Effects of Teaching Thinking Skills on SAT Scores

Students with about 100 hours of instruction in a Baltimore pilot program increased their SAT scores by an average of 42 points.

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long been recognized (Tyler, 1956; Whimbev and Whimbev, 1976). Now
the Baltimore findings lend support to
the inclusion of a third dimension to
this correlation: facility in the applica-
tion of thinking skills, as illustrated in
Figure 1.
If additional research supports the
findings of this study, a significant im-
plementation is that educators can lessen the
disparity between SAT scores of high-
and low-SES students through the in-
clusion of cognitive skill development
programs in the secondary curricu-
lum.

References
Lipman, M.; Sharp, A. M.; and Oce-
Tyler, L. E. The Psychology of Human
Differences. New York: Appleton-Century-
Crofts, Inc., 1956.
Whimbev, A., and Whimbev, L. S. In-
telligence Can Be Taught. New York: Ban-

Figure 1. Thinking Skills Programs Raise Questions About the Correlation
Between Ability and Achievement

Without
Instruction in
Thinking
Skills

Ability

Achievement
Correlation .83

With Instruction
in Thinking
Skills

Ability

Thinking
Skills

Achievement
Correlation .?

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