

Intro to the SAT-R

25 May 2015

What is Elite?



TEST PREPARATION • ACADEMIC TUTORING • COLLEGE CONSULTING

30,000 30-35 6 47 28

students / year

2400 perfect scores / year

countries

locations

years of experience

2015 – 2016 Acceptance Results

| | | | |
|------------------|----|-----------------------|-----|
| Harvard | 22 | Univ. of Pennsylvania | 23 |
| Princeton | 18 | Cal Tech | 11 |
| Yale | 14 | Dartmouth | 12 |
| Columbia | 17 | Johns Hopkins | 19 |
| Stanford | 24 | Cornell | 42 |
| Univ. of Chicago | 12 | Brown | 14 |
| MIT | 11 | UC Berkeley | 199 |
| NYU | 72 | UCLA | 205 |

Total Global: 2344

Total UC: 1374

Featured in:

THE WALL STREET JOURNAL

Los Angeles Times

ORANGE COUNTY
REGISTER

npr

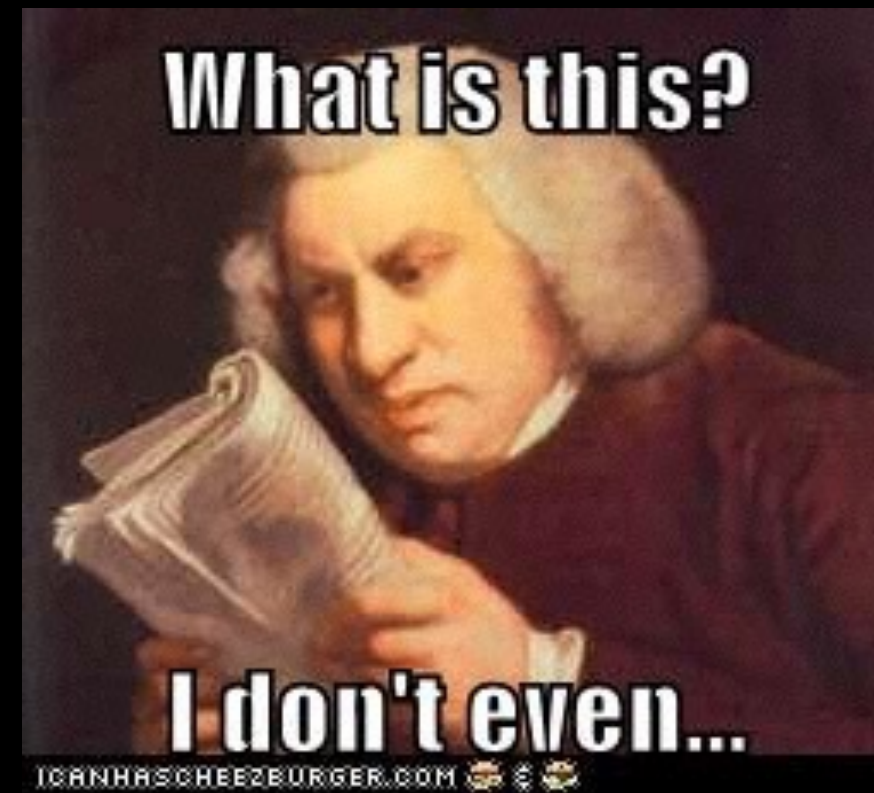
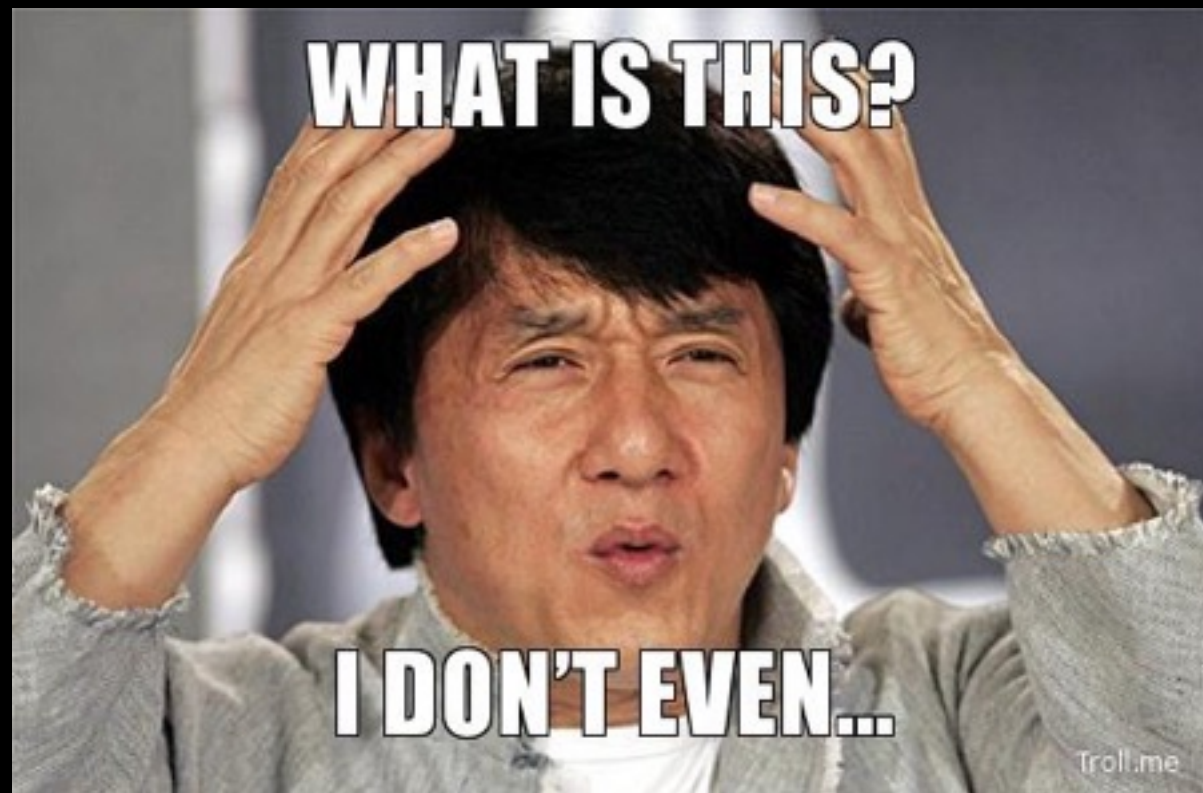


Affiliations:



Who is Edward Kim?

- 10 Years in Education - College Preparation
- 8 Years with Elite
- Top Instructor - PSAT/SAT
- Head Counselor - Undergraduate Admissions
- Center Director - Anaheim Hills, California



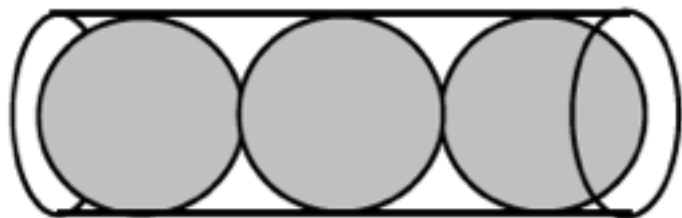
What is the SAT?!?



SAT vs ACT History

- SAT - Evolved from 1940s IQ tests
- Until 1990s, SAT = Coastal USA. ACT = Midwest
- SAT - Still a test of wits + tricks + speed.
- ACT - High School Exit Exam - What did you learn in HS?

Math



7. Three tennis balls with diameters of 6 centimeters each just fit inside a tennis-ball can. What is the volume of the can in cubic centimeters?

(A) 64π
(B) 108π
(C) 162π
(D) 216π
(E) 648π

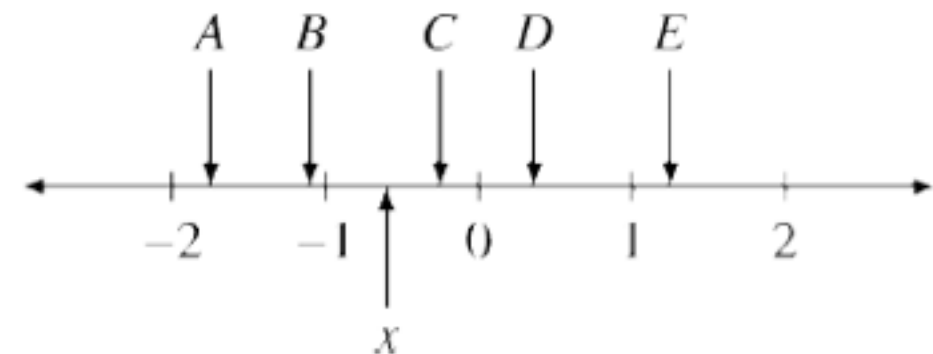
9. Ms. Dawson and Mr. Bennett both invested the same amount of money. One year later, the value of Ms. Dawson's investment had increased by 20%, and the value of Mr. Bennett's investment had decreased by 20%. If d represents the value of Ms. Dawson's investment after the increase and b represents the value of Mr. Bennett's investment after the decrease,

what is the value of $\frac{d}{b}$?

(A) 1.2
(B) 1.25
(C) 1.4
(D) 1.44
(E) 1.5

8. How many squares with sides of length 3 are needed so that their total area equals the area of a single square with sides of length 12?

- (A) 4
- (B) 8
- (C) 12
- (D) 16
- (E) 36



10. On the number line above, which point represents the value of x^2 ?

- (A) A
- (B) B
- (C) C
- (D) D
- (E) E

Critical Reading - Vocabulary

7. The politician's speech to the crowd was composed of nothing but -----, a bitter railing against the party's opponents.

- (A) digressions (B) diatribes (C) platitudes
(D) machinations (E) acclamations

8. Favoring economy of expression in writing, the professor urged students toward a ----- rather than an ----- prose style.

- (A) spare . . ornate
(B) terse . . opinionated
(C) personal . . academic
(D) baroque . . embellished
(E) repetitive . . intricate

Critical Reading - Text Comprehension

Questions 9-12 are based on the following passages.

Passage 1

Food has always been considered one of the most salient markers of cultural traditions. When I was a small child, food was the only thing that helped identify my family as Filipino American. We ate *pansit lug-lug* (a noodle dish) and my father put *patis* (salty fish sauce) on everything. However, even this connection lessened as I grew older. As my parents became more acculturated, we ate less typically Filipino food. When I was twelve, my mother took cooking classes and learned to make French and Italian dishes. When I was in high school, we ate chicken marsala and shrimp fra diablo more often than Filipino dishes like *pansit lug-lug*.

Passage 2

Jean Anthelme Brillat-Savarin—who in 1825 confidently announced, “Tell me what you eat, and I will tell you who you are”—would have no trouble describing cultural identities of the United States. Our food reveals us as tolerant adventurers who do not feel constrained by tradition. We “play with our food” far more readily than we preserve the culinary rules of our varied ancestors. Americans have no single national cuisine. What unites American eaters culturally is how we eat, not what we eat. As eaters, Americans mingle the culinary traditions of many regions and cultures. We are multiethnic eaters.

9. Which of the following statements best captures the relationship between the two passages?
- (A) Passage 1 notes problems for which Passage 2 proposes solutions.
 - (B) Passage 1 presents claims that are debunked by Passage 2.
 - (C) Passage 2 furnishes a larger context for the experiences described in Passage 1.
 - (D) Passage 2 provides an update of the situation depicted in Passage 1.
 - (E) Passage 2 uses material presented in Passage 1 to correct a popular misconception.

10. The author of Passage 2 would most likely regard the mother’s willingness to “make French and Italian dishes” (lines 9-10, Passage 1) as

- (A) laughably pretentious
- (B) understandably conservative
- (C) typically American
- (D) a regrettable compromise
- (E) a surprising attitude

11. The two passages differ in their discussions of food primarily in that Passage 1

- (A) considers specific dishes eaten by particular people, whereas Passage 2 comments on a culture’s general attitude toward eating
- (B) contrasts the cuisines of different cultures, whereas Passage 2 emphasizes culinary practices common to all cultures
- (C) presents an abstract theory of food, whereas Passage 2 offers a historical analysis of consumption
- (D) emphasizes the role of nostalgia in food preferences, whereas Passage 2 rejects that approach as overly sentimental
- (E) outlines some popular choices in cuisine, whereas Passage 2 underscores those that are more unusual

12. Unlike the author of Passage 2, the author of Passage 1 makes significant use of

- (A) direct quotation
- (B) sociological analysis
- (C) hypothetical assumptions
- (D) historical sources
- (E) personal experience

Writing - Grammar

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

EXAMPLE:

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

- (A) and she was sixty-five years old then
- (B) when she was sixty-five
- (C) at age sixty-five years old
- (D) upon the reaching of sixty-five years
- (E) at the time when she was sixty-five

(A) (B) (C) (D) (E)

1. The library is older than it but still just as beautiful as the courthouse.
- (A) older than it but still just as beautiful as the courthouse
 - (B) older and it is just as beautiful as the courthouse
 - (C) older than the courthouse; it is just as beautiful as it
 - (D) older than the courthouse but just as beautiful
 - (E) just as beautiful as the courthouse and it is older than it

2. Winslow Homer, one of America's foremost artists, spent his last 27 years and painted on the scenic Maine coast.
- (A) spent his last 27 years and painted
 - (B) spent his last 27 years having painted
 - (C) spent his last 27 years painting
 - (D) having spent his last 27 years doing his painting
 - (E) spending his last 27 years painting
3. Researchers are experimenting with various techniques for preventing the accumulation in water of high levels of nitrogen, which can kill plants and animals.
- (A) nitrogen, which can kill plants and animals
 - (B) nitrogen; plants and animals can be killed
 - (C) nitrogen, that is what can kill plants and animals
 - (D) nitrogen, they could kill plants and animals
 - (E) nitrogen, and they can kill plants and animals
4. When the news spread how new goldfields were discovered in Nome, Alaska, thousands abandoned Dawson, the site of the previous gold rush.
- (A) how new goldfields were discovered
 - (B) how there was discovery of new goldfields
 - (C) about new goldfields, which they discovered
 - (D) about new goldfields, and they were discovered
 - (E) about new goldfields that had been discovered
5. When the Berlin Wall, long a symbol of the Cold War, began to be torn down in 1989, five million people went to Berlin to celebrate that.
- (A) to celebrate that
 - (B) for its celebration
 - (C) to celebrate
 - (D) in celebration of that
 - (E) in celebrating

The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice E. In choosing answers, follow the requirements of standard written English.

EXAMPLE:

The other delegates and him immediately
 A B C
 accepted the resolution drafted by the
 D
 neutral states. No error
 E

(A) (B) (C) (D) (E)

12. The country found that its economy was growing
 A
more stronger, with an improved outlook and more
 B C
 opportunities for training and employment. No error
 D E
13. The iris, the colored part of the eye, contains delicate
 A
 patterns that are unique to each person, offering a
 B C
 powerful means of identification. No error
 D E

14. The newly elected Prime Minister, to the dismay
 A B
 of opponents from other parties, have argued for
 C
the strict regulation of campaign financing. No error
 D E
15. Studies have suggested that eating nuts—almonds
 A
 in particular—might help to lower blood cholesterol
 B
 levels in humans and reducing the risk of heart disease
 C
by protecting the blood vessels. No error
 D E
16. In English literature James Boswell is the prime
 A
 example of a biographer who, by ensuring the
 B
 immortality of another author, has achieved
 C
 immortality for himself. No error
 D E
17. Because the garden was untended, the windows
 A
had no shutters, and the lawn overrun by weeds,
 B C
 people passing by the old house assumed that
 D
 it was unoccupied. No error
 E

Writing - Essay

Think carefully about the issue presented in the following excerpt and the assignment below.

A colleague of the great scientist James Watson remarked that Watson was always “lounging around, arguing about problems instead of doing experiments.” He concluded that “There is more than one way of doing good science.” It was Watson’s form of idleness, the scientist went on to say, that allowed him to solve “the greatest of all biological problems: the discovery of the structure of DNA.” It is a point worth remembering in a society overly concerned with efficiency.

Adapted from John C. Polanyi, “Understanding Discovery”

Assignment: Do people accomplish more when they are allowed to do things in their own way? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

SUMMARY OF RESULTS

Congratulations on taking the SAT! You're showing colleges that you're serious about getting an education.

The SAT is one indicator of how ready you are to handle college-level work. The test measures the critical thinking skills that you learned in school and that will help you succeed in college.


[Learn more about who takes the SAT.](#)

[Understanding Your Score Report](#)

CRITICAL READING: 800

RANGE



When you take a test more than once, your scores may vary. This expected variation is considered your score range .

National Percentile: 99%

MATHEMATICS: 800

RANGE



CRITICAL READING

SENTENCE COMPLETION

PASSAGE-BASED READING

TOTAL

| | TOTAL QUESTIONS | CORRECT ANSWERS | INCORRECT ANSWERS | OMITTED ANSWERS |
|-----------------------|--------------------|--------------------|----------------------|--------------------|
| SENTENCE COMPLETION | 19 | 19 | 0 | 0 |
| PASSAGE-BASED READING | 48 | 47 | 1 | 0 |
| TOTAL | 67 | 66 | 1 | 0 |

More on Critical Reading: [Your Score Details](#) | [Compare Your Score](#)

MATHEMATICS

NUMBERS & OPERATIONS

| | TOTAL QUESTIONS | CORRECT ANSWERS | INCORRECT ANSWERS | OMITTED ANSWERS |
|----------------------|--------------------|--------------------|----------------------|--------------------|
| NUMBERS & OPERATIONS | 11 | 11 | 0 | 0 |

What's a “good”
score?



UC Berkeley

| | |
|-----------------------------|--------------|
| Admit rate — Overall | 17.3% |
|-----------------------------|--------------|

| | |
|----------|--------|
| › Admits | 12,795 |
|----------|--------|

| | |
|--------------|--------|
| › Applicants | 73,771 |
|--------------|--------|

| | |
|--------------------------------------|-------|
| › California Residents (% of admits) | 65.6% |
|--------------------------------------|-------|

Averages

| | |
|-------------------|------|
| › High School GPA | 4.18 |
|-------------------|------|

| | |
|-----------------------|----|
| › ACT Composite Score | 31 |
|-----------------------|----|

| | |
|------------------------|-----|
| › SAT Critical Reading | 677 |
|------------------------|-----|

| | |
|-------------------|-----|
| › SAT Mathematics | 703 |
|-------------------|-----|

| | |
|---------------|-----|
| › SAT Writing | 691 |
|---------------|-----|

UCLA

| | |
|-----------------------------|--------------|
| Admit rate — Overall | 18.2% |
|-----------------------------|--------------|

| | |
|----------|--------|
| › Admits | 15,760 |
|----------|--------|

| | |
|--------------|--------|
| › Applicants | 86,521 |
|--------------|--------|

| | |
|--------------------------------------|-------|
| › California Residents (% of admits) | 57.9% |
|--------------------------------------|-------|

Averages

| | |
|-------------------|------|
| › High School GPA | 4.17 |
|-------------------|------|

| | |
|-----------------------|----|
| › ACT Composite Score | 30 |
|-----------------------|----|

| | |
|------------------------|-----|
| › SAT Critical Reading | 675 |
|------------------------|-----|

| | |
|-------------------|-----|
| › SAT Mathematics | 703 |
|-------------------|-----|

| | |
|---------------|-----|
| › SAT Writing | 689 |
|---------------|-----|

UCLA

SAT Reasoning Test - Composite

The composite score of the SAT Reasoning test is the sum of the three sections above.

| score | # of applicants | % of all applicants | # of admits | admit rate | % of all admits | # enrolled | enroll rate | % of all enrolled |
|---------------|-----------------|---------------------|-------------|------------|-----------------|------------|-------------|-------------------|
| 2,100 - 2,400 | 14,458 | 20.61% | 7,502 | 51.89% | 54.80% | 1,829 | 24.38% | 36.26% |
| 1,800 - 2,090 | 27,357 | 39.01% | 4,283 | 15.66% | 31.28% | 1,924 | 44.92% | 38.14% |
| 1,500 - 1,790 | 18,343 | 26.15% | 1,550 | 8.45% | 11.32% | 1,016 | 65.55% | 20.14% |
| 1,200 - 1,490 | 8,464 | 12.07% | 352 | 4.16% | 2.57% | 272 | 77.27% | 5.39% |
| below 1,200 | 1,514 | 2.16% | 4 | 0.26% | 0.03% | 3 | 75.00% | 0.06% |

| score percentiles | applicants | | admits | | enrolled | |
|-------------------|------------|-------|--------|-------|----------|-------|
| | 25th | 75th | 25th | 75th | 25th | 75th |
| | 1,640 | 2,060 | 1,940 | 2,240 | 1,790 | 2,150 |

UC Irvine

| | |
|-----------------------------|--------------|
| Admit rate — Overall | 35.4% |
|-----------------------------|--------------|

| | |
|----------|--------|
| › Admits | 23,573 |
|----------|--------|

| | |
|--------------|--------|
| › Applicants | 66,508 |
|--------------|--------|

| | |
|--------------------------------------|-------|
| › California Residents (% of admits) | 73.8% |
|--------------------------------------|-------|

Averages

| | |
|-------------------|------|
| › High School GPA | 4.05 |
|-------------------|------|

| | |
|-----------------------|----|
| › ACT Composite Score | 27 |
|-----------------------|----|

| | |
|------------------------|-----|
| › SAT Critical Reading | 596 |
|------------------------|-----|

| | |
|-------------------|-----|
| › SAT Mathematics | 654 |
|-------------------|-----|

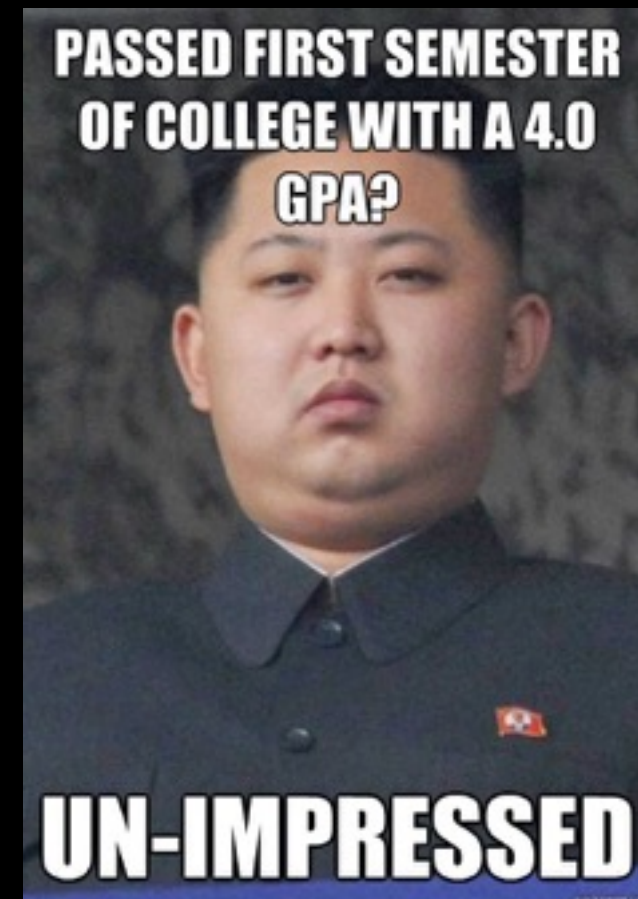
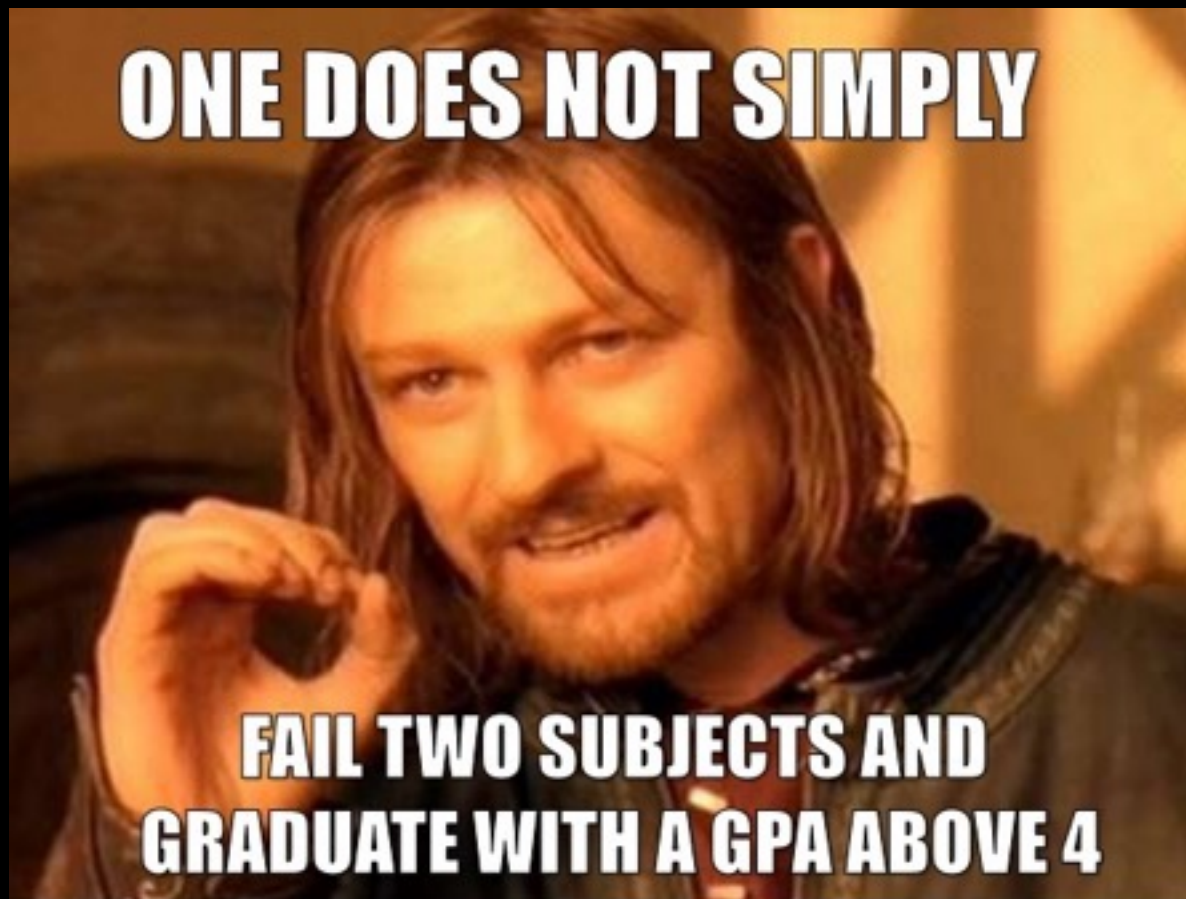
| | |
|---------------|-----|
| › SAT Writing | 617 |
|---------------|-----|

Basic Summary

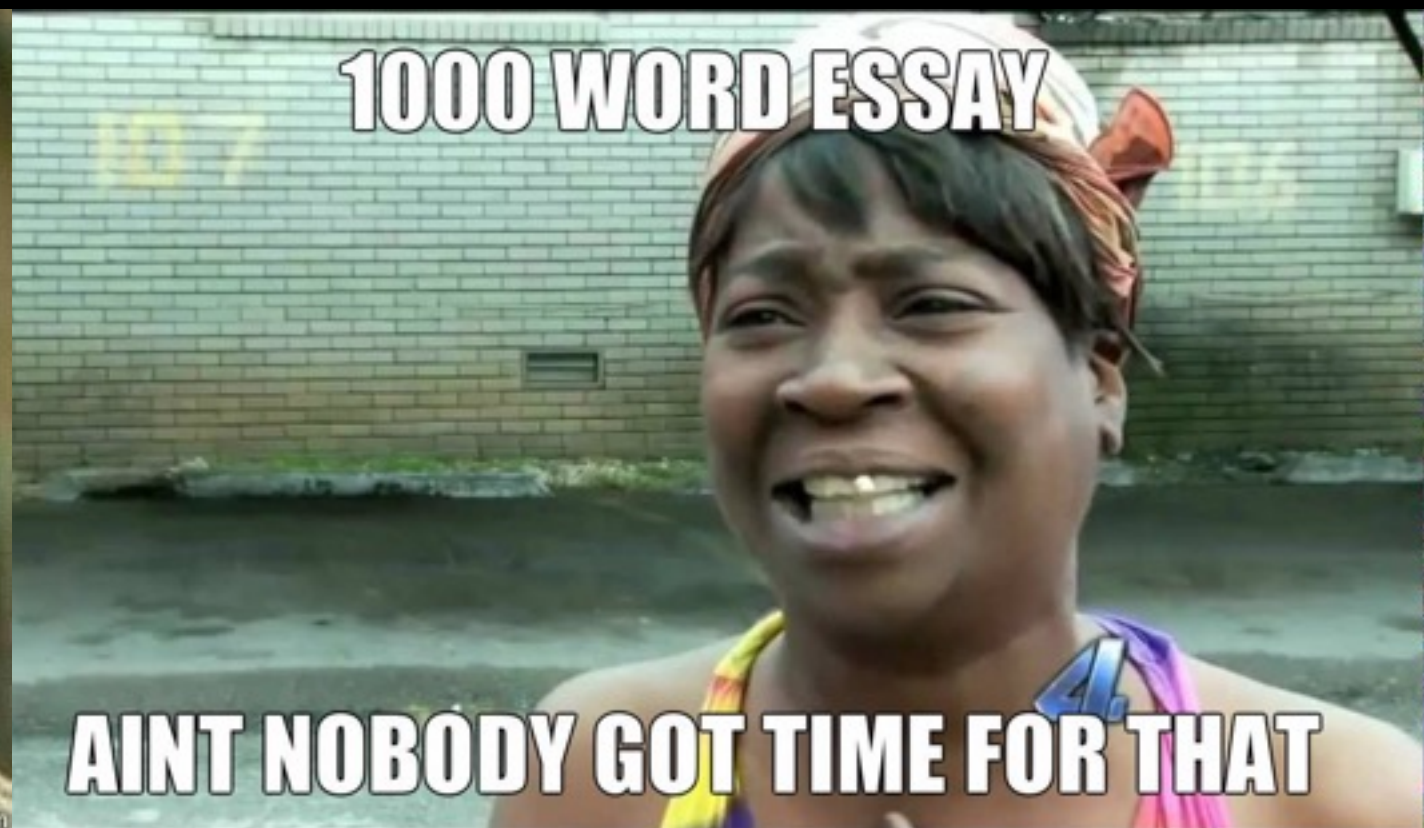
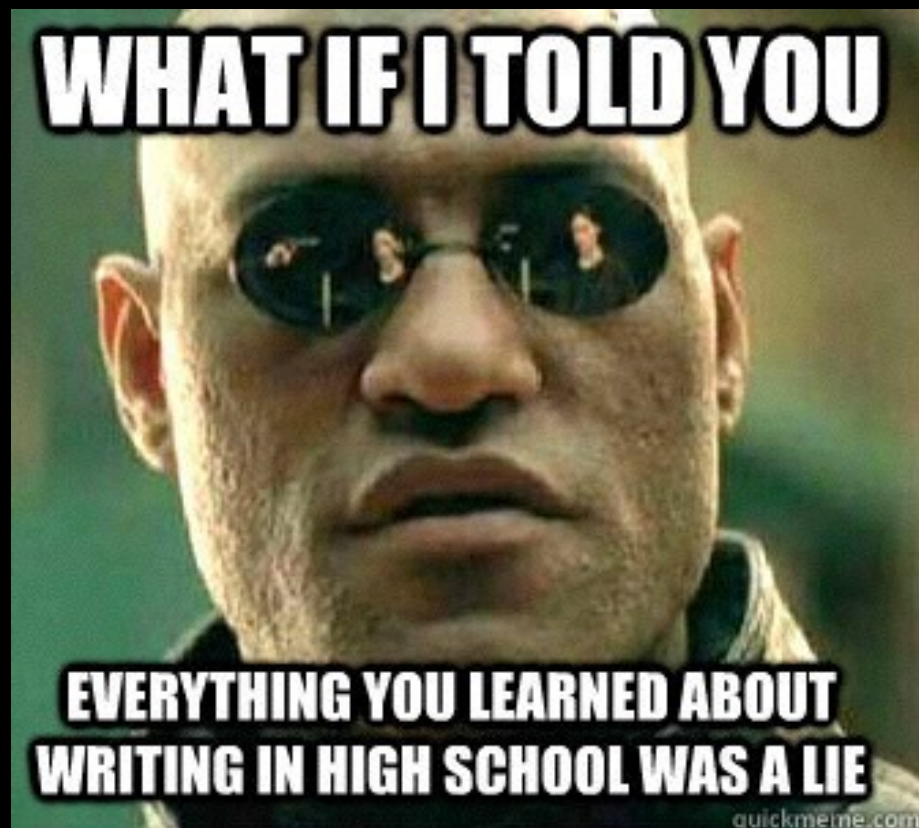
- Ivy Leagues? 2200 (730+/section)
- Top 50? 1800+ (600/section)
- Below? Why are you studying?

Which section scores
are most important?

***Critical Reading*: Freshman GPA.**



Essay: Writing Reference.



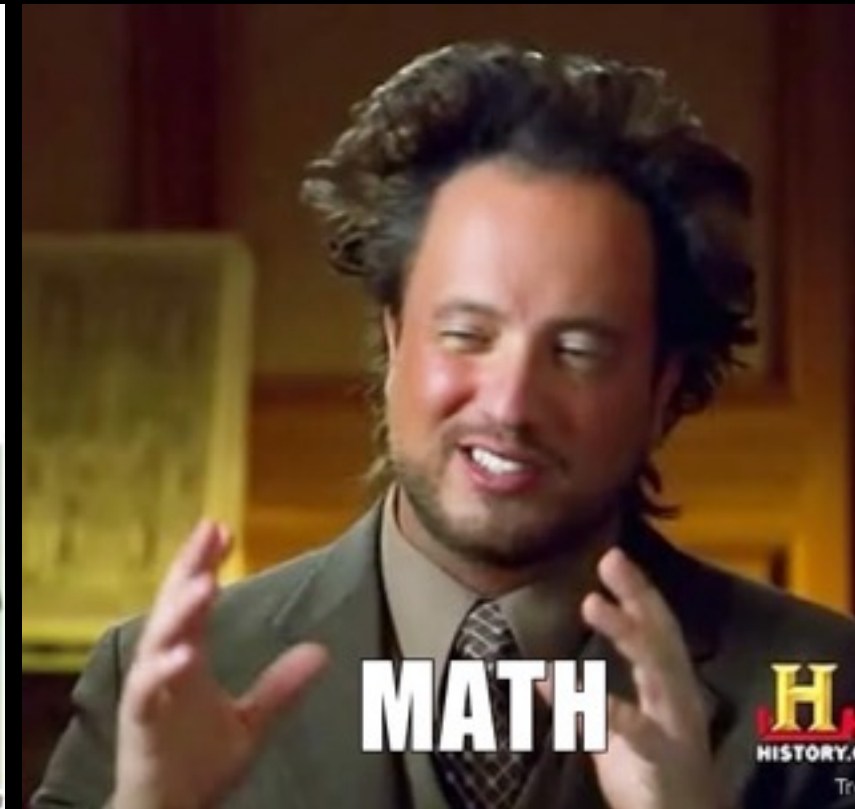
Math: Everyone Aces It.

HOW TO DO MATH:

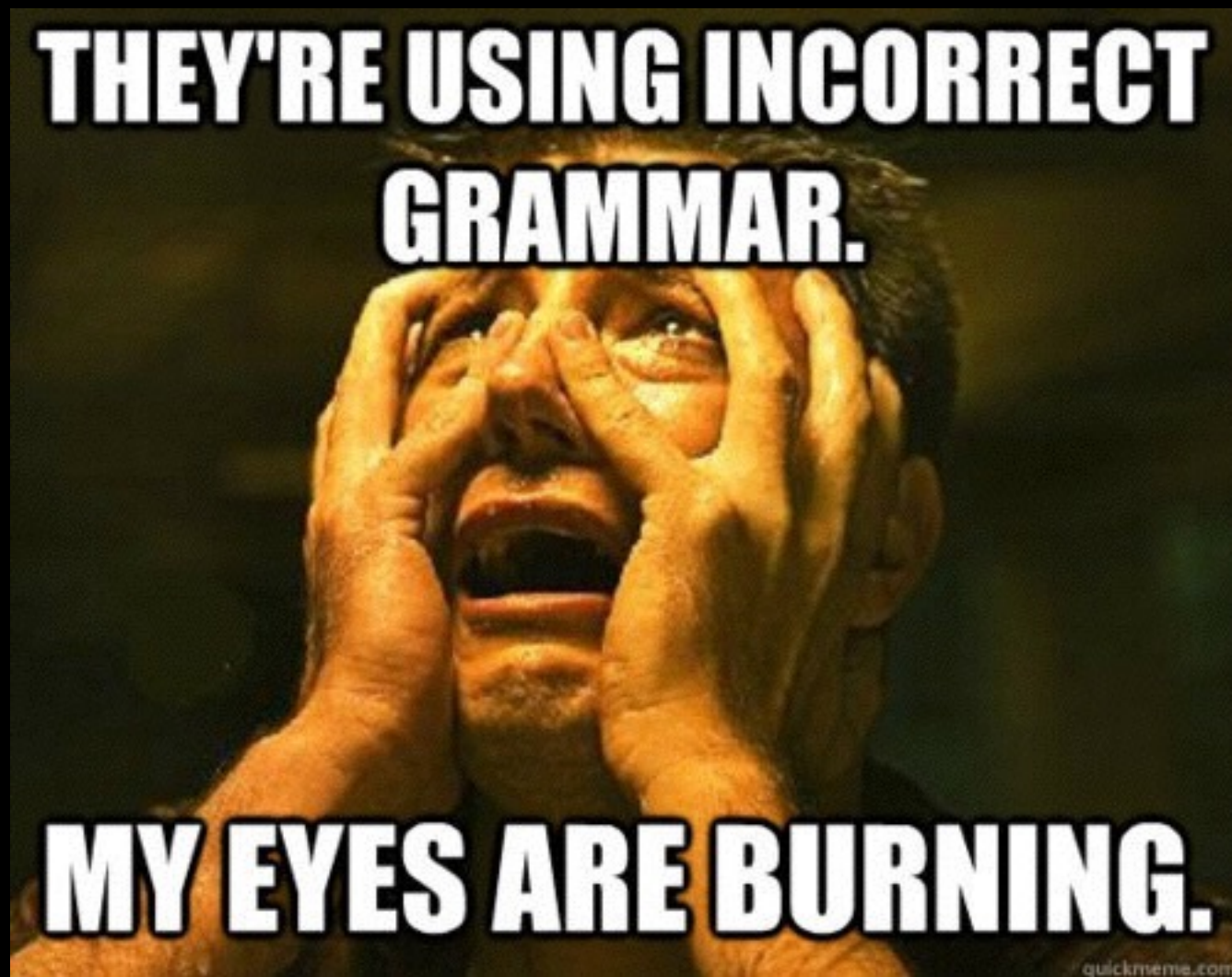


$$\int_{-\infty}^{\infty} e^{-x^2} dx = \sqrt{\pi}$$
$$f(x) = a_0 + \sum_{n=1}^{\infty} \left(a_n \cos \frac{n\pi x}{L} + b_n \sin \frac{n\pi x}{L} \right)$$
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

FIRST REACTION



Grammar: Quickest Gains.



Student Application Weight Breakdown

- GPA: 35-45%
- SAT-R: 30-40%
- SAT-S: 15-25%
- AP/IB 5-10%
- Activities - NOT as important as you think, often NOT looked at
- Teacher Evaluations: 5-10%
- Interviews: 2-5%
- Application Essays: +/-

Activities - But Why?

- Recruited Talent (National): 30%+
- Top 10 (4.5/2300): 10-15%
- Top 20 (4.4/2250): 8-12% (UCB)
- Top 30 (4.3/2200): 5-8% (UCLA)
- Top 40 (4.2/2100): 2-3% (UCI)

1. Maximize your GPA
2. Three Chances to Finish SAT before Changeover

Take a Diagnostic Test



| | |
|------------------------------------|---|
| SECTION 2: Critical Reading | |
| Answer Key: | AACAEDBAAEBDCDCDEEDBDEA |
| | 123456789012345678901234567890123456789 |
| Your Answer: | +++++C++++ |
| SECTION 3: Math | |
| Answer Key: | AEBDCACA |
| | 123456789012345678901234567890123456789 |
| Your Answer: | +++++ |
| SECTION 4: Writing | |
| Answer Key: | BEBCCCDCAEBDADEECACCCCEBACDEBACDEE |
| | 123456789012345678901234567890123456789 |
| Your Answer: | +++++A++A+++++E+++++D+++++ |
| SECTION 5: Critical Reading | |
| Answer Key: | CEDACAECBEBDECDEABBEEDCC |
| | 123456789012345678901234567890123456789 |
| Your Answer: | ++E+++++ |
| SECTION 7: Math | |
| Answer Key: | CDDCBDCCADCEACECDBAE |
| | 123456789012345678901234567890123456789 |
| Your Answer: | +++++ |
| SECTION 8: Critical Reading | |
| Answer Key: | EDDCDDAECEABBEAED |
| | 123456789012345678901234567890123456789 |
| Your Answer: | +++++C+++ |
| SECTION 9: Math | |
| Answer Key: | BABEDDBCBBAEDC |
| | 123456789012345678901234567890123456789 |
| Your Answer: | +++++ |
| SECTION 10: Writing | |
| Answer Key: | BBCDBBADBEEAED |
| | 123456789012345678901234567890123456789 |
| Your Answer: | +++++ |

SAT Reasoning Scores

| | |
|---------------|-------------|
| Math | 800 |
| Crit. Reading | 800 |
| Writing | 710 |
| Total | 2310 |

SECTION 3: MATH Student-Produced Responses

| | Your Answer | Correct Answer |
|-----|-------------|-----------------|
| 9: | 2/5 + | 2/5; .4 |
| 10: | 128 + | 128 |
| 11: | 2400 + | 2400 |
| 12: | 3 + | 3 |
| 13: | 8/3 + | 8/3; 2.66; 2.67 |
| 14: | 25 + | 22.5<X<27.5; 45 |
| 15: | 24 + | 24 |
| 16: | 10 + | 10 |
| 17: | 8 + | 8 |
| 18: | 70 + | 70 |

KEY TO THE ANSWER REPORT

- +** Your answer was correct
- A-E** Letter of your choice if your answer was incorrect.
- X** Your grid-in answer was incorrect
- O** You omitted the question

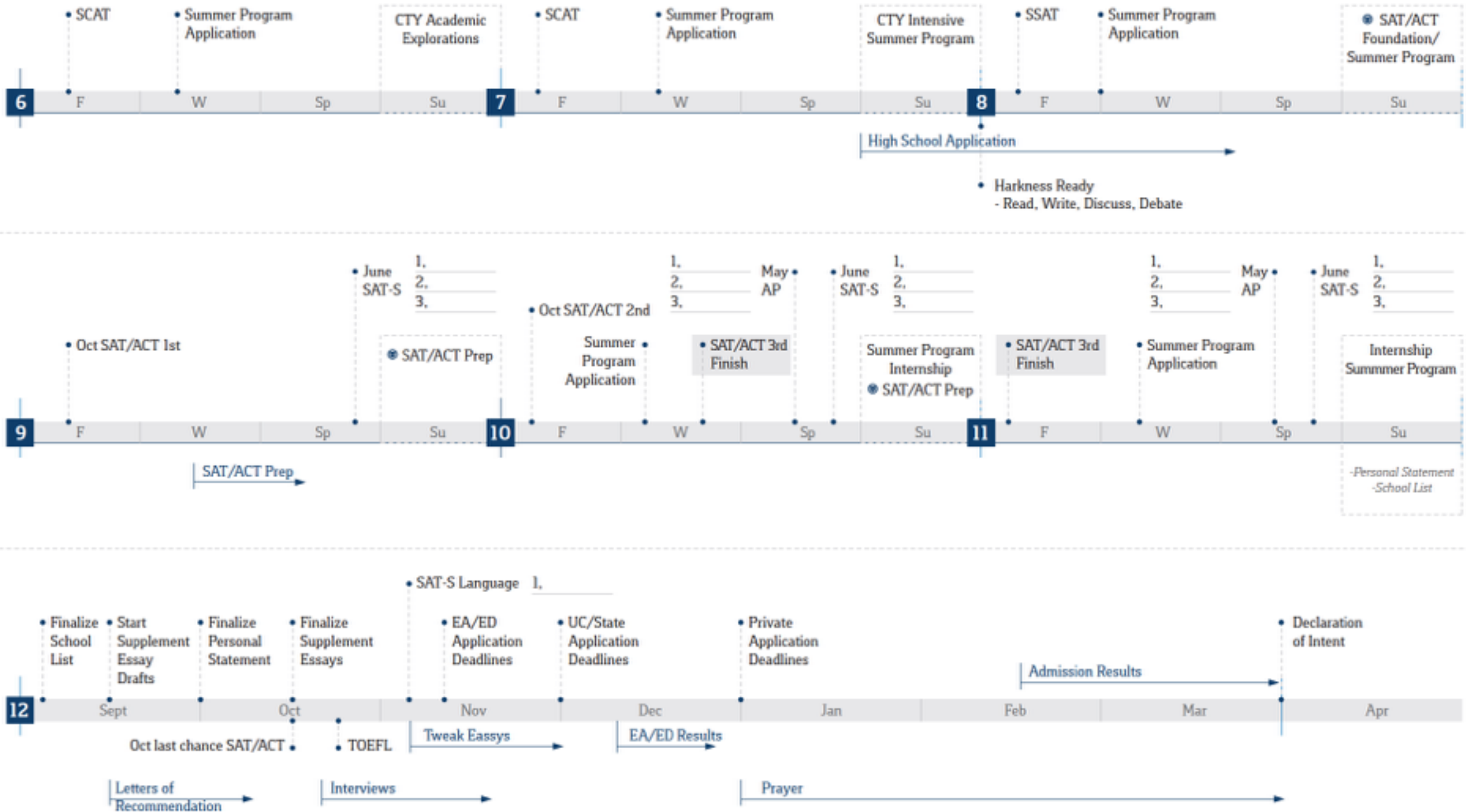
<http://www.eliteprep.com>

| | | | | | |
|-----------------|------------------------------------|------------------------------------|-----------------------|----------------|----------|
| ANALYSIS | MATH | CRIT. READING | WRITING | Essay: | 7 |
| | Correct: 54 | Correct: 64 | Mult. Choice | Correct: | 45 |
| | Incorrect: 0 | Incorrect: 3 | | Incorrect: | 4 |
| | Omitted: 0 | Omitted: 0 | | Omitted: | 0 |
| | Raw Score: 54 | Raw Score: 63 | | Raw Score: | 422 |
| | Question Types | Question Types | Question Types | | |
| | Number/Operations 12 of 12 (100%) | Sentence Completion 18 of 19 (95%) | Error Correction | 16 of 18 (89%) | |
| | Algebra/Functions 22 of 22 (100%) | Direct Comprehension 8 of 8 (100%) | Sentence Improvement | 23 of 25 (92%) | |
| | Geometry/Meaning 14 of 14 (100%) | Purpose 16 of 16 (100%) | Paragraph Improvement | 6 of 6 (100%) | |
| | Data Anal/Stats/Prob 6 of 6 (100%) | Inference 14 of 15 (93%) | | | |
| | | Passage Comparison 4 of 4 (100%) | | | |
| | | Style/Tone 2 of 2 (100%) | | | |
| | | Vocab. in Context 2 of 3 (67%) | | | |



Know ACCURATELY
What Lies Ahead

Action Plan Worksheet



Q&A