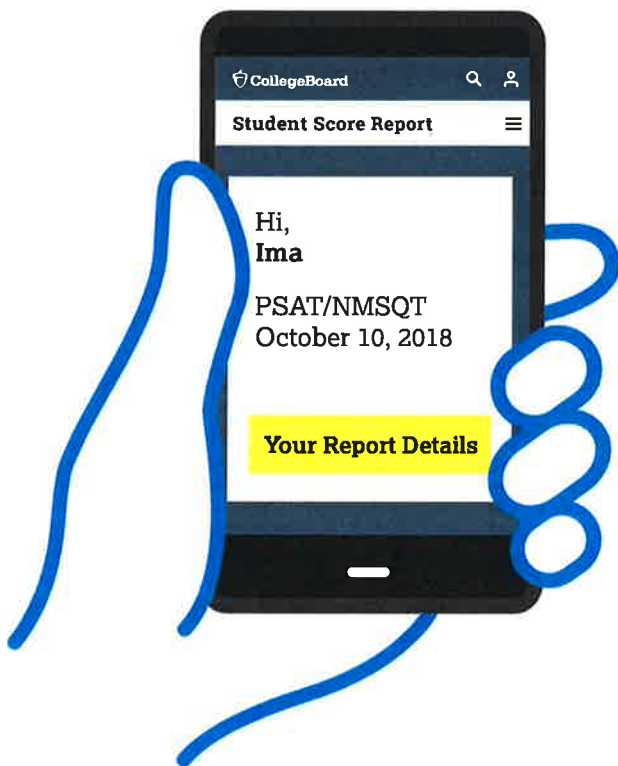
# PSAT/NMSQT®

Preliminary SAT/National Merit Scholarship Qualifying Test

PSAT/NMSQT®

CollegeBoard / NATIONAL MERIT SCHOLARSHIP CORPORATION

# Your Summary Score Report



Get Your Full  
Score Report Online

[psat.org/myscore](https://psat.org/myscore)

Hi, Ima B. Student

School Name: **John F. Kennedy High School**

School Code: **123456**

Grade: **11th Grade**

Student ID: **24068907**

Optional Code: **00**

Access Code: **A02670146P**

College Board ID: **12345678**

# YOUR SCORE TODAY

## Your Total Score

**960** | 320 to 1520

You are in the **51<sup>st</sup>** percentile



You scored equal to or higher than 51% of students

### Your Evidence-Based Reading and Writing Score

**430** | 160 to 760

You are in the **31<sup>st</sup>** percentile

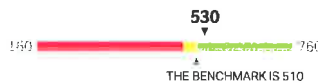


**!** Your score shows that you're almost on track to be ready for college, but you need to keep building your skills.

### Your Math Score

**530** | 160 to 760

You are in the **69<sup>th</sup>** percentile



**✓** Your score shows that you're on track to be ready for college.

### Your Test Scores\*

Reading

**23** | 8 to 38

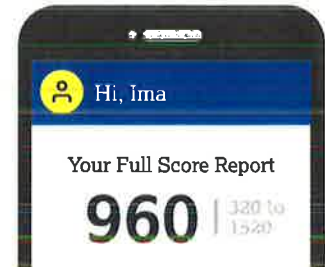
Writing and Language

**20** | 8 to 38

Math

**26.5** | 8 to 38

\* Additional detailed scores, like test scores, provide students with a deeper understanding of their performance. Test scores are also used to calculate your NMSC Selection Index.



- Question-Level Detail
- See Subscores
- Strengths and Weaknesses
- Personalized Practice

[psat.org/myscore](https://psat.org/myscore)

Go online for your full report

**Ima,**  
this was your score when you took the test; it is not a measure of how far you can **grow!**



Students with scores like yours increased their performance from the PSAT/NMSQT® to the SAT® by 130 points after 10 or more hours of personalized practice on Khan Academy®.

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