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Test-Taking Strategy Yields Major Gains

By Julie Blair

Students at a high school in rural North Carolina who once would not have considered college are posting strong SAT scores and getting financial-aid offers from competitive schools, thanks to free and abundant help provided by their school district in preparing for the exam.

Two years ago, many high school seniors in Kings Mountain, N.C., would have given as much thought to decoding the secrets of the SAT as they would have to be-

coming the next Indiana Jones. For students without the academic and financial tools to crack the college-admissions test, success on the exam seemed about as likely as navigating a stream stocked with hungry alligators.

So in 1998, the Kings Mountain school district moved to level the playing field for poor and well-to-do students. Administrators spent \$7,000 on an intensive, computer-based SAT-preparation program that provided remedial help and test-taking

Continued on Page 14

that fail to teach the challenging material covered on the college-entrance tests.

"It is obvious that the SAT is an important and critical component of academic success," said Bill Lawrence, the secondary director for the northeast area for the suburban Baltimore County, Md., school district, which recently began underwriting intensive test-preparation programs in all of its 24 high schools.

"This is an equity issue," he said. "We wanted to make sure that students had equal information."

As President Clinton fashions the details of his test-preparation proposal, one White House aide says he is looking west to California as a model.

In 1998, policymakers in that state passed a law detailing the College Preparation Partnership Program. The initiative authorized \$10 million annually until 2005 for competitive grants to schools to pay for 20 hours of SAT and ACT preparation and test-taking in poor communities, said Ron Fox, the manager of the intersegmental-relations office at the California Department of Education.

Local districts must come up with the money to finance one-third of the cost of such programs. Schools are given the choice of training staff members to run the programs or contracting with companies that provide the services.

Anecdotal evidence suggests the initiative is yielding bigger and more diverse pools of test-takers in the state and raising scores as well.

"We are seeing low-income and minority students who understand they need to take an SAT to be eligible for admission to a four-year college, whereas before, I don't know if that information would have gotten to them as effectively," said Jay Rosner, the executive director of the Princeton Review Foundation in San Francisco. The foundation is the non-profit arm of the New York City-based Princeton Review, the company that is overseeing test preparation for more than 10,000 high school students under the 1998 California law.

"Average improvement is between 80 and 100 points" out of 1600 points on the exam, Mr. Rosner said, for students in California who have completed the program, compared with their previous scores.

The Princeton Review, which has been in the business of test preparation for 19 years, has tailor-made courses for California that take into account the special needs of low-performing students, he added. Two-hour sessions are held both before and after school and focus on test-taking strategies as well as teaching skills.

"We've added more instructional materials for the easy and medium [test] problems because those are the questions that they have to get correct to improve their scores," Mr. Rosner said. The Princeton Review is paid \$300 per student, he said, with similar commercial courses ranging from \$250 to \$450 per student.

Scholastic Testing Systems, the test-preparation company based in Alexandria, Va., that helped raise scores in North Carolina's Kings Mountain district, spends 80 percent of students' time on remedial work, said William J. Zuberduhler, the company's chief executive officer. Computer-based software presents students with a detailed analysis of the 58 skills tested on SAT exams, he said, then ranks each individual's weaknesses.

Misplaced Spending?

But such efforts are valuable only because of fundamental flaws in the K-12 system, some education experts argue. Instead of hiring companies to provide remedial help for students about to take college-entrance exams, they say, schools should be strengthening the curriculum for all students.

"If I were in charge, I'd be investing the dollars not in preparation for a test, but in efforts to make sure low-income kids got a strong grounding in English and mathematics, the two things the tests examine," said Kati Haycock, the executive director of the Education Trust, a Washington-based organization that promotes higher academic achievement for poor and minority students.

Guidance counselors are so overburdened they don't have time to help individual students prepare for the exams, said Kris Zavoli, the director of admissions and guidance services for the College Board's Western regional office in San Jose, Calif.

"We say there are no secrets for taking the SAT," said Wayne Camara, the executive director of research and development for the New York City-based College Board, which sponsors the exam. "But just as you wouldn't want to take a driver's test cold, you don't want to go cold into the SAT."



MALLORY L. ROBERTS
DIRECTOR OF PUBLIC POLICY

March 3, 2000

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Dear Kendra and J.B.:

We appreciate the opportunity to share with you various information and materials on test preparation. As requested, I have enclosed brief outlines on the various types of institution based test preparation courses. Kaplan has successfully used these courses throughout the country in capacities similar to what we discussed in our meeting. Also provided are various examples of the materials and reports used in the courses. Additionally, there are summaries on Kaplan's On-line Test Preparation Services as well as its newly launched College Admissions Course.

Included in this packet is a recent article from *Education Week*, which contains a critical discussion of the current issues relating to test preparation within schools. We believe this will be helpful in framing the debate as we move forward.

As of today, we have not been able to compile comprehensive data on Kaplan's involvement with the Hayden initiative in California schools. Statewide results are not yet available. However, two schools wherein Kaplan provided a faculty-led SAT program received the following results. San Diego High School, San Diego, California had an average score gain of 108 points. While Huntington Park High School in Los Angeles, California saw an average gain of 143 points.

Again, we appreciate the opportunity to provide our experience and background on this issue and look forward to further discussions on institution based test preparation. If you need any additional information, please don't hesitate to contact us.

Sincerely,



Mallory Roberts

cc: Drew Littman
Enclosures

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With over 150 locations throughout the United States

In his 2000 State of the Union address, President Clinton challenged the nation: "Let's also offer these kids from disadvantaged backgrounds the same chance to take the same college test prep courses wealthier students use to boost their scores."

In response to this challenge, Kaplan Learning Services is pleased to offer its assistance in improving equitable access to test preparation for all students regardless of income or background. This outline describes three institution based SAT preparation programs for both teachers and students. Each addresses the academic concepts, strategies, and skills assessed by the SAT and may be used separately or as components of a comprehensive plan to immediately affect student performance and improve scores.

- I. First, Kaplan's Strategic Overview -- Professional Development Seminar builds awareness of the test process for the entire faculty.
- II. Second, Kaplan's Predictive Pre-test provides the most sophisticated diagnostic tool available for students.
- III. Third, Faculty-led PSAT and SAT courses allow teachers to deliver Kaplan's proven SAT and PSAT curriculum directly to their students. Additional information regarding this program is included because an in-depth institution based course such as the Faculty-led SAT course will more closely mirror the opportunities available to more affluent students in a commercial test preparation course.

Kaplan's Background and Experience

With principles Stanley Kaplan outlined in his first classes more than 60 years ago, Kaplan continues to serve the public as a foundation of instruction and knowledge regarding test preparation. Kaplan programs have a record of success with students nationally. An independent auditing firm has found that students in Kaplan's SAT Preparation Program showed an average gain of 120 points on the SAT, while 28% of all Kaplan SAT students achieve an increase of 170 points or better. In recent years, Kaplan has devoted more than \$5 million to research in teaching and learning, ensuring that Kaplan courses and materials continue to be the most accurate, up-to-date and effective available.

One of the most effective tools in test preparation is Computer-Assisted Feedback (CAF). We believe that it is the most complete and accurate diagnostic testing tool available. CAF is clear, concise and, most importantly, prescriptive. It focuses on potential improvement – in addition to current scoring – reinforcing Kaplan's positive motivational strategies and encouraging students on to greater success. The CAF includes a detailed breakdown of performance, customized test analysis and personalized strategies for score improvement, all in an easy-to-use format.

Another key component of SAT preparation is our Predictive Pre-test Program which can be delivered to students as a stand-alone program or as part of a comprehensive test preparation program. Individual schools may use the test to identify eligible 11th graders for participation in a test preparation course, or to identify school-wide reform opportunities. Each student receives a Computer Assisted Feedback (CAF) report that identifies his/her individual strengths and weaknesses and recommends, in student-friendly language, specific strategies to remedy those weaknesses.

Institution Based SAT Preparation Programs

Note: The following programs may be combined or run as stand-alone programs.

Strategic Overview – Professional Development Seminar for Teachers:

- 3 hrs of professional development for teachers on SAT strategies
- Comprehensive training manual provides teachers with proven test taking strategies
- Delivered at schools: morning, afternoon, or evening.

Predictive Pre-Test:

- Each student receives ten pages of individual feedback that provides prescriptive strategies for improvement (see enclosed sample)
- Tests scored and returned within 10 days of test date
- Comprehensive proctor's guide for ease of delivery

Faculty-led PSAT/SAT Courses:

- Kaplan can train high school teachers to deliver our full SAT/PSAT course (commercially available at \$750 per student), including 6 hours of curriculum training for teachers and all student and faculty materials.
- Flexible implementation models for after-school, summer, or elective courses
- 6-hrs. of professional development to ready teachers in each discipline (math & verbal) to teach test-taking strategies
- 9 hours of testing consisting of 3 diagnostic/prescriptive practice tests, scored and evaluated by Kaplan
- 27 hours of comprehensive classroom instruction materials

Faculty-led PSAT/SAT Course Overview

❖ 36 Total Hours of Instruction

- 9 hours of testing
- 27 hours of instruction
- homework assignments are provided

❖ Flexible Schedule of Classes

- During or after school
- Evenings or weekends
- Summer classes
- Deliverable as elective in 30-60 minute classes

❖ Highly Interactive Class Format

- Course format fully engages students' interest and energy
- Instruction methods build each student's sense of success

❖ Teacher Training

- Teachers delivering the course will receive 6 hours of curriculum training in their subject areas (math or verbal).
- Training increases staff capacity and raises the knowledge of the testing process.
- Provides the teacher(s) with course framework for teaching the class and detailed Teacher's Editions of Lessons.

❖ Course Delivery

- Kaplan will train teachers to staff and deliver as many concurrent or sequentially scheduled courses as are needed by the district.

❖ Practice Tests

- Three tests: pre-, mid-, and post-course
- Computerized scoring and analysis of student test results, with detailed analysis of strengths and weaknesses
- Scoring history is saved and presented with each analysis, for comparison

❖ Experienced Support

- Kaplan will score every test and will monitor course delivery to insure high-quality delivery.

❖ Course Materials

- All course materials will be included in the price of the course.
- All student material, lesson plans, and testing are included in the program.

Student Materials

The Faculty-led PSAT/SAT Course includes the following student materials, which become the property of the student at the time of distribution:

- **User's Guide** – Tells the students what is coming up in the lesson. Spells out all in-course work as well as all homework assignments.
- **Lesson Book:**
Preview/Classroom/Review – Contains Preview assignments that allow a student to learn foundationally necessary concepts prior to the class/Classroom assignments led by expertly trained BHSD teachers or Kaplan staff/Review assignments that reinforce concepts taught in class.
- **Math/Verbal Workbooks:** – Verbal section provides students with word lists, root lists, and drill exercises to allow students to practice the skills they are learning. Math section provides students with key math concept review and drill exercises to build math comprehension. Also allows students to use the skills they are learning in class
- **Math Flashcards** – Spells out for students the concepts that are tested on the SAT. Allows them to use the cards to drill on concepts they need in an easy to use format.
- **Verbal Flashcards** – These flashcards encourage students to learn words both by memory and thesaurically. Allows them to use flashcards to increase their standardized test overall word retention.
- **CD-ROM** – Allows students to practice SAT questions, review lessons and drills on the computer. Extra bells and whistles in the software measure the time it takes a student to answer questions as well as measuring confidence levels.

Student Software

As detailed above, each student enrolled in a faculty-led course will receive a copy of Kaplan's CD-ROM for the program. The software is used in conjunction with the other classroom and homework materials, and serves as another opportunity for students to experience taking the SAT.

Kaptest.com – On-line SAT Preparation Course

Kaplan's on-line SAT preparation program, launched in December of 1999, provides students with the first comprehensive on-line option for preparing for the SAT. The online course offers interactive exercises as well as Kaplan lectures presented through audio and video streaming.

The on-line course includes the following components:

- Unlimited access to more than 24 hours of multimedia lessons with corresponding SAT lesson book
- Interactive exercises and dynamic animations
- Email help from course experts who respond within 24 hours or less
- Diagnostic tests to assess each student's skills and prescribe customized study plans
- Weekly coaching emails providing study tips and up-to-the-minute test information
- Comprehensive home study kit including: a home study workbook; CD-ROM (with diagnostic test, five full-length tests, answers to every question, extra lessons, study tips); vocabulary and math flashcards and book; and *A Parents' Guide to College Admissions*

It is our belief that one of the biggest benefits for students from an on-line course, as compared with the center-based program, is the convenience and flexibility it provides busy individuals who, due to time or geographic constraints, cannot attend a live course at a center. On-line courses also allow students to work at their own pace and to review the video and audio lessons as many times as necessary. Additionally, the on-line course is priced at approximately one-half the cost of the center-based course.

Since the program is newly launched, data on its effectiveness relative to that of the center-based program is not yet available. However, we anticipate that our students will see score improvements similar to results seen in our center-based SAT preparation courses. The next test date for SAT is April 8, 2000. We will forward the results from our on-line students once they become available.

A sampling of e-mail comments from students is attached to provide an overview of student response to other Kaplan test preparation courses.



kaptest.com Success Stories

Comments on course format:

"I found the Kaplan online course to be AWESOME!!! What I was able to use and learn helped a TON!!! Thank you very much for all your emails and your help when I needed it. Once again THANK YOU SO VERY MUCH for offering the class!" (GRE)

"The lesson videos are great. I [had] no problems with the course material [or] with the medium of delivery" (GMAT)

"The lessons are clear and easy to follow," (GRE)

"The courses and videos have been very good and it is great to study when and where I want." (LSAT)

Comments on email help from Kaplan's expert academic team:

"The answers to the academic questions have been timely and informative. I could not hope for better help." (GMAT)

"Response [was] very timely and interesting. Overall, very interesting. I recommended it to my friends." (GRE)

"Very prompt reply, excellent content. (LSAT)

Comments on the results:

"I just took my GRE general exam ... Overall, I scored 200 points better than the first time and am very pleased! The Kaplan course was exceptional, and has made my GRE scores much more marketable for graduate programs. I also really enjoyed the flexibility of on-line courses. It truly is a perfect arrangement for anyone working or going to school full time. You've got a great thing going here!"

"Yes, my test is over. Yipee! I am very happy with my scores and I am glad that I took the Kaplan course. It improved my scores tremendously."



kaptest.com Demographic Statistics

Increase in Competition to College:

- There are more students going to college than ever before. The number of students enrolled in 4-year institutions of higher education is at an all-time high – 14.8 million registered for fall 1999, up from 14.6 million fall 1998.
- The portion of high school graduates (2.8 million) expected to go to college is up significantly to 67% today from 50% in 1977 (when there were 3.2 million high school grads).
- The number of students in U.S. colleges and universities is expected to grow 14% by 2009, to 16.3 million.
- Adding to the frenzy of the college admissions process, the number of colleges and universities that offer early admission plans has also grown. Some 476 of the 3,500 four-year institutions in the U.S. currently have such policies, up from 367 during the 1981-82 school year.
- This year, approximately 54,000 of the 1.2 million students who will apply to four-year colleges will commit to early decision, up from 42,000 in the 1997-1998 year.

Students Preparing for or Taking the SAT:

- The number of high school seniors taking the SAT has hit yearly records lately with a jump this year to more than 1,300,000 from last year's 1,173,000 (an increase of c. 11%). In 1977, the number of SAT takers was about 980,000.
- More than 97% of all students prepare in some way for the SAT, with a median of about 11 hours of preparation.
- International students increasingly take standardized entrance exams to colleges and universities, as international enrollments to U.S. schools has reached a record 490,933 in 1999.

Minorities Attending College

- The number of minority students attending U.S. colleges and universities rose slightly in the fall of 1997, according to a report released late last month by the U.S. Department of Education.
- The total number of minority students increased 3.7 per cent, to 3,771,210, from 1996 to 1997, the latest year for which data are available. Minority students represented 26 per cent of the enrolled Americans.

- For the third year in a row, the enrollment of Hispanic students rose at the fastest rate, 4.5 per cent, for a total enrollment of 1,218,493. Black students' enrollment increased 3 per cent, to 1,551,044. That of Asian Americans rose 3.7 per cent, to 859,206, and that of American Indians rose 3.6 per cent, to 142,467.

International Data:

- In 1999, nearly half a million (490,933) students studied in at U.S. colleges and universities, an increase in over 2 % over last year. Currently foreign students represent about 3% of all U.S. higher education enrollments.
- Of that 490,933, 11% is at the graduate level, while about 2% is at the four-year undergraduate level. In the 1998-1999 year, over 100,000 students were enrolled in an undergraduate (two or four-year) institution.
- Asian students made up 56% of all U.S. international enrollments; Japan was the largest country of origin.
- European students are the second largest group, making up 15% of U.S. enrollments.
- Canadian and Mexican enrollments in U. S. institutions rank 6th and 10th respectively.
- Three countries – Brazil, China and India together sent 9,000 more students to the U.S. in 1998-99 than in the preceding year.

Who Is Online?

- Currently, 90% of all high school students use the Internet.
- Teenagers spend an average of six hours a week online; college students spend an average of 8 hours a week online.
- According to Forrester Research, 39 percent of all men currently use the internet, but over the next five years, the average annual growth rate for men is expected to be 13%, as opposed to 19 % for women.
- Currently, 39.6 million women are online and by 2005, that number should swell to 71.2 million

Kaplan's College Admissions Course

The College Admissions Course was first launched last fall in select cities and on-line in conjunction with kaptest.com. The brick-and-mortar version of the College Admission Course will be available in all Kaplan's centers throughout the U.S. starting this spring. Kaplan's innovative college admissions course provides students with the knowledge and organization essential to successfully navigate the college admissions process in an increasingly competitive environment.

The course consists of eight multimedia sessions covering every aspect of the admissions process including: strategies and advice for creating and narrowing a target list of schools; completing college applications; ensuring successful college interviews; applying for financial assistance; and securing strong letters of recommendation.

Course features include:

- Unlimited access to more than 20 hours of multimedia lessons (i.e. split screen of video and web-linked slide show)
- Email help from Kaplan admissions experts, who respond within 24 hours or less
- Email review of the Personal Statement essay by a Kaplan Essay Expert
- Free access to Scholastic Registry, an online service that helps colleges find and recruit students
- Supplemental material including: a comprehensive lesson book; a Parent Portfolio Companion Guide to the course; organizational worksheets; a CD-ROM; a college guide; a sample college application and a financial aid book and user's guide.

The curriculum for both Kaplan's online and in-center admissions courses was developed with input from a special admissions advisory panel, made up of college admissions officers, guidance counselors and independent educational consultants. The panel collectively has over 100 years of admissions experience, working with thousands of students and schools including Harvard, Dartmouth, Princeton, Brown, Yale, Columbia, New York University and Oberlin. This panel trains Kaplan's admissions consultants and will advise Kaplan on an ongoing basis.

The Admission Course is currently separate from the SAT preparatory courses. However, it could be easily combined into one program for delivery to high school student in an institution based setting.

****Please note that the following Kaplan materials were sent in their entirety to Ms. Kendra Brooks:**

- In-School SAT Prep Lesson Book
- In-School SAT Prep Lesson Book Explanations
- In-School SAT Prep Verbal Workbook
- In-School SAT Prep Math Workbook
- Digital Test Booklet for SAT Revolution 1.2
- Digital Test Booklet for SAT Revolution 1.2 User's Guide
- SAT Flashcards

Lesson Book

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In-School SAT* Prep

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**Lesson Book
Explanations**



In-School SAT* Prep

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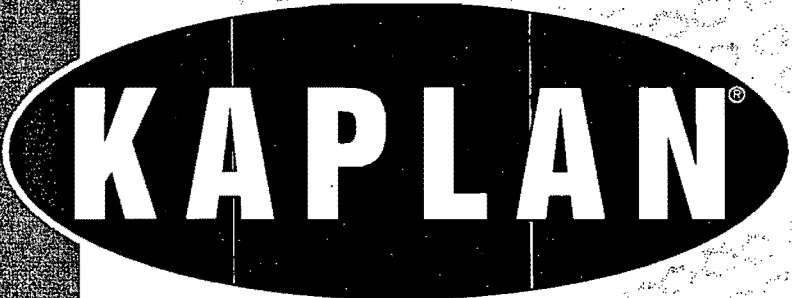
Verbal Workbook



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Math Workbook



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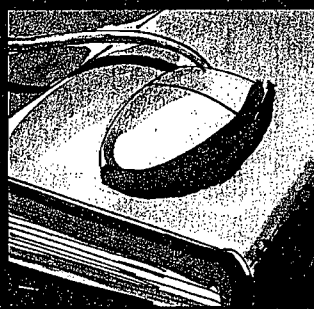
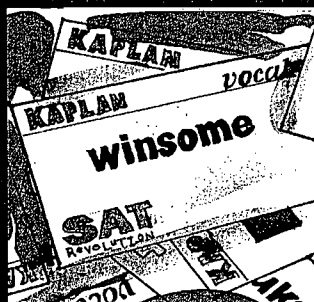
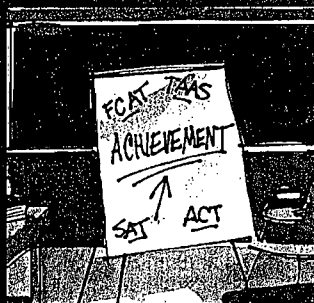
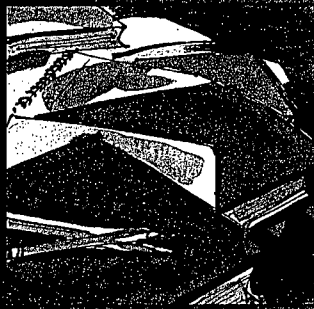
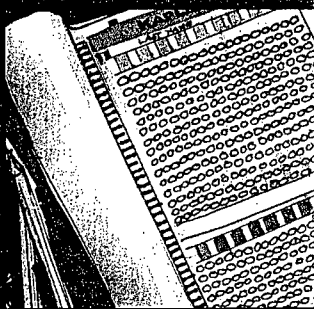
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Learning Services

Who is Kaplan?

Kaplan Educational Centers is the most effective and most experienced test preparation company in the U.S. Kaplan has been preparing students for important exams since 1938 - millions of people have taken a preparatory course from Kaplan, more than from any other provider.

Kaplan Learning Services provides schools and districts with a unique array of effective educational services based on 60 years of experience and research. Our comprehensive approach seamlessly brings together all the resources of the company to meet schools' needs, from quality materials to personalized student instruction.

Kaplan is a wholly-owned subsidiary of The Washington Post Company. Other Kaplan companies include: Kaplan InterActive, *SCORE!*, *SCORE!* Prep, Kaplan International, KapLoan and Kaplan Professional.

Who is Kaplan Learning Services?

Kaplan Learning Services (KLS) is the division of Kaplan that works exclusively with public schools. KLS offers schools and districts the most comprehensive services available to improve student performance school-wide: direct intervention programs, a range of test preparation courses and products, professional development seminars and family involvement workshops and materials.

Our courses are designed and delivered by qualified teams of academic experts that include current and former educators, curriculum specialists, psychologists and parents. Teachers, guidance counselors and administrators regularly review KLS curriculum to help us meet current educational standards.

KLS partners with schools to improve student performance and raise test scores.

Predictive Pre-Test

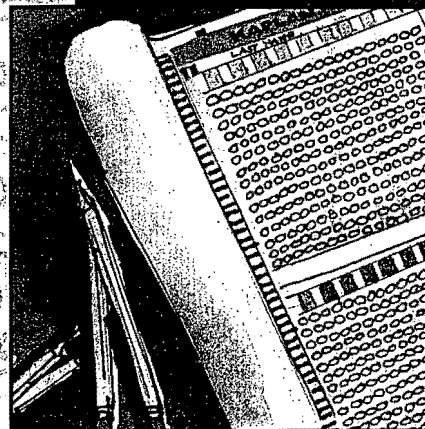
Kaplan's Predictive Pre-Test program can help schools improve test scores on the SAT, ACT and state-mandated standardized assessments. With information based on diagnostic practice tests, the program generates Customized Assessment and Feedback reports that accurately diagnose the performance of students on an individual and group level, and prescribe methods for improvement. The Predictive Pre-Test demystifies standardized tests, giving educators, students and parents critical insight into the testing process. It can be used to compare testing populations, and to formulate strategies to maximize student performance on important exams.

The Predictive Pre-Test Program also offers valuable Faculty and Parent components. The **Predictive Pre-Test Faculty Seminar**, delivered by Kaplan instructors, is designed to increase faculty capacity for understanding standardized testing. The workshop discusses the underlying skills measured by each question type, and offers strategies for using the Customized Assessment and Feedback results to help students in the classroom.

The **Predictive Pre-Test Parent Workshop** informs and involves families in the testing process and in student performance. The workshop discusses methods of preparation, explains the testing process and clarifies test structure and the meaning of student results.

"Our superintendent now walks on water! We have forged a long-term relationship because our parents loved the information they got [from the Predictive Pre-Test] and the School Score Report gave us more information than we've ever received before. Sign us up for years to come!"

*— Dr. George Fornero,
Principal,
W. Bloomfield, MI*



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Kaplan Books For Schools

Kaplan Books For Schools offers a complete array of K-12 supplemental materials based on sixty years of experience and research. The Kaplan library contains books appropriate for every academic need, including Title 1 family involvement, academic skill improvement, college research and test preparation. Books are available separately, by title series or in different library combinations.

A 25% educator discount is available for all Kaplan Learning Services customers.

"[Kaplan Books For Schools provided] an excellent overview of the whole [college admissions] process and it covered areas that many publications delete. Although I've done college counseling for almost 20 years, I still saw helpful information and good suggestions for our parents and students. A must for parents and college counselors."

— Dr. Mary Ann Parker,
Assistant Director of
College Counseling,
Woodward Academy,
College Park, GA.

Professional Development Workshops

Kaplan Professional Development Workshops help teachers create positive testing experiences for students. Staff development consultants work with teachers to demystify standardized testing by exploring issues of format, test pacing and question type. By gaining a more complete understanding of standardized tests, teachers are better able to improve students' learning outcomes and raise test scores.

Kaplan's Professional Development Program is a series of five workshops for K-12 faculty devoted to the mastery and application of comprehension, critical thinking, problem solving and personal motivation strategies. Topics include a Strategic Overview of Standardized Testing, Critical Reading Skills, Vocabulary Development, Math Problem Solving and Math Logic. At Kaplan's Professional Development Workshops, faculty learn to incorporate into everyday classroom teaching the skills and strategies students need to do their best on test day.

The Professional Development Program curriculum can be delivered in two ways: either by Kaplan instructors, or through a Train the Trainer model, where selected faculty become on-site testing experts who deliver the courses themselves.

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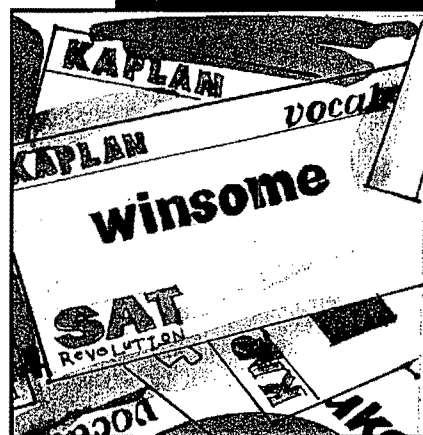
Test Preparation

Kaplan's Test Preparation courses help teachers and students raise scores on the SAT, ACT and other state-mandated standardized assessments. Over the course of 60 years, Kaplan has developed a program that gets results, combining strategies, practice testing, personalized study plans and home study materials to improve performance on the tests that matter most. Test Preparation is available through two different programs: Student Test Prep and Faculty Test Prep.

Student Test Preparation offers schools the same effective 33 hour course delivered at Kaplan centers across the country but at a price that reflects the economies of scale unique to schools. Course instruction, administration, material distribution and grading is managed by Kaplan staff and delivered on the school campus.

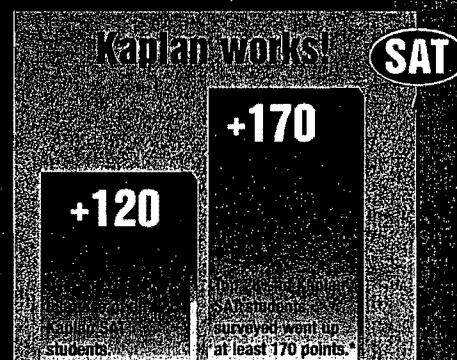
Designed to increase teacher capacity and raise student test scores, the **Faculty Test Preparation Program** includes both a 10 hour professional development component and student curriculum materials. School faculty learn to deliver a specialized 18 hour test prep course which improves student performance on standardized tests. Teachers can also incorporate Kaplan strategies into everyday classroom teaching.

Kaplan's SAT curriculum is proven to help students increase SAT scores an average of 120 points; 28% of students raise their scores by 170 points*.



"Kaplan's Professional Development workshops gave me test taking strategies to empower all students to view standardized tests as a reward system for what they *can* do, rather than a punishment for what they *cannot* do."

— Ginny Liang, Teacher,
Wesson Elementary
School, Tallahassee, FL

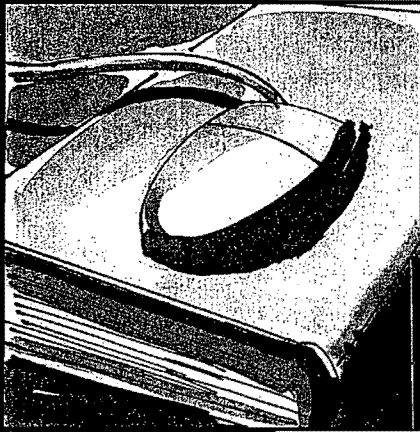


*SAT Course Study conducted by Bruskin-Golding Research on Kaplan test prep courses taught by Kaplan teachers at a Kaplan Center.

KAPLAN

Learning Services

Basic Skills Intervention



“Even in the early stages of the [Basic Skills Intervention] program, we are seeing improvements in students’ attendance and in their attitudes towards school. Our students love coming to the Kaplan center after school and we have over 100 students on the waiting list just to get into the program. We knew this change in attitude will lead to improved student academic performance as the program continues.”

— Maria Puccio, Assistant Principal, George Washington High School, New York, NY

Kaplan’s Basic Skills Intervention Program offers schools extended-day, summer school, and school-day programs that increase literacy, accelerate acquisition of basic skills and promote classroom success for K-12 students.

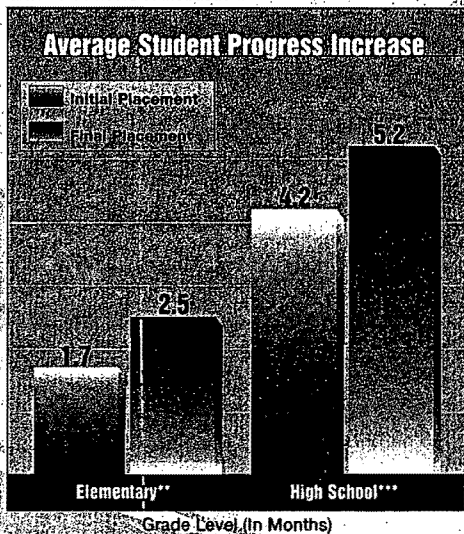
Incorporating a 5:1 student to teacher ratio, and a highly motivational learning environment, the Basic Skills Intervention program fosters positive attitudes toward learning while increasing student achievement.

Schools can configure the program to meet particular academic needs, and may choose from four effective program components: Test Skills Instruction, Small-Group Reading, Small-Group Math, and/or Technology-Based Instruction.

All Basic Skills Intervention programs are set up and directed by on-site Kaplan program managers; course curriculum may be taught either by Kaplan staff or by trained district faculty.

Basic Skills Intervention Results

Students show an average grade equivalency gain of 1 year after 40-50 hours of instruction.

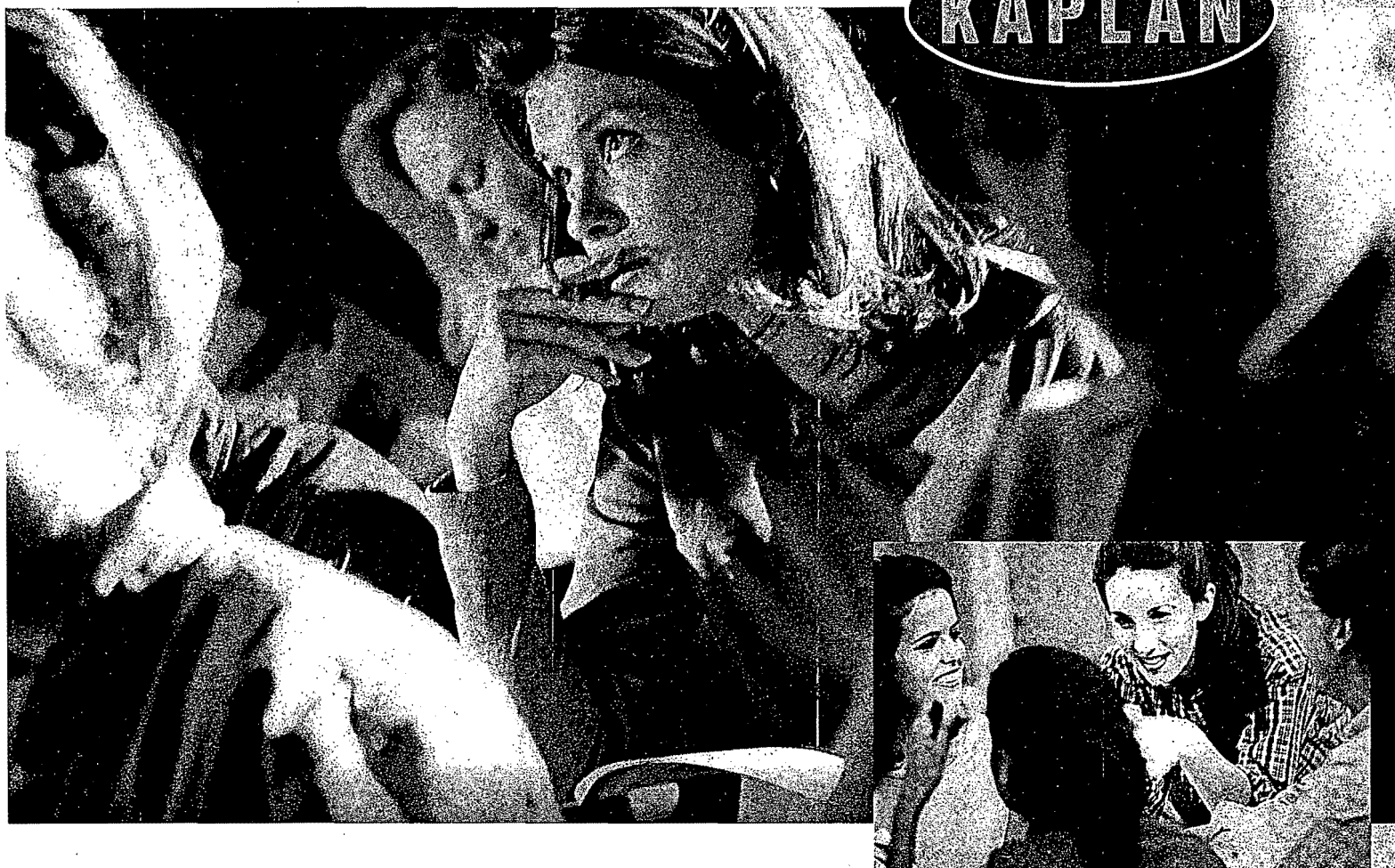


** Results based on a 55-hour program at George Washington High School.

*** Results based on 40-hour program in the Los Angeles Unified School District.

nassp

KAPLAN



How will they score?

Give your students a prescription for success
with the Kaplan Predictive Pre-Test Program.

1-888-KAPLAN8



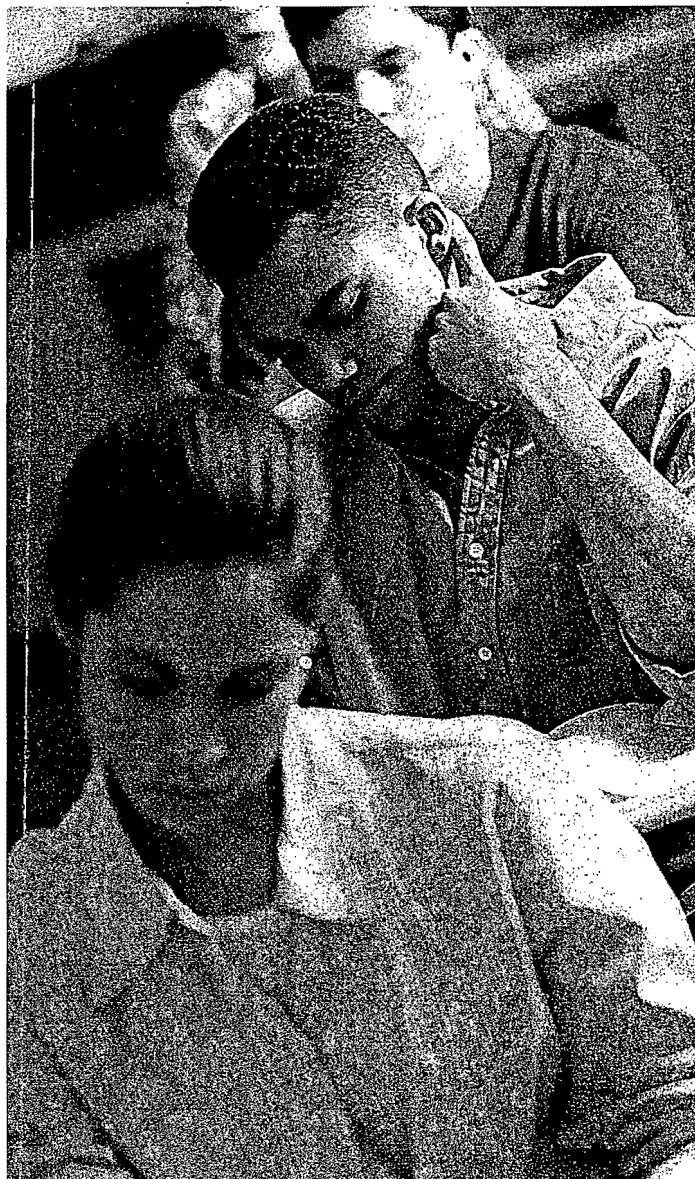
The Predictive Pre-Test Program

Standardized tests represent an important milestone in each student's academic career and often produce anxiety among even the most accomplished students. Preparation is key to each student's success.

To help educators and students diagnose areas of academic strength and weakness before important testing dates, Kaplan has developed a series of **Predictive Pre-Tests**. These tests accurately analyze the performance of students on an individual and group level for a variety of tests, including the SAT/ACT* and state-mandated standardized assessment tests.

The Kaplan Predictive Pre-Test Program offers two critical evaluations: a general **School Score Report (SSR)**, and an individual **Customized Assessment and Feedback Report (CAF)**.

The Kaplan Predictive Pre-Test Program begins with a simulated practice test administered to students under exact testing conditions.



Kaplan scores each test and provides two performance reports. The **SSR** measures school-wide performance and enables faculty and administrators to determine how their students performed as a whole against national standards and other markers. The **CAF** gauges each test-taker's individual strengths and weaknesses and offers a prescription for improvement.

"Our superintendent now walks on water! We have forged a long-term relationship because our parents loved the information they got and your School Score Report gave us more information than we've ever received before. Sign us up for years to come!"

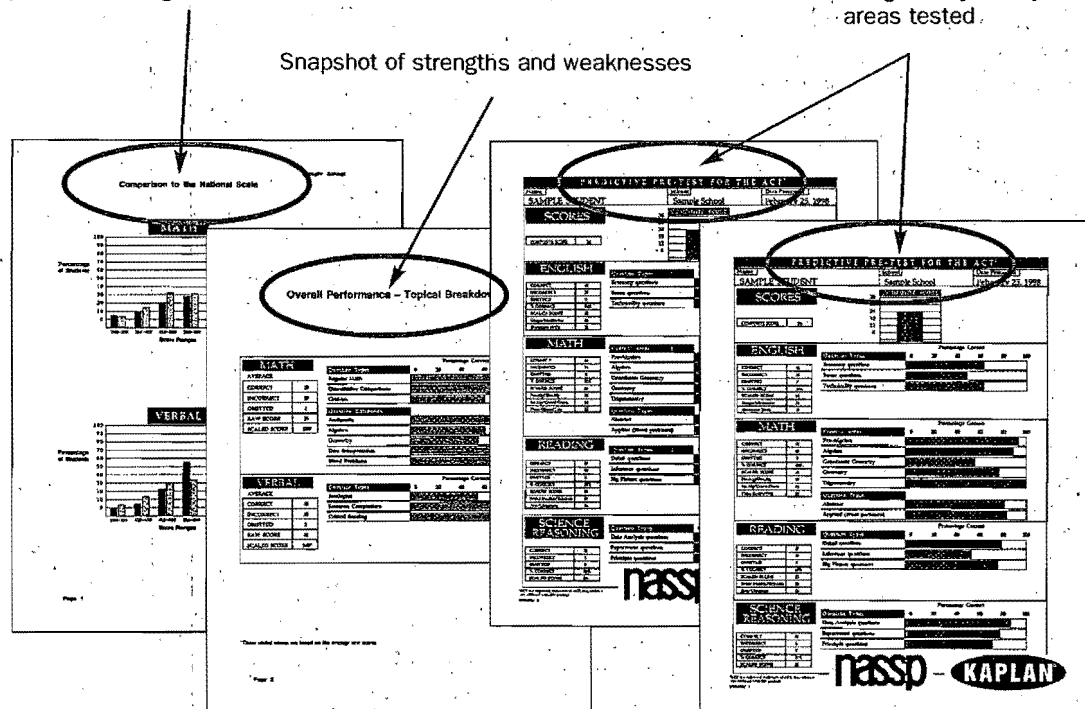
—Dr. George Fornero
West Bloomfield HS,
Michigan

The School Score Report:

- compares your school's performance against national scales
- provides you with school-wide performance assessment charts
- gives you a question-by-question analysis of answer choices
- details the test performance of each student in your school

Comparison of your students' performance against National Scales

Breakdown of the student's understanding of major subject areas tested



The CAF Report:

- assesses the overall performance of each test taker
- evaluates a student's application of discreet math, reading and writing skills
- details a written analysis of strengths and weaknesses
- provides an individualized plan for improving performance

With the Predictive Pre-Test Program...

Students take a more active role in their education with a detailed understanding of their test taking abilities.

Teachers will welcome the in-depth evaluation of each student's performance in an easy-to-read format. Plus, the CAF Report gives teachers valuable tools to help build each student's individual learning program and understand the performance of their class.

Parents can use the CAF Report to take a more active role in their children's education.

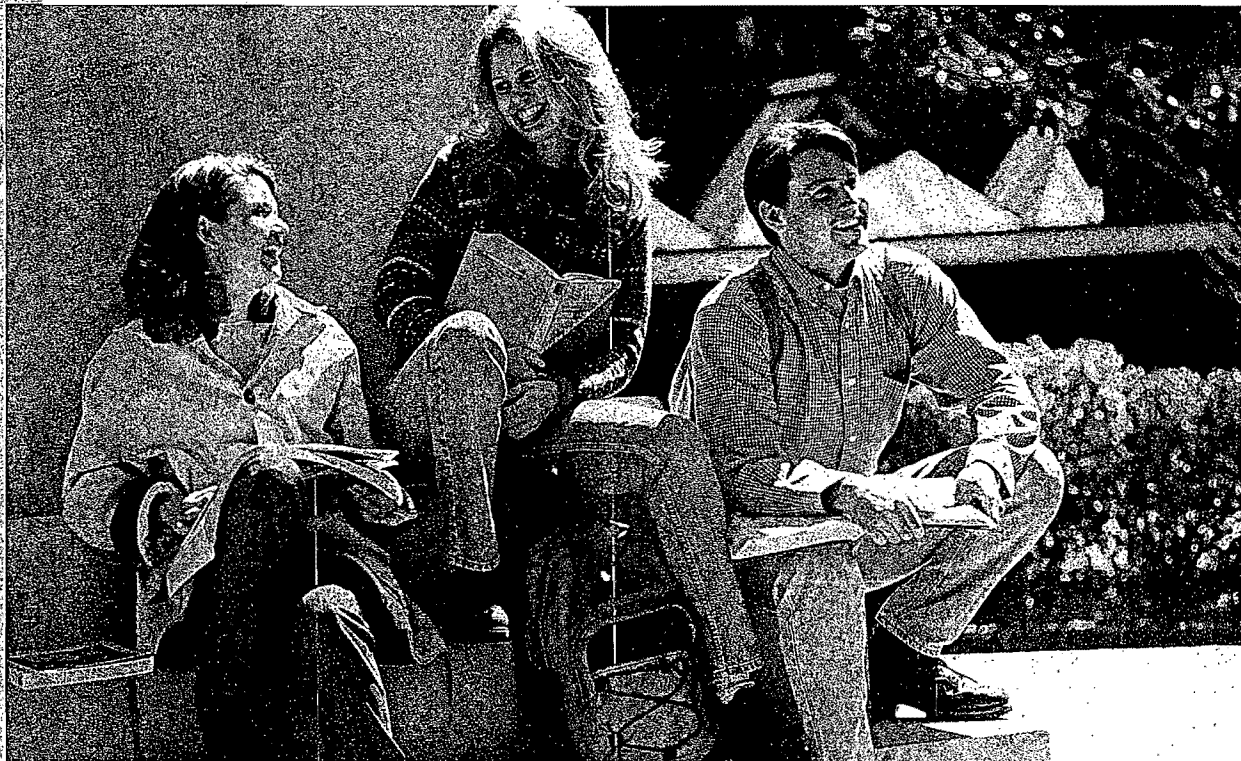
The analysis provides parents with the necessary tools to guide their children's learning objectives and academic goal setting.

Predict how your student will perform on standardized tests with Kaplan's Predictive Pre-Test Program.

The Predictive Pre-Test Program, including the School Score Report and Customized Assessment and Feedback Report, is available exclusively through Kaplan.

"This is the most complete information that we've ever received from any organization we've dealt with. I plan on giving this diagnostic to each one of my students. Thank you!"

—Stafford Calvin
Academy, Roseville, MN



How will your students perform on their next standardized test?

Call **1-888-KAPLAN8** to find out how you can accurately predict your students' performance on the SAT/ACT or state literacy exams.



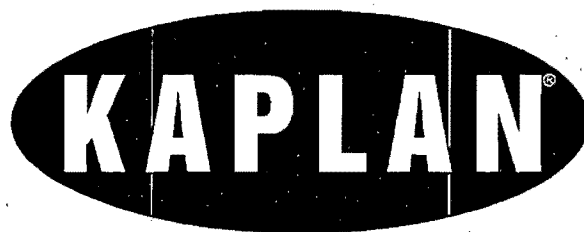
**Kaplan helps individuals achieve their educational and career goals.
We build futures one success story at a time.**

nassp



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*SAT is a registered trademark of the College Entrance Examination Board. *ACT is a registered trademark of ACT, Inc.



**CUSTOMIZED
ASSESSMENT AND FEEDBACK
(CAF)**

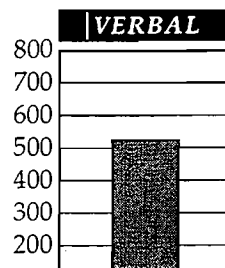
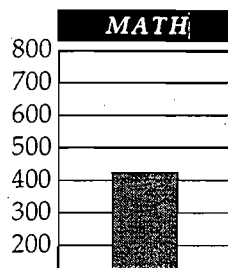
Sample School
June 25, 1998

Kaplan
888 Seventh Avenue
New York, NY 10106
1-888-KAPLAN8

PREDICTIVE PRE-TEST FOR THE SAT†

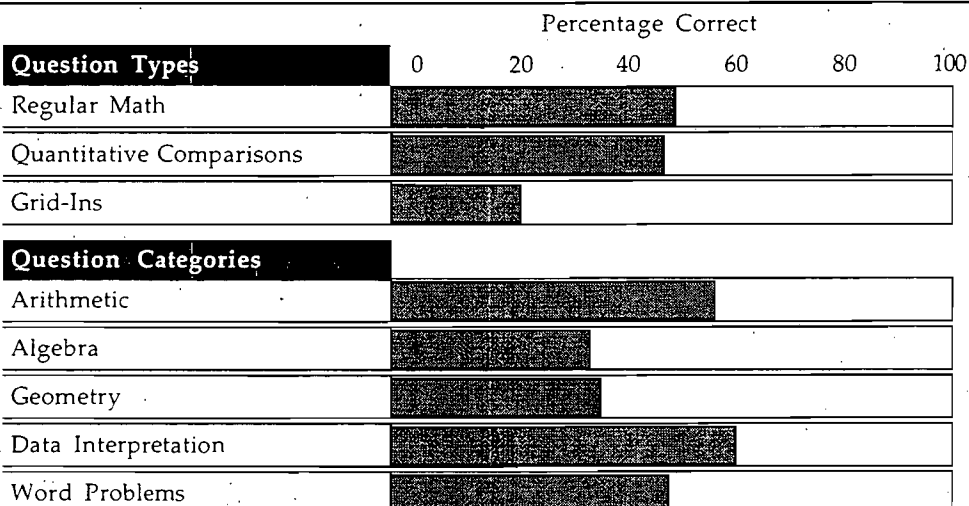
Name	SCHOOL	Date Processed
SAMPLE STUDENT 01	Bernards H.S.	July 20, 1998

SCALED SCORES



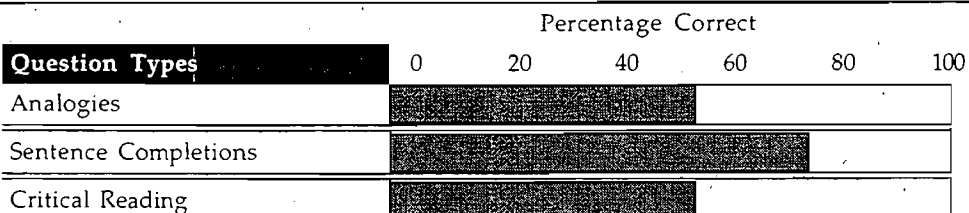
MATH

CORRECT	26
INCORRECT	24
OMITTED	10
RAW SCORE	21
SCALED SCORE	420



VERBAL

CORRECT	45
INCORRECT	25
OMITTED	8
RAW SCORE	39
SCALED SCORE	520



Dear Student,

Congratulations on taking this practice SAT. Your score will not be seen by anyone other than you and your counselor. In fact, your score is the least important part of this feedback. What is important is that you use the following analysis as a diagnostic tool. It will tell you where you are today, but more important, what you need to do to get where you want to be on Test Day when it really matters. Take confidence in the areas in which you scored well, and work to strengthen your weak spots. Use Kaplan's advice to develop your test skills and build your strategic edge.

Ask questions! If you have any questions, ask your guidance counselor or call Kaplan at (888) KAPLAN 8.

Best wishes for your college success,
Kaplan Team SAT



†SAT is a registered trademark of the College Entrance Examination Board ["CEEB"], which is not affiliated with this product.



Overall Strategies

Standardized tests like the SAT are probably quite different from the tests you're used to taking in high school. To get a high score on the SAT, you need to approach the test strategically to maximize your score. Here are five of Kaplan's time-proven strategies for success on the SAT.

Predict the Answer.

On the SAT, the surest way to avoid falling for traps on Test Day is to predict the answer before you look at the answer choices. For example, if you're answering an SAT Sentence Completion, don't just start plugging in the answer choices—read the sentence, predict the missing word, and scan the answer choices to see which one fits.

Use the Order of Difficulty.

All Math, Analogies and Sentence Completion questions on the SAT are arranged in order of difficulty (i.e. the questions get progressively harder as you work through each question set). Use this knowledge to plot your strategy for each section—for instance, you might consider spending extra time on early questions to make sure you net “easy” points.

Skip Around.

Within any given section of the SAT, you are allowed to skip around and answer the questions in any order that appeals to you. So if you find you're getting stuck on a particular question or passage, skip it—you can always return to it later if you have time. Answer all the questions that are within your compass before you crack the real tough nuts.

Pace Yourself.

The SAT throws a lot of questions at you in a short period of time. To get through a whole section, it's important that you don't spend too much time on any one question. Get used to the pressure by practicing under timed conditions, and keep your pace brisk throughout the test. Make sure you wear a watch since test proctors are not always reliable in providing time-checks.

Guess.

Test takers often talk about a “guessing penalty” on the SAT. This is a misnomer; it's really a “wrong-answer penalty.” Guess wrong and you lose points. Guess right, and you gain. If you can eliminate one or more answers as definitely wrong, you'll turn the odds in your favor and have a good shot at selecting the correct answer.

Mathematical Analysis

Below you will find a detailed analysis of your mathematical performance. If a particular strategy or two could have helped you with certain problems, you'll find them discussed below. Following the strategies, if any, is an analysis by math content area. Use the recommendations to tailor your SAT study plan.

Pick Numbers

In some problems that involve variables (for example, Section 3, #8, #14, or #15), you can use the technique of picking numbers. Pick numbers, plug them in for the variables, and see what happens. Sometimes you'll need to pick more than one value to find the answer.

Example: Section 5, #21

If $x = 1$, the expression equals 4, so you can eliminate choices (B) and (C); if $x = 2$, the expression equals 6, so choice (D) can be eliminated; if $x = 5$, the expression equals 0, so choice (A) can be eliminated, leaving choice (E) as the correct answer.

Draw A Diagram

For some questions (such as Section 3, #2 or #25), drawing a diagram is a big help. Sometimes you'll need to draw more than one diagram to see the different possibilities. But be careful not to assume anything that's not stated or directly implied by the given information.

Example: Section 7, #6

You could have drawn a diagram and eliminated incorrect answer choices. The diagram should be a right triangle, with the ladder serving as hypotenuse, the distance from the top of the ladder down the side of the house serving as the height, and the distance from the bottom of the ladder to the base of the building serving as the base. You can automatically eliminate choices (D) and (E) as too large for the length of the base, since each is greater than the length of the hypotenuse, 20. Since the top angle of the triangle is 30 degrees, this is a 30-60-90 right triangle, and the side opposite the 30 degree angle is equal to one half of the hypotenuse, or 10, choice (B).

Eyeball The Diagram

You missed at least one question where you could have eliminated some answer choices through eyeballing. This is a geometry guessing strategy that's used to estimate angle measures, lengths, areas, etc., and to discard answer choices that are too big or too small to be correct.

Example: Section 5, #7

You can eliminate all but the correct answer by eyeballing this diagram. You can see that angle b is much greater than 90 degrees, while angle a is approximately 90 degrees. So $a + b$ must be greater than 180 and you can eliminate choices (A), (B), (C), and (D). Choice (E) is correct.

Understand Choice (D) on QCs

Choice (D)—"relationship cannot be determined"—can't be correct for a Quantitative Comparison question with only numerical values in the two columns. The relationship between numbers is unchanging, but choice (D) means more than one relationship is possible.

Arithmetic

On the whole, your arithmetic skills are solid. There's still room for improvement, though. By arithmetic, we don't just mean simple addition. This test included questions on topics such as percents, fractions, and decimals, as well as questions about operations with signed (positive and negative) numbers, averages, and prime numbers. You should work on refreshing these arithmetic skills.

Number Properties

Several questions revolved around number properties. One of the more common concepts tested is "signed" numbers, that is, positive and negative numbers. You had difficulties with number properties questions. Spend some time reviewing prime numbers (another topic) and remember the rules for these operations:

- When you *add* a positive and a negative number, the answer will have the sign of the number whose number part is larger. For instance, $-3 + 2 = -1$, while $-2 + 3 = +1$.
- When you *subtract* one signed number from another signed number, change it into an addition problem by changing the sign of the number you are subtracting and changing the subtraction sign into an addition sign. Follow the rule listed above.
- When you *multiply* or *divide* signed numbers, the answer will be negative if there is an odd number of negative numbers and will be positive if there is an even number of negative numbers. For instance, $+3 \times -9 = -27$, while $+3 \times -2 \times -4 = +24$.

Data Interpretation

Several questions asked you to extract information from and answer questions about graphs and charts. These questions present the information you need in an unusual fashion, but actually test the same math as the rest of the test. You did well on these questions, showing that you have a good grasp of the math involved and aren't thrown by the visual presentation of the data.

Multiples

Some of the arithmetic questions on this test concerned multiples and factors. You had some difficulty with these. Remember: the *factors* of integer n are the positive integers that divide into n with no remainder. The *multiples* of n are the integers that n divides into with no remainder. For example, 6 is a factor of 12, and 24 is a multiple of 12. 12 is both a factor and a multiple of itself.

Percents

Percents questions turn up with frequency on the SAT. You did well on percents questions, so you're in good shape for the exam. As you work on improving your math skills, be sure to focus your attention on other areas where you didn't do as well.

Ratios

Several questions tested your knowledge of ratios. You had trouble with these questions: A *ratio* expresses the relationship between 2 quantities; it tells you how big each one is compared to the other. It's often easiest to think of a ratio as a fraction, especially when you want to work with it. For example, if there are four girls for every five boys in the class, then the ratio of girls to boys is 4:5 or $\frac{4}{5}$. Be careful though. This doesn't mean that $\frac{4}{5}$ of the students are girls. Instead, it means

that the number of girls is $\frac{4}{5}$ of the number of boys. So, for every 5 boys, there are 4 girls.

Therefore, for every 9 students, 4 are girls, and 5 are boys. Ratios can seem tricky, but are important on the SAT. Be sure to review them.

Rates

There were a few questions on the test dealing with rates. These problems can be difficult. When working on a rates problem, remember to *use the units* to keep things straight. For example, If snow is falling at the rate of 1 foot every 4 hours, how many inches of snow will fall in 7 hours?

Well, $\frac{1 \text{ foot}}{4 \text{ hours}} = \frac{x \text{ inches}}{7 \text{ hours}}$, so:

$$\begin{aligned}\frac{12 \text{ inches}}{4 \text{ hours}} &= \frac{x \text{ inches}}{7 \text{ hours}} \\ 4x &= 12 \times 7 \\ x &= 21\end{aligned}$$

Algebra

You had some serious problems with the algebra questions on the test. Among other things, you were asked to perform operations on algebraic expressions, solve equations and inequalities, factor polynomials, and work with powers and roots. Algebra concepts are important, so make a strong effort to improve.

Solving Equations

Some of the questions on the test asked you to solve equations. Sometimes this means finding the value of one variable, such as x . Other times, you may be asked to express the value of one variable, such as x , in terms of another, such as y , as in $x = 2y$. Unfortunately, you had difficulty with these questions. Be sure to work on solving equations; it's an essential skill in algebra. To solve an equation for a particular variable, you have to manipulate the equation until you get that variable all by itself on one side of the equal sign. Usually, you'll try to isolate the variable by using the reverse of whatever operation has been applied to the variable. For example, to solve $2n + 6 = 14$ for the value of n , you need to first subtract 6 from both sides, leaving $2n = 8$. Then you need to divide both sides by 2, so that you are left with $n = 4$. And remember: when solving equations, make sure you do the same thing to *both sides* of the equation. The two sides are "equal" (that's what an equation is) when you get them; keep them that way. If you have $2x = 6y + 4$ and you want to divide the left side by 2 to isolate x , *you must also divide the right side by 2*. The result is $x = 3y + 2$.

Inequalities

About three or four questions tested your ability to work with algebraic inequalities. You had some difficulty with these questions. Remember that inequalities work pretty much the same way as equations. You need to manipulate the inequality until you get the variable you are solving for all by itself on one side of the inequality sign. And remember, when you solve inequalities, you need to do the same thing to both sides of the inequality. The only wrinkle is that *when you divide or multiply both sides by a negative number, you need to change the direction of the inequality sign.* So, for instance, if you have $-3x < 9$, you would want to isolate x by dividing both sides by -3 —

but remember to change the direction of the sign. So dividing by -3 gives you $\frac{-3x}{-3} > \frac{9}{-3}$, or $x > -3$.

Geometry

Some of the questions tested your knowledge of geometry, both plane geometry and coordinate geometry. You had difficulty with these questions, so as you continue your studies be sure to work on geometry. It's not just formulas and memorization either. The type of deductive thinking geometry rewards will help you in many other areas of math.

Triangles

Of all the geometric figures that are tested on the SAT, triangles turn up most often. Since you had some trouble with these questions, be sure to make triangles one of your study priorities. In addition to knowing the general properties of triangles, it's important to be familiar with "special" triangles, like isosceles, equilateral and right triangles. In addition to knowing the Pythagorean theorem, you should look out for the "Pythagorean triplets" that turn up on the SAT with frequency, the 3-4-5 and 5-12-13 triangles. Triangles with side/angle ratios that are important for the test are the 30-60-90 and 45-45-90 triangles. Recognizing these special triangles is often the key to solving SAT math questions, so be sure you brush up on them.

Coordinate Geometry

Coordinate geometry questions gave you some trouble. While these problems don't represent a great number of the math questions on the SAT, you should spend some time familiarizing yourself with the most common topics. Know the orientation of the axes, that is, whether the x - and y -coordinates are positive or negative in a particular quadrant. It's also important to know the formula for the slope of a line, and the general facts about lines with positive, negative and zero slopes.

Multiple Figures

A number of the geometry problems presented multiple figures. By this we mean figures that combine a circle and a square, or a square and a triangle, etc. Usually, in order to solve the problem you need to re-visualize: e.g., the side of a rectangle as the hypotenuse of a neighboring right triangle, or as the diameter of a circle. You had some difficulty with these questions. When working on these try to focus on elements, a line or angle for example, that are common to both figures.

Circles

Circles turn up with frequency on the SAT. These questions primarily test your ability to calculate area and circumference, as well as your familiarity with the properties of this figure. You had some trouble with these problems, so brush up on your circle basics. Keep the formulas straight so that you don't accidentally solve for area when you're asked to find circumference, or plug the diameter into a formula when the radius is called for. You should also brush up on some of the more advanced circle topics, like area of a sector and length of an arc.

Lines and Angles

In addition to being tested directly, the properties of lines and angles are fundamental to many more advanced geometry topics. You had success with these questions, so spend your time studying other geometry concepts that gave you trouble.

Rectangles

Questions with rectangles posed some challenges for you. This also includes questions with squares. Remember, a square is a rectangle but a rectangle is not a square. You need to know the perimeter and area formulas for each of these figures, as well as their special properties. In addition to being tested directly, these concepts are important for multiple figures problems. Spend some time getting up to speed on this information.

Solids

You had trouble with questions that involved geometric solids, like cubes and cylinders. This isn't a large topic on the SAT math curriculum, but spending a little time working through similar problems would be a good idea. You don't even need to memorize any formulas; the volume formulas for rectangular solids and cylinders are given in the "Reference Information" at the beginning of every math section. (Remember, a cube is a rectangular solid with all sides equal, so its volume formula is $V = e^3$.)

Word Problems

The test contained quite a few word problems. To solve word problems, you have to translate everyday language into math and solve the resulting problem. You had some difficulties answering these questions. Slow down and carefully translate the everyday language into math. The table below can help:

When the English says:	The math is:
Equals, is, was, will be, has, costs, adds up to, is the same as	=
Times, of, multiplied by, product of, twice, double, half, triple	$\times$
Divided by, per, out of, each, ratio of ___ to ___	$\div$
Plus, added to, sum, combined, and, more than, total	+
Minus, subtracted from, less than, decreased by, difference between	-
What, how much, how many, a number	x , n , etc.

Verbal Analysis

Below you will find a detailed analysis of your verbal performance. If a particular strategy or two could have helped you with certain questions, you'll find them discussed below. Use the recommendations to tailor your SAT study plan.

Sentence Completions

Good performance on Sentence Completions. Aim for a higher score by using Kaplan's proven 4-Step Method:

1. Read through the sentence, looking for clues.
2. *Predict* an answer.
3. Scan the answer choices, looking for the answer that matches your prediction.
4. Read your answer choice back into the sentence.

Structural Clues

You performed well on Sentence Completions testing your understanding of *Structural Clue* words. On the Sentence Completion section, the trickier questions often incorporate key *Structural Clue* words such as "but," "however," and "although" that have a HUGE impact on the meaning of the rest of the sentence. Since your contextual reading skills are good, you should consider focusing your preparation time on learning tough vocabulary.

Two-Blank Strategy

Congratulations—you got a high score on two-blank Sentence Completions. Always remember that even with the hardest two-blankers, you can solve the easier blank first, ruling out wrong answers that don't fit your prediction. Then all you have to do is check to see which of the remaining answer choices fits the other blank. In Section 2, # 8, for instance, the second blank is much easier to solve—you're looking for a word that's consistent with "support."

The historian made several blunt assertions about the private life of Shaka, the nineteenth-century Zulu leader, without adducing a ----- of evidence to ----- his position.

Only (D) buttress and (E) enforce fit the second blank here. Turning to the first blank, you're left with a choice between (D) "scintilla" and (E) "hallmark." Rule out "hallmark" at this stage—it means "distinctive stamp"—and you're left with "scintilla" which actually means "tiny amount."

Analogies

Your Analogies score was quite solid. To get a higher score on Test Day, practice thinking about the relationship between the two stem words before you look at the answer choices. In section 4, # 11, for instance, the pair EBONY: WOOD has the relationship "EBONY is a type of WOOD." Use Kaplan's 3-Step Method on Test Day:

1. Build a bridge—form a sentence in your mind expressing the relationship between the two words in the stem pair.
2. Find the answer choice that matches your bridge.
3. Adjust the bridge if more than one answer matches.

Weak Bridges

You did not fall for many "Weak Bridge" trap answers on Analogies—indicating that you have a strong grasp of word relationships. Analogies test your ability to figure out the relationships between words that are related *by definition*. Consequently, *wrong* answers on Analogies often contain word pairs that are *not* related by definition—in Section 2, #18, for example, an actor (B) may or may not be famous, a scholar (D) is not necessarily boring, and a worker (E) is not by definition idle. Use this information strategically on Test Day. If you're stumped by a tough question, rule out choices with "Weak Bridges" and guess from the remainder.

Classic Bridges

Your performance on Analogies containing “Classic SAT Bridges” was strong—great job, especially if this is your first practice SAT test! Analogies test your understanding of the relationships between words, and though the vocabulary that appears varies from test to test, the same “Classic” relationships reappear. In Section 2, #22, for example, the bridge ENIGMA : PUZZLING is a Classic “Definition” Bridge: an ENIGMA is a PUZZLING event, just as a labyrinth (a long, twisting maze) is by definition intricate. Here are three Classic Bridges to remember for Test Day:

1. DEFINITION: “A MISER is by definition STINGY.”
2. LACK: “A COWARD by definition lacks BRAVERY.”
3. EXTREMES: “a DELUGE is a flood of WATER.”

Critical Reading

Give yourself credit for an above average performance on the Critical Reading section. But to raise your score on Test Day, it's important to follow a systematic approach. Net those extra points by using Kaplan's systematic 5-Step Method:

1. *Read the Passage.*
Give yourself 2-3 minutes to get through each passage.
2. *Decode the Question.*
First figure out what the question is asking—if you have to, rephrase the question in your head so that it makes sense to you.
3. *Research the details.*
Use your mental “road-map” of the passage and any line references provided to find the relevant section of the passage. Put phrases and quotes in context by reading the surrounding lines.
4. *Predict the answer.*
Before you look at the answer choices, try to predict the answer in your head.
5. *Check the answer choices.*
Which answer choice matches your prediction? Rule out any answers that contradict the passage.

Reading the Context

The majority of Critical Reading questions on the SAT test your contextual reading skills by asking you to relate phrases or examples to the author's overall argument. To improve your performance on these “Little Picture” questions, always make sure you read the lines surrounding the quote, asking yourself what the author's main point is. This approach is called “reading the context,” and it's the surest route to a high score on Critical Reading. In Section 6, #4 for instance, to figure out the author's point in mentioning how “Leonardo turned his mind to the natural world,” simply review the first line of the paragraph. This line spells out that the paragraph is about Leonardo's “mental restlessness”—so the detail in question is introduced to illustrate (A) Leonardo's constant leaping from one topic to another.

Vocabulary-in-Context.

Vocabulary-in-Context questions were a strong area for you—suggesting that you always check back to the passage to figure out the answer. These questions generally test *secondary* definitions, so you can usually rule out choices containing common or obvious definitions. In Section 6, #10, for instance, the most tempting definition of “concede,” for example, might be (A) surrender or (D) resign. But if you check back to the passage, the context “refusing to ----- that Leonardo was one of our earliest and most significant engineers” indicates the secondary meaning of giving in to an argument—or choice (B), acknowledge.

Paired Passage

The short "Paired Passage" section presented you with some difficulties. This section is designed to test your comprehension of two passages on related topics. If you're having difficulty getting through the reading material in the time allotted, however, you should consider the following approach: read Passage 1, and answer the questions that relate to it, before moving on to Passage 2 and its accompanying questions. Not only does this help you keep each passage separate in your mind—it ensures that you at least get to answer 4-5 questions in the time available.

Vocabulary

On this test, you missed the correct answer in questions containing the words shown below. Even though vocabulary *per se* isn't tested on the SAT, it's harder to answer Analogy and Sentence Completion questions correctly if you don't know what the words in the questions mean. There are many good ways to build vocabulary; here are a few suggestions.

Keep a vocabulary notebook: Jot down new words that you come across in your reading and look them up when you've got a chance; note brief definitions and review your list every week.

Learn words in groups: Related words are easier to remember than words chosen at random. Try grouping new words that you come across, using any categories that make sense to you (e.g. "good & bad," "young & old," "love & hate").

Aim for word recognition: You won't have to define SAT vocabulary words, use them in an essay, or spout them in conversation. On the test, a *rough idea* of what the word means—or simply whether it's positive or negative in connotation—is often sufficient to answer the question.

Personalized Word List

PASSIVELY	in an inactive or unresisting manner
BLUNT	candid, straightforward; dull
ADDUCING	citing as evidence in support of an argument
SCINTILLA	tiny amount
BUTTRESS	to support; to reinforce
RESPLENDENT	splendid, brilliant
TORRID	burning hot; passionate
CORD	quantity of wood cut for fuel
REAM	quantity of paper
SMITH	metal-worker
SKULK	to move in a secretive or sneaky manner; to wait in hiding or lurk
FURTIVE	secretive, having suspicious and concealed motives, stealthy
MAELSTROM	whirlpool; turmoil
INEFFABLE	indescribable
CODIFIED	arranged in a specific form or code
LEGACY	something handed down from the past
DOGMA	system of beliefs or principles
APPREHENSION	uneasiness, anxiety
MUNDANE	worldly, commonplace
COLLOQUIAL	characteristic of informal speech
AVARICE	greed; desire to hoard wealth
MARTINET	strict disciplinarian
QUIXOTIC	overly idealistic, impractical
ALTRUISTIC	acting without any selfish motive

Response Summary:

Answer key	Your responses	Correct	Omitted	Double-bubble
Bold type	Plain type	-	*	#

Section 1 (Math Experimental - Not Scored):

CEABE ACBEE DDADB CACDA ECCBA
 -BDE* D-CBB *C#CC DEBCC *-A**

Section 2 (Verbal):

DABDA ABDBD AECEC DBABE ACDDC EDABC BEAEB
 B----- --C-A -----* *A-**-E-A-B -----D -----A

Section 3 (Math):

ABCAC CBBBA DCADD
 --DCD D---B C--AB

Grid-Ins:

(16) 5.50 ✓
 (17) 36 ✗
 (18) ✗
 (19) 6 ✓
 (20) 24 ✗

(21) 40 ✗
 (22) 15 ✗
 (23) ✗
 (24) .30 ✗
 (25) 8 ✗

Correct	✓
Incorrect	✗
Omitted	*
Double-bubble	#

Section 4 (Verbal):

BCBDC BACAE ABDBA DCCAD BACBD CABDC
 -----* A-A-- --*- -DC -C-AB --C-D

Section 5 (Math):

ADDCE CECDC ADEAB EDDEA EBBCC
 -*CED -*--- E-A*- --*-D B-***

Section 6 (Verbal):

EEBAB CBCAB DCD
 AC-BD E-A-- C*-

Section 7 (Math):

EDADA BEDBB
 --**B DA---



SCHOOL SCORE REPORT

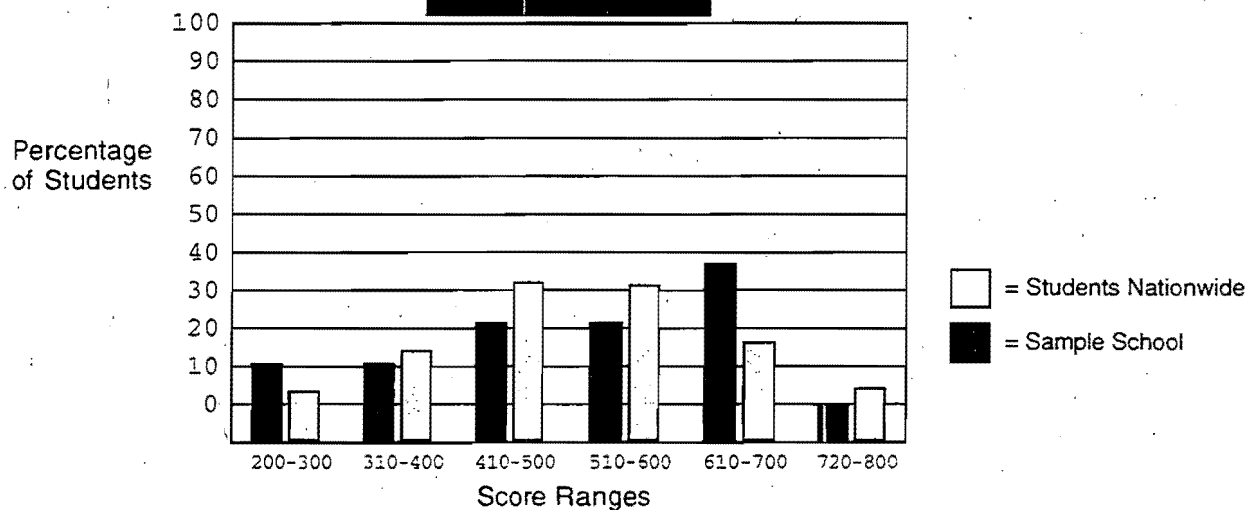
(SSR)

Sample School
June 25, 1998

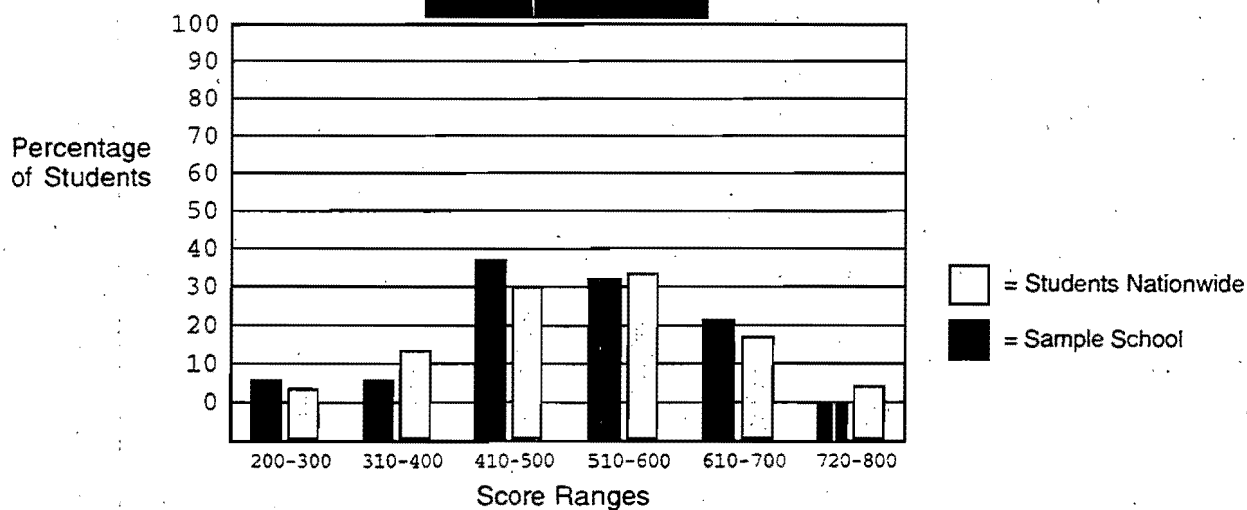
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Comparison to the National Scale

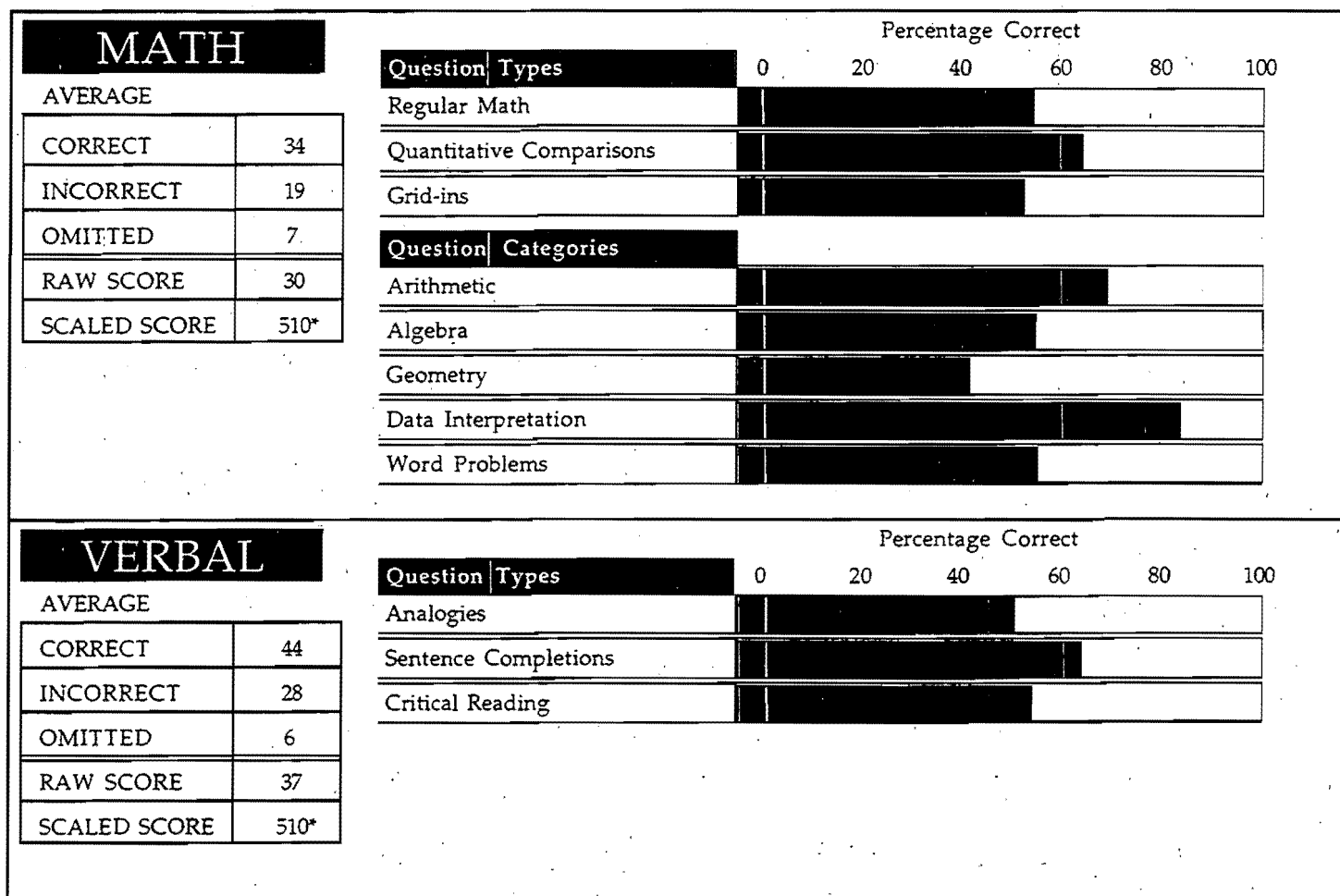
MATH



VERBAL



Overall Performance – Topical Breakdown



*These scaled scores are based on the average raw scores.

Analysis of Answer Choices for SAT Predictive Pre-Test Section 1 (Math) – All Students

Question No.	Correct Answer	A	B	C	D	E	Skipped	Double Bubble
1	C	3	0	14	1	1	0	0
2	E	0	5	0	1	11	2	0
3	A	9	0	0	9	1	0	0
4	B	1	12	2	2	2	0	0
5	E	2	1	4	0	8	4	0
6	A	4	3	3	5	2	2	0
7	C	2	3	11	2	1	0	0
8	B	0	13	5	0	1	0	0
9	E	1	3	1	1	13	0	0
10	E	1	4	0	0	14	0	0
11	D	1	2	1	9	2	4	0
12	D	0	2	7	6	2	2	0
13	A	4	5	3	3	0	3	1
14	D	1	1	2	10	3	2	0
15	B	6	6	1	1	1	4	0
16	C	2	3	1	10	0	3	0
17	A	10	0	0	0	8	1	0
18	C	7	3	7	1	1	0	0
19	D	2	4	2	6	1	4	0
20	A	4	6	5	2	0	2	0
21	E	4	1	1	1	8	4	0
22	C	0	1	6	3	3	6	0
23	C	2	2	5	2	1	7	0
24	B	2	7	2	0	0	8	0
25	A	3	2	0	1	2	11	0

Analysis of Answer Choices for SAT Predictive Pre-Test Section 2 (Verbal) – All Students

Question No.	Correct Answer	A	B	C	D	E	Skipped	Double Bubble
1	D	2	7	1	5	4	0	0
2	A	13	1	1	3	1	0	0
3	B	0	17	2	0	0	0	0
4	D	0	1	0	16	2	0	0
5	A	16	0	0	2	1	0	0
6	A	9	1	2	4	2	1	0
7	B	1	15	2	0	1	0	0
8	D	3	1	10	4	1	0	0
9	B	1	13	0	1	4	0	0
10	D	3	0	1	12	3	0	0
11	A	12	0	2	1	2	2	0
12	E	1	1	0	0	17	0	0
13	C	0	0	18	0	1	0	0
14	E	0	2	11	0	4	2	0
15	C	3	4	1	4	6	1	0
16	D	6	1	2	4	3	3	0
17	B	1	8	0	4	4	2	0
18	A	17	1	0	0	1	0	0
19	B	1	6	5	2	1	4	0
20	E	2	2	3	2	7	3	0
21	A	3	5	1	4	5	1	0
22	C	2	0	10	3	1	3	0
23	D	6	3	2	6	2	0	0
24	D	0	1	3	15	0	0	0
25	C	1	11	1	1	5	0	0
26	E	1	0	0	0	18	0	0
27	D	0	1	0	17	0	1	0
28	A	15	2	0	1	0	1	0
29	B	0	17	1	0	0	1	0
30	C	0	3	14	1	0	1	0
31	B	2	14	1	0	1	1	0
32	E	0	0	1	0	17	1	0
33	A	8	0	4	4	2	1	0
34	E	3	1	0	0	14	1	0
35	B	3	8	5	0	0	3	0

Analysis of Answer Choices for SAT Predictive Pre-Test Section 3 (Math) – All Students

Question No.	Correct Answer	A	B	C	D	E	Skipped	Double Bubble
1	A	17	2	0	0	0	0	0
2	B	3	14	1	1	0	0	0
3	C	1	1	12	5	0	0	0
4	A	15	0	2	2	0	0	0
5	C	4	9	2	3	0	1	0
6	C	0	1	17	1	0	0	0
7	B	1	15	0	3	0	0	0
8	B	1	16	2	0	0	0	0
9	B	3	10	2	4	0	0	0
10	A	17	2	0	0	0	0	0
11	D	1	1	8	8	0	1	0
12	C	2	4	12	1	0	0	0
13	A	15	2	1	0	0	1	0
14	D	13	3	0	3	0	0	0
15	D	1	5	0	12	0	1	0

Analysis of Answer Choices for SAT Predictive Pre-Test Section 4 (Verbal) – All Students

Question No.	Correct Answer	A	B	C	D	E	Skipped	Double Bubble
1	B	0	17	0	0	2	0	0
2	C	1	0	16	1	1	0	0
3	B	0	15	1	0	2	1	0
4	D	3	0	1	15	0	0	0
5	C	4	7	4	1	1	2	0
6	B	4	13	1	1	0	0	0
7	A	16	1	0	1	1	0	0
8	C	6	3	5	1	2	2	0
9	A	10	1	2	1	4	1	0
10	E	2	0	0	2	15	0	0
11	A	15	2	0	0	1	1	0
12	B	0	15	3	1	0	0	0
13	D	3	0	1	3	3	9	0
14	B	0	16	1	0	2	0	0
15	A	2	4	4	3	0	6	0
16	D	1	0	0	15	2	1	0
17	C	1	0	10	3	5	0	0
18	C	1	1	16	1	0	0	0
19	A	11	0	4	4	0	0	0
20	D	1	0	3	14	1	0	0
21	B	0	17	0	0	1	1	0
22	A	2	2	11	2	0	2	0
23	C	2	5	8	0	3	1	0
24	B	6	6	4	1	0	2	0
25	D	1	5	0	10	1	2	0
26	C	0	1	12	1	1	4	0
27	A	12	1	1	2	1	2	0
28	B	1	10	3	1	1	3	0
29	D	0	0	2	14	0	3	0
30	C	0	4	7	2	2	4	0

Analysis of Answer Choices for SAT Predictive Pre-Test Section 5 (Math) – All Students

Question No.	Correct Answer	A	B	C	D	E	Skipped	Double Bubble
1	A	15	0	1	2	0	1	0
2	D	0	0	7	10	0	2	0
3	D	1	2	2	12	1	1	0
4	C	0	1	13	0	4	1	0
5	E	1	1	0	2	14	1	0
6	C	1	1	12	1	2	2	0
7	E	6	1	2	2	5	3	0
8	C	1	0	17	0	1	0	0
9	D	0	0	2	17	0	0	0
10	C	0	0	13	3	1	2	0
11	A	15	0	1	1	2	0	0
12	D	1	0	1	17	0	0	0
13	E	5	2	2	5	4	1	0
14	A	15	2	0	0	0	1	1
15	B	1	16	0	0	1	1	0
16	E	0	0	3	0	14	2	0
17	D	5	2	2	8	0	2	0
18	D	0	3	2	8	1	5	0
19	E	6	1	0	2	7	3	0
20	A	6	1	3	4	0	5	0
21	E	1	2	0	2	9	5	0
22	B	3	4	0	8	0	4	0
23	B	7	7	0	0	0	5	0
24	C	2	2	4	1	6	4	0
25	C	1	2	5	1	2	8	0

Analysis of Answer Choices for SAT Predictive Pre-Test Section 6 (Verbal) – All Students

Question No.	Correct Answer	A	B	C	D	E	Skipped	Double Bubble
1	E	5	4	3	1	5	1	0
2	E	1	3	4	0	11	0	0
3	B	2	7	9	0	1	0	0
4	A	10	4	0	1	4	0	0
5	B	0	6	2	6	4	1	0
6	C	1	3	10	1	3	1	0
7	B	1	8	2	0	6	2	0
8	C	3	2	5	6	0	3	0
9	A	12	1	2	2	0	2	0
10	B	0	14	1	0	1	3	0
11	D	2	1	7	5	0	4	0
12	C	0	2	4	2	3	8	0
13	D	2	1	0	7	2	7	0

Analysis of Answer Choices for SAT Predictive Pre-Test Section 7 (Math) – All Students

Question No.	Correct Answer	A	B	C	D	E	Skipped	Double Bubble
1	E	3	2	0	0	13	1	0
2	D	0	1	1	16	1	0	0
3	A	13	2	0	0	0	4	0
4	D	0	3	1	13	0	2	0
5	A	7	5	0	4	1	2	0
6	B	0	6	5	1	3	4	0
7	E	2	6	3	1	2	5	0
8	D	3	1	1	9	0	5	0
9	B	1	12	1	2	1	2	0
10	B	2	7	2	3	2	3	0

Test Performance by Student

Student Name	Math		Verbal	
	% Correct	Scaled Score	% Correct	Scaled Score
STUDENT 01, SAMPLE	43	420	58	520
STUDENT 02, SAMPLE	18	270	9	200
STUDENT 03, SAMPLE	28	370	46	470
STUDENT 04, SAMPLE	77	630	60	520
STUDENT 05, SAMPLE	75	620	60	530
STUDENT 06, SAMPLE	52	470	87	690
STUDENT 07, SAMPLE	17	230	37	390
STUDENT 08, SAMPLE	33	330	49	460
STUDENT 09, SAMPLE	57	510	46	460
STUDENT 10, SAMPLE	50	460	46	470
STUDENT 11, SAMPLE	55	480	51	480
STUDENT 12, SAMPLE	75	620	86	680
STUDENT 13, SAMPLE	82	680	67	570
STUDENT 14, SAMPLE	80	650	82	650
STUDENT 15, SAMPLE	82	670	74	610
STUDENT 16, SAMPLE	65	540	60	520
STUDENT 17, SAMPLE	63	550	41	440
STUDENT 18, SAMPLE	60	510	46	450
STUDENT 19, SAMPLE	72	610	65	560



Predictive Pre-Test Program

Kaplan partners with schools to improve student performance and raise test scores.

Kaplan's **Predictive Pre-Test** program can help schools raise test scores on the SAT, ACT and state mandated standardized assessment tests. The program accurately diagnoses the performance of students on an individual and group level, demystifies standardized tests, gives educators, students and parents critical insight into the testing process, and prescribes effective strategies to help maximize student performance on important exams.

The **Predictive Pre-Test**, which is *endorsed by the NASSP*, includes complete testing materials: proctoring guides, grids, tests and scoring services. The pre-test allows schools to schedule test preparation conveniently for students and teachers, and to group and compare student populations' performance. Kaplan delivers Customized Assessment and Feedback (CAF) Reports within two weeks of test administration. CAF is delivered in two ways:

- ✓ **Student reports for each test-taker:**
 - detailed breakdown of performance
 - customized test analysis based on performance
 - personalized strategies for score improvement
- ✓ **A School Score Report for the entire testing population:**
 - comparison between school-wide performance and national norms
 - averaged results by question type and category
 - alphabetical listing of student results, item by item breakdowns of test questions

The **Predictive Pre-Test Faculty Seminar**, a 3-hour workshop delivered by Kaplan instructors:

- ✓ offers strategies for using CAF results to give students advice and supplemental help
- ✓ compares standardized tests to classroom study
- ✓ discusses the underlying skills measured by each question type
- ✓ explains why the format of a standardized test rewards a strategic approach
- ✓ works through Predictive Pre-Test questions to illustrate the challenges students face
- ✓ includes support materials

The **Predictive Pre-Test Parent Workshop**, a 2-hour seminar conducted by expert trainers:

- ✓ informs and involves families in the testing process
- ✓ discusses methods of preparation
- ✓ explains the testing process
- ✓ clarifies test structure and the meaning of student result

Predictive Pre-Test Cost

- ✓ \$5,500 per school:
 - \$3,000 for up to 200 students (\$15 per each additional student)
 - \$1,500 per **Faculty Seminar**, unlimited attendees
 - \$1,000 per **Parent Seminar**, unlimited attendees

