

**CERPP CONFERENCE 2021:
Making Equity **Real****

FEBRUARY 9 & 10, 2021


Welcome



Session 3: The Test is Dead; Long Live the Test

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Freshman Admissions Index*

Effective entering class of Fall, 2005

TEST SCORES		Cumulative GPA																				
ACT	SAT	4.0	3.9	3.8	3.7	3.6	3.5	3.4	3.3	3.2	3.1	3.0	2.9	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1	2.0
36	1600	99	95	90	86	81	77	73	68	64	60	55	51	47	42	38	34	29	25	20	16	12
35	1580	98	94	89	85	81	76	72	68	63	59	54	50	46	41	37	33	28	24	20	15	11
34	1520	95	91	87	83	78	74	69	65	61	56	52	48	43	39	35	30	26	21	17	13	8
33	1470	94	89	85	80	76	72	67	63	59	54	50	46	41	37	32	28	24	19	15	11	6
32	1420	91	87	83	78	74	70	65	61	57	52	48	43	39	35	30	26	22	17	13	9	4
31	1380	89	85	81	77	72	68	64	59	55	50	46	42	37	33	29	24	20	16	11	7	3
30	1340	88	84	79	75	71	66	62	58	53	49	44	40	36	31	27	23	18	14	10	5	1
29	1300	86	82	78	74	69	65	60	56	52	47	43	38	34	30	25	21	17	12	8	4	0
28	1250	84	80	76	71	67	63	58	54	49	45	41	36	32	28	23	19	15	10	6	1	0
27	1220	83	79	74	70	66	61	57	53	48	44	39	35	31	26	22	18	13	9	5	0	0
26	1180	81	77	73	68	64	60	55	51	46	42	38	33	29	25	20	16	12	7	3	0	0
25	1140	80	75	71	67	62	58	54	49	45	40	36	32	27	23	19	14	10	6	1	0	0
24	1110	78	74	70	65	61	57	52	48	44	39	35	30	26	22	17	13	9	4	0	0	0
23	1070	77	72	68	64	59	55	51	46	42	38	33	29	24	20	16	11	7	3	0	0	0
22	1030	75	71	66	62	58	53	49	45	40	36	31	27	23	18	14	10	5	1	0	0	0
21	990	73	69	65	60	56	52	47	43	39	34	30	25	21	17	12	8	4	0	0	0	0
20	950	72	67	63	59	54	50	46	41	37	33	28	24	19	15	11	6	2	0	0	0	0
19	910	70	66	61	57	53	48	44	40	35	31	26	22	18	13	9	5	0	0	0	0	0
18	870	68	64	60	55	51	47	42	38	34	29	25	20	16	12	7	3	0	0	0	0	0
17	830	67	62	58	54	49	45	41	36	32	27	23	19	14	10	6	1	0	0	0	0	0
16	780	65	60	56	52	47	43	38	34	30	25	21	17	12	8	4	0	0	0	0	0	0
15	740	63	59	54	50	46	41	37	32	28	24	19	15	11	6	2	0	0	0	0	0	0
14	680	60	56	52	47	43	39	34	30	26	21	17	13	8	4	0	0	0	0	0	0	0
13	620	58	54	49	45	41	36	32	27	23	19	14	10	6	1	0	0	0	0	0	0	0
12	560	55	51	47	42	38	34	29	25	21	16	12	7	3	0	0	0	0	0	0	0	0
11	500	53	49	44	40	36	31	27	22	18	14	9	5	1	0	0	0	0	0	0	0	0

*The Admissions Index is used as a guide by all of the four-year public universities in the state of Washington, but is not the only factor considered. Cumulative GPA is approximately three times as important as test scores in determining the Admissions Index. ACT and SAT are not equivalent tests, but the formula uses this approximate conversion chart to calculate Admissions Index.

University of Washington SAT Validity Study 2006

Individual admission measures in your study

Strong Predictors	N	Predictive Strength (correlation)
HS GPA	4605	0.65
SAT Math	4605	0.60
SAT Writing	4605	0.60
SAT Critical Reading	4605	0.58
Moderate Predictors		
# AP Tests	4605	0.39
Weak Predictors		
Yrs Science	3889	0.22
Yrs Math	3917	0.21
Yrs Language	3879	0.20

University of Washington SAT Validity Study 2006 (cont.)

SAT Reasoning Test combinations

SAT Reasoning Test			HS GPA	School Predictors	N	Predictive Strength (multiple correlation)
Critical Reading	Math	Writing				
23	45	32			4605	0.65
15	23	16	46		4605	0.75
13	19	12	41	15	4605	0.75

NACAC's 2008 Report of the Commission on the Use of Standardized Tests in Undergraduate Admission



**National Association for
College Admission Counseling**
Guiding the way to higher education

Report of the Commission on the Use of Standardized Tests in Undergraduate Admission

September 2008

National Association for College Admission Counseling

Findings of the 2008 Report of the Commission on the Use of Standardized Tests in Undergraduate Admission

- Regularly question and reassess the foundations and implications of standardized test requirements
- Understand test preparation and take into account disparities among students with differential access to preparation and information about admission testing
- Draw attention to possible misuses of admission test scores
- Understand differences in test scores among different groups of people, and continually assess the use of standardized test scores relative to the broader social goals of higher education
- Align college entrance tests with high school curricula

University of Washington Validity Study 2012

Individual admission measures in your study

Strong Predictors	N	Predictive Strength (correlation)
SAT Math	4913	0.64
SAT Writing	4913	0.64
HS GPA	4913	0.63
SAT Critical Reading	4913	0.62
SAT Subj: Chemistry	475	0.59
SAT Subj: Math Level 2	1216	0.57
SAT Subj: Physics	359	0.50
Moderate Predictors		
# AP Exams	4913	0.39
# Honors/AP courses	4913	0.29
Weak Predictors		
Yrs Science	3998	0.19
Yrs Language	3978	0.17
Yrs Math	4075	0.15

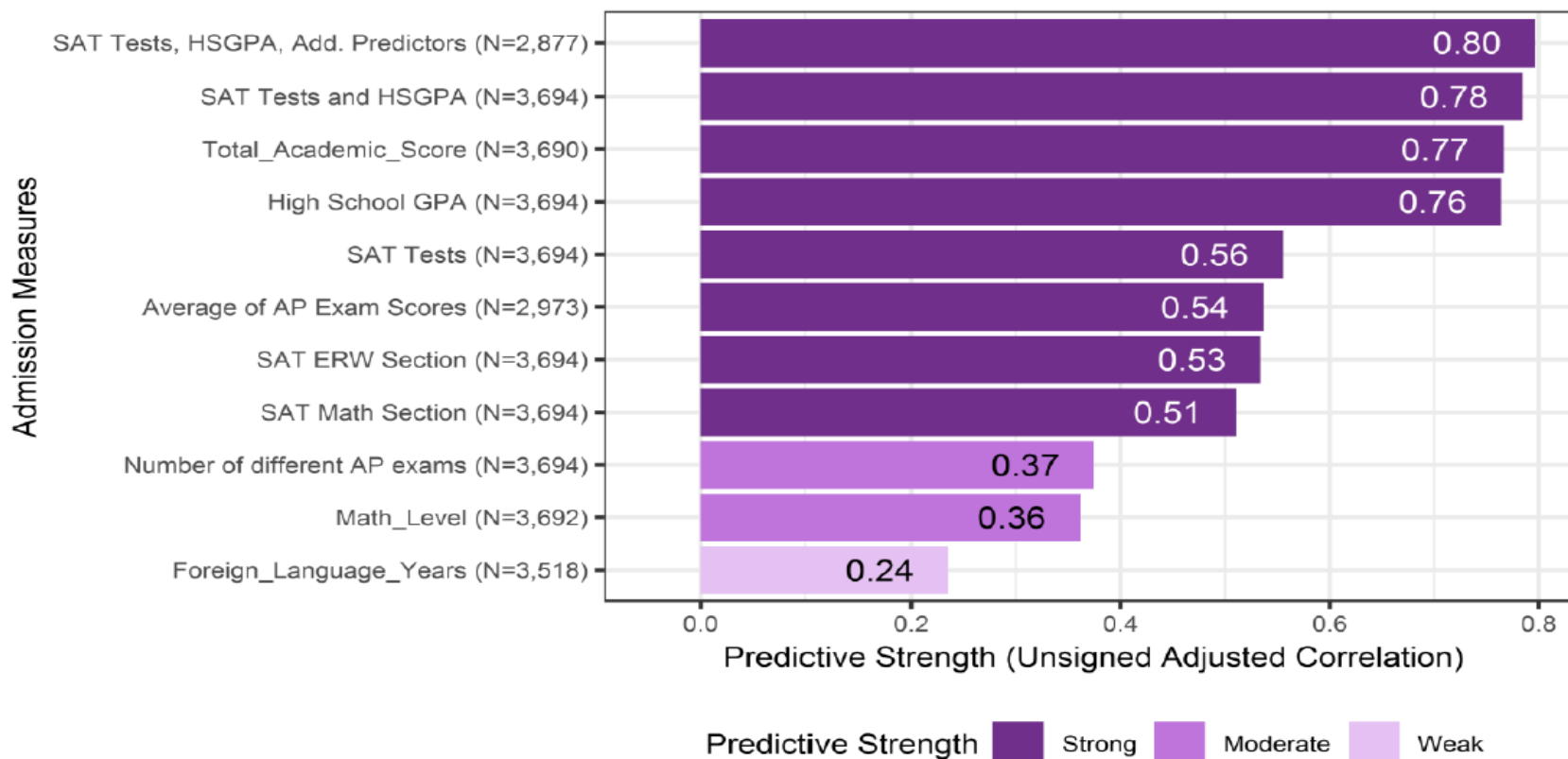
University of Washington Validity Study 2012 (cont.)

SAT combinations

SAT			HS GPA	Add. Predictors	N	Predictive Strength (multiple correlation)
Critical Reading	Math	Writing				
24	41	35			4913	0.68
15	27	20	38		4913	0.76
14	26	20	37	4	4913	0.76

University of Washington Validity Study 2019

Predictive strength of admission measures in your study



GPA Differential Data

Small Differential			Mean Differential			High Differential		
HS_GPA	UW-1st YR GPA	DELTA	HS_GPA	UW-1st YR GPA	DELTA	HS_GPA	UW-1st YR GPA	DELTA
3.38	3.33	-0.05	3.79	3.29	-0.51	3.66	2.73	-0.93
3.62	3.52	-0.10	3.63	3.12	-0.51	3.56	2.58	-0.98
3.63	3.52	-0.11	3.65	3.13	-0.51	3.78	2.74	-1.04
3.38	3.18	-0.20	3.54	3.03	-0.51	3.42	2.28	-1.14
3.79	3.60	-0.20	3.58	3.08	-0.51	3.36	1.10	-2.26

NACAC's 2020 Report on Standardized Tests in the Time of COVID-19

- If standardized testing perpetuates or worsens inequities, and if it is to remain a part of the undergraduate admission process at all, it must receive the most stringent of reviews.
- The task force recommends key considerations that should be addressed when making the decision:
 - Consider the public good
 - Focus on student success
 - Be transparent and provide clearly stated explanations for all decisions related to testing
 - Include a plan for conducting frequent reviews
- For test-optional institutions, the task force recommends that institutions commit to:
 - Clearly explaining the rationale for the specific test-optional policy
 - Share outcomes data, disaggregated by key demographic variables (e.g., race, ethnicity, socioeconomic status, financial aid, and high school type)
- Conclusion: “Regardless of the policy any single institution follows, however, we all must carefully scrutinize our actions to ensure outcomes that are consistent with our shared mission in support of equity and access.”

June 11, 2020

**UW removes standardized testing requirement
for incoming students beyond fall 2021**

The Test is Dead; Long Live the Test

- Do tests have untapped value as learning, diagnostic, and accountability tools?
- In conjunction with the progression of PSAT assessments, the SAT could help assess student preparation and readiness for success in college-level and career-oriented studies.
- As such, could the SAT assist school districts and states to assess specific student progress as well as school, district, and state-level learning outcomes?
- In alignment with the PSAT assessments, could the SAT assist teachers, parents, and students to identify learning areas in which a student would benefit from additional focus and effort?
- Integration of a student's test results with Khan Academy functionality could provide customized, iterative learning programs for students and those assisting them as well as additional means to demonstrate student progress.
- In short, the SAT (and I believe the ACT) could be a powerful educational and accountability tool that supports student learning and associated college/career outcomes.

Where To From Here?

- The SAT/ACT as an acceptable college admissions tool is progressively, even rapidly, fading.
- 'Naked' high school GPAs are also enmeshed in structures of inequity -- e.g. disproportionate grade inflation, vastly variant academic opportunity, teaching imbalances, socio-economic segregation.
- Could the SAT proceed as a diagnostic learning tool for students and families as well as an assessment and accountability tool for districts and states?
- Could we imagine this diagnostic use improved through more general partnerships with organizations like Khan Academy?
- Could the College Board/ACT press the tests' value as district and state-level assessment and accountability tools while offering versions to assist children in their learning, and in that space work with colleges on ways to help them support the students they admit?
- Finally, should we not consider shifting the moral onus to the industries and systems that enmesh standardized tests, to the institutions that continue to misuse them or use them without assessed purpose, and to the cultural and educational inequities that make their continued use in college admissions increasingly insupportable?

Q & A

Please submit your question in the Q & A section of the Zoom webinar.

OR

Add your questions on the *Uthova* platform on the right side of your screen.

Transition to Small Group Discussion

Thank you for an engaging Q&A session!

At this point, we will transition to
Group Discussions and Takeaways

Attendees, please return to the *Ukova* Agenda
And select the next session.

*(Note: Please wait in the Zoom waiting room
until the host starts the session at the scheduled time.)*