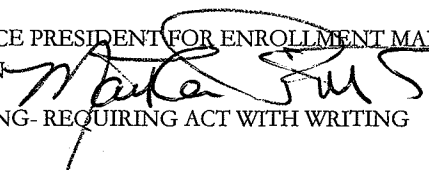




UNIVERSITY OF OREGON

MEMORANDUM

TO: UNDERGRADUATE COUNCIL
FROM: MARTHA PITTS, ASSISTANT VICE PRESIDENT FOR ENROLLMENT MANAGEMENT AND
DIRECTOR OF ADMISSION 
SUBJECT: USE OF NEW SAT WITH WRITING- REQUIRING ACT WITH WRITING
DATE: 10/17/2003

The SAT will change its format in 2005, making changes to the Math and Verbal (now Critical Reading) portions, and adding a section on Writing. All SAT takers will complete all three sections, and scores for all three sections will be reported when students release their scores to a college or university.

The ACT will offer an optional writing assessment, but will not require students to complete that section. Therefore, we must make a decision as to whether the UO will require ACT test takers to complete the ACT writing assessment, or if we are willing to make a decision without that examination.

The University of Oregon plans to require all students applying for 2006 who submit an ACT score to submit the writing assessment as well. We will then have comparable data for all students. We seek comments from the Undergraduate Council on this plan, and have scheduled a brief discussion for the next meeting.

The attached materials will give you background on both examinations.

OFFICE OF ADMISSIONS

1217 University of Oregon, Eugene OR 97403-1217 T (541) 346-3201 F (541) 346-5815 admissions.uoregon.edu
E uoadmit@oregon.uoregon.edu

 SEARCH

Introducing the ACT Assessment Writing

ACT will add a 30-minute Writing Test as an optional component to the ACT Assessment beginning in February 2005 for students applying to college for the fall semester of 2006 or later.

The ACT Writing Test will complement the English Test. The combined information from both tests will tell postsecondary institutions about students' understanding of the conventions of standard written English and their ability to produce a direct sample of writing.

▶ **What Colleges Need to Know**

▶ **What High Schools Need to Know**

▶ **What Students Need to Know**

"By offering the ACT Writing Test as an option, we are providing a flexible solution rather than imposing a single approach on all students and institutions."

– Richard Ferguson, Chief Executive Officer, ACT

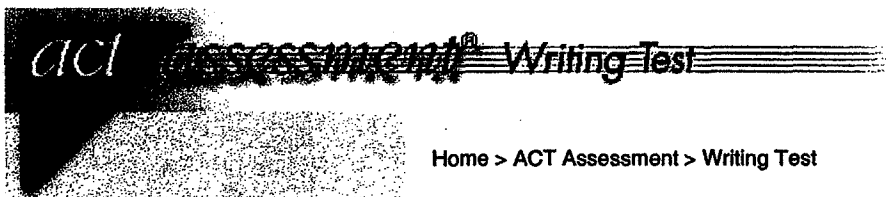
Because postsecondary institutions have varying needs, we will offer the ACT Writing Test as an option.

- Postsecondary institutions will make their own decisions about whether to require the results from the ACT Writing Test for admissions and/or course placement purposes.
- Students will decide whether to take the Writing Test based on the requirements of the institutions they are considering.

Students will not be required to take a test that they do not need to take, thus incurring unnecessary expense, and institutions will have the freedom to require the tests that best meet their information needs.

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 SEARCH

Home > ACT Assessment > Writing Test

- ▶ **FAQ**
- ▶ **Making a Decision**
- ▶ **Sample Essays**
- ▶ **Materials to Download**

What Colleges Need to Know about the Writing Test

The ACT Writing Test will:

- collect a writing sample under standardized testing conditions as part of the regular ACT Assessment administration.
- complement the ACT English Test.
- be scored with a high degree of accuracy and reliability.
- be reported as a combined score with the ACT English Test.
- provide information about students' understanding of the conventions of standard written English and their ability to produce a direct sample of writing.
- provide a Writing Test subscore.
- provide individual feedback on the student's writing.
- provide online access to the student writing sample for faculty and staff at colleges to which students send ACT scores.
- contribute valuable information as a component of freshman composition placement.

ACT is partnering with numerous institutions to conduct research to evaluate the contribution of the ACT Writing Test scores in making admission and course placement decisions within their own institutional context. These services are being offered to all postsecondary institutions at no charge.

Each college and university will make its own decision about whether to require, recommend, or not require a writing test. Read [comments from college officials](#) about the decisions they have made.

Critical Timelines for Introduction of the ACT Writing Test

Conduct National Curriculum Survey	Fall 2002
Finalize test specifications	Spring 2003
Conduct field testing	Spring 2003–Spring 2004
Conduct validity studies	Fall 2003–Spring 2004
Introduce the ACT Writing Test	February 2005

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THE NEW SAT®: IMPLEMENTED FOR CLASS OF 2006

INTRODUCTION SCHEDULE:

Fall 2004.....PSAT/NMSQT® (without student-written essay)

Spring 2005.....new SAT®

FOCUS ON COLLEGE SUCCESS SKILLS: WRITING, CRITICAL READING, AND MATHEMATICS

Rationale for new SAT:

- To strengthen the alignment of the SAT to curriculum and instructional practices in high schools and colleges
- To help colleges make better admissions decisions by providing a third measure—writing skills
- To reinforce the importance of writing skills throughout a child's education

Design Objectives: Maintain Value and Quality of the SAT

- Continue to assess **reasoning** and **critical thinking** skills, while better reflecting curriculum and classroom practices
- Maintain or improve validity for predicting college success
- Maintain psychometric quality
- Maintain trend data
- Ensure changes will not exacerbate group differences

Total testing time: 3 hours and 35 minutes, including unscored 25-minute section

MATHEMATICS—THE CHANGE: ADD CONTENT FROM ALGEBRA II AND ELIMINATE QUANTITATIVE COMPARISONS

Enhanced SAT Math Section

Increase alignment with curriculum and admissions expectations

- 70 percent of all high school students finish Algebra II (or equivalent) by the end of their junior year
- 97 percent of college-bound students complete third year of math and 76 percent complete four or more years of math
- Most four-year colleges require three years of math for admission

Math	Current SAT	New SAT
Time	75 min. (Two 30-min. sections, one 15-min. section)	70 min. (Two 25-min. sections, one 20-min. section)
Content	Number and Operations Algebra I and Functions Geometry Statistics, Probability and Data Analysis	Number and Operations Algebra I, II and Functions Geometry Statistics, Probability and Data Analysis
Items	5-Choice Multiple-Choice Student-Produced Responses Quantitative Comparisons	5-Choice Multiple-Choice Student-Produced Responses
Score	M 200–800	M 200–800

CRITICAL READING—THE CHANGE: CHANGE NAME FROM VERBAL, ELIMINATE ANALOGIES, ADD DISCRETE READING PASSAGES

Revised SAT Verbal Section, Renamed Critical Reading

Strengthen alignment with instructional practices

- Students must be familiar with concepts such as genre and cause and effect, various rhetorical devices, and comparative arguments; must be able to recognize relationship among parts of a text.
- Reading passages taken from different fields:
 - Natural Sciences
 - Humanities
 - Social Science
 - Literary Fiction

Critical Reading	Current SAT	New SAT
Time	75 min. (Two 30-min. sections, one 15-min. section)	70 min. (Two 25-min. sections, one 20-min. section)
Content	Critical Reading Sentence Level Reading Analogical Reasoning	Critical Reading Sentence Level Reading
Items	Reading Comprehension Sentence Completions Analogies	Reading Comprehension Sentence Completions Paragraph Length Critical Reading
Score	V 200–800	CR 200–800

THE NEW WRITING COMPONENT—STUDENT-WRITTEN ESSAY, MULTIPLE-CHOICE: GRAMMAR, USAGE, AND WORD CHOICE

New SAT Writing Section

Improve predictive validity and encourage writing in schools

- Essay
 - Organize ideas, express ideas clearly, support main idea, use conventions of standard written English
- Multiple-Choice
 - Improve sentences and paragraphs, identify errors (diction, grammar, sentence construction, subject-verb agreement, proper word usage, wordiness)

Writing	Current SAT	New SAT
Time		50 to 55 minutes (To Be Announced)
Content	No Test Currently	Grammar, Usage, and Word Choice, Writing Process
Items	No Test Currently	Multiple-Choice Questions Student-Written Essay
Proposed Score		W 200–800

Scoring the Essay

- Scored by trained high school teachers and college professors who teach English, writing, or language arts courses
- Each test is scored independently by two readers on a 1–6 scale using a rubric similar to the one used for the SAT II: Writing Subject Test
 - If the two readers' scores differ by more than two points, the test is read by a third reader
 - Less than 2 percent of all scored essays require a third reader
- Essays will be scanned and distributed to readers via the Web

For the most updated information on the new SAT: www.collegeboard.com/newsat

ESSAY SCORE 1–6: CURRENT SAT II: WRITING TEST

Score of 6

A paper in this category demonstrates clear and consistent competence, though it may have occasional errors. Such a paper:

- effectively and insightfully addresses the writing task
- is well organized and fully developed, using clearly appropriate examples to support ideas
- displays consistent facility in the use of language, demonstrating variety in sentence structure and range of vocabulary

Score of 5

A paper in this category demonstrates reasonably consistent competence, though it will have occasional errors or lapses in quality. Such a paper:

- effectively addresses the writing task
- is generally well organized and well developed, using appropriate examples to support ideas
- displays facility in the use of language, demonstrating some syntactic variety and range of vocabulary

Score of 4

A paper in this category demonstrates adequate competence with occasional errors and lapses in quality. Such a paper:

- addresses the writing task
- is organized and adequately developed, using examples to support ideas
- displays adequate but inconsistent facility in the use of language, presenting some errors in grammar or diction
- presents minimal sentence variety

Score of 3

A paper in this category demonstrates developing competence. Such a paper may contain one or more of the following weaknesses:

- inadequate organization or development
- inappropriate or insufficient details to support ideas
- an accumulation of errors in grammar, diction, or sentence structure

Score of 2

A paper in this category demonstrates some incompetence. Such a paper is flawed by one or more of the following weaknesses:

- poor organization
- thin development
- little or inappropriate detail to support ideas
- frequent errors in grammar, diction, and sentence structure

Score of 1

A paper in this category demonstrates incompetence. Such a paper is seriously flawed by one or more of the following weaknesses:

- very poor organization
- very thin development
- usage and syntactical errors so severe that meaning is somewhat obscured

Essays that appear to be off topic or that pose unusual challenges in handwriting or other areas should be given to the Table Leader.



The New SAT®

Writing Section

Critical Reading Section

Mathematics Section

Resources

The New PSAT/NMSQT®

SAT Development Committees

For Curriculum Specialists

Become an Essay Reader

Research

Commentary

SAT Facts

History of the SAT

Education in America

Contact Us

Institutions Requiring Writing Section

The following institutions will require a standardized writing test for admission beginning with the entering class of 2006.

Please complete this form if your institution has already made a decision to require writing, and would like to be added to this list.

- Adelphi University, Garden City, NY
- American University, Washington, D.C.
- Appalachian State University, Boone, NC
- Austin College, Sherman, TX
- Ball State University, Muncie, IN
- Bentley College, Waltham, MA
- Boston College, Boston, MA
- Boston University, Boston, MA
- California Institute of Technology, Pasadena, CA
- Carnegie Mellon University, Pittsburgh, PA
- Chapman University, Orange, CA
- Claremont McKenna College, Claremont, CA
- Clemson University, Clemson, SC
- Cornell University, Ithaca, NY
- DePauw University, Greencastle, IN
- Drexel University, Philadelphia, PA
- Duquesne University, Pittsburgh, PA
- East Carolina University, Greenville, NC
- Elizabeth City State University, Elizabeth City, NC
- Emory University, Atlanta, GA
- Fayetteville State University, Fayetteville, NC
- Fisk University, Nashville, TN
- Framingham State College, Framingham, MA
- Furman University, Greenville, SC
- Georgia Institute of Technology, Atlanta, GA
- Harvard College, Cambridge, MA
- Harvey Mudd College, Claremont, CA
- Haverford College, Haverford, PA
- Hofstra University, Hempstead, NY
- Indiana University - Purdue University, Fort Wayne, IN
- Indiana University - Purdue University, Indianapolis, IN
- Indiana University - Bloomington, Bloomington, IN

Kalamazoo College, Kalamazoo, MI
Keene State College, Keene, NH
Lesley University, Cambridge, MA
Long Island University - C.W. Post Campus, Brookville, NY
Loyola Marymount University, Los Angeles, CA
Massachusetts College of Liberal Arts, North Adams, MA
Miami University, Oxford, OH
Michigan State University, East Lansing, MI
Midwestern State University, Wichita Falls, TX
North Carolina Agri/Tech State University, Greensboro, NC
North Carolina Central University, Durham, NC
North Carolina School of the Arts, Winston-Salem, NC
North Carolina State University, Raleigh, NC
Northwestern University, Evanston, IL
Northwood University - Midland, Midland, MI
Northwood University - West Palm Beach, West Palm Beach, FL
Northwood University - Cedar Hill, Cedar Hill, TX
Ohio State University, Columbus, OH
Ohio University, Athens, OH
Old Dominion University, Norfolk, VA
Oregon State University, Corvallis, OR
Pennsylvania State University, University Park, PA
Pepperdine University, Malibu, CA
Purdue University - Calumet, Hammond, IN
Purdue University - North Central, Westville, IN
Purdue University, West Lafayette, IN
Quinnipiac University, Hamden, CT
Rice University, Houston, TX
Rochester Institute of Technology, Rochester, NY
Rutgers, The State University of New Jersey, Piscataway, NJ
Saint Mary's College, Notre Dame, IN
Saint Michael's College, Colchester, VT
Shippensburg University, Shippensburg, PA
Southern New Hampshire University, Manchester, NH
Southwestern University, Georgetown, TX
Texas A&M University-Kingsville, Kingsville, TX
Texas Christian University, Fort Worth, TX
Tulane University, New Orleans, LA
United States Coast Guard Academy, New London, CT
United States Military Academy at West Point, West Point, NY
University of California, Berkeley, CA
University of California, Davis, CA
University of California, Irvine, CA
University of California, Los Angeles, CA (UCLA)
University of California, Riverside, CA
University of California San Diego, La Jolla, CA
University of California, Santa Barbara, CA

University of California, Santa Cruz, CA
University of Delaware, Newark, DE
University of Florida, Gainesville, FL
University of Illinois at Urbana - Champaign, Urbana, IL
University of La Verne, La Verne, CA
University of Maine - Orono, Orono, ME
University of Maryland - College Park, College Park, MD
University of Michigan, Ann Arbor, MI
University of North Carolina at Chapel Hill, Chapel Hill, NC
University of North Carolina at Charlotte, Charlotte, NC
University of North Carolina at Greensboro, Greensboro, NC
University of North Carolina at Wilmington, Wilmington, NC
University of North Carolina at Asheville, Asheville, NC
University of North Carolina at Pembroke, Pembroke, NC
University of Notre Dame, Notre Dame, IN
University of Rhode Island, Kingston, RI
University of San Diego, San Diego, CA
University of Southern Maine, Gorham, ME
University of Texas at Arlington, Arlington, TX
University of Texas at Austin, Austin, TX
University of Texas at Dallas, Richardson, TX
University of Vermont, Burlington, VT
University of Virginia, Charlottesville, VA
University of Washington, Seattle, WA
University of Wisconsin - Madison, Madison, WI
Valparaiso University, Valparaiso, IN
Wake Forest University, Winston-Salem, NC
Washington and Lee University, Lexington, VA
Western Carolina University, Cullowhee, NC
Winston-Salem State University, Winston-Salem, NC
Yale University, New Haven, CT

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