

纽约市特殊高中 入学测验 (SHSAT) 指南 (2026年入学)

本指南的信息确保在刊出时是准确的,但之后可能会有所变动。请到以下网站查阅最新信息:schools.nyc.gov/SHS, schools.nyc.gov/High和MySchools.nyc.gov。

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1.0 为特殊高中入学测验作准备

家长应与子女一同阅读本章节, 让子女能为测验做好准备。

1.1 了解测验是怎样的

- 查看纽约市特殊高中入学测验 (SHSAT) 门户网站的下列内容, 让自己熟悉测验的形式:
 - 在SHSAT网站上对测验的说明
 - 两个完整长度的样本试题
 - 每个样本试题的答案和说明
 - 特定的9年级样本试题 (如你打算用9年级学生身分参加这个测验)
- 熟悉纽约市特殊高中入学测验门户网站 (<https://nycshsat.myassessmentsupport.com>)。
 - 您将在这里使用“学生准备工具”(SRT) 熟悉不同类型的测验内容和网上的工具。
 - 使用数码版的模拟测验以及阅读模拟测验相关题目的说明。
 - 获得了词汇表的英语学习生 (ELL) 应该选择标注了其家庭语言的模拟测验链接, 这样就可以使用网上的弹窗式词汇表。
- 熟悉每个部分的相关指示, 这样你就可以:
 - 全面了解在测验的每个部分, 你要做些什么: 阅读理解、修订/校订A部分和B部分、数学填空题和数学多项选择题
 - 集中时间回答问题, 而不用在测验当天才阅读有关说明
 - 如果有需要, 可以查看翻译版的说明。查看翻译版本的说明可以在纽约市特殊高中入学测验门户网站上找到。
- 在纽约市特殊高中入学测验门户网站熟悉“学生准备工具”, 这样你就可以:
 - 充分了解如何应对每个类型的测验内容并进行互动
 - 充分了解如何使用工具以及熟悉数码版测验的整个过程

1.2 参加模拟测验

- 制订计划。
 - 纽约市特殊高中入学测验门户网站有两套样本试题 (<https://nycshsat.myassessmentsupport.com>), 你可以按照自己想用的方式使用; 建议使用至少一套样本试题, 练习在限时情况下参加整个测验。你不需要登录或下载申请表就可以做模拟测验, 你的答案不会被保存。将提供你答对和答错的撮要。
 - 你可以在展示中找到每个测验题的说明, 或者你可以在纽约市特殊高中入学测验门户网站找到包括所有说明的PDF文件。
 - 你有180分钟时间完成测验; 符合资格的英语学习生或经核准获得加时特别照顾的学生有360分钟时间完成测验。
 - 你可以从想先做的测验部分开始, 因此请你提前决定测验时你的做题顺序。
 - 你可以按照自己的喜好, 在英文和数学部分之间分配时间。

- **用手表或钟管理你的时间。你将有180分钟的测验时间(有加时特别照顾的学生有360分钟时间)。**
测验当日不允许使用智能手表。
- **回答问题时, 可以从英文部分或者数学部分开始。**
 - 请记住, 你自己决定从哪个部分开始!
 - 小心地答题, 但要以自己感觉适当的速度, 保持继续做题。
 - 不要在任何一道题目上花超过几分钟的时间。
- **在屏幕上选择你的答案。**
 - 小心遵照指示去选择你的答案。
 - 使用书籤工具, 在你想之后回头做的问题上做标记。
- **所有问题都必须要选择一个答案。**
 - 在测验时间结束之前, 必须在网上把所有答案都选好。**记住: 你不会有额外时间将答案移到数码表格上!**
- **凭经验猜出的答案可能会是正确答案。**
 - 方法是去掉绝对错误的答案选择, 然后从剩下的选择中选出答案。
 - 你的分数取决于你所选择的正确答案的数目。由于答错不扣分, 因此不作答没有任何好处。
- **如果你还有剩余时间, 检查你的答题。**
 - 如果你在测验时间结束之前答完所有问题, 请检查一遍你的答题, 以确保你遵守了相关说明, 没有遗漏任何问题, 而且没有犯粗心的错误。请记住: 由于答错不扣分, 请回答所有的问题。
 - 请注意, 在测验当天, 你必须在整个测验期间(180分钟)一直留在测验教室里。

1.3 检查样本试题中你的答案







- **在你完成样本试题后, 查看撮要报告, 报告会注明你答对或答错的问题。**
 - 阅读对正确答案的解释, 了解你可能会犯哪些类型的错误。
 - 检查并看看你的错误是否存在规律。
 - **英文例子:**你是否做错许多有关中心思想或作者的写作目的的题目?
 - **数学例子:**你是否由于计算错误而做错许多题?
 - 寻找机会, 针对你觉得有难度的领域多做练习!

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How to Prepare for the English Language Arts Section

The English Language Arts section consists of 57 questions that assess reading comprehension and revising/editing skills. These questions are aligned to the **New York State Next Generation English Language Arts Learning Standards**. The pages that follow provide tips for answering the reading comprehension and revising/editing questions.

Inventory your Tools

Highlighter		Highlight text you want to note as important.
Answer Eliminator		Cross out answer options you know aren't correct.
Notepad		Make notes to keep for reference across the test.
Line Reader Mask		Cover the text surrounding certain lines for focus.
Bookmark		Mark any question so you can later return to it.
Glossed Word Pop-up Definitions		Words underlined with a dotted line have been defined for you. Click on the underlined word to read the pop-up definition.

Overview of Reading Comprehension

This section assesses your ability to read and comprehend texts of both literary and informational genres, which may include any of the text types listed below.

Informational genre may include

expository/explanatory texts

argumentative texts

functional text in the form of:

- personal essays
- speeches
- opinion pieces
- essays about art or literature
- biographies
- memoirs
- journalism
- historical, scientific, technical, or economic accounts written for a broad audience

Literary genre may include

poetry

adventure stories

historical fiction

mysteries

myths

science fiction

realistic fiction

allegories

parodies

satire

creative nonfiction



Tips for Reading Comprehension

Read the text carefully while being mindful of time; don't skim.

- Read the text carefully to ensure you have an accurate and text-based understanding of both the big ideas and important details.
- Monitor your comprehension while you read; if a sentence or paragraph is confusing, try quickly rereading it.

Take notes or highlight the text.

- Jot *brief* notes to identify important details, summarize ideas, etc., while reading the text in its entirety. You may want to use the digital notepad or the piece of scrap paper and pencil to take notes.

Read the question carefully.

- Read the question carefully so that you clearly understand what the question is asking. For example, do you need to focus on details in just one paragraph or multiple paragraphs?
- If time permits, reread the relevant part or parts of the text.

Try to determine the answer before reading the answer options.

- Think of the answer before reading each option. Then read each answer option, eliminating ones that definitely seem incorrect, and choose the one that best matches your thinking. You may wish to use the answer eliminator to mark the incorrect answer choices.
- Base your answers only on the content of the text (and associated images or graphics where relevant). Do not depend on your prior knowledge of the topic.

Plan your tools.



- Practice the tools you will use: highlighter, answer eliminator, note pad, line reader
- Glossed words: Words in the text with a definition provided for you will be marked with an underline.
- Bookmark Tip: If you are unsure of an answer to a question, take your best guess. Use the bookmark feature to mark the question for review. During the 2025 test, you will be able to return to it if you have time remaining.

Plan your time.



- Before test day, plan how much time you will spend on each of the texts and their related questions in the Reading Comprehension section; this will help you to be efficient when answering each question on test day.

Snoozing While Soaring

- 1 Certain types of birds soar for hundreds of miles, over land, over sea—and never stop to rest. That kind of endurance seems impossible to us, since we as people need time to rest and sleep. Researchers set out to learn how birds could fly for such long distances without restorative rest. They found that for some birds, settling in for a good night's rest is not always a necessity.
- 2 In 2013 Felix Liechti and his research colleagues at the Swiss Ornithological Institute published results of a study about the flight habits of Alpine swifts, small birds that migrate annually between Europe and Africa. Liechti and his team fitted the birds with small electronic tags that recorded the birds' acceleration and their pitch, or angle relative to the ground. The data revealed that the birds remained completely airborne during their time in Africa, a period of over 200 days. Since all animals require sleep, the researchers inferred that the birds slept from time to time on their long journey. However, since the electronic tags recorded only movement such as gliding or flying, and not brain waves, the question of whether birds sleep during flight remained unanswered.
- 3 Researcher Niels Rattenborg from the Max Planck Institute for Ornithology also delved into this question. In a 2006 article Rattenborg explained that it was theoretically possible that birds could undergo a certain type of sleep while flying. Like mammals, Rattenborg explained, birds experience different types of sleep, including slow-wave sleep (SWS). Rattenborg argued that SWS during flight is plausible because SWS can happen in one hemisphere of the brain at a time, leaving half of the brain essentially awake while the other half sleeps. The eye associated with the "awake" hemisphere can still function, allowing a bird to see where it is going. Rattenborg decided that electroencephalogram (EEG) recordings of birds' brain waves would ultimately be necessary to determine whether a bird can actually sleep in flight.
- 4 Eventually, Rattenborg and his team were able to create an experiment to prove this theory by studying frigatebirds from the Galápagos Islands. These enormous birds are good subjects for avian-sleep research because they fly far out to sea to hunt fish. However, unlike many seabirds, they cannot land on the water to rest because the physical build of their body—long wings, poorly webbed feet, and minimal feather waterproofing—makes them unable to take off again from the surface of the water. Rattenborg concluded that they must remain in flight for up to two months at a time.



Tool Tip: Use highlighter while reading.



Tool Tip: Glossed words in the text are underlined to indicate that a definition is provided for you when you click on that word.

- 5 In an article from 2016, Rattenborg outlined the team’s research methods and conclusions. The team humanely implanted EEGs on the skulls of several frigatebirds. After analyzing the EEG readings of the birds while in flight, the team determined that the frigatebirds slow-wave slept for about ten seconds at a time at points when the birds were gliding upward via warm air currents, typically the safest part of the flight. While in flight the birds slept for only 45 minutes a day, which is just enough rest for the birds to function during these long flights. They later recovered from the stress of going with very little sleep when they rested for approximately twelve hours each day back on land.
- 6 Using EEG recordings, Niels Rattenborg solved the puzzle of when birds sleep while traveling long distances. His evidence proved that his theory was correct, and the birds proved themselves to be the ultimate multitaskers as they manage sleep and flight at the same time.

1. Read this sentence from paragraph 1.

That kind of endurance seems impossible to us, since we as people need time to rest and sleep.

The words “endurance” and “impossible” in the sentence convey

- A. amazement about the physical capability of birds to remain in flight for extended periods of time over long distances.
 - ~~B. uncertainty about the conditions that allow birds to stay in flight for extended periods of time without rest.~~
 - C. excitement about the opportunity to share research into how birds fly for extended periods of time.
 - D. skepticism about discovering how birds can fly for extended periods of time with little or no rest.
2. Which sentence from the passage **best** supports the idea that birds seem to be capable of making prolonged flights without sleeping?
 - E. “The data revealed that the birds remained completely airborne during their time in Africa, a period of over 200 days.” (paragraph 2)
 - F. “In a 2006 article Rattenborg explained that it was theoretically possible that birds could undergo a certain type of sleep while flying.” (paragraph 3)
 - G. “Rattenborg decided that electroencephalogram (EEG) recordings of birds’ brain waves would ultimately be necessary to determine whether a bird can actually sleep in flight.” (paragraph 3)
 - H. “While in flight the birds slept for only 45 minutes a day, which is just enough rest for the birds to function during these long flights.” (paragraph 5)



Tool Tip: Review highlighted sections but remember the answers may come from non-highlighted text.



Tool Tip: Use the answer eliminator when you are certain an answer choice is not the correct one.

3. Which statement **best** summarizes the conclusions of the studies presented in the passage?
- A. Scientists used monitoring devices to determine that the seconds when migratory birds glide upward in warm air currents are safest for slow-wave sleep.
 - B. Using monitoring devices, scientists confirmed that migratory birds sleep for an extremely short amount of time while in flight and recuperate by sleeping for an extended period of time after they land.
 - C. Scientists used monitoring devices to determine that migratory birds require significantly less sleep than many other animals and to show that the birds use only one hemisphere of their brain while flying.
 - D. Using monitoring devices, scientists confirmed that some types of migratory birds rely on slow-wave sleep cycles in order to stay in flight for extended periods of time.
4. The overall organizational structure of the passage allows the author to
- E. contrast the significance of research findings related to small migratory birds with those related to large migratory birds.
 - F. compare the in-flight sleep patterns of the various types of birds examined in several studies.
 - G. emphasize the role of technology in studying sleep patterns of birds in flight.
 - H. illustrate how researchers acquired a better understanding of the sleep patterns of birds in flight.

Sample 1 Explanation

(A) Option A is the correct response because it explains that the words “endurance” and “impossible” convey amazement at the birds’ ability to remain in flight for so long without resting—as opposed to human beings, who “need time to rest and sleep” (paragraph 1). Specifically, the word “impossible” implies a sense of wonder or disbelief at the birds’ endurance, which allows them to continue flying for hundreds of miles without stopping. The words “endurance” and “impossible” support the idea expressed later in the passage that these birds are the “ultimate multitaskers” (paragraph 6).

Sample 2 Explanation

(E) Option E best supports the idea that birds seem to be capable of making prolonged flights without sleeping, because it expresses the idea that the birds “remained completely airborne” during “a period of over 200 days” (paragraph 2). This information is significantly more precise than the information in the other answer options. Therefore, option E provides more compelling evidence to support the idea in the question than the other answer options provide.

Sample 3 Explanation

(D) Option D best summarizes the conclusions of the studies presented in the passage. While all the options include some important details about the study of migratory birds, option D accurately states the key conclusion of these studies, which is that these birds “rely on slow-wave sleep cycles in order to stay in flight for extended periods of time” (paragraph 5). Option D’s emphasis on the key conclusion rather than on key details makes it the correct response.

Sample 4 Explanation

(H) Option H best explains the effect of the overall structure of the passage. The passage presents an unresolved question in paragraph 2, while paragraph 3 explains one researcher’s attempt at seeking an answer to the question. Paragraph 4 describes the bird the researchers chose due to its physical makeup and feeding habits. Paragraphs 5 and 6 illustrate the details and outcome of the study, revealing the researchers’ conclusion. Therefore, the overall structure of the passage illustrates how researchers improved their understanding of the sleep patterns of birds in flight.

Overview of Revising/Editing Part A

Questions in Part A assess your ability to read a text and then make decisions that improve the overall quality of the writing. The subjects presented in these texts will include historical and current events; people, places, and technology; and phenomena in the biological sciences, physical sciences, and social sciences. Each sentence is numbered so that you can quickly locate and refer to specific parts of the passage.

The text may contain errors such as

- language misuse
- missing or unnecessary supporting details
- missing or inappropriate transitional words, phrases, or sentences
- a missing or an unclear introductory statement or concluding statement
- confusing or illogical organization
- other errors related to language and writing standards



Tips for Revising/Editing Part A

First, read the text carefully while being mindful of time; don't skim.

- To make the best use of time, read the text first. Read the questions after you have read the text closely.
- You need to understand the author's purpose, main idea, and supporting details of the text in order to answer questions about how the text could be better developed and organized, which requires careful reading.
- You may notice sentences and paragraphs that seem confusing, illogical, unnecessary, disorganized, or generally difficult to read.

Next, read each question carefully, while being mindful of time.

- Refer back to the text and reread the relevant sentences or paragraphs that are mentioned in the question.
- You will also likely need to skim the sentence before and after the sentence that is referenced in a question.
- Consider each answer option, rereading the text as necessary (and as time permits). Determine whether the option represents the best revision.

Plan your tools.



- Decide which tools you will use for this section. Will you use the digital notepad or scrap paper? Will you use the highlighter tool? Practice using different tools before taking the test.

Plan your time.



- Before test day, plan how much time you will spend on Part A; this will help you to be efficient when answering each question on test day.

Learning to Embrace the Gap Year

(1) The traditional academic plan for college-bound students in the United States is to complete high school in June and begin college courses in August or September, but some experts wonder whether this plan is appropriate for all students. (2) Young adults are still exhausted from attending secondary school. (3) They are sent to college with little to no transition time. (4) They struggle with a lack of direction, have minimal life experience, and are not adequately prepared to succeed. (5) Many students are simply starting college before they are ready.

(6) A gap year is when a student takes a one- year hiatus from schooling for nonacademic activities. (7) This break in the academic track gives young adults a chance to explore possible program options, gain volunteer experience, and achieve personal growth. (8) Through a variety of opportunities, gap year participants can develop new skills and interests. (9) The break can also help prepare students for the challenges of college coursework by giving them additional time to mature. (10) Succeeding at the college level can be challenging at first, but when determined students adjust and employ good study habits, they will thrive.

(11) Earning money can be a tempting choice, and some young adults may find that they no longer desire a college degree after entering the workforce. (12) While gap year critics do have a valid concern, a 2010 Wall Street Journal article cited research that found that “90% of students who took a gap year had returned to college within a year.” (13) And the Gap Year Association, a worldwide accredited nonprofit that promotes the benefits of a gap year, maintains that “taking a structured gap year invariably serves to develop the individual into a more focused student with a better sense of purpose and engagement in the world.”

(14) The choice to take a gap year may not be for all students, but it could be the best path for some. (15) Students need to know that this is a good choice that will be supported if it is what they want. (16) Taking a gap year could help students become more successful as adults in their community.

1. Which sentence should follow sentence 5 to introduce the main claim of the passage?
 - A. Taking a gap year away from formal education to determine their personal aspirations is the answer for these students.
 - B. For some students, the benefits of taking a gap year after high school could significantly increase their chances of achieving collegiate success.
 - C. When students are academically and emotionally prepared, they are guaranteed to experience greater success in their higher education endeavors.
 - D. Students who take the time to mature and gain knowledge outside of the classroom will experience more satisfaction, purpose, and accomplishment in their life.

2. Which revision of sentence 8 uses the **most** precise language?
- E. Through different experiences and discoveries, gap year participants can develop new skills and interests.
 - F. Through a range of opportunities and training, gap year participants can develop new skills and interests.
 - G. Through internships, work, travel, or volunteerism, gap year participants can develop new skills and interests.
 - H. Through a variety of jobs, programs, and charities, gap year participants can develop new skills and interests.
3. Which sentence should be added before sentence 11 to introduce the ideas in the third paragraph (sentences 11 - 13)?
- A. Some gap year opponents worry that young adults who take a break from academia for activities such as a job may never return.
 - B. In addition to helping students become better prepared for college, a gap year could be useful to those with financial constraints.
 - C. Students complain that there is not enough time between high school and college to earn money for college.
 - D. There is growing concern among some experts that a gap year may be too expensive for many students to even consider.

Sample 1 Explanation

(B) Option B is the best sentence to follow sentence 5 and supports the main claim. This sentence clearly states the claim in that the gap year can lead to success in college for some, but not all, students (as revealed in sentence 14). This idea is developed throughout the passage by explaining what a gap year is and how it benefits students.

Sample 2 Explanation

(G) Option G uses the most precise language and is the correct response. The imprecise reference in sentence 8 to “a variety of opportunities” is replaced with the more specific and precise reference to what these opportunities entail. They may be “internships, work, travel, or volunteerism.”

Sample 3 Explanation

(A) Option A is the correct sentence to add before sentence 11. The third paragraph introduces, and then refutes, a counterclaim about gap years in that they may encourage young people to forgo college entirely. This sentence clearly introduces this counterclaim that the paragraph elaborates on and then refutes with evidence.

Overview of Revising/Editing Part B

The language skills assessed in this section are based on the Language section of the New York State’s learning standards for Grade 7, as well as skills or standards that may have been introduced in earlier grades. Each question directs you to read a sentence, a list of sentences, or a paragraph with numbered sentences. Then you are asked to address issues related to conventions of language or punctuation. Examples include

- selecting the best correction for an error
- identifying a sentence with an error
- improving the writing by combining sentences or revising part of a sentence



Tips for Revising/Editing Part B

Read the text in the box and take notes or use the highlighter tool to mark on the issues you observe, while being mindful of time.

- Are there words, phrases, or sentences that are difficult to read due to an error in language usage or punctuation?
- Is there any part of the text that could be written more clearly, concisely, or precisely?
- Quickly highlight the text when you notice an issue. This may help you to select an answer option.

Plan your tools.



- Decide which tools you will use for this section. Will you use the digital notepad or scrap paper? Will you use the highlighter tool? Practice using different tools before taking the test.

Plan your time.



- Before test day, plan how much time you will spend on this section; this will help you to be efficient when answering each question on test day.

SAMPLE QUESTIONS FOR REVISING/EDITING PART B

Sample 1: Select the sentence that needs a revision.

Which sentence in the paragraph should be revised to correct an inappropriate shift in verb **tense**?

(1) For 14 years, James and his dad have had a tradition of attending Yankees games together, but James is leaving for college next week, and he is agonizing over the fact that attending school in Pennsylvania and working there over the summer meant no more games with his dad. (2) One night, as James is packing his clothes into boxes, he hears a soft knock on his bedroom door. (3) As soon as he opens the door, James sees what is in his dad's hands and feels a rush of joy. (4) His dad is holding a bus ticket for a trip home on a weekend in the spring so that father and son can attend a Yankees game together!

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4



To determine the best revisions for this paragraph, read Sentence 1 in the paragraph. If a revision does not need to be made, continue reading each sentence and answer option until you find the correct answer.

Sample 1 Explanation

(A) The sentence is written in the present tense; the verb “meant” shifts incorrectly into past tense. This verb should instead appear in the future tense, “will mean,” since the verb refers to how things will be in the future. The corrected sentence will then read, “For 14 years, James and his dad have had a tradition of attending Yankees games together, but James is leaving for college next week, and he is agonizing over the fact that attending school in Pennsylvania and working there over the summer will mean no more games with his dad.” The present tense, “means,” could also be used, as James appears to be coming to this realization in present time. The use of “means” would make the corrected sentence read as follows: “For 14 years, James and his dad have had a tradition of attending Yankees games together, but James is leaving for college next week, and he is agonizing over the fact that attending school in Pennsylvania and working there over the summer means no more games with his dad.”

Sample 2: Identify a sentence with an error.

Which sentence in the paragraph contains an error in its construction and should be revised?

(1) In 2007, visitors to San Francisco, many of whom were attending an international design conference, had booked almost all of the city's hotel rooms. (2) Looking for a way to earn some extra money, three air mattresses were rented out by roommates Joe Gebbia and Brian Chesky. (3) The 27-year-olds put the mattresses in the loft of their apartment and charged \$80 a night, for which guests received a bed, breakfast, and internet access. (4) Soon the entrepreneurs realized that they could capitalize on their idea in a much bigger way, and they established Airbnb, a company that offers around 6 million rental listings in more than 100,000 cities worldwide.

- E. sentence 1
- F. sentence 2
- G. sentence 3
- H. sentence 4



Tool tip: Consider using the highlighter to mark the error when you see it. The line reader mask may also help you focus on each line of text.



To identify the sentence, read carefully while being mindful of time; don't just skim. The error could be anywhere in the paragraph.



Note that the error is specific to *construction*, which means it relates to how the words and phrases are placed in a sentence to represent the relationship between ideas.

Sample 2 Explanation

(F) In sentence 2, the modifier “Looking for a way to earn some extra money” incorrectly modifies “three air mattresses” when it should modify “roommates Joe Gebbia and Brian Chesky.” This error in construction can be corrected by making “roommates Joe Gebbia and Brian Chesky” the subject of the main clause and using the active voice. The corrected sentence will read “Looking for a way to earn some extra money, roommates Joe Gebbia and Brian Chesky rented out three air mattresses.”

Sample 3: Improve the writing by combining sentences or revising part of a sentence.

What is the **best** way to **combine these sentences** to clarify the relationship between ideas?

(1) In 2019, 15-year-old Cori “Coco” Gauff defeated Venus Williams in the first round of Wimbledon.

(2) Wimbledon is the world’s most prestigious tennis tournament.

(3) Gauff made history as the youngest player in almost 30 years to win a women’s singles match at Wimbledon.

- A. Making history at the world’s most prestigious tennis tournament in 2019, 15-year-old Cori “Coco” Gauff defeated Venus Williams, in the first round, making Gauff the youngest player in almost 30 years to win a women’s singles match at Wimbledon.
- B. At the world’s most prestigious tennis tournament, Wimbledon, 15-year-old Cori “Coco” Gauff made history in 2019 by defeating Venus Williams in the first round, making the teenager the youngest player in almost 30 years to win a women’s singles match.
- C. In 2019, 15-year-old Cori “Coco” Gauff made history when she defeated Venus Williams in the first round of Wimbledon, becoming the youngest player in almost 30 years to win a women’s singles match at the world’s most prestigious tennis tournament.
- D. In 2019, history was made at the first round of Wimbledon, the world’s most prestigious tennis tournament, when 15-year-old Cori “Coco” Gauff defeated Venus Williams to become the youngest player in almost 30 years to win a women’s singles match.



To combine sentences, ask yourself

1. Are there any repeated words/ideas that can instead be used just once?
2. How are the different ideas connected? Do they represent a cause and effect, opposing ideas, a sequence, etc.?







Sample 3 Explanation

(C) This revision clarifies the idea that Gauff made history by becoming the youngest player in decades to win a women’s singles match at Wimbledon and that she did so when she beat Venus Williams. The revision also explains that Wimbledon is the “world’s most prestigious tennis tournament” in a way that is clear and logical.

How to Prepare for the Math Section

The Math section consists of 57 word problems and computational questions many of which are in a multiple-choice format. The Math questions involve application of mathematical skills, mathematical terms, and general concepts from the **New York State Next Generation Mathematics Learning Standards**. The SHSAT Math items will require you to apply familiar Math skills to complex, multi-step problems.

Inventory your Tools

Highlighter		Highlight text you want to note as important.
Answer Eliminator		Cross out answer options you know aren't correct.
Notepad		Make notes to keep for reference across the test.
Line Reader Mask		Cover the text surrounding certain lines for focus.
Bookmark		Mark any question so you can later return to it.
Equation Editor		You will use equation editor to enter responses to some questions. Familiarize yourself with this tool so you can use it easily.

The following pages outline a variety of tips to help you prepare for taking the Math section on the SHSAT. They include the following:

- tips to improve your Math skills in Math topics you need more practice with
- tips to familiarize you with expectations that are specific to the SHSAT and may therefore be different from other Math tests you take
- tips for answering multiple-choice Math questions
- tips for answering Math fill-in-the-blank questions

Math questions on the Grade 8 test forms are based on the New York State's learning standards through Grade 7. Math questions on the Grade 9 test forms are based on material through Grade 8.



Tips to Improve Your Math Skills

Review Math resources.

- Use your Math textbook, seek out other Math resources at school or at your local library, or ask your teacher to recommend resources for you to use.

Practice solving Math questions every day. Solve both basic and challenging questions.

- Basic questions reinforce Math skills such as simplifying fractions and applying the concepts of statistics.
- More challenging questions require setting up complex equations with multiple steps. They may also require using various types of Math skills. For example, you may use fractions, solve equations, and apply your knowledge of statistics to answer one question.



Things to Keep in Mind While Preparing for the Math Section

Use mathematical terms, symbols, and formulas used in class until you are comfortable using them.

- You must know the meanings of mathematical terms that are appropriate for your grade level, such as “parallel” and “perpendicular,” as well as the symbols that represent those terms.
- You can find mathematical terms, symbols, and formulas, such as those for perimeter and area of different figures, in the materials for your Math classes and online in the Grade 7 and 8 New York State Next Generation English Language Arts and Mathematics Learning Standards.
- Review the meanings and proper use of mathematical symbols on the Equation Editor palette such as parentheses (), square root, and multiplication dot.
- Definitions and explanations for terms, symbols, and formulas will NOT be given in the test booklet. Practice using them to solve questions until you have committed the formulas to memory and can use them with ease.

Do not use a calculator when solving questions.

- The use of calculators is **not** permitted while taking the SHSAT.

Plan your tools.



- Decide which tools you will use on the math section. Will you use the digital notepad tool or scrap paper? Will you highlight important parts of the question?

Plan your time.



- Before test day, plan how much time you will spend on the Math section; this will help you to be efficient when answering each question on test day.
-



Tips for Solving Math Problems

Read each question carefully.

- Read carefully so that you accurately set up complex problems using *all* the important information from the question.
- Mark up the question, as in Sample 1, to ensure you include all the information when solving the problem.
- Use the answer eliminator to mark answers you think are incorrect.
- Change words from the question into mathematical symbols (as noted in Sample 1 and Sample 2). Decide if you will use scrap paper or the digital notepad. It may be quicker for you to use a scrap paper if that is how you are used to doing math problems. You should select the method that is best for you.

Sample 1

The ⁺sum of ^{x, x+1}two consecutive integers ^{= -15}is -15. If 1 is added to the smaller integer and 2 is subtracted from the larger integer, what is the **product** of the two resulting integers?

Sample 2

^JJenny starts a game with ^{2K}twice as many marbles as Keiko. ^{J-5}Jenny gives ^{K+5}Keiko 5 marbles, but she still has ⁺¹⁰10 more than Keiko. How many marbles did Jenny have to start with?

- ~~A. 25~~
B. 30
C. 35
D. 40

$$J = 2K$$

$$J - 5 = (K + 5) + 10$$



Tool Tip: Use the answer eliminator to mark answers you think are incorrect.

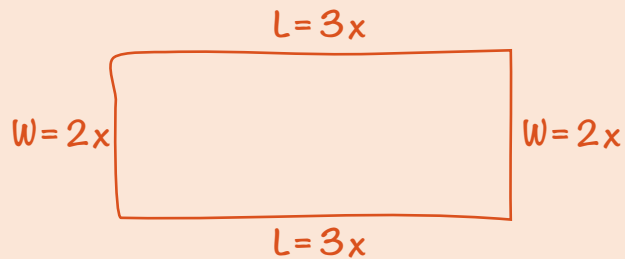


Tool Tip: You may want to use the notepad OR you may prefer to use scrap paper.

Draw figures or diagrams for questions that do not have them.

➤ Draw figures or diagrams, like in the example below, to help you visualize what the question is describing.

Sample 3



The perimeter of a rectangle is 510 centimeters. The ratio of the length to the width is 3:2. What are the dimensions of this rectangle?

- E.** 150 cm by 105 cm
- F.** 153 cm by 102 cm
- G.** 158 cm by 97 cm
- H.** 165 cm by 90 cm



Draw diagrams and label figures.



Tool Tip: Decide whether you will use the digital notepad or scrap paper to draw the diagram.

Take one step at a time.

- Some questions ask you to combine a series of steps. Write out one step at a time, like in the example below, to solve multi-step problems.

Sample 4

1 dollar = 7 lorgs
1 dollar = 0.5 dalt

Malik has 140 lorgs and 16 dalts. If he exchanges the lorgs and dalts for dollars according to the rates above, how many dollars will he receive?

- A. \$28
- B. \$52
- C. \$182
- D. \$282

$$\frac{140}{x} = \frac{7}{1}$$

$$7x = 140$$

$$x = \$20$$

$$\frac{16}{x} = \frac{0.5}{1}$$

$$0.5x = 16$$

$$x = \$32$$

$$20 + 32 = \$52$$



Step 1: Convert lorgs to dollars.



Step 2: Convert dalts to dollars.



Step 3: Add your conversions of lorgs and dalts together.



Tips for Math Multiple-Choice Questions

Most multiple-choice questions should be done by working out the answer.

- Solving the problem *before* looking at the answer options is more effective than looking first at the answer options and *then* trying to estimate the accuracy of each one to get to the correct answer.

It is best to solve problems on paper (rather than just in your head) and to focus on *solving* rather than *selecting*.

- When you get an answer, look at the choices listed. If your answer is included among the choices, and you believe it to be the correct answer, mark it. If it is not, reread the question and solve it again.
- If your answer is not among the answer options, consider other ways to write your answer. For example, $\frac{5}{9}(3 + x)$ is equivalent to all of the following:
 $\frac{5(3 + x)}{9}$ and $\frac{5}{3} + \frac{5}{9}x$ and $\frac{5}{3} + \frac{5x}{9}$.
- If your answer is still not among the answer options, make your best guess and/or come back later if you have time.

Sample 1 Explanation

If x is the smaller consecutive integer, then $x + 1$ is the larger consecutive integer. Use their sum -15 to find x :

$$x + (x + 1) = -15$$

$$2x + 1 = -15$$

$$2x = -16$$

$$x = -8$$

The two consecutive integers are -8 and -7 .

One is added to the smaller integer: $-8 + 1 = -7$.

Two is subtracted from the larger integer: $-7 - 2 = -9$.

Find the product: $-7 \times -9 = 63$.

Sample 2 Explanation

(D) Set up some equations.

Jenny (J) has twice as many marbles as Keiko (K): $J = 2K$

Jenny gives Keiko 5 marbles, so now they each have: $J - 5$ and $K + 5$ marbles.

Jenny still has 10 more than Keiko:

$$J - 5 = (K + 5) + 10$$

To find how many marbles Jenny had to start with, solve $J = 2K$ for K and substitute that into the second equation:

In equation $J = 2K$, solve for K : $K = \frac{J}{2}$.

Substitute $\frac{J}{2}$ in for K .

$$J - 5 = (K + 5) + 10$$

$$J - 5 = \left(\frac{J}{2} + 5\right) + 10$$

$$J - 5 = \frac{J}{2} + 15$$

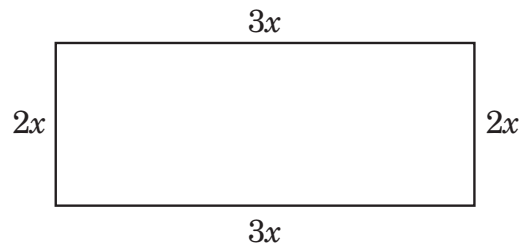
$$\frac{J}{2} = 20$$

$$J = 40 \text{ marbles}$$

Sample 3 Explanation

(F) Let $2x$ = the width and $3x$ = the length.

Draw the rectangle to help visualize.



Since $2w + 2l = P$, we get

$$2(2x) + 2(3x) = 510$$

$$4x + 6x = 510$$

$$10x = 510$$

$$x = 51$$

$$2x = 102\text{cm and } 3x = 153 \text{ cm}$$

Sample 4 Explanation

(B) Use proportions to make the conversions:

Lorgs to dollars:

$$\frac{140}{x} = \frac{7}{1}$$

$$7x = 140$$

$$x = \$20$$

Dalts to dollars:

$$\frac{16}{x} = \frac{0.5}{1}$$

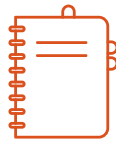
$$0.5x = 16$$

$$x = \$32$$

$$\text{Total dollars} = 20 + 32 = \$52$$

Prepare for Testing Day

Plan your approach.



- Which subject will you start with?
- Will you bookmark items you do not know the answers to in order to come back or will you work out the answer to each question as best you can before moving to the next?

Plan your tools.



- Check out the Student Readiness tool tutorial so you are familiar with all the tool options.
- Practice using the tools on items in the practice tests.
- Learn which tools help you and do not slow you down.
- Decide which tools you will use in each section on test day.

Plan your time.



- Plan how much time you will spend on each subject.
- Plan how much time you will spend reading each passage and related items.
- Plan how much time you will spend on each math item.
- Decide if you want to keep the clock visible on the test tool bar or if you will hide the clock on test day.

2.0 为测验日作好准备

2.1 携带哪些物品进入考场

你必须携带下列物品进入考场：

- 辅助技术 (如果你的个别教育计划 (IEP) 和准考证上已注明)

学生可以带, 但并非必须带：

- 你和家长/监护人签名的SHSAT准考证
- 倾斜板
- 削尖的铅笔和橡皮
- 握笔器
- 调频装置
- 亮显笔
- 静音且不带计算器功能的手表
- 食用时不发出声音的、包装已拆除的零食 (测验开始前, 学生可以吃他们的零食, 学生不得在测验期间吃零食。)
- 水 (装在软身的或塑料的容器内, 若容器翻倒也不会发出声音)

2.2 不得携带哪些物品

不准

- ✗ 电脑 (会给你提供测验使用的电子设备)
- ✗ 照相机/录象机
- ✗ 计算器
- ✗ 智能手表
- ✗ MP3播放器/iPod
- ✗ 平板电脑/iPad、电子书阅读器
- ✗ 智能手机、耳机、非电子的耳机、智能眼镜、手机以及其他任何电子设备
- ✗ 外部书面材料
- ✗ 汽水、果汁或任何水之外的饮品; 水是测验地点唯一允许的饮品

关于手机的说明

考场允许带手机, 但:

1. 必须关机
2. 参加测验期间, 你不可带上手机, 即手机不得在你的口袋、手中或桌上

在测验开始之前,考场会指导你怎样存放你的手机。根据考场制定的规则,你会按指引把手机、相机和其他电子用品关掉,并存放好。

考场将提供

- 供你考试的电脑设备。
- 草稿纸,可用于做记录或数学计算,在测验结束时将收回。
- 只有英语学习生和符合资格的前英语学习生可以在测验时使用双语的词汇表。参看特殊高中入学测验 (SHSAT) 网站,了解英语学习生测验支援的更多信息。

2.3 测验日的具体情况

- 请务必按照特殊高中入学测验准考证上的时间准时到达考场。请注意,这是到达时间,不是测验开始时间。测验将在准考证上注明的时间之后尽快开始。在有些情况下,测验可能在准考证上注明的到达时间一小时之后或更长时间之后开始。你的考场可告诉你测验预计结束的时间和学生可以离开的时间。
- 测验开始之前,我们的考场工作人员可能会在每个测验教室给学生拍照或录像。这些影像只用于考试安保的目的。
- 除了需要去洗手间之外,在整个标准测验时间(180分钟)内,所有参加特殊高中入学测验的学生都必须一直待在测验教室里。
- 标准测验时间(180分钟)一旦结束,凡有测验加时特别照顾的学生,如果已完成考试,都可以离开。决定在首次的标准测验时间(前180分钟)结束后离开的学生必须签退,表明他们知道:他们放弃使用他们获得的特殊高中入学测验余下时间。180分钟结束时,获得这项特殊照顾的学生会有休息时间,然后继续考试,90分钟之后又会有一次休息。

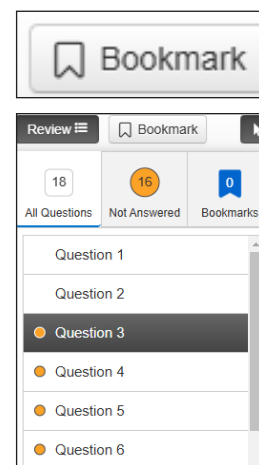
2.4 测验开始时

开始做测验前,你将阅读屏幕上的一则声明,该声明表明你的身体状况良好可以参加测验,你是纽约市的居民,并且你参加的正是你年级水平的测验。选择这个屏幕上的方框表示你同意这则声明。

- 如果你觉得身体不适,你应立即告知监考官;你不应该选择声明屏幕上的方框,也不应该开始做测验。你一旦开始测验,就不能提出因病而要求补考的申请。
- 请确认,你所参加的测验对应的年级是正确无误的。

当你被告知可以开始测验时,你必须阅读并遵照如何为每道问题选择答案的指示。使用书籤按钮,将你想之后回头做的任何题目做标记。使用复查下拉选单,找出还没有回答的问题和有书籤标记的问题。你可以使用这个选单直接前往一个题目。

在解答英文或数学题目时,你可以在提供的草稿纸上书写,但你的答案必须在网上标注才能计入成绩。测验时间结束后,就不能再回答问题了。草稿纸上的内容将不计入成绩。



2.5 学生不端行为

测验安保对于特殊高中入学测验至关重要。有鉴于此,将严格执行下列规定,以确保所有学生都有一个公平的考试过程。

- 在测验期间,你不能以任何方式试图与其他学生交流。这包括但不限于:
 - 说话、书写和传递纸条
 - 把你的答案告诉其他学生
 - 看其他学生的答案
 - 记录考题
 - 有手机、相机/录象机或其他电子用品(即便处于关机状态)
- 一旦测验结束,而且/或者你的监考官告诉你停止操作,你就不能再使用任何数码工具、输入答案、在草稿纸上书写或在屏幕上更改你的答案。
- 不得与考场外的任何人分享试题和答案。

学生如被发现从事任何这些行为,其测验将被作废。

- 如果是8年级学生,则直至下一学年之前被禁止再次参加该测验。
- 如果是9年级学生,则将不再有任何机会在9年级之后再参加测验。

任何学生若拒绝将禁止带入的用品放到一边或上交,则不得参加测验。如果学生在测验进行中的任何时候带有被禁的物品(即使处于关机状态),其测验将被作废。学生将不能获得在之后参加补考的机会。

3.0 我参加了特殊高中入学测验, 接下来会怎样?

3.1 对于测验不当情况进行投诉

纽约市教育局致力确保, 所有学生参加的特殊高中入学测验是以公平和一致的方式举行的。但是, 如果你认为在特殊高中入学测验期间受到了干扰或有测验异常情况的出现, 请立即向监考人员报告情况。这可能包括: 学生生病、技术问题、试题有误、过度的干扰或学生的不当行为。监考人员将努力弥补这一情形, 而且可能在测验结束时需要获得你的书面声明。

你和你的家长/监护人亦可采取以下一种方式举报任何可疑的监考或测验异常情况:

- 1) 递交一份电子版申请至 HSEnrollment@schools.nyc.gov, 或
- 2) 以挂号邮件 (有送达证明) 邮寄一份书面申请至:

Office of Student Enrollment
52 Chambers Street, Room 415
New York, NY 10007

所有请求必须在测验举行日期后**一个星期**之内递交。

对于所有的举报, 请一定要写上家长/监护人和学生姓名以及电话号码和/或电子邮箱联络信息。所有关于测验异常情况的举报, 邮戳日期迟于测验日期之后一个星期以上的将不予受理。有关投诉均将按个别具体情况处理。

额外的补救: 如果你不满意我们对你上诉的回复, 你可以根据《纽约州教育法310》, 就纽约市教育局的决定向纽约州教育厅厅长提出上诉。要了解如何向教育厅厅长提交上述上诉, 请参阅教育厅厅长的网站: counsel.nysed.gov/appeals。