

Blog Summary

The blog post examines the recent changes to the digital SAT, focusing on the adjustments in timing for different sections and their broader implications. The digital SAT now allocates more time for Math and Writing but slightly less for Reading, which some view as an attempt to level the playing field. Adam Grant, a professor at Penn's Wharton School, advocates for the extended timings, suggesting that reduced pressure allows students to better showcase their understanding. However, the author challenges this view, asserting that timing issues typically stem from gaps in understanding rather than a need for more time. The post raises concerns about the growing perception that slow thinking indicates deep thought, while fast thinking is seen as superficial, a misconception that can distort views on knowledge and identity. Additionally, the reduction in time pressure is seen as part of a broader educational trend where students are increasingly shielded from academic challenges, potentially weakening their resilience and preparedness for college. This trend also creates difficulties for teachers, who face resistance when trying to uphold academic standards, contributing to a high turnover in the profession. The author concludes that these developments could result in negative consequences impacting both students' performance and the teaching profession.

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