

DSI : Project 1

Un-standardizing Ourselves

By : Krisgun Chirasanta

README_KrisgunChirasanta.md



Name :

Krisgun Chirasanta

Experience :



Engineer



Business Analyst

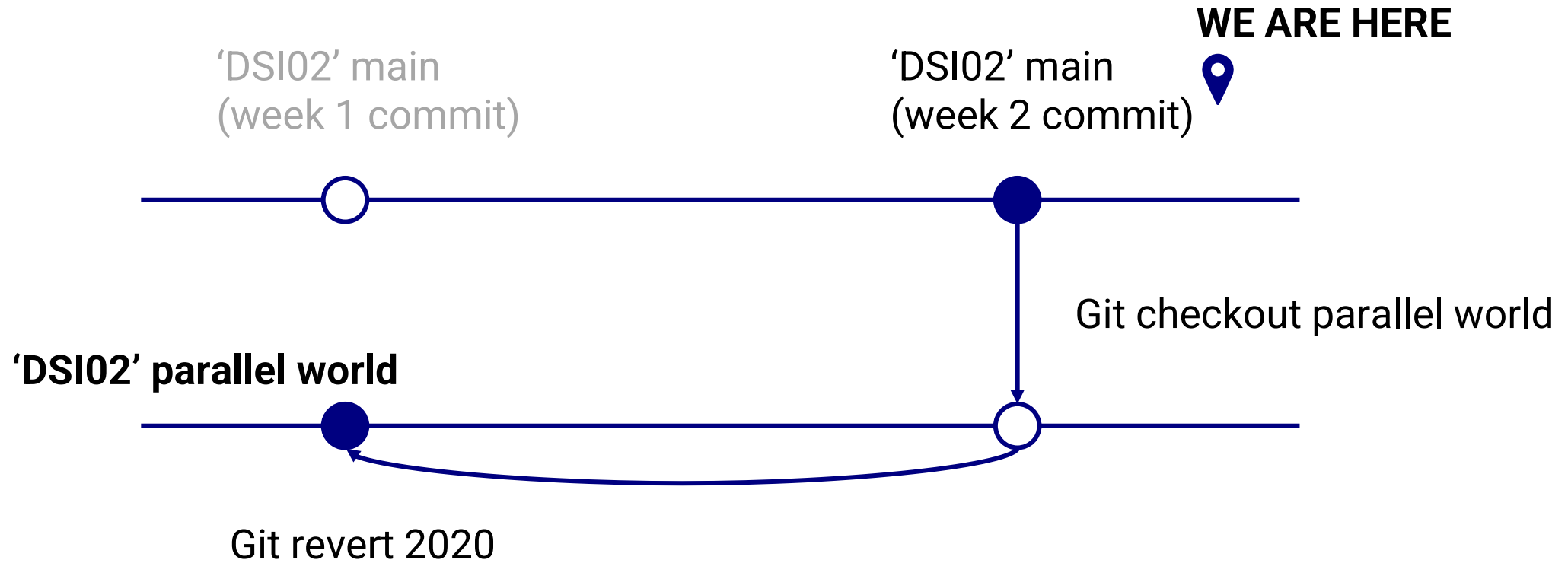


Data Scientist (Loading..)

Position in project :

A representative of students proposing for an extension of the 'one-year test optional' college admission policy to University/College admission board members, in order to ensure fairness of opportunity for students everywhere

Project Background



Problem Statement

Standardized test is an unreliable measurement of student's potential

- Standardized tests originates back thousands of years ago
- Measuring tool for human potential all over the world – pro athletes, primary school students, corporate employees, and university application
- As the technology progresses and human skillsets diversify, generic standardize tests (such as SAT / ACT) become more and more unreliable

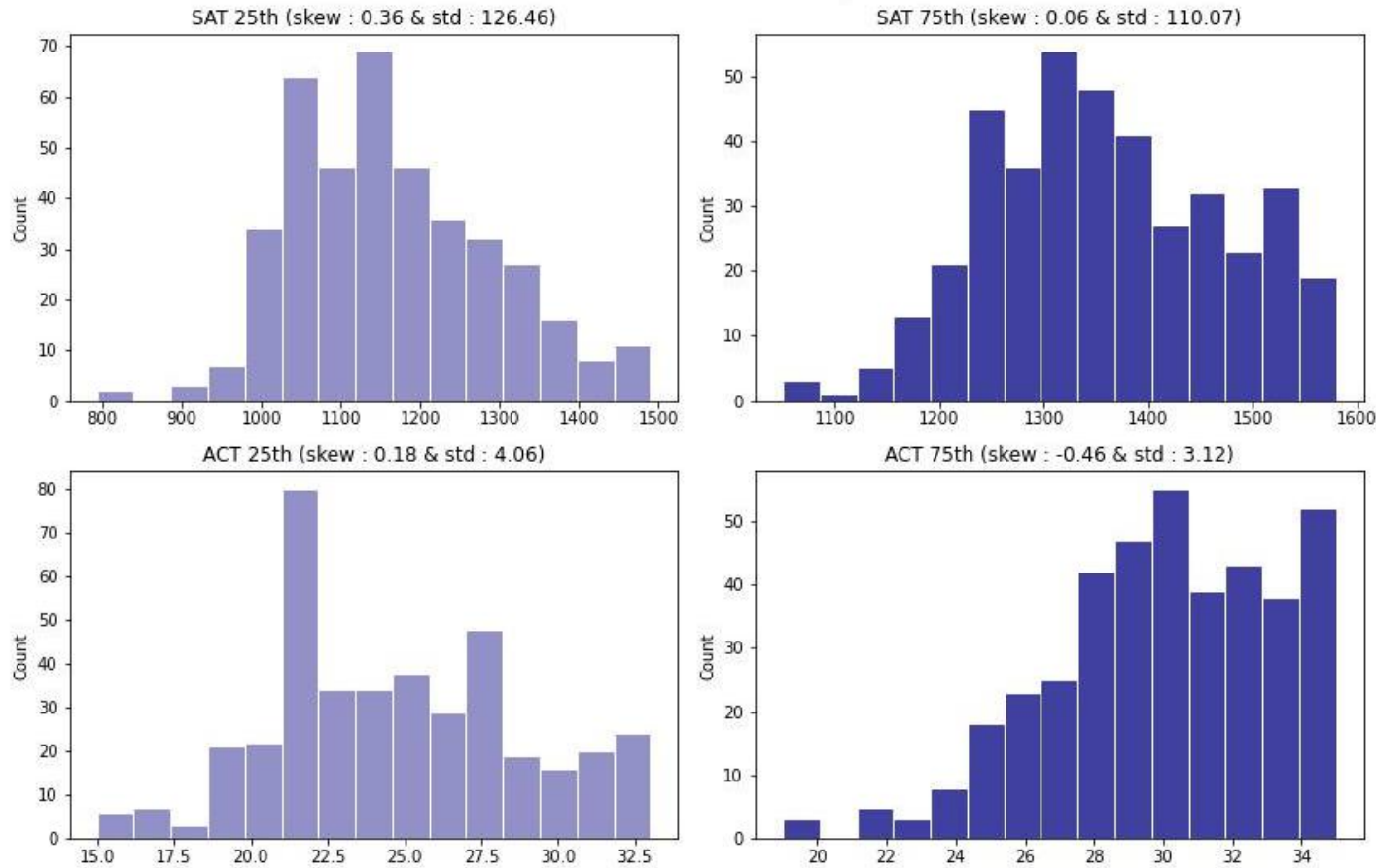
Proposal:

“The one-year policy of ‘Test Optional’ college admission requirement for the SAT / ACT should be extended and applied throughout the US”

SAT/ACT are differently similar

Over 1,800 college majors and only 3-4 subjects in SAT / ACT (both differently over simplified)

Distribution of university accepted SAT/ACT scores in 2019, 25th and 75th quartile



- College majors added every year with new skillsets becoming more and more relevant (e.g. Data literacy)

“SAT/ACT does not measure new skillsets well”

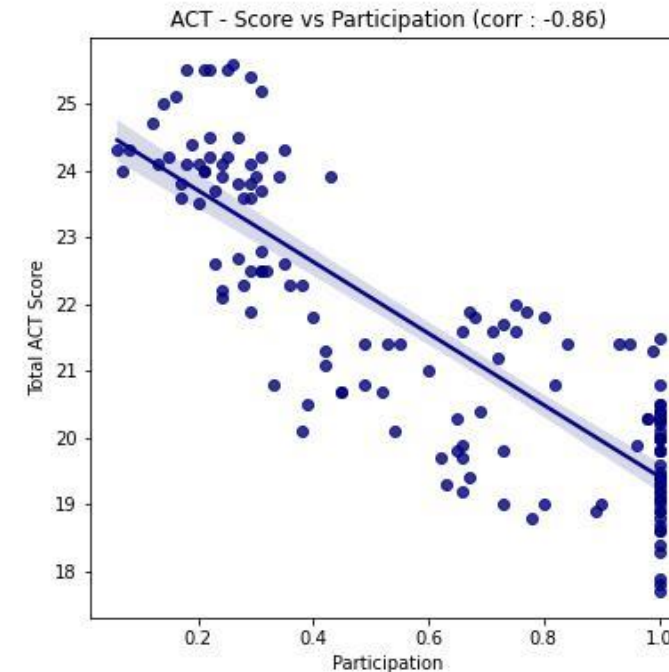
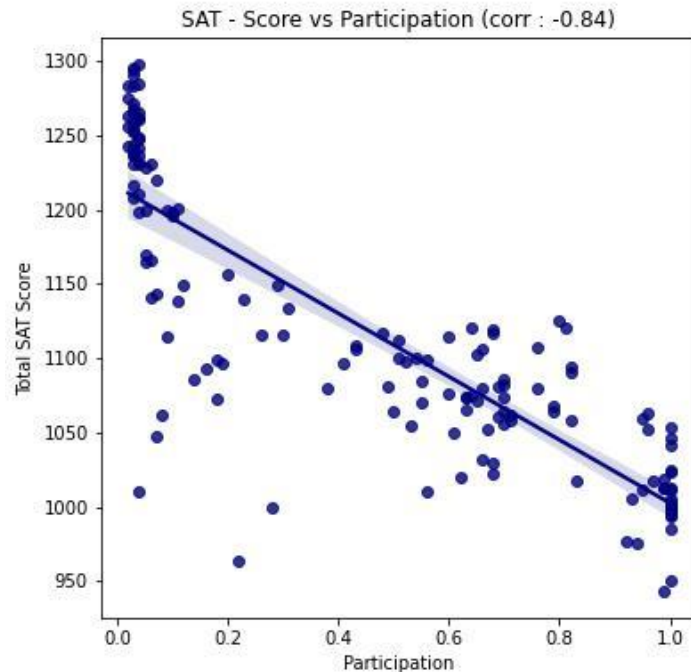
- 25th quartile and 75th quartile distributed differently

“Suggests differences in difficulty”

SAT/ACT favor people with choices

Different individuals do better in one test over the other`

Participation vs Score for SAT / ACT in each state (2017-19 avg.)



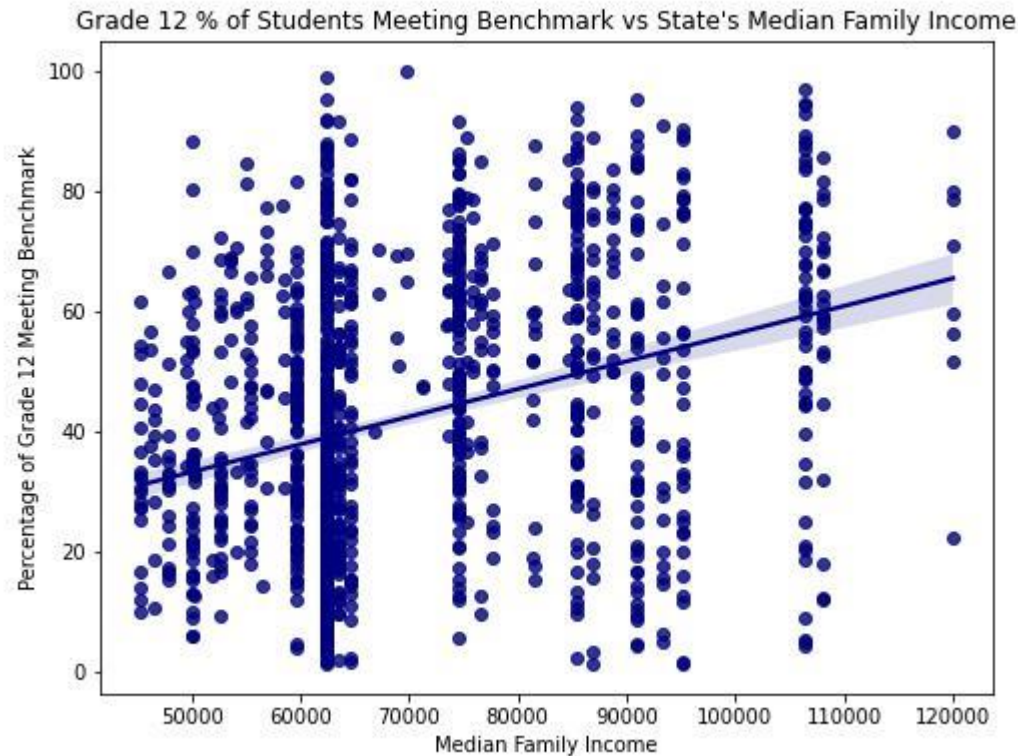
- States with low participation rate tends to do better – consist of students who chose to do their prefer choice

“Not everybody has the luxury of choosing”

SAT/ACT favor people with time and money

Schools in county with higher median family income perform better

Percentage of grade 12 meeting SAT benchmark in each school
vs the median family income of each school's county



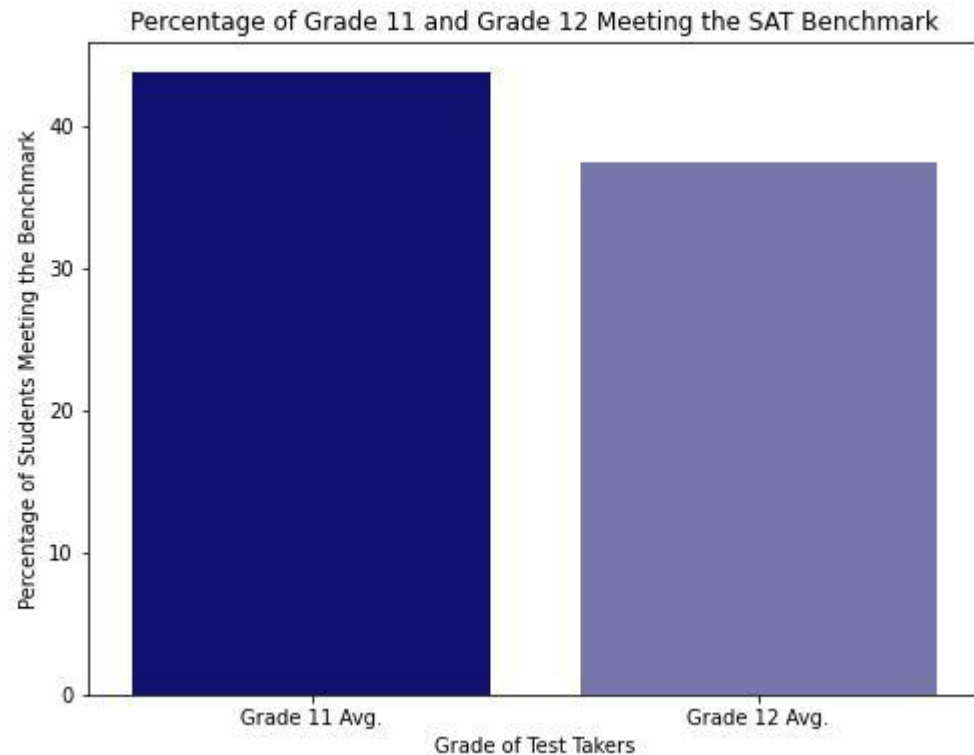
- 'Median Family Income' represents how wealthy families in certain counties are
- Percentage of students meeting the SAT benchmark **correlates positively** with the state's 'Median Family Income'
- Time, private tutoring, etc.

"Students from wealthier background tends to do better"

SAT/ACT favor people who can have more trials

Financial unstable students can only take the exam once – significant disadvantage

Percentage of grade 11 and grade 12 meeting the SAT benchmark in California (2019)



- SAT can be taken as many times as they want, at the cost of a registration fee (ACT up to 12 times)
- Most students take exams in grade 11, and retake again in grade 12 (if needed)
- More practice in exam conditions reduces stress and anxiety

“Students can take many tries and select only their highest score”

Conclusion

- SAT/ACT are **overly simplified**
- SAT/ACT differs in **level of difficulty**
- SAT/ACT favor students with **choices**
- SAT/ACT favor students with **time and money**
- SAT/ACT favor students who can have **more trials**

“The one-year policy of ‘Test Optional’ college admission requirement for the SAT / ACT should be extended and applied throughout the US”

“It’s time for universities and colleges to focus on who students can become, not who they were”

Thank you for listening
