

Questions

- a. We can draw that the SAT exam results show disparities in test scores between different racial and ethnic groups. The data showed that Black and Hispanic students, on average, scored lower on the SAT than white and Asian students. These disparities could be connected to systemic inequalities and biases in the education system, such as underfunded schools. This information didn't really surprise us, this has been a well known occurrence with a lot of data being presented on this topic; and in general there is a historic pattern of marginalized groups facing discrimination and unequal access to opportunities, often education being a primary example of unequal access for opportunities;
- b. Without the context of systemic racism, the data presented could be used for misinformation in a number of ways. Take it that someone might use the data to argue that certain racial or ethnic groups are inherently less intelligent or capable, based solely on the average test scores or educational attainment levels of those groups. Those types of arguments would ignore the many social and economic factors that contribute to disparities in educational outcomes, such as poverty, discrimination, unequal access to resources and opportunities, and historical oppression. By presenting the data without this context, it could be used to perpetuate harmful stereotypes and justify discriminatory policies or practices.
- c. There are limitations to this data; there are different standards throughout the world for how you prepare for an exam like this, and if it costs money to actually take the SAT. In America, they have a school sanctioned exam that you do not have to pay for to take the SAT, but in other countries, you have to pay for the exam no matter the circumstances. The SAT data provides information strictly on students who took the exam, so it probably is not representative of the entire student population in a given region. Additionally, the American Community Survey data is based on self-reported responses from a sample of households, so it may not be a completely accurate representation of the entire population. The datasets can miss important information that could help provide a better picture of the educational and economic disparities among different racial and ethnic groups – the datasets do not provide information on the quality of schools in different regions, which can play a significant role in determining educational outcomes. Also, the datasets do not provide information on other factors that could contribute to disparities, such as access to resources, discrimination, and historical inequities.
- d. Depending on the sort of audience, each of these types of audiences can promote change in different ways. The college board could take steps to improve the exam's accessibility or revise it to be more culturally sensitive in order to serve students from underrepresented populations more effectively. Media and advocacy groups can work to bring about meaningful change by bringing attention to these inequities. Finally, state/federal agencies might assist in training educators to challenge curriculum and

promote a diversity of viewpoints. With the use of this knowledge, they could all take steps to combat socioeconomic discrimination and inequality and correct it.