Gid NYC pou

Egzamen admisyon nan lekòl segondè espesyalize (Specialized High Schools Admissions Test, SHSAT)

pou admisyon 2027

Enfòmasyon ki nan gid sa a se enfòmasyon presi nan moman piblikasyon an men yo ka chanje. Tcheke pou jwenn enfòmasyon ki pi resan nan **schools.nyc.gov/SHS**, **schools.nyc.gov/High**, ak **MySchools.nyc.**

Se règleman Depatman Edikasyon Nil Nouyòk pou ofri opòtinite san konsiderasyon reyèl oswa chwazi pou ras, koulè, relijyon, laj, kwayans, etnisite, peyi orijin, etranje, kondisyon sitwayènte, andikap, preferans seksyèl, sèks (ladan idantite sèks reyèl oswa chwazi, ekspresyon seksyèl, gwosès/kondisyon ki gen rapò avèk gwosès oswa fè pitit), oswa gwosè epi pou kenbe yon anviwònman ki pa gen arasman pou okenn nan klasifikasyon yo pwoteje ki pi wo a, tankou arasman seksyèl ak revanj. Okenn lekòl pa ka refize admèt, enskri oswa pran yon elèv poutèt li pa pale anglè byen, oswa poutèt lekòl la panse li pa pale anglè byen. Ou ka voye kesyon konsènan respè règleman sa a bay: Director, Office of Equal Opportunity, 65 Court Street, Brooklyn, New York 11201. Telefòn **718-935-3320** / san frè: **877-332-4845**.

NYC Public Schools

T-40126 (Haitian Creole)

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1.0 Prepare pou pran SHSAT a

Fanmi sipoze gade seksyon sa a ansanm pou elèv yo ka byen prepare pou egzamen an.

1.1 Konnen akisa pou atann ou

- ▢ **Fè w abitye avèk fason yo bati egzamen an lè w gade bagay sa yo sou pòtal NYC SHSAT la: (https://nycshsat.myassessmentsupport.com)**
  - dekripsyon egzamen an
  - preparasyon egzamen an nan gid sou kòman pou prepare pou SHSAT la.
  - echantiyon dijital egzamen yo okonplè
  - korektòm ak eksplikasyon pou chak echantiyon egzamen
  - kesyon echantiyon ki espesifik pou klas 9yèm ane yo (si w ap pran egzamen an kòm yon elèv klas 9yèm ane)
- ▢ **Fè w abitye avèk eksplikasyon pou chak seksyon pou w kapab:**
  - byen konprann kisa ou gen pou fè pou chak pati egzamen an: Konpreyansyon lekti, revize/edite pati A ak B, kesyon matematik ranpli espas vid yo ak kesyon matematik ki gen chwa miltip
  - konsantre tan w pou reponn kesyon olye pou li eksplikasyon nan jou egzamen an
  - si sa nesesè, ka wè eksplikasyon ki tradui. Eksplikasyon ki tradui disponib sou pòtal NYC SHSAT la.
- ▢ **Fè w abitye avèk Zouti preparasyon pou elèv (Student Readiness Tool, SRT) sou pòtal NYC SHSAT la pou w kapab:**
  - byen konprann kòman pou angaje w ak entèaji avèk chak tip materyèl
  - byen konprann kòman pou itilze zouti yo ak navige nan tès dijital la

1.2 Pran egzamen pratik yo

- ▢ **Fè yon plan.**
  - Gen echantiyon egzamen yo sou pòtal NYC SHSAT la (https://nycshsat.myassessmentsupport.com), epi ou ka itilize yo nan nenpòt jan ou vle; nou ankouraje w pou itilize omwen youn nan egzamen yo pou pratike pran yon egzamen konplè nan dire tan tankou ou t ap pran egzamen an toutbon.
    - Elèv ki jwenn akomodasyon pou elèv k ap aprann lang Anglè ta dwe chwazi lyen tès pratik ki nan lang natifnatal li pale lakay pou li ka pratike avèk eksplikasyon ki tradui ak glosè pop-ups ki tradui.
  - Ou pa p bezwen konekte (log in) oswa telechaje (download) yon aplikasyon pou pran tès pratik yo, epi repons kesyon ou yo pa p sovgade. Ya p ba w yon rezime repons ki kòrèk ak enkorèk yo.
  - Ou ka jwenn eksplikasyon pou chak eleman ki nan tès pratik la, nan eksplikasyon ki sou bò dwat ekran an oswa ou ka jwenn yon PDF ki gen tout eksplikasyon yo sou Pòtal NYC SHSAT la.
  - Ou gen 180 minit pou fini egzamen an; elèv k ap aprann lang Anglè (English Language Learners, ELL) oswa elèv ki gen tan anplis kòm yon akomodasyon ki apwouve gen 360 minit pou fè egzamen an.
  - Ou ka kòmanse egzamen an nan nenpòt seksyon/pati ou vle, donk deside alavans nan ki lòd w ap pran egzamen an.
  - Ou ka divize tan an ant seksyon ELA a ak seksyon matematik la nenpòt jan ou vle.

- ▢ **Jere tan an avèk yon mont oswa revèy. Wa p gen 180 minit pou dire egzamen an (elèv ki gen tan anplis kòm yon akomodasyon gen 360 minit. Yo pa p otorize w itilize mont entèlijan (smartwatch) nan jou egzamen an.**
- ▢ **Kòmanse reponn kesyon swa nan seksyon ELA oswa nan seksyon matematik la.**
  - Sonje, se oumenm ki pou deside nan ki seksyon w ap kòmanse!
  - Fè atansyon lè w ap travay, men kontinye avanse nan yon ritm ki konfòtab.
  - Pa pase plis pase de minit nan okenn kesyon.
- ▢ **Chwazi repons ou a sou ekran an.**
  - Suiv eksplikasyon yo avèk atansyon sou kòman pou chwazi repons ou yo.
  - Ou dwe chwazi yon repons pou w ka kontinye nan pwochen kesyon an.
  - Ou ka retounen nan kesyon ki anndan yon seri pasaj (yon tèks ak kesyon ki lye avèk tèks la) ki nan seksyon konpreyansyon lekti ki revize ak edite yo. Depi w kite seri pasaj la, ou pa p ka retounen sou kesyon sa yo.
- ▢ **Yon repons ou devine apati sa w deja konnen kapab se bon repons la.**
  - Fè sa lè w elimine chwa repons ki pa bon menm, epi chwazi youn nan chwa ki rete yo.

1.3 Tcheke repons ou yo apati egzamen echantiyon an

- ▢ **Apre w fin konplete egazamen echantiyon an, revize rapò rezime ki idantifye tout repons kòrèk oswa enkòrèk yo.**
  - Li eksplikasyon kesyon ki kòrèk yo pou wè ki kalite erè ou fè.
  - Tcheke tou pou wè si se menm tip erè yo ou toujou fè.
    - **Egzanp ELA:** *èske ou te rate anpil kesyon sou ide santral la oswa sou objektif otè a?*
    - **Egzanp matematik:** *èske ou te rate anpil kesyon paske ou fè move kalkil?*
  - Chèche opòtinite pou fè plis pratik kote ki te pi difisil pou ou yo!

YO FÈ ESPRE KITE PAJ SA A VID

Aprann Sou Tès la

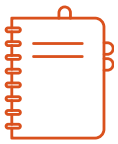
Apati Otòn 2026, SHSAT pral vin yon tès ki adapte sou òdinatè (CAT). Yon CAT se yon egzamen ki seleksyone kesyon ou pral wè yo pèfòmans ou nan moman an. Pa egzanp, si ou reponn kòrèkteman yon kesyon ki gen difikilte mwayen, nan ka sa ou pral resevwa yon kesyon ki pi difisil; si ou pa reponn yon kesyon kòrèkteman, nan ka sa yo pral poze w yon kesyon ki mwens difisil. Tout elèv yo pral reponn menm kantite kesyon pou chak sijè.

Ou ap gen twa èdtan pou fè tès la. Genyen 50 nimewo nan seksyon ELA a epi 50 nimewo nan seksyon Matematik la.

Nan tou de seksyon Matematik ak ELA yo, ou dwe reponn chak kesyon anvan ou ka pase nan pwochen an.

Prepare W pou Jou Tès la

Planifye apwòch ou an.



- Ak ki matyè w ap kòmanse?
- Kijan ou pral jere tan w byen?

Planifye zouti w yo.



- Konplete leson patikilye zouti Preparasyon Elèv la pou ou kapab abitye ak tout opsyon zouti yo.
- Fè pratik pandan w ap itilize zouti yo sou eleman ki nan tès pratik yo.
- Dekouvri ki zouti ki ka ede w epi ki p ap ralanti w.
- Deside sou ki zouti ou ou pral itilize itilize nan chak seksyon nan jou tès la.

Planifye tan w.



- Planifye konbyen tan ou pral pase sou chak sijè. Ou ap gen 3 èdtan pou fè tès la.
  - Sonje, ou dwe fini premye sijè a anvan ou pase nan pwochen an. Ou p ap ka retounen sou sijè a yon fwa ou fin soumèt li.
  - Deside sa ou pral fè si ou rive nan fen tan ou te planifye a, epi ou poko fini seksyon an. Èske w ap kontinye nan menm rit la, oswa èske w ap avanse rapidman nan rès kesyon yo pou w ka chanje seksyon?
- Planifye konbyen tan ou pral pase nan kesyon Matematik ak ELA yo. Asire ou konsidere tan ou pase ap li pasaj yo.
- Pa pase twòp tan sou yon sèl kesyon. Si ou pa sèten de yon repons, byen devine epi ale nan pwochen kesyon an.
- Deside si ou vle kite revèy la vizib nan ba zouti tès la oswa si ou ap kache revèy la nan jou tès la.

Fason pou Prepare w pou Seksyon Lang Anglè a

Seksyon Atizay Lang Anglè a genyen 50 kesyon ki evalye konpreyansyon lekti ak konpetans nan revizyon/koreksyon. Kesyon sa yo aliyen ak **Nòm Aprantisaj Lang Anglè Nouvo Jenerasyon Eta New York la (New York State Next Generation English Language Arts Learning Standards)**. Paj ki swiv yo bay ti konsèy sou fason pou reponn kesyon sou konpreyansyon lekti ak sou revizyon/koreksyon.

Nan chak seri pasaj konpreyansyon lekti ak revizyon/koreksyon (sa vle di, yon tèks ansanm ak kesyon ki gen rapò avè l), w ap kapab retounen sou kesyon yo pou modifye repons ou jiskaske ou soumèt repons ou pou seri pasaj sa a. Yon fwa ou ale nan yon nouvo seri pasaj, ou p ap kapab retounen nan seri pasaj anvan yo. Pou kesyon endepandan yo nan seksyon ELA a, ou p ap kapab retounen sou kesyon an apre ou fin ale nan pwochen kesyon an.

Fè Envantè Zouti w yo		
Makè pou Soulinye		Soulinye tèks ou vle make kòm enfòmasyon enpòtan.
Eliminatè Repons		Fè yon kwa sou opsyon repons ou konnen ki pa kòrèk yo.
Kanè Nòt		Pran nòt pou fè referans pandan seksyon ELA a.
Kreyon		Itilize souri w la pou desine sou kesyon tès oswa pasaj yo pou ede travay sou kesyon yo. Ou ka defèt, refè, oswa efase mak kreyon yo.
Mask Lektè Liy		Kouvri tèks ki antoure sèten liy yo pou kapab konsantre w sou yo.
Makè Paj		Pou seri pasaj yo sèlman: Make nenpòt kesyon ou vle repase nan seri pasaj la pou ou ka retounen sou li anvan ou ale nan pwochen seri pasaj la.
Mo ki Akonpanye ak Definisyon yo Definisyon		Yo bay definisyon pou mo ki soulinye ak liy pwentiye yo. Klike sou mo ki soulinye a pou li definisyon ki parèt la.

Apèsi sou Konpreyansyon Lekti

Seksyon sa a evalye kapasite w pou li ak konprann tèks, alafwa nan jan literè ak enfòmatif, ki kapab gen ladan yo nenpòt nan tip tèks ki endike anba a.

Tip tèks enfòmatif yo kapab gen ladan yo:	Tip tèks literè yo kapab gen ladan yo:
tèks ekspozitif/eksplikatif	pwezi
tèks agimantatif	istwa avanti
tèks fonksyonèl sou fòm: • redaksyon pèsonèl • diskou • atik sou opinyon • redaksyon sou atizay oswa literati • biyografi • memwa • jounalis • kont istorik, syantifik, teknik oswa ekonomik ki ekri pou yon gran piblik	fiksyon istorik mistè mit syans fiksyon fiksyon reyalis nonfiksyon kreyatif

Ti Konsèy sou Konpreyansyon Lekti

Byen li tèks la pandan w ap sonje tan yo bay la; pa sèlman fè yon koudèy.

- Byen li tèks la pou asire ou vrèman konprann li, pou kapab idantifye alafwa lide prensipal yo ak detay enpòtan yo.
- Evalye sa ou konprann pandan ou ap li a; si yon fraz oswa yon paragraf bay konfizyon, eseye li l yon lòt fwa byen vit.

Pran nòt oswa soulinye tèks la.

- Pran ti nòt pou idantifye detay ki enpòtan yo, pou rezime lide, elatriye, pandan w ap li tout tèks la. Ou gendwa vle itilize kanè nòt dijital la oswa moso papye bouyon ak kreyon pou pran nòt.

Byen li kesyon an.

- Byen li kesyon an pou ou ka konprann klèman sa kesyon an mande pou fè a. Pa egzanp, èske ou bezwen konsantre w sou detay yo nan sèlman yon paragraf oswa plizyè paragraf?
- Jan sa nesesè, reli pati a oswa pati yo ki enpòtan nan tèks la nan tèks la ankò.

Eseye detèmine repons lan anvan ou li opsyon repons yo.

- Reflechi sou repons lan anvan w li chak opsyon. Apre sa, li chak opsyon repons, elimine sa yo ki sanble pa kòrèk ditou, epi chwazi youn ki pi byen koresponn ak panse ou. Ou ka vle itilize eliminatè repons lan pou make chwa repons ki pa kòrèk yo.
- Fè chwa repons ou yo sèlman selon enfòmasyon ki nan tèks la (ak imaj ak grafik ki asosye yo kote sa enpòtan). Pa chita sou konesans ou te deja genyen sou sijè a.

Planifye zouti w yo.



- Pratike zouti ou pral itilize yo: makè pou soulinye, eliminatè repons, kanè nòt, lektè liy, kreyon.
- Mo ki akonpanye ak definisyon yo: Mo yo bay definisyon pou yo nan tèks la pral make ak yon mak ki soulinye yo.
- Konsèy pou Makè Paj: Pou seksyon Konpreyansyon Lekti a ak seksyon Pati A Revizyon ak Koreksyon an, ou pral kapab retounen nan kesyon yo nan chak seri pasaj sèlman. Ou kapab swete itilize makè paj la pou note ki kesyon ou ta renmen retounen sou li yo.

Planifye tan w.



- Anvan jou tès la an, planifye konbyen tan ou pral pase sou chak seri pasaj (yon tèks ak kesyon ki gen rapò ak li). Sonje, yon fwa ou soumèt chak seri pasaj, ou p ap ka retounen pou chanje repons ou an.

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.



Ti Konsèy: Itilize yon makè pandan w ap li pou idantifye detay enpòtan yo.



Ti Konsèy: Yo soulinye mo ki akonpanye ak definisyon yo nan tèks la pou endike yo bay yon definisyon pou ou lè w klike sou mo sa a.

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)



Ti Konsèy: Revize seksyon ou te souliye yo, men sonje repons yo ka sòti nan seksyon ki pa souliye yo.



Ti Konsèy: Itilize eliminatè repons lan lè ou sèten yon chwa repons pa kòrèk.

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.

Apèsi sou Fason pou Revize/Korije Pati A

Kesyon ki nan Pati A evalye kapasite w pou li yon tèks epi pran desizyon ki amelyore kalite jeneral ekriti a. Sijè ki prezante nan tèks sa yo pral gen ladan evènman istorik ak evènman aktyèl; moun, lye, ak teknoloji; ak fenomèn ki konsène syans biyolojik, syans fizik, ak syans sosyal. Chak fraz gen nimewo pou w ka byen vit lokalize epi refere w nan kèk pati espesifik nan pasaj la.

Tèks la ka genyen erè tankou

- move itilizasyon lang
- detay sipò ki manke oswa ki pa nesesè
- mo, gwoup mo, oswa fraz tranzisyon ki manke oswa ki pa apwopriye
- yon deklarasyon entwodiksyon ki manke oswa ki pa klè oswa yon deklarasyon konklizyon
- òganizasyon ki bay konfizyon oswa ki pa lojik
- lòt erè ki gen rapò ak lang ak nòm ekriti yo

Ti Konsèy pou Revize/Korije Pati A

Premyèman, byen li tèks la pandan w ap sonje tan yo bay la; pa sèlman fè yon koudèy.

- Pou pi byen itilize tan an, premyèman li tèks la. Li kesyon yo apre ou fin byen li tèks la.
- Ou dwe konprann objektif otè a, lide prensipal la, ak detay sipò yo nan tèks la pou kapab reponn kesyon sou fason li te ka pi byen devlope ak òganize tèks la, sa ki mande yon bon jan lekti.
- Ou kapab remake fraz ak paragraf ki sanble bay konfizyon yo, ki sanble pa lojik, pa nesesè, pa òganize, oswa ki jeneralman difisil pou li yo.

Apre sa, byen li chak kesyon, pandan w ap sonje tan yo bay la.

- Tounen nan tèks la epi tounen li fraz oswa paragraf enpòtan ki mansyone nan kesyon an.
- Epitou ou kapab bezwen pakouri fraz ki vini anvan an ak fraz ki vini apre a ki mansyone nan yon kesyon.
- Konsidere chak opsyon repons, tounen li tèks la jan sa nesesè (epi si w genyen tan tou). Detèmine si opsyon an reprezante pi bon revizyon an.
- Asire w ou note konbyen seleksyon oswa repons ki nesesè pou jwenn yon repons konplè pou kesyon an.

Planifye zouti w yo.



- Deside sou ki zouti ou pral itilize pou seksyon sa a. Èske w ap itilize kanè nòt dijital la oswa papye bouyon? Èske ou pral itilize zouti makè pou soulinye a? Pratike itilizasyon diferan zouti anvan ou fè tès la.

Planifye tan w.



- Anvan jou tès la an, planifye konbyen tan ou pral pase nan Pati A. Sonje, yon fwa ou fin soumèt chak seri pasaj, ou p ap ka retounen pou chanje repons ou yo.

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.

Apèsi sou Fason pou Revize/Korije Pati B

Konpetans langaj yo evalye nan seksyon sa a baze sou seksyon **Nòm Aprantisaj Anglè Nouvo Jenerasyon Eta New York la** pou Klas 7 ane, menm jan ak konpetans ak nòm yo te entwodwi nan klas anvan yo. Chak kesyon dirije w pou li yon fraz, yon lis fraz, oswa yon paragraf ki gen fraz ki nimewote. Apre sa, mande w pou rezoud pwoblèm ki lye ak konvansyon lang ak ponktiyasyon. Egzanp yo gen ladan

- seleksyone pi bon koreksyon an pou yon erè
- idantifye yon fraz ki gen yon erè
- amelyore ekriti pandan w ap konbine fraz oswa w ap revize pati nan yon fraz.

Ti Konsèy pou Revize/Korije Pati B

Li tèks ki nan bwat la, epi pran nòt oswa itilize makè pou soulinye pwoblèm ou obsève yo pandan w ap jere tan ki disponib la.

- Èske gen mo, gwoup mo, oswa fraz ki difisil pou li akoz yon erè nan itilizasyon lang oswa ponktiyasyon?
- Èske genyen nenpòt pati nan tèks la ke yo te ka ekri yon fason ki pi klè, pi presi, epi pi egzat?
- Soulinye tèks la byen vit lè ou remake yon erè. Sa ka ede w chwazi yon opsyon repons.

Planifye zouti w yo.



- Deside sou ki zouti ou pral itilize pou seksyon sa a. Èske w ap itilize kanè nòt dijital la oswa papye bouyon an? Èske ou pral itilize zouti makè pou soulinye a? Pratike ak zouti yo anvan tès la.

Planifye tan w.



- Anvan jou tès la, planifye kantite tan ou pral pase nan seksyon sa a. Sonje, kontrèman ak lòt pati nan seksyon ELA a, yon fwa ou ale nan pwochen kesyon an, ou p ap ka retounen pou chanje yon repons nan yon nimewo pase.

Kèk Egzanp Kesyon pou Revize/Korije Pati 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

Pou detèmine pi bon revizyon pou paragraf sa a, li Fraz 1 nan paragraf la. Si yon revizyon pa nesesè, kontinye li chak fraz ak opsyon repons yo jiskaske ou jwenn repons ki kòrèk la.

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." Tan prezan, "vle di," (means) te ka itilize tou, paske James sanble rive nan reyalizasyon sa a nan moman prezan an. Itilizasyon "vle di" (means) t ap fè fraz ki korije a jan sa swiv la: "Pandan 14 lane, James ak papa l te genyen yon tradisyon pou patisipe nan match Yankees yo ansanm, men James pral nan fakilte semèn k ap vini, epi l ap soufri paske li prale lekòl nan Pennsilvani epi lefètke li pral travay lòtbò a pandan ete a sa vle di li p ap ka patisipe nan match yo ankò avèk papa l."

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



Ti konsèy: Panse pou itilize zouti makè pou soulinye a pou make erè a lè ou wè l. Mask Lektè liy la kapab ede w konsantre tou sou chak liy tèks.

Pou idantifye fraz la, byen li fraz la pandan w ap sonje tan yo bay la; pa sèlman fè yon koudèy. Erè a kapab nenpòt kote nan paragraf la.

Sonje ke erè sa a espesifik ak *konstriksyon an*, sa ki vle di li lye ak fason mo ak gwoup mo yo plase nan yon fraz pou reprezante relasyon ki genyen ant lide yo.

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.

Pou konbine fraz yo, mande tèt ou

1. Èske genyen nenpòt mo/lide ki ka itilize pito sèlman yon sèl fwa?
2. Ki jan diferan lide yo konekte? Èske yo reprezante yon kòz a efè, lide opoze yo, yon sekans, elatriye?

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.

Fason pou Prepare pou Seksyon Matematik la

Seksyon Matematik la gen 50 pwoblèm mo ak kesyon kalkil. Kesyon Matematik yo enplike aplikasyon konpetans matematik, tèm matematik, ak konsèp jeneral ki soti nan **Nòm Aprantisaj Matematik Nouvèl Jenerasyon Eta New York la**. Eleman SHSAT Matematik yo pral mande pou ou aplike konpetans Matematik yo nan pwoblèm konplèks, pwoblèm ki gen plizyè etap yo.

Nan seksyon Matematik la, ou dwe reponn chak kesyon anvan ou kapab ale nan kesyon apre a. Ou p ap kapab retounen nan kesyon an apre ou fin ale nan pwochen kesyon an.

Fè Envantè Zouti w yo

Makè pou Soulinye		Soulinye tèks ou vle make kòm enfòmasyon ki enpòtan an.
Eliminatè Repons		Bife opsyon repons ou konnen ki pa kòrèk yo.
Kanè Nòt		Pran nòt oswa rezoud pwoblèm matematik yo. Kanè nòt la pral aktyalize pou chak kesyon.
Kreyon		Itilize souri w la pou desine sou kesyon tès oswa pasaj yo pou ede w travay sou kesyon yo. Ou ka defèt, refè, oswa efase mak kreyon yo.
Mask Lektè Liy		Kouvri tèks ki antoure sèten liy pou kapab konsantre w sou yo.
Editè Ekwasyon		Ou pral itilize editè ekwasyon an pou antre repons pou kèk kesyon. Abitye tèt ou ak zouti sa a pou ou ka itilize l pi fasil.

Paj ki swiv yo dekri divès konsèy pou ede w prepare w pou fè seksyon Matematik SHSAT la. Yo gen ladan bagay ki swiv yo:

- ti konsèy pou amelyore konpetans ou nan Matematik
- ti konsèy pou kenbe nan tèt ou sou sa yo atann nan seksyon Matematik SHSAT la
- ti konsèy pou rezoud pwoblèm Matematik

Kesyon matematik ki nan fòmilè tès Klas 8 la baze sou nòm aprantisaj Eta New York yo jiska Klas 7yèm ane. Kesyon Matematik nan fòm tès Klas 9yèm ane yo baze sou nòm yo jiska Klas 8yèm ane.

Ti Konsèy pou Amelyore Konpetans Ou nan Matematik

Revize Resous Matematik yo.

- Itilize manyèl Matematik ou an, chèche lòt resous Matematik yo nan lekòl la oswa nan bibliyotèk lokal ou an, oswa mande pwofesè ou an pou rekòmande resous pou ou itilize.

Fè pratik pandan w ap rezoud kesyon Matematik chak jou. Rezoud alafwa kesyon debaz ak kesyon difisil.

- Kesyon debaz yo ranfòse konpetans Matematik tankou senplifikasyon fraksyon ak aplikasyon konsèp estatistik yo.
- Kesyon ki pi difisil yo mande pou etabli ekwasyon konplèks ak plizyè etap. Yo ka mande tou pou itilize plizyè tip konpetans Matematik. Pa egzanp, ou kapab itilize fraksyon, rezoud ekwasyon, epi aplike konesans ou sou estatistik pou reponn yon kesyon.

Kèk Bagay pou Sonje Pandan W ap Prepare W pou Seksyon Matematik la

Revize tèm matematik yo, senbòl, ak fòmil yo.

- Ou dwe konnen definisyon tèm matematik ki apwopriye pou nivo klas ou an, tankou “paralèl” ak “pèpandikilè,” ak senbòl ki reprezante tèm sa yo tou.
- Etidye tèm matematik yo, senbòl yo, ak fòmil yo, tankou sila yo pou perimèt, sifas, volim, ak espas sifas divès figi ki gen 2 ak 3 dimansyon. Itilize materyèl klas matematik ou yo, epi fè referans ak Nòm Aprantisaj Matematik Nouvo Jenerasyon Eta New York la. Fòmil ak materyèl referans yo disponib tou sou sitwèb depatman edikasyon Eta New York la.
- Yo P AP bay definisyon ak eksplikasyon pou tèm, senbòl, ak fòmil yo nan dokiman tès la. Fè pratik pandan w ap itilize yo pou rezoud kesyon jiskaske ou rive memorize fòmil yo epi ou ka itilize yo san pwoblèm.
- Revize definisyon ak bon jan itilizasyon senbòl matematik yo nan palèt Editè Ekwasyon an tankou parantèz (), rasin kare, ak pwen miltiplikasyon.

Planifye zouti w yo.



- Deside sou ki zouti ou pral itilize nan seksyon Matematik la. Èske w ap itilize zouti kanè nòt dijital la oswa papye bouyon an? Èske w pral soulinye pati enpòtan yo nan kesyon an? Familyarize w avèk zouti yo ak tip kesyon yo nan Zouti Preparasyon Elèv la.

Planifye tan w.



- Anvan jou tès la, planifye kantite tan ou pral pase nan seksyon Matematik la. Sonje, ou pa ka retounen yon fwa ou rive nan pwochen kesyon an.

Ti Konsèy pou Rezoud Pwoblèm Matematik

Byen li chak kesyon.

- Byen li pou kapab rezoud pwoblèm ki konplèks yo avèk presizyon pandan w ap *itilize* enfòmasyon ki enpòtan sou kesyon an.
- Asire w ou note konbyen chwa repons oswa repons ki nesesè pou jwenn yon repons konplè pou kesyon an.
- Soulinye pati yo nan kesyon an, tankou nan Egzanp 1 an, pou asire ou mete tout enfòmasyon yo lè w ap rezoud pwoblèm nan.
- Itilize eliminatè repons lan pou make repons ou panse ki pa kòrèk yo.
- Chanje mo nan kesyon an an senbòl matematik (jan sa endike nan Egzanp 1 ak Egzanp 2 a). Deside si ou pral itilize papye bouyon oswa kanè nòt dijital la. Li ka pi rapid pou ou itilize yon papye bouyon si sa se fason ou abitye rezoud pwoblèm matematik yo. Ou ta dwe chwazi metòd ki pi bon pou ou a.

Ou dwe reponn pifò kesyon yo pandan w ap travay pou jwenn repons lan.

- Lè ou rezoud pwoblèm nan *anvan* ou gade opsyon repons yo pi efikas pase lè w gade opsyon repons yo an premye epi *apre sa* ou eseye estime presizyon yo chak pou jwenn repons ki kòrèk la.

Li pi bon pou rezoud pwoblèm yo sou papye (olye ou fè sa sèlman nan tèt ou) epi konsantre w pou *rezoud* yo olye w *seleksyone yo*.

- Lè w jwenn yon repons, gade chwa ki endike yo. Si repons ou an enkli nan chwa yo, epi ou kwè se repons ki kòrèk la, make l. Si li pa kòrèk, retounen sou kesyon an epi rezoud li ankò.
- Si repons ou an pa twouve l pami opsyon repons yo, konsidere lòt fason pou ekri repons ou an. Pa egzanp, $\frac{5}{9}(3 + x)$ ekivalan ak tout sa ki swiv yo:
  $\frac{5(3 + x)}{9}$ epi $\frac{5}{3} + \frac{5}{9}x$ ak $\frac{5}{3} + \frac{5x}{9}$.
- Si repons ou an toujou pa twouve l pami opsyon repons yo, eseye byen devine.

Sample 1

\+ x, x+1 = −15

The sum of two consecutive integers 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

J 2K J−5 K+5

Jenny starts a game with twice as many marbles as Keiko. Jenny gives Keiko 5 marbles, but she still has 10 more than Keiko. How many marbles did Jenny have to start with?

+10

A. ~~25~~

B. 30

C. 35

D. 40

J=2K

J−5=(K+5)+10



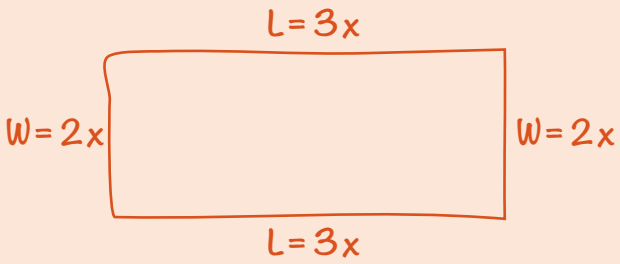
Ti Konsèy: Itilize eliminatè repons lan pou make repons ou panse ki pa kòrèk yo.



Ti Konsèy: Ou kapab vle itilize zouti kreyon an oswa kanè nòt dijital la OSWA ou kapab prefere itilize papye bouyon.

Desine figi oswa dyagram pou kesyon ki pa genyen yo.	➤ Desine figi oswa dyagram, tankou nan egzanp ki anba a, pou ede w vizyalize sa kesyon an ap dekri a.

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

Desine dyagram yo epi idantifye figi yo.

Ti Konsèy: Deside si w ap itilize zouti kreyon an, kanè nòt dijital la, oswa papye bouyon pou pran nòt ak trase dyagram.

Fè yon pa alafwa.	➤ Kèk kesyon mande w pou konbine yon seri etap. Ekri yon etap alafwa, tankou nan egzanp ki anba a, pou rezoud pwoblèm ki gen plizyè etap yo.

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

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

$7x = 140$

$x = \$20$

Etap 1: Konvèti lorgs yo an dola.

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

$0.5x = 16$

$x = \$32$

Etap 2: Konvèti dalts yo an dola.

$20 + 32 = \$52$

Etap 3: Ajoute konvèsyon lorgs ak dalts ou yo ansanm.

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.

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

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

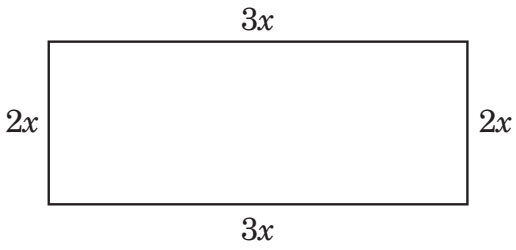
$J - 5 = \frac{J}{2} + 15$

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

$J = 40$ 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

$2(2x) + 2(3x) = 510$
$4x + 6x = 510$
$10x = 510$
$x = 51$
$2x = 102$cm and $3x = 153$ 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:

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

$0.5x = 16$

$x = \$32$

Total dollars = 20 + 32 = $52

2.0 Prepare pou jou egzamen an

2.1 Kisa pou w pote nan sesyon egzamen an

Nan sesyon egzamen an ou DWE pote bagay sa yo:

- Teknoloji sipò (si gen sa nan IEP ou a ak nan tikè egzamen an)

Ou KAPAB, men ou pa oblije pote:

- TIKÈ EGZAMEN SHSAT ou a
- adwaz panche
- kreyon ki gen pwent fèt ak gòm
- grab kreyon
- Siliyè (highlighter)
- yon mont ki pa sonnen epi ki PA yon kalkilatris
- yon ti snack ki pa fè bri ki vlope (Elèv ka pran snack yo avan yo kòmanse bay egzamen an oswa pandan yon poz; yo PA ka manje snack la pandan y ap pran egzamen an.)
- dlo (nan yon veso anplastik ki pa fè bri si l chavire)

2.2 Kisa pou PA pote

Sa yo pa otorize

- ✗ pwòp òdinatè pa w (ya p ba w yon òdinatè pou w pran egzamen an)
- ✗ kamera
- ✗ kalkilatris
- ✗ smart watches
- ✗ tablet/iPad, ebook reader
- ✗ ekoutè, ekoutè ki pa elektwonik, linèt entèlijan, telefòn sèlilè, nenpòt lòt aparèy elektwonik
- ✗ materyèl ekri ki soti deyò
- ✗ soda, ji, oswa nenpòt lòt bwason eksepte dlo; dlo se sèl bwason yo pèmèt nan lokal egzamen an

Mesaj sou selilè

Yo pèmèt selilè nan lokal egzamen an, men:

1. yo dwe etenn

2. ou pa ka genyen yo avèk ou pandan egzamen an—sa vle di yo pa ka nan pòch ou, nan men w oswa sou biwo w

Lokal egzamen an ap eksplike w sa pou fè avèk selilè a avan egzamen an kòmanse. Y ap mande w pou fèmen telefòn, kamera ak lòt aparèy elektwonik epi kenbe yo yon kote dapre règleman lokal kote y ap bay egzamen an.

Y ap bay bagay sa yo

- yon aparèy òdinatè pou pran egzamen an.
- papye bouyon, ou ka itilize pou pran nòt ak pou rezoud kalkil matematik epi ya p ramase l nan fen egzamen an.
- SÈLMAN ELL ak ansyen ELL ki elijib ap gen aksè nan yon glosè bileng pou egzamen an. Gade sitwèb SHSAT la pou plis enfòmasyon pou sipò egzamen pou ELL.

2.3 Sa pou atann nan jou egzamen an

- Si w ap pran egzamen an pandan jounen lekòl, se pou rive lekòl la nan lè regilye sofsi lekòl la te ba w yon lòt lè pou w rive.
- si w ap pran egazamen an nan wikenn, asire w rive nan lokal egzamen an nan lè ki sou tikè egzamen SHSAT ou a. Tanpri sonje sa a se lè pou rive a, se pa lè egzamen an ap kòmanse. Egzamen an ap kòmanse pi vit posib apre lè ki sou tikè w la. Nan kèk ka, egzamen an ka kòmanse 1èdtan oswa plis apre lè rive ki sou tikè egzamen an.
- Nan lokal k ap bay egzamen nan wikenn, avan egzamen an kòmanse, estaf nan lokal la ka fè yon foto oswa videyo tout elèv nan chak sal egzamen yo. Yo pral itilize imaj sa yo pou kesyon sekirite egzamen yo sèlman.
- Elèv ki gen tan estanda pou pran egzamen gen 180 minit. Elèv ki gen tan akomodasyon pwolonje gen 360 minit. Elèv ki gen akomodasyon sa a ap gen yon pòz lè 180 minit lan fini, epi yon lòt pòz apre 90 minit pase.

2.4 Kòmansman egzamen an

Avan w kòmanse pran egzamen an, ou pral li sou ekran deklarasyon pou rekonèt ki di ou santi ou byen pou pran egzamen an, ou abite nan Vil Nouyòk epi ou w ap pran egzamen pou nivo klas ki kòrèk la. Chwazi kazye sou ekran an ki di ou dakò.

- Si ou pa santi w byen, ou dwe enfòme siveyan egzamen an imedyatman; ou pa dwe kòmanse pran egzamen an, ni siyen deklarasyon an. Depi w kòmanse egzamen an, ou pa ka mande pou repran l nan yon lòt dat akoz ou te malad.
- Asire w ap pran egzamen an pou nivo klas kòrèk la.
- Si w ap pran egzamen an pandan jounen lekòl, se pou rive lekòl la nan lè regilye sofsi lekòl la te ba w yon lòt lè pou w rive.

Lè yo di w pou kòmanse egzamen an, ou dwe li ak suiv eksplikasyon sou kòman pou chwazi repons pou chak kesyon.

Ou ka ekri sou papye bouyon yo bay la pou travay sou ELA oswa sou kesyon matematik yo, men ou dwe chwazi repons ou yo sou fòm ki sou entènèt la pou yo ka konsidere yo Li pa p posib pou reponn kesyon apre lè egzamen an fini. Yo p ap konsidere enfòmasyon ou ekri sou papye bouyon an.

2.5 Move konduit elèv

Yo aplike règ sa yo avèk anpil severite pou aisre tout elèv fè yon eksperyans egzamen ki jis epi pou prezève entegrite ki gen nan nòt SHSAT yo.

- Yo atann elèv yo suiv kondisyon ki tabli nan seksyon 2.2 konsènan aparèy elektwonik yo. Yo p ap pèmèt okenn elèv ki refize mete yon kote oswa fèmen yon aparèy ki entèdi pran egzamen an epi yo p ap ba li opòtinite pou repran egzamen an nan yon lòt dat.
- Pandan egzamen an (ladan pandan tan poz yo) ou p ap kapab kominike avèk lòt elèv nan okenn fason. Sa gen ladan bagay sa yo ak lòt ankò:
  - pale, ekri ak pase ti nòt
  - pataje repons ou yo avèk lòt elèv
  - gade repons lòt elèv
  - anrejistre kesyon egzamen yo
  - gen yon selilè, kamera oswa yon lòt aparèy elektwonik (menmsi li etenn)
- Pandan egzamen an (ladan pandan tan poz yo), ou pa ka itilize aparèy yo ba w pou pran egzamen an pou fè lòt bagay, epi ou p ap gen aksè nan okenn lòt aplikasyon ki pa nan platfòm pou pran egzamen an.
- Pandan egzamen an (ladan pandan tan poz yo), ou pa ka itilize okenn aparèy elektwonik yo entèdi, ladan telefòn selilè w.
- Depi w rive nan fen egzamen an ak/oswa siveyan an mande w pou kanpe egzamen an, ou pa ka itilize okenn zouti dijital, rantre repons, ekri sou papye bouyon ni chanje okenn repons sou ekran an.
- Ou pa gen dwa pataje kesyon ak repons egzamen yo avèk okenn moun ki andeyò lokal y ap bay egzamen an. Se tou yon vyolsasyon règleman sou move konduit elèv pou pran kesyon, repons oswa nenpòt lòt enfòmasyon sou egzamen lòt elèv. Si yon moun pataje avèk ou kesyon/repons ki nan egzamen an, oswa ou okouran enfòmasyon sa yo ap sikile, yo atann pou rapòte vyolasyon sa a imedyatman bay HSenrollment@schools.nyc.gov.

Si yo kenbe elèv ap fè nenpòt nan bagay sa yo, y ap anile egzamen li an.

- Yo p ap pèmèt elèv klas 8yèm ane pou pran egzamen an ankò avan pwochen ane lekòl la.
- Elèv ki nan klas 9yèm ane kounye a p ap gen opòtinite pou pran egzamen an apre klas 9yèm ane a.

Lekòl Leta Vil Nouyòk rezève dwa pou anile egzamen yon elèv pou nenpòt vyolasyon sou entegrite egzamen ladan, men ki pa sa yo sèlman, sitiyasyon ki dekri pi wo yo. Anplis lekòl leta Vil Nouyòk gen otorite pou mennen envestigasyon sou tout ka move konduit, menmsi elèv la pa enskri nan yon NYCPS; sepandan, si elèv ki komèt vyolasyon an pa yon elèv nan Lekòl Leta Vil Nouyòk, NYCPS atann koperasyon total lekòl elèv sa a nan kolekte enfòmasyon sou akiszasyon move konduit la.

3.0 Kisa k ap pase lè m fin pran egzamen SHSAT la?

3.1 Revandikasyon pou iregilarite nan egzamen

NYCPS fè anpil efò pou asire yo bay egzamen SHSAT la nan yon fason ki jis ak ki konsistan pou tout elèv. Sepandan, si w panse gen pwoblèm oswa iregilarite nan egzamen an pandan nenpòt pati nan SHSAT la, ou ta dwe mete siveyan an okouran tousuit. Sa ka gen ladan maladi elèv, pwoblèm teknik, yon erè ki nan egzamen an, twòp distraksyon oswa konpòtman elèv ki pa apwopriye. Siveyan an ap eseye korije sitiyasyon an epi l ap fè w ekri yon deklarasyon sou sa ki pase a nan fen egzamen an.

Oumenm ak paran/responsab ou dwe rapòte tout pwoblèm onivo siveyans oswa iregilarite ou sispèk ki gen nan egzamen an, nan youn nan fason sa yo:

1) Voye yon demand elektwonik nan **HSEnrollment@schools.nyc.gov**, oswa

2) Voye yon lèt sètifye pa lapòs avèk prèv yo delivre l nan:

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

Tout demand sa yo dwe fèt pa pi ta pase **yon semèn** apre dat yo fin bay egzamen an.

Pou tout revandikasyon, tanpri mete non paran/responsab ak elèv la, ansanm ak nimewo telefòn ak/oswa enfòmasyon sou imèl pou yo kontakte w. Yo p ap konsidere okenn revandikasyon pou iregilarite nan egzamen ki poste pi ta pase yon semèn apre dat ou te pran egzamen an. Y ap reponn reklamasyon yo dapre chak ka anpatikilye.

Lòt solisyon anplis: Si ou pa satisfè avèk fason NYCPS te jere sitiyasyon konsènan iregilarite nan egzamen yo oswa move konduit elèv, ou ka konteste desizyon NYCPS a devan Komisè Depatman Edikasyon Eta Nouyòk (New York State Education Department, NYSED) jan sa di nan Lwa 310 sou Edikasyon Nouyòk la. Aprann jan pou fè yon kontestasyon sou sitwèb Komisyonè a nan **counsel.nysed.gov/appeals**.