

# COLLEGE TESTING PREP

## TEXT

The Princeton Review, *Cracking the SAT*

Supplements: Barrons SAT Preparation and workbooks in reading, vocabulary, math, writing, from Kaplan's SAT Preparation series, and more.

## PREREQUISITES

College bound 11<sup>th</sup> graders

## OBJECTIVES

- Develop test-taking skills and strategies
- Develop testing tactics specific to the scoring on the SAT Exams
- Broaden vocabulary knowledge and usage
- Develop skills in reading comprehension, inference, and critical analysis
- Develop and improve essay writing skills as tested on the SAT I and ACT
- Understand how to read and use SAT scores
- Discuss validity, uses, and comparisons of SAT and ACT tests and the uses of the PSAT, SAT I and II, as well as ACT results
- Experience multiple sample testing
- Review skills of math, Algebra I, Geometry, and some Algebra II
- Specialize in individual analysis; develop personal strengths and repair areas of particular needs. Offer consistent individual consultation.

## CONTENT

This is an investigation into the Verbal, Math, and Writing portions of the Scholastic Aptitude Test (SAT I) Tricks involving short cuts and methods in dealing with the timed nature of the exam are practiced. Drills and discussions about mathematical concepts and problems, standard written English, including grammar, mechanics, and syntax vocabulary, reading comprehension, and a new emphasis upon quick collection of ideas in order to prepare an organized piece of writing. Test taking strategies are integrated in all content sections. The class contains several lectures from learned individuals in a variety of areas specific to the class's endeavors, including one grammarian, and one statistician, as well as, one guest

lecture about testing from our learning specialist. and two planned visits from our school's trained, updated counseling source on college admissions, specialties, and types. Finally, there is introduction of several pieces of mature literature in a variety of genres in areas of memorably strong thematic content or character development and a session on study of the daily newspaper with the goal of quick-use in a variety of essay writing.

## **SKILLS**

- Time management
- Test-taking strategies as regards to the SAT I
- Test Preparation—mental and physical
- Editing/Revising in timed situations
- Use of standard written English
- Identifying sentence errors
- Improving sentences and paragraphs
- Recognition of point of view
- Recognition of “types” of word problems in algebra.
- Practice in responses to words typically used in types of SAT directions.
- Practice in reading and writing standard English.
- Practice in identifying tone and using inference in reading.
- Discussion of the nature of fact/opinion in providing proof for generalizations.
- Structuring a thesis, general support, and specifics or examples for support in a timed environment
- Thinking/Reading critically
  
- Recognizing and developing theme
- Experience with SAT approaches to number skills, algebra, and geometry as well as application of provided formulas
- Addressing math topics for the “new SAT”
- Effective use of calculators in timed testing situations

## **METHODS**

Lecture and group problem solving. Emphasis placed on timed practice SAT tests. Two full exams will be given in the time of the course.

## **HOMEWORK**

Homework is writing practice and skills drills. It is important and is assigned about every two or three weeks. Homework may also be doing and sometimes self-correcting packets of skills-level work. If any homework is not submitted by the time of “closing books” before the 1.0, 2.5, or 4.0, a student has earned automatic exclusion from class. Because the class becomes a closely unified team in our small school, we discourage those who are chronically unable to meet class due dates.

## **GRADING/CREDIT**

Since the SAT tests knowledge from previous academic work and exposure, grade and credit is based 85% on attendance, effort, and participation and 15% on personal growth on testing scores. People expecting attendance problems need not apply.

### **INDIVIDUALIZATION**

Individual tutoring accounts for approximately 40% of class time.

### **ABSENCES/TARDIES**

Attendance is mandatory since classroom skills and activities often can't be accomplished independently. Since a majority of the grade is based on effort and participation, absences and tardies affect grade/credit significantly.