a. What story can you tell with this information? Does this story differ from your expectations? Why or why not?  
 The main story from this information is the fact that certain demographics are underprivileged in the sense of being able to take the SAT. For some groups of minorities, even though they make up for a relatively large percentage of the region’s population, the percentage of these minorities who take the SAT may be a lot smaller, indicating that they may not have the resources or financial ability to take the SAT test. This story does not differ from my expectations as I know this is a big problem, especially in underserved communities.

b. How could this data without the context of systemic racism be used for misinformation?

This data could be used for misinformation as the story of the data could be twisted into how because certain racial/ethnic groups don’t take the SAT, this explains why they don’t have better opportunities for education or jobs, and thus are stuck in the “lower classes”. Though in reality it is the other way around as it’s due to these groups’ lack of resources that prevents them from taking the SAT. Financial barriers are a major obstacle to underprivileged demographics, as they have less access to tutors and might not even be able to afford to take the test.

c. Think about the data sources for this information. Are there any limitations to the information based on these data sources (College Board and the US Census Bureau)? What information may be missing or is too generalized in these datasets?

The College Board SAT dataset suffers from non-response bias, as can be seen by the large numbers in the “No response” column. This indicates that there is a large amount of data that was not recorded, which could result in unreliable data. In addition, the SAT dataset appears to not have had an option for “other”, which excludes even more people from the data analysis. Across both the SAT and census datasets, the “Two or more races” column is too generalized as it does not specify which two races each person is, which could be important in considering the context of race in accessibility to standardized testing.

d. Think about potential audiences for your story (perhaps College Board, state/federal education departments, journalists, and more). How can you use this information to advocate for individual, organizational, and/or policy change?

This information can be used to advocate for more equitable standardized testing, as it demonstrates the disparity between demographics who are oppressed by systemic racism and those who benefit from it.