



Get out your Number 2 pencils!

What do inner-city teenagers know that the rest of us may not? What can they do that others might find daunting? What can we all learn, from thinking through the issues that confront urban youth at school and in their neighborhoods?

SAT Bronx aims to find out, by framing the words and experiences of fourteen Bronx high school students in the form of standardized test passages. To answer its multiple-choice questions (co-constructed with two of the students' teachers and with Kathleen Cushman of What Kids Can Do), one must analyze complex matters of culture, language, behavior, even governmental policy.

On this test, the only way to get the right answers is to pay close attention to the words, experiences, and perspectives of its young co-authors. Taking *SAT Bronx* opens important conversations about multiculturalism and equity, knowledge and skills, and the assumptions that underlie our thinking about urban youth. Discussion questions for both youth and adults follow each section.

EARLY PRAISE FROM *SAT BRONX* TEST TAKERS:

- > "This test combines two codes and cultural lingos—that of urban youth and that of the test-making establishment. It helps adults understand the code-switching necessary to take standardized tests. They may not easily comprehend certain passages by students in *SAT Bronx*, yet they must answer questions about them."
- > "It reminded me that similar values could lead to different actions and similar actions could come from different values."
- > "*SAT Bronx* provides adults with a different entry point for conversations about equity. It reminds us that urban youth can conduct sharp analysis of complex factors and situations that are not cut-and-dried."

SAT Bronx developed as a collaborative project of What Kids Can Do, Inc. with generous support from Adobe Youth Voices, a global network of educators and youth who share their ideas, concerns, and aspirations using Adobe's media tools.



Next Generation Press
www.nextgenerationpress.org



SAT Bronx Do You Know What Bronx Kids Know?

Students of Bronx Leadership Academy 2

Next Generation Press



SAT BRONX

Do You Know What Bronx Kids Know?



- Students from Bronx Leadership Academy 2 A
- Shannon O'Grady B
- Kristin Ferrales C
- Kathleen Cushman D
- All of the above E

SAT BRONX

Do You Know What Bronx Kids Know?

Students from Bronx Leadership Academy 2

Shannon O'Grady

Kristin Ferrales

Kathleen Cushman

All of the above

A B C D E



A project of Adobe Youth Voices
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NEXT GENERATION PRESS



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What Is Intelligent?

THIS SECTION WILL TEST your ability to observe what counts as “smart” in the world of a Bronx public high school student.

First, you will match up students’ own descriptions of intelligent behavior with some of the criteria that educators use in assessing intelligence.

Next, you will be asked to apply the students’ perspectives on intelligence to fictitious scenarios involving behavior in or out of school.

As you work, be sure to notice the differences among the opinions that students express about intelligence. If you do not understand the colloquial language in this section, turn for help to Section 1, “Words You’ll Need for the Test.”

FOR REFERENCE

You are using **higher order thinking skills** when

- > You can recall information
- > You can analyze a situation
- > You can make comparisons
- > You can speculate or make an inference
- > You can judge or evaluate

The skill of **code-switching** involves choosing which language or dialect to use depending on the social context of an interaction or conversation.

The theory of **multiple intelligences** proposes that a person shows “intelligence” through any of a wide array of abilities, including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic.

→ Which
Theory
Fits?

Read the Reference section on the opposite page, then select the academic idea that best matches each student's ideas about intelligence as stated in the passages that follow.

A B C D



1. Saying someone “has intelligence”—it’s too elaborate to put in one box. There’s different kinds of smart. There’s outside smart, there’s vocabulary smart . . . there’s so many different kinds of smart that you just can’t say, “Oh, he’s smart” for this reason and only this reason. (Sean)

- A Higher order thinking skills
- B Code-switching
- C Multiple intelligences
- D None of the above

2. Inside a more uptight environment like school or a job interview, I would expect a smart person to be using proper grammar, not to act like they’re in a ‘hood environment. When we’re outside, though, you have to fit in with the crowd. If you don’t, then people are not going to see you as street smart; they’re going to see you as *only* book smart. (Dinah)

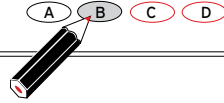
- A Higher order thinking skills
- B Code-switching
- C Multiple intelligences
- D None of the above

3. It could be the smallest thing. A person getting a CD, if they start thinking about it, might not want to start listening to explicit content. If they go get something to eat, go get clothing, they might think about “What am I gonna use these clothes for? Is it going to be appropriate for this situation?” or “Will this food help me in the long run?” (Genesis)

- A Higher order thinking skills
- B Code-switching
- C Multiple intelligences
- D None of the above

→ Whose Actions Are Intelligent?

On the basis of the following descriptions of students, decide whether each student is showing “intelligence.”



4. At 14, Manuel immigrated from Guatemala to the Bronx with his mother and siblings, after his father disappeared. In ninth grade he is pulled out for an extra ESL class, but he failed all his other classes for the first two marking periods. He is only slowly catching up in this new school, where he struggles to understand not just the English of his teacher but even the Spanish of his Dominican and Puerto Rican classmates. The oldest in his family, he is the one who makes doctor appointments for his mother and translates the directions on her insulin shots. He doesn't tell her about parent conferences, because he doesn't want to worry her about his poor grades, but about once a week he stays after school, making his ten-year-old sister wait while he gets extra help in reading. By year's end, Manuel is passing all his classes, but just barely, and he talks freely in Spanish with the other students.

Is Manuel showing “intelligence”?

- A No, his year-end grades show that he is probably not spending enough time on schoolwork.
- B Yes, but only in situations where he can speak Spanish.
- C No, he should not be speaking Spanish during school hours.
- D Yes, he is dealing with many complex situations that require critical thinking.
- E All of the above.

5. Joseph, an eleventh grader, comes to class on time and dresses appropriately. His parents both work, but they're usually home for dinner with him, and they come to parent conferences. He turns his homework in on time and does well on in-class tests. However, he is very awkward in social situations. He doesn't mingle with the troublemakers, but he also doesn't seem to have any friends.

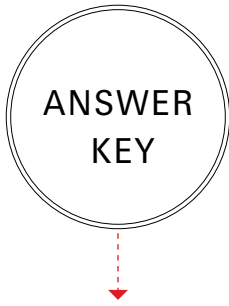
Is Joseph showing "intelligence"?

- A Yes, he's going to get good grades and get into college.
- B No, he's asking to be picked on by his schoolmates.
- C Yes, he's staying away from bad influences.
- D No, he lacks interpersonal intelligence, which is the key to success in life.
- E All of the above.

6. As soon as Delia turned 16, she applied for a job at the public library branch near the school, so she could buy the clothes she wants in order to look fresh. She likes the job because it's easy to do homework during the slow times, and even though she works 20 hours a week she can still keep her grades up. By spring, she is dressing very sharp, and she has saved enough to go on a trip to visit colleges. One day she gets to the library early and is playing around with friends on the steps when her supervisor passes by and hears her say, "I'ma cuffie smack you, hater!" When Delia checks in a few minutes later, he comments, "I didn't recognize you out there, Delia—I've never heard you talk that way before!"

Is Delia showing "intelligence"?

- A Yes, she knows how to adapt to a variety of social contexts.
- B Yes, but it's not smart to hang out with those kids before work.
- C No, she shouldn't have let her boss catch her playing outside of work.
- D None of the above.



1. A B C D

2. A B C D

3. A B C D

4. A B C D

Explanation: *Manuel is dealing skillfully with many complex situations that involve ranking priorities and other critical thinking. Much of what he is doing so successfully is not seen or acknowledged at school, but his family and peers can see it.*

5. A B C D E

Explanation: *Joseph is gifted at the areas rewarded by schools, and he has enough support to achieve at his ability level in those areas. He will no doubt get good grades, but unless he improves his Bronx survival skills he may struggle in his high school years.*

6. A B C D

Explanation: *School matters to Delia and she knows how to plan ahead. She also has the ability to negotiate different social situations, behaving appropriately for each one as it comes.*

FOR DISCUSSION



FOR YOUTH

- > What do you do that's "smart" that your teachers might not understand?
- > Describe a person or situation that made you feel intelligent. Has there ever been a person or situation that made you feel not intelligent? Have those experiences affected your actions since then? If so, describe how.

FOR ADULTS

In an urban high school setting, students know that many different eyes and ears are assessing them at once.

- > To survive and thrive, what factors must they take into consideration?
- > What higher-order thinking skills must they use?

