



 CollegeBoard

# The Redesigned SAT<sup>®</sup> Teacher Implementation Guide

## About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT<sup>®</sup> and the Advanced Placement Program<sup>®</sup>. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

Special thanks to the College Board's K-12 Assessment Redesign Steering Committee for providing feedback on the Teacher Implementation Guide and other resources for educators. The K-12 Committee was convened in Spring 2014 to advise the College Board on assessment implementation challenges and opportunities and to advise on the needed tools and resources most important to K-12 educators. Participating districts include:

Bangor School Department, ME

Cincinnati Public Schools, OH

Fort Bend Independent School District, TX

Long Beach Unified School District, CA

Montgomery County Public Schools, MD

Orange County Public Schools, FL

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## Dear Educator,

In spring 2016, your students are going to open the books on a redesigned SAT<sup>®</sup>. The redesigned test they encounter will be a more purposeful, focused, and engaging assessment, designed with a new eye on classroom realities. Between now and the first redesigned SAT administration, you're guaranteed to be on the receiving end of student questions, and you probably have your own questions about how the redesign relates to teaching and learning in your classroom.

The Redesigned SAT Teacher Implementation Guide was created for teachers and curriculum specialists to generate ideas about integrating SAT practice and skill development into rigorous course work through curriculum and instruction. When students engage in rigorous course work, they give themselves the best chance to succeed—not just on the SAT, but also in college and career. We've been reaching out to K–12 teachers, counselors, administrators, and curriculum specialists throughout the redesign process. Educator feedback is the basis and inspiration for this guide, which covers the whys and hows of the redesigned SAT and its benefits for you and your students.

At the heart of this guide are annotated sample SAT questions, highlighting connections to the instruction and best practices occurring in classrooms like yours. We indicate **Keys to the SAT** (information about test changes), **General Instructional Strategies** for each test and **Skill-Building Strategies** linked to specific sample questions from the Reading, Writing and Language, Essay, and Math Tests. In sum, these recommendations are intended to support teachers across all content areas and enhance instruction that builds skills necessary for college and career success for each student.

Look for several new and valuable assessment activities throughout the 2015–16 school year, including:

- » Practice opportunities for students through the College Board's partnership with Khan Academy—free, high-quality test practice materials for all, including the release of redesigned SAT practice tests.
- » A full suite of redesigned assessments comprising the College Board Readiness and Success System, including the redesigned SAT, PSAT/NMSQT<sup>®</sup>, PSAT 10<sup>™</sup>, and PSAT 8/9<sup>™</sup>.

These assessment components make it easier for students to navigate a path through high school, college, and career through unmatched benefits to students, educators, districts, and states.

- » Online professional development modules, webinars, and resources to inform your lesson planning to make sure your students are ready.
- » A guide dedicated to understanding and using data in reports from the SAT Suite of Assessments to inform instruction.
- » Resources for School and District Leaders, including ready-to-use talking points to help students and parents understand the changes to the assessment.
- » A Counselor Implementation Guide, which supports the work of counselors as they help students navigate college and career decisions related to the redesigned SAT.
- » Support from College Board regional staff.

We know how pivotal you are to the success of your students, and how our goal of propelling students into the success they've earned is only possible with your help. Our College Board team looks forward to strengthening our partnership with you in order to go beyond delivering assessments to delivering opportunity.

If you'd like to send a question, comment, or idea about the Teacher Implementation Guide, please email [SATinstructionalsupport@collegeboard.org](mailto:SATinstructionalsupport@collegeboard.org).

Sincerely,



Cynthia B. Schmeiser  
Chief of Assessment  
The College Board

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## SECTION 1:

## Why Redesign the SAT?

The College Board was created to foster equity and excellence and to provide students with opportunities to succeed in college and careers. Our goal is to ensure that *all* students we serve have access to resources that can help them prepare for, and make a successful transition to, college. In response to growing need, we have committed to an opportunity agenda focused on propelling high school students into opportunities they have earned—and the redesign of the SAT is a major component of this agenda.

### Opportunity for All

It is the responsibility of the education community to ensure that students have the learning and life skills they need to meet the challenges they will face after high school. To accomplish our mission in spirit *and* in fact, the College Board must go beyond delivering assessment to **delivering opportunity**. Our primary focus is getting students into college and career training opportunities, ensuring they have the tools they need to successfully complete postsecondary work and to access opportunities for the rest of their lives.



## The College Board Readiness and Success System and the Redesigned SAT Suite of Assessments

The redesigned SAT is being introduced as part of the **College Board Readiness and Success System**, a system designed to make it easier for students to navigate a path through high school, college, and career. The system will include a suite of redesigned assessments, focused practice activities, and college and career information and opportunities for students. The SAT Suite of Assessments includes redesigned assessments at multiple grade levels, all vertically aligned to provide you and your students with actionable feedback about their college and career readiness from eighth grade through graduation. The College Board will offer the SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9 as grade-appropriate assessment options for your middle and high school students. The **SAT School Day** program, available to eligible districts and states, will continue.

### THE SAT SUITE OF ASSESSMENTS

Redesigned Assessment	For Students In	Launch Date/ Assessment Timing	Description
<b>SAT</b>	11 <sup>th</sup> and 12 <sup>th</sup> grades (juniors and seniors)	Spring 2016/ Administrations throughout the school year	Anchor of the SAT Suite of Assessments. Scores indicate college and career readiness. Over 2,000 colleges and universities use SAT scores in admission decisions.
<b>PSAT/NMSQT</b>	10 <sup>th</sup> and 11 <sup>th</sup> grades (sophomores and juniors)	October 2015/Two Wednesdays in 2015*	The nation's largest and most representative precollege assessment; most junior test-takers will be eligible to enter National Merit Scholarship Corporation competitions. The PSAT/NMSQT opens doors for improved instruction, identifies students who need to get back on target for college and career readiness, expands access to challenging course work, and, ultimately, helps ensure a more successful transition to college.
<b>PSAT 10</b>	10 <sup>th</sup> grade (sophomores)	Spring 2016/Spring only during designated testing window	Covers the same test content as the PSAT/NMSQT; offers flexibility in test administration, as well as a check-in on student progress. Test-takers will not be eligible to enter National Merit Scholarship Corporation competitions.
<b>PSAT 8/9</b>	8 <sup>th</sup> and 9 <sup>th</sup> grades	October 2015/Spring and fall during designated testing windows	Entry point for establishing a baseline for college and career preparation.

\* The College Board is committed to offering a Saturday administration for PSAT/NMSQT again in the fall of the 2016–17 school year.

The College Board strongly encourages the use of grade-appropriate assessments. Working together, College Board assessments provide benchmarks (minimum scores indicating whether students are on target for college and career readiness) and consistent feedback for measuring student progress over time—allowing teachers to accelerate students according to their level of achievement.

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## Research and the Redesigned Assessments

Research has been the driving force behind the SAT Suite of Assessments. We examined what the best available evidence indicated were the **“essential prerequisites” in reading, writing, language, and mathematics for readiness for and success in postsecondary education**. Throughout the redesign process, we’ve been listening to you—feedback from our colleagues and partners in the K–12 community has helped guide the redesign of our assessments *and* the development of this guide. The test specifications and the research foundation defining what is measured on the test will continue to be refined based on ongoing research. Learn more about “The Story Behind the Redesigned SAT” at [collegereadiness.collegeboard.org](http://collegereadiness.collegeboard.org).

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## Essential Prerequisites for College and Career Readiness

Through our research, the College Board has identified a critical set of knowledge, skills, and understandings that consistently predict student success in college and workforce training programs. We have concluded that students must be able to:

- » read, analyze, and use reasoning to comprehend challenging literary and informational texts, including texts on science and history/social studies topics, to demonstrate and expand their knowledge and understanding;
- » revise and edit extended texts across a range of academic and career-related subjects for expression of ideas and to show facility with a core set of grammar, usage, and punctuation conventions;
- » show command of a focused but powerful set of knowledge, skills, and understandings in math and solve problems situated in science, social studies, and career-related contexts;
- » make careful and deliberate use of evidence as they read and write;
- » demonstrate skill in analyzing data, including data represented graphically in tables, graphs, charts, and the like, in reading, writing, and math contexts; and
- » reveal an understanding of words in context and how word choice helps shape meaning and tone.



The knowledge, skills, and understandings identified by this evidence are addressed in every aspect of the College Board's work and will be the focus of the redesigned SAT.

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## How Will the Redesigned SAT Benefit Your Students?

**Learning, not memorizing.** The redesigned SAT will require students to have a stronger command of fewer topics. Rote memorization and “cramming” to learn vocabulary they soon forget will not be a part of the redesigned SAT. Your students will be asked to apply deep understanding of the skills and concepts most important for college and career readiness.

**Connection to classroom learning and experience.** Students will encounter an assessment that is closely connected to their classroom experience, one that rewards focused work and the development of valuable, durable knowledge, skills, and understandings. The questions and approaches they encounter will be more familiar to them because they will be modeled on the best work of classroom teachers.

**Rights-only scoring.** Scoring for the new test will be based only on questions that students answer correctly. There is no point-deduction for wrong answers, which will encourage students to give the best answer for every question rather than skip questions about which they are unsure.

**Free resources for practice and review.** In the months leading up to the test, students will have access to free resources that introduce them to the SAT and give them a chance to enhance their preparation with targeted review and authentic practice. The College Board is partnering with Khan Academy to provide free practice materials that will be personalized, interactive, and engaging to help students prepare for the redesigned SAT. (More information can be found in [Section 4](#) of this guide.)

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## What Does This Mean for You and Your Classroom?

**Clearer connections to classroom instruction.** What are the most important things students can do to prepare for the SAT? Take the most challenging courses available to them, do their best work, and benefit from daily instruction that prepares them for college and career. See [Section 4](#) (“Preparing Your Students for Success on the Redesigned SAT”) for some suggestions. What is the single best way you can prepare your students? Continue to develop and focus on the college and career readiness skills—reading comprehension, writing, analysis of text and data, and problem solving—that you're already teaching in your discipline.

**We understand that your students are your priority and that the most important thing you can do is to focus on the work that takes place in your own classroom.** The SAT your students will take beginning in March 2016 is more integrated with classroom instruction than ever before, part of our commitment to empowering educators. With its deeper focus on fewer topics and current instructional best practices, the redesigned SAT will align to your instruction, not present you with more responsibilities. You will not be “teaching to the test”—instead, the test will reflect your teaching.

Test descriptions and sample questions in **Section 2** of this guide are annotated to highlight connections to curriculum and instruction; you will also find strategies and information designed to aid you as you help your students approach the assessment in the context of classroom learning.

**Better information about your students’ strengths and opportunities for growth.** The redesigned SAT will offer you and your students an improved indicator of their progress through in-depth scores and reports, designed to focus efforts on targeted areas of knowledge and skills with an integrated, personalized plan for practice and growth. Because the assessment will reflect shifts in high school instruction, standards, and assessment, it will better measure the knowledge, skills, and understandings students need in high school and beyond. The redesigned SAT will provide rich score reports that give students detailed information about their abilities and help them focus their efforts to improve. **Section 3** of this guide provides details about the scoring system for the redesigned SAT Suite of Assessments. More details and helpful suggestions for understanding and using data in the redesigned SAT reports will be incorporated into a future publication and online professional development module.

**Transparency.** The College Board is committed to transparency throughout the development process and beyond. The SAT is not a mystery to be solved or a game to be won (for students or teachers), and we strive to provide clarity about every step.

This guide is one of a number of resources being released in advance of the first administration of the redesigned SAT in order to ensure that you and your students will know exactly what to expect on that first test day in 2016. Watch for online professional development modules, a guide explaining redesigned SAT reports, and resources for school and district leaders in the coming months. At [collegereadiness.collegeboard.org](http://collegereadiness.collegeboard.org), you can find the full test specifications for the redesign, as well as material focused on particular aspects of the assessment, and register to receive email updates. Email [SATinstructionalsupport@collegeboard.org](mailto:SATinstructionalsupport@collegeboard.org) for answers to your specific questions.

## SECTION 2:

## Getting Familiar with the Redesigned SAT

The SAT that debuts in March 2016 will be more closely focused on the knowledge, skills, and understandings shown by our research to matter most to postsecondary education and career success. It will also model the best work being done in the nation's classrooms, giving both you and your students **a context for how the essential knowledge and skills for college readiness connect with school experience.**

All test content is designed to measure readiness and skills relevant to a wide range of college majors and careers, and it presents opportunities for students to demonstrate what they have learned in school. The components of the redesigned assessment as a whole will provide a better picture of a student's skills across the disciplines and of that student's readiness to meet the challenges of college and career. Input from K–12 and other educators ensures that the knowledge, skills, and understandings assessed by the SAT reflect college and career readiness standards and best instructional practices.

### COMPARISON OF THE MAJOR FEATURES: CURRENT SAT AND REDESIGNED SAT

Category	Current SAT	Redesigned SAT
<b>Total Testing Time</b>	3 hours and 45 minutes	3 hours (plus 50 minutes for the Essay [optional])
<b>Components</b>	<ul style="list-style-type: none"> <li>a) Critical Reading</li> <li>b) Writing</li> <li>c) Mathematics</li> <li>d) Essay</li> </ul>	<ul style="list-style-type: none"> <li>a) Evidence-Based Reading and Writing               <ul style="list-style-type: none"> <li>• Reading Test</li> <li>• Writing and Language Test</li> </ul> </li> <li>b) Math</li> <li>c) Essay (optional)</li> </ul>
<b>Important Features</b>	<p>Emphasis on general reasoning skills;</p> <p>Emphasis on vocabulary, often in limited contexts;</p> <p>Complex scoring (a point for a correct answer and a deduction for an incorrect answer; blank responses have no impact on scores).</p>	<p>Continued emphasis on reasoning, alongside a clearer, stronger focus on the knowledge, skills, and understandings most important for college and career readiness and success;</p> <p>Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact;</p> <p>Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores).</p>
<b>Essay</b>	Required and given at the beginning of the SAT; 25 minutes to write the essay. Tests writing skill; students take a position on a presented issue.	Optional and given at the end of the SAT; postsecondary institutions determine whether they will require the essay for admission; 50 minutes to write the essay. Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text.

## COMPARISON OF TEST LENGTH AND TIMING: CURRENT AND REDESIGNED SAT

Current SAT			Redesigned SAT		
Component	Time Allotted (min.)	Number of Questions/ Tasks	Component	Time Allotted (min.)	Number of Questions/ Tasks
Critical Reading	70	67	Reading	65	52
Writing	60	49	Writing and Language	35	44
Essay	25	1	Essay (optional)	50	1
Mathematics	70	54	Math	80	58
<b>Total</b>	<b>225</b>	<b>171</b>	<b>Total</b>	<b>180 (230 with Essay)</b>	<b>154 (155 with Essay)</b>

## Eight Key Changes

Reflected throughout the redesigned SAT is the College Board's deeper focus on fewer topics. All components will align to good classroom instruction, demanding deep thinking and rigorous analysis on questions grounded in real-world knowledge. Key changes to test content fall into eight categories:



### Words in Context.

Instead of being asked to define obscure and seemingly random words, commonly called "SAT words," students will encounter relevant words and phrases that derive their meanings from the contexts in which they are used. These skills are broadly useful in numerous subjects and careers.



### Command of Evidence

Students will analyze materials from a variety of content areas (literature and literary nonfiction, science, history, and social studies) and on career-related topics. Students will use textual evidence to support their answers, and they will apply an understanding of how authors make use of evidence.



### Essay Analyzing a Source

After completing the other three tests, students opting to take the Essay will be given 50 minutes to compose a clear and cogent analysis of text in response to a prompt common to every administration of the SAT. Essays will be scored on reading comprehension, writing skill, and argument analysis.



### Focus on Math that Matters Most

In keeping with the redesign's philosophy of deeper focus on fewer topics, the Math Test will focus on four areas essential for college readiness: Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math, and Additional Topics in Math.



### Problems Grounded in Real-World Contexts

Students will engage with questions grounded in the real world and directly related to the work performed in college and career. Both the Reading Test and the Writing and Language Tests will include literature and literary nonfiction, and they will also feature charts, graphs, and passages similar to those that students are likely to encounter in science, social science, and other majors and careers. The Math Test will feature multistep applications to solve problems in science, social science, career scenarios, and other real-life contexts.



### Analysis in Science and Analysis in History/Social Studies

Across all components of the exam, students will be asked to apply their reading, writing, language, and math skills to answer questions in science, history, and social studies contexts.



### U.S. Founding Documents and the Great Global Conversation

The U.S. Founding Documents, including the Declaration of Independence, the Bill of Rights, and the Federalist Papers, have helped inspire a conversation that continues to this day about the nature of civic life. Over time, authors, speakers, and thinkers from the United States and around the world, including Edmund Burke, Mary Wollstonecraft, and Mohandas Gandhi, have broadened and deepened the conversation around such vital matters as freedom, justice, and human dignity. Every time students take the SAT, they will encounter a passage from one of the founding documents or from a text from the global conversation. Our hope is to inspire a close reading of these rich, meaningful, often profound texts not only as a way to develop valuable college and career readiness skills but also as an opportunity to reflect on and deeply engage with issues and concerns central to informed citizenship.



### Rights-Only Scoring.

The redesigned SAT will remove the correction for guessing that has been used to score the SAT in the past. Instead, students will earn points for the questions they answer correctly. This move to rights-only scoring encourages students to give the best answer they have to every question.

## SECTION 3:

# Connecting Test Content and Classroom Instruction

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## Test Overviews

This portion of the guide is dedicated to a brief overview of the test sections (**Evidence-Based Reading and Writing**, **Essay (optional)**, and **Math**) and includes test specifications, general instructional strategies, and sample test questions annotated with relevant information (“Keys to the SAT”) and strategies (“Skill-Building Strategies”) for supporting skills development in the classroom. Additional sample questions, with answer explanations, are available at [collegereadiness.collegeboard.org](http://collegereadiness.collegeboard.org). A compilation of the annotated instructional strategies for all tests can be accessed in [Appendix A](#).

## Evidence-Based Reading and Writing Section

The Evidence-Based Reading and Writing Section of the SAT comprises the Reading Test and the Writing and Language Test.

### Key elements of both tests include:

- » the use of a specified **range of text complexity** aligned to college and career readiness levels of reading;
- » an emphasis on **source analysis and use of evidence**;
- » the inclusion of **data and informational graphics**, which students must analyze in conjunction with text;
- » a focus on **words in context** and **word choice for rhetorical effect**;
- » attention to a **core set of important English language conventions** and to **effective written expression**; and
- » the requirement that students work with **texts across a wide range of disciplines**.

## Reading Test

The overall aim of the Reading Test is to determine whether students can demonstrate college and career readiness proficiency in comprehending a broad range of high-quality, appropriately challenging literary and informational texts in the content areas of U.S. and world literature, history/social studies, and science. The test will comprise a series of passages and associated multiple-choice questions; to answer the questions, students must refer to what the passages say explicitly and use careful reasoning to draw supportable inferences.

## SAT READING TEST CONTENT SPECIFICATIONS

	Number	Percentage of Test
<b>Time Allotted</b>	<b>65 minutes</b>	
<b>Passage Word Count</b>	3,250 words total from 4 single passages and 1 pair; 500–750 words per passage or paired set	
<b>Total Questions</b>	52 questions	100%
Multiple Choice (4 options)		100%
Passage Based		100%
<b>Contribution of Items to Subscores and Scores</b>		
Words in Context (Across Reading and Writing and Language Tests)	10 questions (2 questions per passage/pair)	19%
Command of Evidence (Across Reading and Writing and Language Tests)	10 questions (2 questions per passage/pair)	19%
Analysis in History/Social Studies (Across Math, Reading, and Writing and Language Tests)	21 questions (all history/social studies questions)	40%
Analysis in Science (Across Math, Reading, and Writing and Language Tests)	21 questions (all science questions)	40%
<b>Passage Contents</b>		
U.S. and World Literature	1 passage; 10 questions	20%
History/Social Studies	2 passages, or 1 passage and 1 pair; 10–11 questions each	40%
Science	2 passages, or 1 passage and 1 pair; 10–11 questions each	40%
<b>Graphics</b>		
	1–2 graphics in 1 History/Social Studies passage and in 1 Science passage	
<b>Text and Graphical Complexity</b>		
Text Complexity	A specified range from grades 9–10 to postsecondary entry across 4 passages and 1 pair	
Graphical Data Representations (tables, graphs, charts, etc.)	Somewhat challenging to challenging (moderate to moderately high data density, few to several variables, moderately challenging to moderately complex interactions)	

**General Instructional Strategies for Reading:**

- » Require students to practice reading and analyzing extended passages of text at varied lengths and levels of text complexity. The Reading Test passages span a range of difficulty from the early high school to early postsecondary (college-entry, credit bearing) levels of reading.

- » Use multiple reading passages to explore ideas in both fiction and nonfiction, giving students the opportunity to practice analysis and synthesis of texts.
- » Include graphs, tables, and charts in reading assignments. The Reading Test includes two passages accompanied by one or two related informational graphics. Students will be asked to interpret graphics and make connections between graphics and passages. (They will not need to use mathematical computation to answer the questions.)
- » Ask students to investigate the way authors use word choice, structure, and other techniques to create a desired effect in both fiction and nonfiction passages.
- » Direct students to analyze history and social studies passages from the U.S. Founding Documents and texts in the great global conversation. Reading selections from such texts helps prepare students for the rigors of making meaning from challenging passages on topics such as rights, duties, and freedoms. The goal here is not to prepare students for specific test passages—the Reading Test does not follow a prescribed list of texts—but instead to acquaint students with the nature and challenges of reading such works and to engage them in the “conversations” these texts inspire. All of the information needed to answer the associated Reading Test questions is found in the passages themselves—the test does not assume that students will have read these passages previously. When useful, a historical note will be provided to contextualize the reading for students.



SAT READING DOMAIN	
Content Dimension	Description
<b>Text Complexity</b>	The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
<b>Information and Ideas</b>	These questions focus on the informational content of text.
<b>Reading closely</b>	These question focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.
Determining explicit meanings	The student will identify information and ideas explicitly stated in text.
Determining implicit meanings	The student will draw reasonable inferences and logical conclusions from text.
Using analogical reasoning	The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.
<b>Citing textual evidence</b>	The student will cite the textual evidence that best supports a given claim or point.
<b>Determining central ideas and themes</b>	The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.
<b>Summarizing</b>	The student will identify a reasonable summary of a text or of key information and ideas in text.
<b>Understanding relationships</b>	The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).
<b>Interpreting words and phrases in context</b>	The student will determine the meaning of words and phrases in context.
<b>Rhetoric</b>	These questions focus on the rhetorical analysis of text.
<b>Analyzing word choice</b>	The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.
<b>Analyzing text structure</b>	These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text.
Analyzing overall text structure	The student will describe the overall structure of a text.
Analyzing part–whole relationships	The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.
<b>Analyzing point of view</b>	The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.
<b>Analyzing purpose</b>	The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).

## SAT READING DOMAIN

Content Dimension	Description
<b>Analyzing arguments</b>	These questions focus on analyzing arguments for their content and structure.
Analyzing claims and counterclaims	The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.
Assessing reasoning	The student will assess an author’s reasoning for soundness.
Analyzing evidence	The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.
<b>Synthesis</b>	These questions focus on synthesizing multiple sources of information.
<b>Analyzing multiple texts</b>	The student will synthesize information and ideas from paired texts. (Note: All of the skills listed above may be tested with either single or paired passages.)
<b>Analyzing quantitative information</b>	The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.

## Sample Items—Reading Test

### READING TEST SAMPLE PASSAGE

<b>CONTENT:</b> Science	<b>TEXT COMPLEXITY:</b> Medium
<b>PASSAGE:</b> Questions 1-5 are based on the following passages.	<b>FOCUS:</b> Students must read and understand a pair of passages on a life science topic.

Passage 1 is adapted from Susan Milius, “A Different Kind of Smart.” ©2013 by Science News. Passage 2 is adapted from Bernd Heinrich, *Mind of the Raven: Investigations and Adventures with Wolf-Birds*. ©2007 by Bernd Heinrich.

#### Passage 1

In 1894, British psychologist C. Lloyd Morgan published what’s called Morgan’s canon, the principle that suggestions of humanlike mental processes behind an animal’s behavior should be rejected if a simpler explanation will do.

5 Still, people seem to maintain certain expectations, especially when it comes to birds and mammals. “We somehow want to prove they are as ‘smart’ as people,” zoologist Sara Shettleworth says. We want a bird that masters a vexing problem to be employing human-style insight.

10 New Caledonian crows face the high end of these expectations, as possibly the second-best toolmakers on the planet.

Their tools are hooked sticks or strips made from spike-edged leaves, and they use them in the wild to wrinkle grubs out of crevices. Researcher Russell Gray first saw the process on a cold morning in a mountain forest in New Caledonia, an island chain east of Australia. Over the course of 15 days, he and crow researcher Gavin Hunt had gotten wild crows used to finding meat tidbits in holes in a log. Once the birds were checking the log reliably, the researchers placed a spiky tropical pandanus plant beside the log and hid behind a blind.

A crow arrived. It hopped onto the pandanus plant, grabbed the spiked 20 edge of one of the long straplike leaves and began a series of ripping motions. Instead of just tearing away one long strip, the bird ripped and nipped in a sequence to create a slanting stair-step edge on a leaf segment with a narrow point and a wide base. The process took only seconds. Then the bird dipped the narrow end of its leaf strip into a hole in the log, fished 25 up the meat with the leaf-edge spikes, swallowed its prize and flew off.

“That was my ‘oh wow’ moment,” Gray says. After the crow had vanished, he picked up the tool the bird had left behind. “I had a go, and I couldn’t do it,” he recalls. Fishing the meat out was tricky. It turned out that Gray was moving the leaf shard too forcefully instead of gently stroking the 30 spines against the treat.

The crow’s deft physical manipulation was what inspired Gray and Auckland colleague Alex Taylor to test other wild crows to see if they employed the seemingly insightful string-pulling solutions that some ravens, kea parrots and other brainiac birds are known to employ. Three of 35 four crows passed that test on the first try.

#### KEY TO THE SAT:

On the redesigned SAT, reading passages are selected with both quantitative and qualitative measures of text complexity in mind and represent a range of difficulties consistent with effectively measuring students’ college and career readiness.

#### SKILL-BUILDING STRATEGY:

Students may be unaccustomed to the length and difficulty of Reading Test passages. Assign a range of reading passages that includes some longer and more difficult selections, and provide students with needed scaffolding and support so that they can develop the needed independence in reading such pieces.

**Passage 2**

For one month after they left the nest, I led my four young ravens at least once and sometimes several times a day on thirty-minute walks. During these walks, I wrote down everything in their environment they pecked at. In the first sessions, I tried to be teacher. I touched specific  
 40 objects—sticks, moss, rocks—and nothing that I touched remained untouched by them. They came to investigate what I had investigated, leading me to assume that young birds are aided in learning to identify food from the parents’ example. They also, however, contacted almost  
 45 everything else that lay directly in their own paths. They soon became more independent by taking their own routes near mine. Even while walking along on their own, they pulled at leaves, grass stems, flowers, bark, pine needles, seeds, cones, clods of earth, and other objects they encountered. I wrote all this down, converting it to numbers. After they  
 50 were thoroughly familiar with the background objects in these woods and started to ignore them, I seeded the path we would later walk together with objects they had never before encountered. Some of these were conspicuous food items: raspberries, dead meal worm beetles, and cooked corn kernels. Others were conspicuous and inedible: pebbles, glass chips, red winterberries. Still others were such highly cryptic foods as encased  
 55 caddisfly larvae and moth cocoons. The results were dramatic.

The four young birds on our daily walks contacted all new objects preferentially. They picked them out at a rate of up to tens of thousands of times greater than background or previously contacted objects. The main initial criterion for pecking or picking anything up was its novelty. In  
 60 subsequent trials, when the previously novel items were edible, they became preferred and the inedible objects became “background” items, just like the leaves, grass, and pebbles, even if they were highly conspicuous. These experiments showed that ravens’ curiosity ensures exposure to all or almost all items in the environment.

**SKILL-BUILDING STRATEGY**

To help students recognize how an author’s selection of words and phrases shapes meaning, style, and tone, ask them to select a particularly meaningful or powerful word or phrase from a reading selection and substitute for it another word or phrase of similar meaning. Discuss how it is uncommon for two words or phrases to have exactly the same impact, nuance, or connotation even when they have similar dictionary definitions.

1

Within Passage 1, the main purpose of the first two paragraphs (lines 1-8) is to

- A) offer historical background in order to question the uniqueness of two researchers' findings.
- B) offer interpretive context in order to frame the discussion of an experiment and its results.
- C) introduce a scientific principle in order to show how an experiment's outcomes validated that principle.
- D) present seemingly contradictory stances in order to show how they can be reconciled empirically.

<b>CONTENT:</b> Rhetoric	<b>OBJECTIVE:</b> Students must determine the main purpose of two paragraphs in relation to the passage as a whole.
<b>KEY:</b> B	

**Explanation: Choice B** is the best answer. Passage 1 opens with an explanation of Morgan's canon and continues with a discussion of people's expectations regarding animal intelligence. Taken together, the first two paragraphs indicate that despite cautions to the contrary, people still tend to look for humanlike levels of intelligence in many animals, including birds. These two paragraphs provide a framework in which to assess the work of Gray and Hunt, presented in the rest of the passage. The passage's characterization of the experiment Gray and Hunt conduct, in which they observe a crow's tool-making ability and to which Gray responds by trying and failing to mimic the bird's behavior ("I had a go, and I couldn't do it," lines 27-28), suggests that Shettleworth, quoted in the second paragraph, is at least partially correct in her assessment that "We somehow want to prove [birds] are as 'smart' as people" (lines 6-7).

*Choice A* is not the best answer because while the reference to Morgan's canon in the first paragraph offers a sort of historical background (given that the canon was published in 1894), the second paragraph describes people's continuing expectations regarding animal intelligence. Furthermore, the fact that Gray and Hunt may share with other people the tendency to look for humanlike intelligence in many animals does not by itself establish that the main purpose of the first two paragraphs is to question the uniqueness of Gray and Hunt's findings.

*Choice C* is not the best answer because while the reference to Morgan's canon in the first paragraph does introduce a scientific principle, the discussion in the second paragraph of people's expectations regarding animal intelligence, as well as the passage's characterization of Gray and Hunt's experiment and how the researchers interpret the results, primarily suggest that people tend to violate the canon by attributing humanlike levels of intelligence to many animals.

#### SKILL-BUILDING STRATEGY

When reading literature passages, primary sources, or current event publications, ask students to use the SOAPSTone\* method to analyze the text. Ask students to identify the Speaker, Occasion, Audience, Purpose, Subject, and Tone. Students can deepen their understanding of both content and meaning by comparing these elements across several documents focused on a similar theme or topic. See [Appendix B](#) for a graphic organizer.

\*AP® instructional strategy.

*Choice D* is not the best answer because although the first two paragraphs do present different perspectives, they are not seemingly or genuinely contradictory. The second paragraph, particularly the quotation from Shettleworth, serves mainly to qualify (not contradict) the position staked out in the first paragraph by suggesting that while Morgan’s canon is probably a sound principle, people still tend to project humanlike levels of intelligence onto many animals. Moreover, the experiment depicted in the rest of the passage primarily bears out Shettleworth’s claim that “We somehow want to prove [birds] are as ‘smart’ as people” (lines 6-7) and thus does not reconcile the perspectives found in the opening paragraphs.

2

According to the experiment described in Passage 2, whether the author’s ravens continued to show interest in a formerly new object was dictated primarily by whether that object was

- A) edible.
- B) plentiful.
- C) conspicuous.
- D) natural.

**CONTENT:** Information and Ideas/  
Understanding relationships

**KEY:** A

**OBJECTIVE:** Students must identify an explicitly stated relationship between events.

**Explanation: Choice A** is the best answer. The last paragraph of Passage 2 presents the results of an experiment in which the author scattered unfamiliar objects in the path of some ravens. According to the passage, the birds initially “contacted all new objects preferentially” but in “subsequent trials” only preferred those “previously novel items” that “were edible” (line 56-60).

*Choice B* is not the best answer because the ravens studied by the author only preferred those “previously novel items” that “were edible,” whereas “the inedible objects became ‘background’ items, just like the leaves, grass, and pebbles” (lines 60-62). In other words, plentiful items did not continue to interest the ravens unless the items were edible.

*Choice C* is not the best answer because the ravens studied by the author only preferred those “previously novel items” that “were edible,” whereas “the inedible objects became ‘background’ items, just like the leaves, grass, and pebbles, even if they were highly conspicuous” (lines 60-62). In other words, conspicuous items did not continue to interest the ravens unless the items were edible.

### SKILL-BUILDING STRATEGY

Ask students to write questions that investigate understanding of a lesson or unit. Questions should be at various levels: literal, interpretive, and universal questions that prompt deeper thinking.\* Students will practice identifying meaningful and relevant information in order to create high quality questions for their peers to answer. When students answer their peers’ questions, require them to provide the evidence that supports their selection.

\*AP® instructional strategy.

*Choice D* is not the best answer because the ravens studied by the author only preferred those “previously novel items” that “were edible,” whereas “the inedible objects became ‘background’ items, just like the leaves, grass, and pebbles” (lines 60-62). In other words, natural items did not continue to interest the ravens unless the items were edible.

3

The crows in Passage 1 and the ravens in Passage 2 shared which trait?

- A) They modified their behavior in response to changes in their environment.
- B) They formed a strong bond with the humans who were observing them.
- C) They manufactured useful tools for finding and accessing food.
- D) They mimicked the actions they saw performed around them.

**CONTENT:** Synthesis/Analyzing multiple texts

**KEY:** A

**OBJECTIVE:** Students must synthesize information and ideas from paired texts.

**Explanation: Choice A** is the best answer. Both bird species studied modified their behavior in response to changes in their environment. The researchers described in Passage 1 “had gotten wild crows used to finding meat tidbits in holes in a log” (lines 15-16). In other words, the researchers had repeatedly placed meat in the log—that is, changed the crows’ environment—and the birds had responded by modifying their behavior, a point reinforced in lines 16-17, which noted that the birds began “checking the log reliably.” The ravens in Passage 2 act in analogous fashion, responding to the introduction of new objects in their environment by “pick[ing] them out at a rate of up to tens of thousands of times greater than background or previously contacted objects” (lines 57-58).

*Choice B* is not the best answer because while there is some evidence that the ravens described in Passage 2 formed a bond with the author, going on walks with him and possibly viewing him as their “teacher,” there is no evidence that a similar bond formed between the researchers described in Passage 1 and the crows they studied. Indeed, these researchers “hid behind a blind” (line 18) in an effort to avoid contact with their subjects.

*Choice C* is not the best answer because while crows’ tool-making ability is the central focus of the experiment described in Passage 1, there is no evidence that the ravens in Passage 2 did anything similar. Passage 1 does mention that “some ravens” use “seemingly insightful string-pulling solutions” (lines 33-34), but nothing in Passage 2 suggests that the ravens in that particular study had or displayed tool-making abilities.

#### SKILL-BUILDING STRATEGY

Ask students to identify similarities and differences in multiple passages. Have them create a Venn diagram or develop their own graphic organizers to organize their thoughts and facilitate synthesis and analysis of multiple texts. Visual representations can also be used to trace other kinds of relationships, such as sequence and cause-effect. See [Appendix B](#) for a range of graphic organizers.

*Choice D* is not the best answer because while there is some evidence that the ravens described in Passage 2 mimicked human behavior, going on walks with the author and possibly viewing him as their “teacher,” there is no evidence that the crows in Passage 1 did any mimicking. Passage 1, in fact, suggests that the ability of the crow to produce the meat-fishing tool was innate rather than a skill it had acquired from either humans or other birds.

4

One difference between the experiments described in the two passages is that unlike the researchers discussed in Passage 1, the author of Passage 2

- A) presented the birds with a problem to solve.
- B) intentionally made the birds aware of his presence.
- C) consciously manipulated the birds’ surroundings.
- D) tested the birds’ tool-using abilities.

**CONTENT:** Synthesis/Analyzing multiple texts

**KEY:** B

**OBJECTIVE:** Students must synthesize information and ideas from paired texts.

**Explanation: Choice B** is the best answer. The researchers described in Passage 1 “hid behind a blind” (line 18) to avoid being seen by the crow. The author of Passage 2, on the other hand, made no attempt to conceal his presence; in fact, as he describes it, he “led” the ravens in his study on “walks” (lines 36-37), during which he “touched specific objects” (lines 39-40) and then watched to see whether the birds touched the same objects. The author of Passage 2 notes that the ravens “soon became more independent” (line 44-45), going their own way rather than continuing to follow the author. From this, it is clear that the author of Passage 2, unlike the researchers described in Passage 1, intentionally made the birds aware of his presence.

*Choice A* is not the best answer because while a case could be made that the author of Passage 2 gave the ravens a problem to solve (Which new objects are best to touch?), the researchers described in Passage 1 presented the crows with a problem as well: how to extract meat from a log. Thus, presenting birds with a problem to solve was not a difference between the experiments.

*Choice C* is not the best answer because both the researchers described in Passage 1 and the author of Passage 2 consciously manipulated the birds’ surroundings. The crow researchers placed meat pieces in a log and a pandanus plant behind the

#### KEY TO THE SAT

The redesigned SAT offers only four choices for each question, rather than five.



log (see lines 14-18). The author of Passage 2 put unfamiliar objects on a path for the ravens to find (see lines 50-51). Thus, conscious manipulation of the birds' surroundings was not a difference between the experiments.

*Choice D* is not the best answer because there is no evidence that the author of Passage 2 tested the ravens' tool-using abilities. The passage instead indicates that the author recorded observations about the birds' interactions with objects naturally occurring in and artificially introduced into the environment.

5

Is the main conclusion presented by the author of Passage 2 consistent with Morgan's canon, as described in Passage 1?

- A) Yes, because the conclusion proposes that the ravens' behavior is a product of environmental factors.
- B) Yes, because the conclusion offers a satisfyingly simple explanation of the ravens' behavior.
- C) No, because the conclusion suggests that the ravens exhibit complex behavior patterns.
- D) No, because the conclusion implies that a humanlike quality motivates the ravens' behavior.

**CONTENT:** Synthesis/Analyzing Multiple Texts

**KEY:** D

**OBJECTIVE:** Students must synthesize information and ideas from paired texts.

**Explanation:** **Choice D** is the best answer. According to Passage 1, Morgan's canon is "the principle that suggestions of humanlike mental processes behind an animal's behavior should be rejected if a simpler explanation will do" (lines 2-4). The main conclusion drawn by the author of Passage 2 is that "ravens' curiosity ensures exposure to all or almost all items in the environment" (lines 63-64). In referring to the ravens' behavior as reflecting "curiosity," a human trait, the author of Passage 2 would seem to be ascribing a humanlike mental process to an animal's behavior without explicitly considering alternate explanations.

*Choice A* is not the best answer because the main conclusion drawn by the author of Passage 2 is that "ravens' curiosity ensures exposure to all or almost all items in the environment" (lines 63-64). In referring to the ravens' behavior as reflecting "curiosity," a human trait, the author of Passage 2 would seem to be ascribing a humanlike mental process to an animal's behavior without explicitly considering alternate explanations.

#### SKILL-BUILDING STRATEGY

Ask students to locate and present additional texts that support an author's conclusion and to defend their choices by citing textual evidence (e.g., quotations) from the additional texts. This allows students to practice both synthesizing and supporting their ideas with evidence.

Morgan’s canon holds that such suggestions should be rejected unless a “simpler explanation” cannot be found (lines 3-4); therefore, the conclusion the author of Passage 2 reaches is not consistent with Morgan’s canon. Moreover, by ascribing the ravens’ behavior to “curiosity,” the author of Passage 2 seems to reject environmental factors as the cause.

*Choice B* is not the best answer because the main conclusion drawn by the author of Passage 2 is that “ravens’ curiosity ensures exposure to all or almost all items in the environment” (lines 63-64). In referring to the ravens’ behavior as reflecting “curiosity,” a human trait, the author of Passage 2 would seem to be ascribing a humanlike mental process to an animal’s behavior without explicitly considering alternate explanations. Morgan’s canon holds that such suggestions should be rejected unless a “simpler explanation” cannot be found (lines 3-4); therefore, the conclusion the author of Passage 2 reaches cannot be the type of “simpler explanation” Morgan was alluding to.

*Choice C* is not the best answer because while the main conclusion drawn by the author of Passage 2 is not consistent with Morgan’s canon (see explanation for choice D), nothing about how the canon is described in Passage 1 precludes the possibility that animals can exhibit complex behavior patterns. The canon merely rejects the idea that humanlike mental processes should quickly or easily be attributed to animals.

## Writing and Language Test

The overall aim of the redesigned SAT Writing and Language Test is to determine whether students can demonstrate college and career readiness proficiency in revising and editing a range of texts in a variety of content areas. The Writing and Language Test does not require students to provide written responses; rather, students will engage in analysis of writing, effective language use, conformity to the conventions of standard written English grammar, usage, and punctuation. Students may elect to take the optional Essay, which does require that they complete a direct-writing task (see page 40 for more information).

The test will comprise a series of passages and associated multiple-choice questions. Some passages and/or questions will be accompanied by one or more graphical representations of data—tables, charts, graphs, etc.—and certain questions will require students to make revising and editing decisions to passages in light of information and ideas conveyed graphically. Mathematical computation will not be required to answer these questions.

## SAT WRITING AND LANGUAGE TEST CONTENT SPECIFICATIONS

	Number	Percentage of Test
<b>Time Allotted</b>	35 minutes	
<b>Passage Word Count</b>	1700 words total from 4 passages; 400–450 words per passage	
<b>Total Questions</b>	44 questions	100%
Multiple Choice (4 options)		100%
Passage Based		100%
<b>Contribution of Items to Subscores and Scores</b>		
Expression of Ideas	24 questions	55%
Standard English Conventions	20 questions	45%
Words in Context (Across Reading and Writing and Language Tests)	8 questions (2 questions per passage)	18%
Command of Evidence (Across Reading and Writing and Language Tests)	8 questions (2 questions per passage)	18%
Analysis in History/Social Studies (Across Math, Reading, and Writing and Language Tests)	6 questions (all Expression of Ideas questions in history/social studies)	14%
Analysis in Science (Across Math, Reading, and Writing and Language Tests)	6 questions (all Expression of Ideas questions in science)	14%
<b>Passage Contents</b>		
Careers	1 passage; 11 questions	25%
History/Social Studies	1 passage; 11 questions	25%
Humanities	1 passage; 11 questions	25%
Science	1 passage; 11 questions	25%
<b>Graphics</b>		
	1 or more graphics in 1 or more sets of questions	
<b>Text Types</b>		
Argument	1–2 passages	25%–50%
Informative/Explanatory Text	1–2 passages	25%–50%
Nonfiction Narrative	1 passage	25%
<b>Text and Graphical Complexity</b>		
Text Complexity	A specified range from grades 9–10 to postsecondary entry across 4 passages	
Graphical Data Representations (tables, charts, graphs, etc.)	Basic to somewhat challenging (low to moderate data density, few variables, simple to moderately challenging interactions)	

**General Instructional Strategies for Writing and Language:**

- » Instruct students to provide quotations from reading passages, data from graphs, tables or charts, or other relevant text as evidence to support their conclusions in class discussions and on assignments. The redesigned SAT requires students to analyze passages using relevant evidence in both reading and writing.
- » Teach students in all classes to practice writing and language analysis skills—effective language use, expression of ideas, and proper utilization of standard English conventions—to develop their analyses of social studies, science, and career-related passages.
- » Practice revising and editing during class by asking students to refine their own work, as well as the work of their peers, to build analysis skills related to grammatical conventions, word choice, and sentence structure in extended contexts.
- » Give students the opportunity to correct mistakes, both in carefully constructed errors you provide and in their own work. They will be asked to make corrections in word choice, conventions of usage and punctuation, organization, sentence structure, and analysis of graphical data on the redesigned SAT.

SAT WRITING AND LANGUAGE DOMAIN	
Content Dimension	Description
<b>Text Complexity</b>	The passages on the SAT Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
<b>Expression of Ideas</b>	These questions focus on revision of text for topic development, accuracy (consistency between text and graphic[s]), logic, cohesion, and rhetorically effective use of language.
<b>Development</b>	These questions focus on revising text in relation to rhetorical purpose. (Prior knowledge of the topic is not assessed, though consistency of the material within a passage may be.)
Proposition	The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.
Support	The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.
Focus	The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.
Quantitative information	The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.
<b>Organization</b>	These questions focus on revision of text to improve the logic and cohesion of text at the sentence, paragraph, and whole-text levels.
Logical sequence	The student will revise text as needed to ensure that information and ideas are presented in the most logical order.
Introductions, conclusions, and transitions	The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.
<b>Effective language use</b>	These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.
Precision	The student will revise text as needed to improve the exactness or content appropriateness of word choice.
Concision	The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).
Style and tone	The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.
Syntax	The student will use various sentence structures to accomplish needed rhetorical purposes.
<b>Standard English Conventions</b>	These questions focus on editing text to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation.
<b>Sentence structure</b>	These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.
Sentence formation	These questions focus on editing text to correct problems with forming grammatically complete and standard sentences.
Sentence boundaries	The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).
Subordination and coordination	The student will recognize and correct problems in coordination and subordination in sentences.
Parallel structure	The student will recognize and correct problems in parallel structure in sentences.
Modifier placement	The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).

## SAT WRITING AND LANGUAGE DOMAIN

Content Dimension	Description
Inappropriate shifts in construction	These questions focus on editing text to correct inappropriate shifts in verb tense, voice, and mood and pronoun person and number.
Verb tense, mood, and voice	The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.
Pronoun person and number	The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.
<b>Conventions of Usage</b>	These questions focus on editing text to ensure conformity to the conventions of standard written English usage.
Pronouns	These questions focus on the proper use of pronouns.
Pronoun clarity	The student will recognize and correct pronouns with unclear or ambiguous antecedents.
Possessive determiners	The student will recognize and correct cases in which possessive determiners ( <i>its, your, their</i> ), contractions ( <i>it's, you're, they're</i> ), and adverbs ( <i>there</i> ) are confused with each other.
Agreement	These questions focus on ensuring grammatical agreement.
Pronoun-antecedent agreement	The student will recognize and correct lack of agreement between pronoun and antecedent.
Subject-verb agreement	The student will recognize and correct lack of agreement between subject and verb.
Noun agreement	The student will recognize and correct lack of agreement between nouns.
Frequently confused words	The student will recognize and correct instances in which a word or phrase is confused with another (e.g., <i>accept/except, allusion/illusion</i> ).
Logical comparison	The student will recognize and correct cases in which unlike terms are compared.
Conventional expression	The student will recognize and correct cases in which a given expression is inconsistent with standard written English.
<b>Conventions of Punctuation</b>	These questions focus on editing text to ensure conformity to the conventions of standard written English punctuation.
End-of-sentence punctuation	The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.
Within-sentence punctuation	The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.
Possessive nouns and pronouns	The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.
Items in a series	The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.
Nonrestrictive and parenthetical elements	The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.
Unnecessary punctuation	The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.

## WRITING AND LANGUAGE TEST SAMPLE PASSAGE

**CONTENT:** Careers

**FOCUS:** Students must make revising and editing decisions in the context of a passage on a topic related to careers.

**PASSAGE** (400-450 words)

Questions 1-11 are based on the following passage and supplementary material.

### A Life in Traffic

A subway system is expanded to provide service to a growing suburb. A bike-sharing program is adopted to encourage nonmotorized transportation. **1** To alleviate rush hour traffic jams in a congested downtown area, stoplight timing is coordinated. When any one of these changes **2** occur, it is likely the result of careful analysis conducted by transportation planners.

The work of transportation planners generally includes evaluating current transportation needs, assessing the effectiveness of existing facilities, and improving those facilities or **3** they design new ones. Most transportation planners work in or near cities, **4** but some are employed in rural areas. Say, for example, a large factory is built on the outskirts of a small town. Traffic to and from that location would increase at the beginning and end of work shifts. The transportation **5** planner's job, might involve conducting a traffic count to determine the daily number of vehicles traveling on the road to the new factory. If analysis of the traffic count indicates that there is more traffic than the **6** current road as it is designed at this time can efficiently accommodate, the transportation planner might recommend widening the road to add another lane.

Transportation planners work closely with a number of community stakeholders, such as government officials and other interested organizations and individuals. **7** Next, representatives from the local public health department might provide input in designing a network of trails and sidewalks to encourage people to walk more. **8** According to

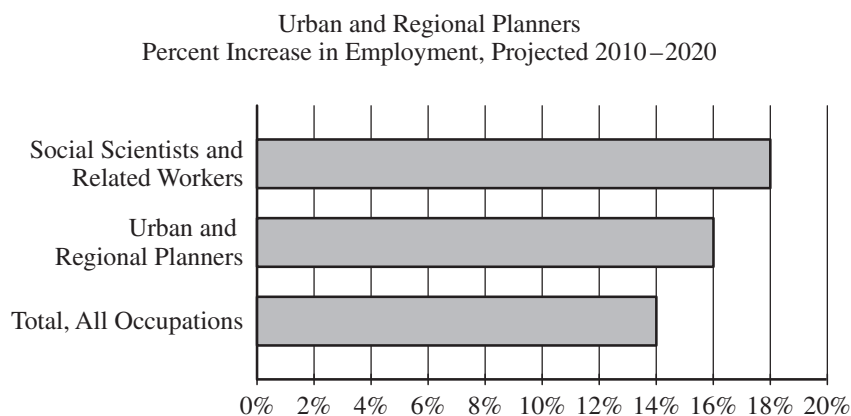
### KEY TO THE SAT

The redesigned SAT frequently refers to informational graphics in Reading, Writing and Language, and Math questions. When passages and/or questions are accompanied by graphs, charts, or tables on the Writing and Language Test, students will be asked to draw connections between text and graphics—for example, they may be asked to correct a writer's inaccurate interpretation of data presented in a table. Answers to all questions are anchored in the context of the passage.

the American Heart Association, walking provides numerous benefits related to health and well-being. Members of the Chamber of Commerce might share suggestions about designing transportation and parking facilities to support local businesses.

**9** People who pursue careers in transportation planning have a wide variety of educational backgrounds. A two-year degree in transportation technology may be sufficient for some entry-level jobs in the field. Most jobs, however, require at least a bachelor's degree; majors of transportation planners are **10** varied, including fields such as urban studies, civil engineering, geography, or transportation and logistics management. For many positions in the field, a master's degree is required.

Transportation planners perform critical work within the broader field of urban and regional planning. As of 2010, there were approximately 40,300 urban and regional planners employed in the United States. The United States Bureau of Labor Statistics forecasts steady job growth in this field, **11** projecting that 16 percent of new jobs in all occupations will be related to urban and regional planning. Population growth and concerns about environmental sustainability are expected to spur the need for transportation planning professionals.



Adapted from *United States Bureau of Labor Statistics, Employment Projections Program*. "All occupations" includes all occupations in the United States economy.



1

Which choice best maintains the sentence pattern already established in the paragraph?

- A) NO CHANGE
- B) Coordinating stoplight timing can help alleviate rush hour traffic jams in a congested downtown area.
- C) Stoplight timing is coordinated to alleviate rush hour traffic jams in a congested downtown area.
- D) In a congested downtown area, stoplight timing is coordinated to alleviate rush hour traffic jams.

<b>CONTENT:</b> Language Use	<b>OBJECTIVE:</b> Students must revise text to ensure consistency of style within a series of sentences.
<b>KEY:</b> C	

**Explanation:** **Choice C** is the best answer because it most closely maintains the sentence pattern established by the two preceding sentences, which begin with a noun and passive verb phrase (“A subway system is expanded,” “A bike-sharing program is adopted”).

*Choice A* is not the best answer because it does not maintain the sentence pattern established by the two preceding sentences. Instead, it begins the sentence with an infinitive phrase.

*Choice B* is not the best answer because it does not maintain the sentence pattern established by the two preceding sentences. Rather, it begins the sentence with a gerund.

*Choice D* is not the best answer because it does not maintain the sentence pattern established by the two preceding sentences. Rather, it shifts the placement of a modifying prepositional phrase, “in a congested downtown area,” from the end of the sentence to the beginning of the sentence.

### SKILL-BUILDING STRATEGY

Teach students to use OPTIC\* to interpret informational graphics:

O – write **O**verview notes about the graphic;

P – zoom in on the **P**arts of the visual and describe important details;

T – highlight the words of the **T**itle;

I – identify **I**nterrelationships among elements of the graphic;

C – draw **C**onclusions about the graphic as a whole.

\*SpringBoard® instructional strategy

2

- A) NO CHANGE
- B) occur, they are
- C) occurs, they are
- D) occurs, it is

<b>CONTENT:</b> Conventions of Usage	<b>OBJECTIVE:</b> Students must maintain grammatical agreement between pronoun and antecedent and between subject and verb.
<b>KEY:</b> D	

**Explanation: Choice D** is the best answer because it maintains agreement between the pronoun (“it”) and the antecedent (“any one”) and between the subject (“any one”) and the verb (“occurs”).

*Choice A* is not the best answer because the plural verb “occur” does not agree with the singular subject “any one.”

*Choice B* is not the best answer because the plural verb “occur” does not agree with the singular subject “any one” and because the plural pronoun “they” does not agree with the singular antecedent “any one.”

*Choice C* is not the best answer because the plural pronoun “they” does not agree with the singular antecedent “any one.”

3

- A) NO CHANGE
- B) to design
- C) designing
- D) designs

<b>CONTENT:</b> Sentence Structure	<b>OBJECTIVE:</b> Students must maintain parallel structure.
<b>KEY:</b> C	

**Explanation: Choice C** is the best answer because “designing” maintains parallelism with “evaluating,” “assessing,” and “improving.”

*Choice A* is not the best answer because “they design” does not maintain parallelism with “evaluating,” “assessing,” and “improving.”

*Choice B* is not the best answer because “to design” does not maintain parallelism with “evaluating,” “assessing,” and “improving.”

*Choice D* is not the best answer because “design” does not maintain parallelism with “evaluating,” “assessing,” and “improving.”

4

Which choice results in the most effective transition to the information that follows in the paragraph?

- A) NO CHANGE
- B) where job opportunities are more plentiful.
- C) and the majority are employed by government agencies.
- D) DELETE the underlined portion and end the sentence with a period.

<b>CONTENT:</b> Sentence Structure	<b>OBJECTIVE:</b> Students must determine the most effective transition between ideas.
<b>KEY:</b> A	

**Explanation:** **Choice A** is the best answer because it effectively signals the shift in the paragraph to the example of the work a transportation planner might perform if he or she were employed in a rural area and asked to consider the effects of building a new factory “on the outskirts of a small town.”

*Choice B* is not the best answer because noting that job opportunities are more plentiful in cities does not effectively signal the shift in the paragraph to the example of the work a transportation planner might perform if he or she were employed in a rural area.

*Choice C* is not the best answer because noting that most transportation planners work for government agencies does not effectively signal the shift in the paragraph to the example of the work a transportation planner might perform if he or she were employed in a rural area.

*Choice D* is not the best answer because the proposed deletion would create a jarring shift from the statement “Most transportation planners work in or near cities” to the example of the work a transportation planner might perform if he or she were employed in a rural area.

#### SKILL-BUILDING STRATEGY

Provide students with a reading passage containing several sentences in need of correction. Ask students to improve the sentences, focusing their attention on the context of the error, its effect on the sentence, and the meaning of the sentence within the passage. You might introduce such issues as dangling and other misplaced modifiers, inappropriate shifts in verb tense, lack of agreement between pronouns and antecedents, and illogical comparisons between unlike terms. After students make corrections, ask them to explain their reasoning. Students are thus simultaneously practicing using language conventions and supporting their answers with evidence. Learn more about standard English conventions assessed at [SAT Suite of Assessments](#).

5

- A) NO CHANGE
- B) planner’s job
- C) planners job,
- D) planners job

<b>CONTENT:</b> Conventions of Punctuation	<b>OBJECTIVE:</b> Students must recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms. Students must also recognize and correct cases in which unnecessary punctuation appears in a sentence.
<b>KEY:</b> B	

**Explanation: Choice B** is the best answer because it correctly uses an apostrophe to indicate the possessive and doesn't introduce any unnecessary punctuation.

*Choice A* is not the best answer because, while it correctly indicates the possessive relationship between "transportation planner" and "job," it introduces an unnecessary comma after the word "job."

*Choice C* is not the best answer because it doesn't indicate the possessive relationship between "transportation planner" and "job," and it introduces an unnecessary comma after the word "job."

*Choice D* is not the best answer because it doesn't indicate the possessive relationship between "transportation planner" and "job."

6

- A) NO CHANGE
- B) current design of the road right now
- C) road as it is now currently designed
- D) current design of the road

<b>CONTENT:</b> Effective Language Use	<b>OBJECTIVE:</b> Students must improve the economy of expression.
<b>KEY:</b> D	

**Explanation: Choice D** is the best answer because it offers a clear and concise wording without redundancy.

*Choice A* is not the best answer because "current" is redundant with "at this time."

*Choice B* is not the best answer because "current" is redundant with "right now."

*Choice C* is not the best answer because "now" is redundant with "currently."

#### SKILL-BUILDING STRATEGY

Encourage students to attend to errors in the application of **standard English conventions**. Use released student essay samples from the College Board to practice analyzing text for strength of proposition, support, focus, and effective language use. See **Appendix C** for sample essays.

7

- A) NO CHANGE
- B) For instance,
- C) Furthermore,
- D) Similarly,

<b>CONTENT:</b> Organization	<b>OBJECTIVE:</b> Students must determine the most logical transitional word or phrase.
<b>KEY:</b> B	

**Explanation: Choice B** is the best answer because the transitional phrase “For instance” logically indicates that what follows provides an example related to the previous sentence.

“Representatives from the local public health department” is an example of the kinds of people with whom transportation planners work.

*Choice A* is not the best answer because the transitional word “Next” indicates sequence, which is not logical given that what follows provides an example related to the previous sentence.

*Choice C* is not the best answer because the transitional word “Furthermore” indicates addition, which is not logical given that what follows provides an example related to the previous sentence.

*Choice D* is not the best answer because the transitional word “Similarly” indicates comparison or likeness, which is not logical given that what follows provides an example related to the previous sentence.

8

The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

- A) Kept, because it provides supporting evidence about the benefits of walking.
- B) Kept, because it provides an additional example of a community stakeholder with whom transportation planners work.
- C) Deleted, because it blurs the paragraph’s focus on the community stakeholders with whom transportation planners work.
- D) Deleted, because it doesn’t provide specific examples of what the numerous benefits of walking are.

<b>CONTENT:</b> Development	<b>OBJECTIVE:</b> Students must delete information that blurs the focus of the paragraph and weakens cohesion.
<b>KEY:</b> C	

**Explanation: Choice C** is the best answer because it identifies the best reason the underlined sentence should not be kept. At this point in the passage and paragraph, a general statement about the benefits of walking only serves to interrupt the discussion of the community stakeholders with whom transportation planners work.

*Choice A* is not the best answer because the underlined sentence should not be kept. Although the sentence could theoretically provide supporting evidence about the benefits of walking, the

#### SKILL-BUILDING STRATEGY

Ask students to review text messages, then correct grammatically incomplete sentences; problems with end-of-sentence punctuation and punctuation within sentences; and cases of nonstandard expression (when words and phrases are used in a way not typical of standard written English) according to standard English conventions. Discuss how these changes influence the tone and meaning of the messages.

passage has not made a claim that needs to be supported in this way, and including such a statement only serves to interrupt the discussion of the community stakeholders with whom transportation planners work.

*Choice B* is not the best answer because the underlined sentence should not be kept. Although the American Heart Association could theoretically be an example of “other interested organizations” that transportation planners work with, the sentence does not suggest that this is the case. Instead, the association is merely the source for the general statement about the benefits of walking, a statement that only serves to interrupt the discussion of the actual community stakeholders with whom transportation planners work.

*Choice D* is not the best answer because, although the underlined sentence should be deleted, it is not because the sentence lacks specific examples of the numerous benefits of walking. Adding such examples would only serve to blur the focus of the paragraph further with general factual information, as the paragraph’s main purpose is to discuss the community stakeholders with whom transportation planners work.

## 9

- A) NO CHANGE
- B) People, who pursue careers in transportation planning,
- C) People who pursue careers, in transportation planning,
- D) People who pursue careers in transportation planning,

<b>CONTENT:</b> Conventions of Punctuation	<b>OBJECTIVE:</b> Students must distinguish between restrictive/essential and nonrestrictive/nonessential sentence elements and avoid unneeded punctuation.
<b>KEY:</b> A	

**Explanation:** **Choice A** is the best answer because “who pursue careers in transportation planning” is, in context, a restrictive clause that should not be set off with punctuation. “Who pursue careers in transportation planning” is essential information defining who the “people” are.

*Choice B* is not the best answer because it incorrectly sets off the restrictive clause “who pursue careers in transportation planning” with commas as though the clause were nonrestrictive or not essential to defining who the “people” are.

*Choice C* is not the best answer because it incorrectly sets off the essential sentence element “in transportation planning” with commas as though the phrase were not essential to the

meaning of the sentence. “In transportation planning” is essential information defining what the “careers” are.

*Choice D* is not the best answer because it introduces an unnecessary comma after the word “planning,” incorrectly setting off the subject of the sentence (“people who pursue careers in transportation planning”) from the predicate (“have a wide variety of educational backgrounds”).

**10**

- A) NO CHANGE
- B) varied, and including
- C) varied and which include
- D) varied, which include

<b>CONTENT:</b> Sentence Structure	<b>OBJECTIVE:</b> Students must recognize and correct problems in coordination and subordination in sentences.
<b>KEY:</b> A	

**Explanation: Choice A** is the best answer because it uses a comma to effectively subordinate the list of varied fields in which transportation planners major.

*Choice B* is not the best answer because the comma and coordinating conjunction “and” result in an ungrammatical sentence.

*Choice C* is not the best answer because the coordinating conjunction “and” along with the subordinating conjunction “which” result in an ungrammatical sentence.

*Choice D* is not the best answer because it is unclear from this construction to what exactly the subordinating conjunction “which” refers.

#### SKILL-BUILDING STRATEGY

Familiarize students with the analysis of data, graphs, and charts in conjunction with text. Using the informational graphics in a textbook or periodical, provide students with inaccurate interpretations of data and ask them to correct the error(s). Have them explicitly describe the data they used to make each correction.

**11**

Which choice completes the sentence with accurate data based on the graph?

- A) NO CHANGE
- B) warning, however, that job growth in urban and regional planning will slow to 14 percent by 2020.
- C) predicting that employment of urban and regional planners will increase 16 percent between 2010 and 2020.
- D) indicating that 14 to 18 percent of urban and regional planning positions will remain unfilled.

<b>CONTENT:</b> Development	<b>OBJECTIVE:</b> Students must evaluate text based on data presented graphically.
<b>KEY:</b> C	

**Explanation:** **Choice C** is the best answer because it completes the sentence with an accurate interpretation of data in the graph. The graph displays projections of how much growth in employment there is expected to be between 2010 and 2020 for “social scientists and related workers,” for “urban and regional planners,” and in “all occupations” in the U.S. economy. According to the graph, the employment of urban and regional planners is expected to increase 16 percent between 2010 and 2020.

*Choice A* is not the best answer because the data in the graph do not support the claim that 16 percent of new jobs in all occupations will be related to urban and regional planning.

*Choice B* is not the best answer because the data in the graph do not support the claim that job growth in urban and regional planning will slow to 14 percent by 2020.

*Choice D* is not the best answer because the data in the graph do not support the claim that 14 to 18 percent of urban and regional planning positions will remain unfilled.

## Optional Essay

The optional **Essay** will be offered at the conclusion of the required Reading, Writing and Language, and Math Tests. Students may choose not to take this portion of the redesigned SAT, and some postsecondary institutions may choose not to require it. Students who are deciding whether to take the Essay should determine whether it is required by one or more schools to which they wish to apply.

Unlike many standardized direct-writing assessments, the redesigned SAT Essay will not elicit students’ subjective opinions. Instead of simply emulating the form of evidence used by asking students to draw on their own experiences or imaginations, the Essay will require students to make purposeful, substantive use of textual evidence in a way that can be objectively evaluated. The Essay **task will remain consistent** for all administrations of the redesigned SAT; only the **passage on which students base their responses will change**. The Essay shares key elements with both the Reading and Writing and Language Tests (see page 14); The Essay will connect reading and writing in a manner that both embodies and reinforces the interdependency of these ELA/literacy skills. The Essay rubric and several sample student essays are available in [Appendix C](#).

In broad terms, essay responses will be evaluated across three dimensions: reading (for demonstrated comprehension of the



source text), analysis (the quality of analysis of that source text), and writing (the quality of the writing in the response). Scorers will evaluate how well students' responses demonstrate a careful understanding of the passage, effective and selective use of textual evidence to develop and support points, clear organization and expression of ideas, and a command of the conventions of standard written English. The Essay will require students to analyze how an author uses evidence, reasoning, and/or stylistic or persuasive elements (and/or other elements of the students' choosing) to build an argument. Three dimension scores will be reported, each on a scale of 2–8, the combined scores of two scorers using the three 1–4 scales in the rubric in [Appendix C](#).

SAT ESSAY CONTENT SPECIFICATIONS		
<b>Total Items</b>		
<b>Time Allotted</b>	<b>50 minutes</b>	
	<b>Number</b>	<b>Percentage of test</b>
Prompts	1	100%
Passage Based (each passage 650–750 words)	1	100%
<b>Passage Content</b>		
Arguments Written for a Broad Audience	1	100%
<b>Text Complexity</b>		
High School Reading Level (grades 9–12)	1	100%
<b>Analytic Scoring (Provisional)*</b>		
Reading	1–4 scale	
Analysis	1–4 scale	
Writing	1–4 scale	

\* The College Board's current thinking is represented here. Scores of 2 to 8, the combined scores of two raters each scoring on a scale of 1 to 4, will be reported. The final nature of the scoring is dependent on further research.

#### General Instructional Strategies for the Optional Essay:

- » Use the redesigned SAT Essay prompt as a foundation for frequent writing assignments in all content area classes. Students strengthen their learning by writing in science, social studies, math, health, and career-related courses.

**Essay Prompt:**

As you read the passage below, consider how [the author] uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Write an essay in which you explain how [the author] builds an argument to persuade [his/her] audience that [author's claim]. In your essay, analyze how [the author] uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of [his/her] argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with [the author's] claims, but rather explain how [the author] builds an argument to persuade [his/her] audience.

**KEY TO THE SAT**

The prompt used for the SAT Essay will be consistent for all administrations. The passage will differ.

**SKILL-BUILDING STRATEGY**

Use the SAT Essay prompt with passages relevant to your curriculum (science, social studies, health, career), giving students the opportunity to analyze quality pieces of writing in the content areas, and also practice with the prompt.

- » Practice evaluating evidence for consistent and legitimate supporting arguments. Students must discern whether the evidence they use actually strengthens their argument.
- » Revisit previous writing assignments periodically, and allow students to alter their evidence, their word choices, or otherwise edit their work to strengthen their skills.

**SAT ESSAY DOMAIN (PROVISIONAL)**

Content Dimension	Description
<b>Reading</b>	Comprehension of the source text Understanding of central ideas, important details, and their interrelationship Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced) Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text
<b>Analysis</b>	Analysis of the source text and understanding of the analytical task Evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student Support for claims or points made in the response Focus on features of the text most relevant to addressing the task
<b>Writing</b>	Use of a central claim Use of effective organization and progression of ideas Use of varied sentence structures Employment of precise word choice Maintenance of a consistent, appropriate style and tone Command of the conventions of standard written English

## ESSAY SAMPLE

*Adapted from Paul Bogard, "Let There Be Dark." ©2012 by the Los Angeles Times.  
Originally published December 21, 2012.*

At my family's cabin on a Minnesota lake, I knew woods so dark that my hands disappeared before my eyes. I knew night skies in which meteors left smoky trails across sugary spreads of stars. But now, when 8 of  
 Line 10 children born in the United States will never know a sky dark enough  
 5 for the Milky Way, I worry we are rapidly losing night's natural darkness before realizing its worth. This winter solstice, as we cheer the days' gradual movement back toward light, let us also remember the irreplaceable value of darkness.

All life evolved to the steady rhythm of bright days and dark nights.  
 10 Today, though, when we feel the closeness of nightfall, we reach quickly for a light switch. And too little darkness, meaning too much artificial light at night, spells trouble for all.

Already the World Health Organization classifies working the night shift as a probable human carcinogen, and the American Medical  
 15 Association has voiced its unanimous support for "light pollution reduction efforts and glare reduction efforts at both the national and state levels." Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing, and our bodies need darkness for sleep. Sleep disorders have been linked to diabetes, obesity,  
 20 cardiovascular disease and depression, and recent research suggests one main cause of "short sleep" is "long light." Whether we work at night or simply take our tablets, notebooks and smartphones to bed, there isn't a place for this much artificial light in our lives.

The rest of the world depends on darkness as well, including  
 25 nocturnal and crepuscular species of birds, insects, mammals, fish and reptiles. Some examples are well known—the 400 species of birds that migrate at night in North America, the sea turtles that come ashore to lay their eggs—and some are not, such as the bats that save American farmers billions in pest control and the moths that pollinate 80% of the  
 30 world's flora. Ecological light pollution is like the bulldozer of the night, wrecking habitat and disrupting ecosystems several billion years in the making. Simply put, without darkness, Earth's ecology would collapse. . . .

In today's crowded, louder, more fast-paced world, night's darkness can  
 35 provide solitude, quiet and stillness, qualities increasingly in short supply. Every religious tradition has considered darkness invaluable for a soulful life, and the chance to witness the universe has inspired artists, philosophers and everyday stargazers since time began. In a world awash with electric light. . . how would Van Gogh have given the world his "Starry  
 40 Night"? Who knows what this vision of the night sky might inspire in each of us, in our children or grandchildren?

### SKILL-BUILDING STRATEGY

To ensure that your students understand the difference between opinion, argument, and analysis, assign all three types of writing. Require students to use evidence to support their analyses of nonfiction documents. Remind them that the SAT Essay will ask for evidence-based claims, not their personal opinions.

Yet all over the world, our nights are growing brighter. In the United States and Western Europe, the amount of light in the sky increases an average of about 6% every year. Computer images of the United States at night, based on NASA photographs, show that what was a very dark country as recently as the 1950s is now nearly covered with a blanket of light. Much of this light is wasted energy, which means wasted dollars. Those of us over 35 are perhaps among the last generation to have known truly dark nights. Even the northern lake where I was lucky to spend my summers has seen its darkness diminish.

It doesn't have to be this way. Light pollution is readily within our ability to solve, using new lighting technologies and shielding existing lights. Already, many cities and towns across North America and Europe are changing to LED streetlights, which offer dramatic possibilities for controlling wasted light. Other communities are finding success with simply turning off portions of their public lighting after midnight. Even Paris, the famed "city of light," which already turns off its monument lighting after 1 a.m., will this summer start to require its shops, offices and public buildings to turn off lights after 2 a.m. Though primarily designed to save energy, such reductions in light will also go far in addressing light pollution. But we will never truly address the problem of light pollution until we become aware of the irreplaceable value and beauty of the darkness we are losing.

**SKILL-BUILDING STRATEGY**

Use the sample student essays in [Appendix C](#) of this guide to extend understanding of the SAT Essay prompt. Immerse students in the samples, and help them notice components and characteristics common to all, in addition to analyzing and identifying areas for improvement.

## SAMPLE STUDENT ESSAY (300-600 words)

The following essay is reprinted exactly as it was originally written (in response to the prompt above), including grammatical mistakes. An explanation of why the essay received the score it was given follows the essay. Find more sample student essays, the essay rubric, and score explanations in [Appendix C](#).

Bogard builds a very persuasive argument when he talks about all of the effects of light pollution. First, he starts out by telling a story from his youth and how he loved the darkness then goes on to say how things have changed. He uses different facts to support his claim that not having enough natural darkness is a very bad thing for not only the human population but also for animals and other species living on the planet. Finally, after listing consequences of the problem he starts to say what different nations are starting to do about it.

To support the theory that Bogard has on light pollution he lists some facts about it. He says things like different species of fish, reptiles, insects, mammals and birds need the darkness to survive. However, animals aren't the only things that depend on darkness, humans do also. As everyone knows sleep is a very important thing and, usually, darkness is a key part in sleep. This is important because, according to Bogard, sleep disorders have been linked to many diseases including depression and diabetes. Also, the darkness can offer some peace and quiet in today's busy world.

Also in this article the author gives some statistics on how our already bright world is just getting brighter. One of the facts that is stated is that the amount of light in the sky at night is increasing, on average, 6% per year. Along side those facts he tells us some things that we wouldn't have if it wasn't for very dark nights like Van Gogh's "Starry Night". If the world had been lit as much at night as it is now that painting would not exist and generations of people would miss out on seeing it.

Although much of this article is stating facts about the problem, Bogard does give some good news about what certain nations are starting to do to help it. For example, he says that many cities in North America and Europe are changing to LED streetlights to try and cut down on wasted energy. Some communities are turning off lights after midnight. And even one of the busiest cities in the world, Paris, is requiring shops to turn off lights after two am.

All of the things that Bogard mentions in his article make it very persuasive. He did a very good job on building an argument to show why light pollution is such a bad thing. He did this by explaining how things used to be, telling how it affects all of the different species living on the planet. How things changed and how they could be different. And finally, he tells us what other people are doing about the problem. Which, all put together make a very persuasive article and help build an argument that makes readers want to go and help the issue.

## Scoring Explanation (400-700 words)

This paper scored a 3/2/3.

**Reading—3:** This response demonstrates an effective comprehension of Bogard's text and an understanding of Bogard's central ideas (*"the effects of light pollution"* and the *"consequences of the problem"*). Focusing on the *"consequences of the problem,"* the writer paraphrases important supporting details from throughout Bogard's piece, demonstrating an understanding of the support Bogard offers (*"he starts out by telling a story from his youth and how he loved darkness . . . He uses different facts to support his claim that not having enough natural darkness is a very bad thing for not only the human population but also animals and other different species of fish, reptiles, insects, mammals and birds."*) The response is free from substantive errors and demonstrates some awareness of the interrelation between the passage's central ideas and supporting details (*"As everyone knows sleep is a very important thing and usually darkness is a key part in sleep . . . according to Bogard, sleep disorders have been linked to many diseases including depression and anxiety"*), but the writer does not demonstrate a full understanding of this interrelation. Overall, this paper demonstrates proficient reading comprehension.

**Analysis—2:** The writer demonstrates a partial understanding of the analytical task by offering a limited analysis of Bogard's text. Any attempts on the writer's part to analyze do not move past assertions that state the importance of the author's use of "statistics" or "facts." Although focused on relevant features of the source text, the writer praises Bogard's argument without offering much analysis of that argument (*"All of the things Bogard mentions in his article make it very persuasive. He did a very good job on building an argument to show why light pollution is such a bad thing"*), with limited support for these claims. Overall, this paper demonstrates a partial analysis.

**Writing—3:** Following a very basic structure, the essay is mostly cohesive and demonstrates effective use and control of language throughout the essay. Choosing to structure his writing around his central claim that *"Bogard builds a very persuasive argument,"* the writer produces a simply structured essay of short, discrete paragraphs that are free of significant language errors that detract from the quality of writing. While not very complex, the sentences demonstrate some varied and complex sentence structures (*"To support the theory that Bogard has on light pollution he lists some facts about it. . . One of the facts that is stated is"*) and word choice remains precise and formal in tone (*"If the world had been lit as much at night as it is now, that painting would not exist and generations of people would miss out on seeing it."*). Overall, this paper demonstrates proficient control of language.

### SKILL-BUILDING STRATEGY

Students benefit from using a rubric to analyze their writing—rubrics provide a clear description of the skills, knowledge, and understandings they must demonstrate. Give students the opportunity to compare the rubric to their work, and to the writing of their peers, evaluating areas in which they met the standards of the rubric and areas in which they need improvement. See [Appendix C](#) for the SAT essay rubric.

## Math Test

The overall aim of the SAT Math Test is to assess fluency with, understanding of, and ability to apply the mathematical concepts that are most strongly prerequisite for and useful across a wide range of college majors and careers.

The test will reward a stronger command of fewer important topics. Students will need to exhibit command of mathematical practices, fluency with mathematical procedures, and conceptual understanding of mathematical ideas. The exam will also provide opportunities for richer applied problems.

The Math Test will have a calculator portion and a no-calculator portion. In the calculator portion, students can use their calculators to perform routine computations more efficiently, enabling them to focus on mathematical applications and reasoning. However, the calculator is a tool that students must use strategically, deciding when and how to use it. There will be some questions in the calculator portion that can be answered more efficiently *without* a calculator. In these cases, students who make use of structure or their ability to reason will most likely reach the solution more rapidly than students who use a calculator.

SAT MATH TEST CONTENT SPECIFICATIONS		
<b>Time Allotted</b>	<b>80 minutes</b>	
Calculator Portion	55 minutes	
No-Calculator Portion	25 minutes	
	<b>Number</b>	<b>Percentage of test</b>
<b>Total Items</b>	<b>58 questions</b>	<b>100%</b>
Multiple Choice (MC, 4 options)	45 questions	78%
Student-Produced Response (SPR—grid-in)	13 questions	22%
<b>Contribution of Items to Subscores</b>		
<b>Heart of Algebra</b>	<b>19 questions</b>	<b>33%</b>
Analyzing and fluently solving linear equations and systems of linear equations		
Creating linear equations and inequalities to represent relationships between quantities and to solve problems		
Understanding and using the relationship between linear equations and inequalities and their graphs to solve problems		
<b>Problem Solving and Data Analysis</b>	<b>17 questions</b>	<b>29%</b>
Creating and analyzing relationships using ratios, proportional relationships, percentages, and units		
Representing and analyzing quantitative data		
Finding and applying probabilities in context		
<b>Passport to Advanced Math</b>	<b>16 questions</b>	<b>28%</b>
Identifying and creating equivalent algebraic expressions		
Creating, analyzing, and fluently solving quadratic and other nonlinear equations		
Creating, using, and graphing exponential, quadratic, and other nonlinear functions		
<b>Additional Topics in Math*</b>	<b>6 questions</b>	<b>10%</b>
Solving problems related to area and volume calculations in context		
Applying definitions and theorems related to lines, angles, triangles, and circles		
Working with right triangles, the unit circle, and trigonometric functions		



**General Instructional Strategies for Math:**

- » Ensure that students practice solving multistep problems. The redesigned SAT often asks them to solve more than one problem to arrive at the correct answer.
- » Separate students into small working groups. Ask them to discuss how to arrive at solutions. When their solutions are incorrect, ask them to discuss how to make corrections. Encourage students to express quantitative relationships in meaningful words and sentences to support their arguments and conjectures.
- » Vary the types of problems in homework assignments so that students aren't always using the same strategy to find solutions. Students benefit from the practice of determining the right mathematical strategy to solve the problems, in addition to solving the problems correctly.
- » Assign students math problems or create classroom-based assessments that do not allow the use of a calculator. This practice encourages greater number sense, probes students' understanding of content on a conceptual level, and aligns to the testing format of the redesigned SAT.
- » Develop interest and facility in math by practicing in science and social studies. Use tables, expressions, and graphs that students encounter in other content areas to present math as a tool that may be applied to many areas of study rather than being relegated to math classes. Provide frequent opportunities for students to interpret and apply mathematical skills and concepts in real-worlds contexts, particularly in the science and social studies.

## SAT HEART OF ALGEBRA DOMAIN

Content Dimension	Description
<b>Linear equations in one variable</b>	<ol style="list-style-type: none"> <li>1. Create and use linear equations in one variable to solve problems in a variety of contexts.</li> <li>2. Create a linear equation in one variable, and when in context interpret solutions in terms of the context.</li> <li>3. Solve a linear equation in one variable making strategic use of algebraic structure.</li> <li>4. For a linear equation in one variable,               <ol style="list-style-type: none"> <li>a. interpret a constant, variable, factor, or term in a context;</li> <li>b. determine the conditions under which the equation has no solution, a unique solution, or infinitely many solutions.</li> </ol> </li> <li>5. Fluently solve a linear equation in one variable.</li> </ol>
<b>Linear functions</b>	<p>Algebraically, a linear function can be defined by a linear expression in one variable or by a linear equation in two variables. In the first case, the variable is the input and the value of the expression is the output. In the second case, one of the variables is designated as the input and determines a unique value of the other variable, which is the output.</p> <ol style="list-style-type: none"> <li>1. Create and use linear functions to solve problems in a variety of contexts.</li> <li>2. Create a linear function to model a relationship between two quantities.</li> <li>3. For a linear function that represents a context,               <ol style="list-style-type: none"> <li>a. interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;</li> <li>b. given an input value, find and/or interpret the output value using the given representation;</li> <li>c. given an output value, find and/or interpret the input value using the given representation if it exists.</li> </ol> </li> <li>4. Make connections between verbal, tabular, algebraic, and graphical representations of a linear function, by               <ol style="list-style-type: none"> <li>a. deriving one representation from the other;</li> <li>b. identifying features of one representation given another representation;</li> <li>c. and determining how a graph is affected by a change to its equation.</li> </ol> </li> <li>5. Write the rule for a linear function given two input/output pairs or one input/output pair and the rate of change.</li> </ol>

**SAT HEART OF ALGEBRA DOMAIN**

<b>Content Dimension</b>	<b>Description</b>
<b>Linear equations in two variables</b>	<p>A linear equation in two variables can be used to represent a constraint or condition on two variable quantities in situations where neither of the variables is regarded as an input or an output. A linear equation can also be used to represent a straight line in the coordinate plane.</p> <ol style="list-style-type: none"> <li>1. Create and use a linear equation in two variables to solve problems in a variety of contexts.</li> <li>2. Create a linear equation in two variables to model a constraint or condition on two quantities.</li> <li>3. For a linear equation in two variables that represents a context,             <ol style="list-style-type: none"> <li>a. interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;</li> <li>b. given a value of one quantity in the relationship, find a value of the other, if it exists.</li> </ol> </li> <li>4. Make connections between tabular, algebraic, and graphical representations of a linear equation in two variables by             <ol style="list-style-type: none"> <li>a. deriving one representation from the other;</li> <li>b. identifying features of one representation given the other representation;</li> <li>c. determining how a graph is affected by a change to its equation.</li> </ol> </li> <li>5. Write an equation for a line given two points on the line, one point and the slope of the line, or one point and a parallel or perpendicular line.</li> </ol>
<b>Systems of two linear equations in two variables</b>	<ol style="list-style-type: none"> <li>1. Create and use a system of two linear equations in two variables to solve problems in a variety of contexts.</li> <li>2. Create a system of linear equations in two variables, and when in context, interpret solutions in terms of the context.</li> <li>3. Make connections between tabular, algebraic, and graphical representations of the system by deriving one representation from the other.</li> <li>4. Solve a system of two linear equations in two variables, making strategic use of algebraic structure.</li> <li>5. For a system of linear equations in two variables,             <ol style="list-style-type: none"> <li>a. interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;</li> <li>b. determine the conditions under which the system has no solution, a unique solution, or infinitely many solutions.</li> </ol> </li> <li>6. Fluently solve a system of linear equations in two variables.</li> </ol>
<b>Linear inequalities in one or two variables</b>	<ol style="list-style-type: none"> <li>1. Create and use linear inequalities in one or two variables to solve problems in a variety of contexts.</li> <li>2. Create linear inequalities in one or two variables, and when in context, interpret the solutions in terms of the context.</li> <li>3. For linear inequalities in one or two variables, interpret a constant, variable, factor, or term, including situations where seeing structure provides an advantage.</li> <li>4. Make connections between tabular, algebraic, and graphical representations of linear inequalities in one or two variables by deriving one from the other.</li> <li>5. Given a linear inequality or system of linear inequalities, interpret a point in the solution set.</li> </ol>

## SAT PROBLEM SOLVING AND DATA ANALYSIS DOMAIN

Content Dimension	Description
<b>Ratios, rates, proportional relationships, and units</b>	<p>Items will require students to solve problems by using a proportional relationship between quantities, calculating or using a ratio or rate, and/or using units, derived units, and unit conversion.</p> <ol style="list-style-type: none"> <li>1. Apply proportional relationships, ratios, rates, and units in a wide variety of contexts. Examples include but are not limited to scale drawings and problems in the natural and social sciences.</li> <li>2. Solve problems involving             <ol style="list-style-type: none"> <li>a. derived units, including those that arise from products (e.g., kilowatt-hours) and quotients (e.g., population per square kilometer)</li> <li>b. unit conversion, including currency exchange and conversion between different measurement systems.</li> </ol> </li> <li>3. Understand and use the fact that when two quantities are in a proportional relationship, if one changes by a scale factor, then the other also changes by the same scale factor.</li> </ol>
<b>Percentages</b>	<ol style="list-style-type: none"> <li>1. Use percentages to solve problems in a variety of contexts. Examples include, but are not limited to, discounts, interest, taxes, tips, and percent increases and decreases for many different quantities.</li> <li>2. Understand and use the relationship between percent change and growth factor (5% and 1.05, for example); include percentages greater than or equal to 100%.</li> </ol>
<b>One variable data: Distributions and measures of center and spread</b>	<ol style="list-style-type: none"> <li>1. Choose an appropriate graphical representation for a given data set.</li> <li>2. Interpret information from a given representation of data in context.</li> <li>3. Analyze and interpret numerical data distributions represented with frequency tables, histograms, dot plots, and boxplots.</li> <li>4. For quantitative variables, calculate, compare, and interpret mean, median, and range. Interpret (but don't calculate) standard deviation.</li> <li>5. Compare distributions using measures of center and spread, including distributions with different means and the same standard deviations and ones with the same mean and different standard deviations.</li> <li>6. Understand and describe the effect of outliers on mean and median.</li> <li>7. Given an appropriate data set, calculate the mean.</li> </ol>

## SAT PROBLEM SOLVING AND DATA ANALYSIS DOMAIN

Content Dimension	Description
<b>Two-variable data: Models and scatterplots</b>	<ol style="list-style-type: none"> <li>Using a model that fits the data in a scatterplot, compare values predicted by the model to values given in the data set.</li> <li>Interpret the slope and intercepts of the line of best fit in context.</li> <li>Given a relationship between two quantities, read and interpret graphs and tables modeling the relationship.</li> <li>Analyze and interpret data represented in a scatterplot or line graph; fit linear, quadratic, and exponential models.</li> <li>Select a graph that represents a context, identify a value on a graph, or interpret information on the graph.</li> <li>For a given function type (linear, quadratic, exponential), choose the function of that type that best fits given data.</li> <li>Compare linear and exponential growth.</li> <li>Estimate the line of best fit for a given scatterplot; use the line to make predictions.</li> </ol>
<b>Probability and conditional probability</b>	<p>Use one- and two-way tables, tree diagrams, area models, and other representations to find relative frequency, probabilities, and conditional probabilities.</p> <ol style="list-style-type: none"> <li>Compute and interpret probability and conditional probability in simple contexts.</li> <li>Understand formulas for probability, and conditional probability in terms of frequency.</li> </ol>
<b>Inference from sample statistics and margin of error</b>	<ol style="list-style-type: none"> <li>Use sample mean and sample proportion to estimate population mean and population proportion. Utilize, but do not calculate, margin of error.</li> <li>Interpret margin of error; understand that a larger sample size generally leads to a smaller margin of error.</li> </ol>
<b>Evaluating statistical claims: Observational studies and experiments</b>	<ol style="list-style-type: none"> <li>With random samples, describe which population the results can be extended to.</li> <li>Given a description of a study with or without random assignment, determine whether there is evidence for a causal relationship.</li> <li>Understand why random assignment provides evidence for a causal relationship.</li> <li>Understand why a result can be extended only to the population from which the sample was selected.</li> </ol>

## SAT PASSPORT TO ADVANCED MATH DOMAIN

Content Dimension	Description
<b>Equivalent expressions</b>	<ol style="list-style-type: none"> <li>1. Make strategic use of algebraic structure and the properties of operations to identify and create equivalent expressions, including               <ol style="list-style-type: none"> <li>a. rewriting simple rational expressions;</li> <li>b. rewriting expressions with rational exponents and radicals;</li> <li>c. factoring polynomials.</li> </ol> </li> <li>2. Fluently add, subtract, and multiply polynomials.</li> </ol>
<b>Nonlinear equations in one variable and systems of equations in two variables</b>	<ol style="list-style-type: none"> <li>1. Make strategic use of algebraic structure, the properties of operations, and reasoning about equality to               <ol style="list-style-type: none"> <li>a. solve quadratic equations in one variable presented in a wide variety of forms; determine the conditions under which a quadratic equation has no real solutions, 1 real solution, or 2 real solutions;</li> <li>b. solve simple rational and radical equations in one variable;</li> <li>c. identify when the procedures used to solve a simple rational or radical equation in one variable lead to an equation with solutions that do not satisfy the original equation (extraneous solutions);</li> <li>d. solve polynomial equations in one variable that are written in factored form;</li> <li>e. solve linear absolute value equations in one variable;</li> <li>f. solve systems of linear and nonlinear equations in two variables, including relating the solutions to the graphs of the equations in the system.</li> </ol> </li> <li>2. Given a nonlinear equation in one variable that represents a context, interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage.</li> <li>3. Given an equation or formula in two or more variables that represents a context, view it as an equation in a single variable of interest where the other variables are parameters and solve for the variable of interest.</li> <li>4. Fluently solve quadratic equations in one variable, written as a quadratic expression in standard form equal to zero, where using the quadratic formula or completing the square is the most efficient method for solving the equation.</li> </ol>

## SAT PASSPORT TO ADVANCED MATH DOMAIN

Content Dimension	Description
<b>Nonlinear functions</b>	<ol style="list-style-type: none"> <li>1. Create and use quadratic or exponential functions to solve problems in a variety of contexts.</li> <li>2. For a quadratic or exponential function,               <ol style="list-style-type: none"> <li>a. identify or create an appropriate function to model a relationship between quantities;</li> <li>b. use function notation to represent and interpret input/output pairs in terms of a context and points on the graph;</li> <li>c. for a function that represents a context, interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;</li> <li>d. determine the most suitable form of the expression representing the output of the function to display key features of the context, including                   <ol style="list-style-type: none"> <li>i. selecting the form of a quadratic that displays the initial value, the zeros, or the extreme value;</li> <li>ii. selecting the form of an exponential that displays the initial value, the end-behavior (for exponential decay), or the doubling or halving time;</li> </ol> </li> <li>e. make connections between tabular, algebraic, and graphical representations of the function, by                   <ol style="list-style-type: none"> <li>i. given one representation, selecting another representation;</li> <li>ii. identifying features of one representation given the another representation, including maximum and minimum values of the function;</li> <li>iii. determining how a graph is affected by a change to its equation, including a vertical shift or scaling of the graph.</li> </ol> </li> </ol> </li> <li>3. For a factorable or factored polynomial or simple rational function,               <ol style="list-style-type: none"> <li>a. use function notation to represent and interpret input/output pairs in terms of a context and points on the graph;</li> <li>b. understand and use the fact that for the graph of <math>y = f(x)</math>, the solutions to <math>f(x) = 0</math> correspond to <math>x</math>-intercepts of the graph and <math>f(0)</math> corresponds to the <math>y</math>-intercept of the graph; interpret these key features in terms of a context;</li> <li>c. identify the graph given an algebraic representation of the function and an algebraic representation given the graph (with or without a context).</li> </ol> </li> </ol>

## SAT ADDITIONAL TOPICS IN MATH DOMAIN

Content Dimension	Description
<b>Area and volume</b>	<ol style="list-style-type: none"> <li>1. Solve real-world and mathematical problems about a geometric figure or an object that can be modeled by a geometric figure using given information such as length, area, surface area, or volume.               <ol style="list-style-type: none"> <li>a. Apply knowledge that changing by a scale factor of <math>k</math> changes all lengths by a factor of <math>k</math>, changes all areas by a factor of <math>k^2</math>, and changes all volumes by a factor of <math>k^3</math>.</li> <li>b. Demonstrate procedural fluency by selecting the correct area or volume formula and correctly calculating a specified value.</li> </ol> </li> </ol>
<b>Lines, angles, and triangles</b>	<ol style="list-style-type: none"> <li>1. Use concepts and theorems relating to congruence and similarity of triangles to solve problems.</li> <li>2. Determine which statements may be required to prove certain relationships or to satisfy a given theorem.</li> <li>3. Apply knowledge that changing by a scale factor of <math>k</math> changes all lengths by a factor of <math>k</math>, but angle measures remain unchanged.</li> <li>4. Know and directly apply relevant theorems such as               <ol style="list-style-type: none"> <li>a. the vertical angle theorem;</li> <li>b. triangle similarity and congruence criteria;</li> <li>c. triangle angle sum theorem;</li> <li>d. the relationship of angles formed when a transversal cuts parallel lines.</li> </ol> </li> </ol>
<b>Right triangles and trigonometry</b>	<ol style="list-style-type: none"> <li>1. Solve problems in a variety of contexts using               <ol style="list-style-type: none"> <li>a. the Pythagorean theorem;</li> <li>b. right triangle trigonometry;</li> <li>c. the properties of special right triangles.</li> </ol> </li> <li>2. Use similarity to calculate values of sine, cosine, and tangent.</li> <li>3. Understand that when given one side length and one acute angle measure in a right triangle, the remaining values can be determined.</li> <li>4. Solve problems using the relationship between sine and cosine of complementary angles.</li> <li>5. Fluently apply properties of special right triangles to determine side-lengths and calculate trigonometric ratios of 30, 45, and 60 degrees.</li> </ol>



## SAT ADDITIONAL TOPICS IN MATH DOMAIN

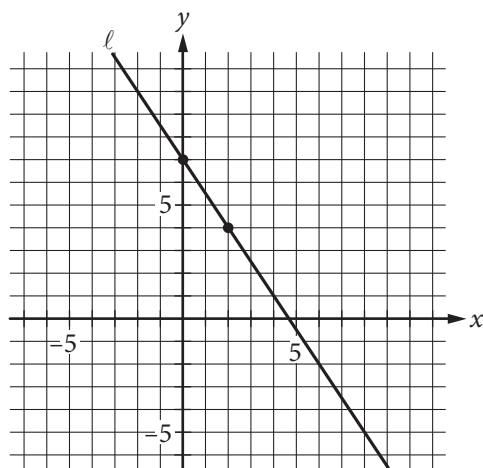
Content Dimension	Description
<b>Circles</b>	<ol style="list-style-type: none"> <li>Use definitions, properties, and theorems relating to circles and parts of circles, such as radii, diameters, tangents, angles, arcs, arc lengths, and sector areas, to solve problems.</li> <li>Solve problems using               <ol style="list-style-type: none"> <li>radian measure;</li> <li>trigonometric ratios in the unit circle.</li> </ol> </li> <li>Create an equation to represent a circle in the <math>xy</math>-plane.</li> <li>Describe how               <ol style="list-style-type: none"> <li>a change to the equation representing a circle in the <math>xy</math>-plane affects the graph of the circle;</li> <li>a change in the graph of the circle affects the equation of the circle.</li> </ol> </li> <li>Understand that the ordered pairs that satisfy an equation of the form <math>(x - h)^2 + (y - k)^2 = r^2</math> form a circle when plotted in the <math>xy</math>-plane.</li> <li>Convert between angle measures in degrees and radians.</li> <li>Complete the square in an equation representing a circle to determine properties of the circle when it is graphed in the <math>xy</math>-plane, and use the distance formula in problems related to circles.</li> </ol>
<b>Complex numbers</b>	<ol style="list-style-type: none"> <li>Apply knowledge and understanding of the complex number system to add, subtract, multiply, and divide with complex numbers and solve problems.</li> </ol>

## Sample Math Questions

### Heart of Algebra

1

Line  $\ell$  is graphed in the  $xy$ -plane below.



If line  $\ell$  is translated up 5 units and right 7 units, then what is the slope of the new line?

- A)  $-\frac{2}{5}$
- B)  $-\frac{3}{2}$
- C)  $-\frac{8}{9}$
- D)  $-\frac{11}{14}$

**CONTENT:** Heart of Algebra

**KEY:** B

**CALCULATOR USAGE:**

No-Calculator

**Explanation:** **Choice B** is correct. The slope of a line can be determined by finding the difference in the  $y$ -coordinates divided by the difference in the  $x$ -coordinates for any two points on the line. Using the points indicated, the slope of line  $\ell$  is  $-\frac{3}{2}$ .

Translating line  $\ell$  moves all the points on the line the same distance in the same direction, and the image will be a line parallel to  $\ell$ . Therefore, the slope of the image is also  $-\frac{3}{2}$ .

**Choice A** is incorrect. This value may result from a combination of errors. You may have erroneously determined the slope of the new line by adding 5 to the numerator and adding 7 to the denominator in the slope of line  $\ell$  and gotten the result  $(-3 + 5)/(-2 + 7)$ .

#### SKILL-BUILDING STRATEGY

Provide students with explanations and/or equations that incorrectly describe a graph. Ask students to identify the errors and provide corrections, citing the reasoning behind the change.

*Choice C* is incorrect. This value may result from a combination of errors. You may have erroneously determined the slope of the new line by subtracting 5 from the numerator and subtracting 7 from the denominator in the slope of line  $\ell$ .

*Choice D* is incorrect and may result from adding  $\frac{5}{7}$  to the slope of line  $\ell$ .

Students can approach this problem conceptually or concretely. The core skill being assessed here is the ability to make a connection between the graphical form of a relationship and a numerical description of a key feature.

## Heart of Algebra

2

The toll rates for crossing a bridge are \$6.50 for a car and \$10 for a truck. During a two-hour period, a total of 187 cars and trucks crossed the bridge, and the total collected in tolls was \$1,338. Solving which of the following systems of equations yields the number of cars,  $x$ , and the number of trucks,  $y$ , that crossed the bridge during the two hours?

A)  $x + y = 1,338$   
 $6.5x + 10y = 187$

B)  $x + y = 187$   
 $6.5x + 10y = \frac{1,338}{2}$

C)  $x + y = 187$   
 $6.5x + 10y = 1,338$

D)  $x + y = 187$   
 $6.5x + 10y = 1,338 \times 2$

<b>CONTENT:</b> Heart of Algebra	<b>CALCULATOR USAGE:</b> Calculator
<b>KEY:</b> C	

**Explanation:** *Choice C* is correct. If  $x$  is the number of cars that crossed the bridge during the two hours and  $y$  is the number of trucks that crossed the bridge during the two hours, then  $x + y$  represents the total number of cars and trucks that crossed the bridge during the two hours, and  $6.5x + 10y$  represents the total amount collected in the two hours. Therefore, the correct system of equations is  $x + y = 187$  and  $6.5x + 10y = 1,338$ .

*Choice A* is not the correct answer. The student may have mismatched the symbolic expressions for total cars and trucks

### SKILL-BUILDING STRATEGY

Students can organize information using multiple tools to present data and answer a question or show a problem solution. Ask students to create pictures, tables, graphs, lists, models, and/or verbal expressions to interpret text and/or data to help them arrive at a solution.

and total tolls collected with the two numerical values given. The expression  $x + y$  represents the total number of cars and trucks that crossed the bridge, which is 187.

*Choice B* is not the correct answer. The student may have attempted to use the information that the counts of cars, trucks, and tolls were taken over a period of two hours, but this information is not needed in setting up the correct system of equations. The expression  $6.5x + 10y$  represents the total amount of tolls collected, which is \$1,338, not  $\frac{\$1,338}{2}$ .

*Choice D* is not the correct answer. The student may have attempted to use the information that the counts of cars, trucks, and tolls were taken over a period of two hours, but this information is not needed in setting up the correct system of equations. The expression  $6.5x + 10y$  represents the total amount of tolls collected, which is \$1,338 not  $\$1,338 \times 2$ .

## Heart of Algebra

3

When a scientist dives in salt water to a depth of 9 feet below the surface, the pressure due to the atmosphere and surrounding water is 18.7 pounds per square inch. As the scientist descends, the pressure increases linearly. At a depth of 14 feet, the pressure is 20.9 pounds per square inch. If the pressure increases at a constant rate as the scientist's depth below the surface increases, which of the following linear models best describes the pressure  $p$  in pounds per square inch at a depth of  $d$  feet below the surface?

- A)  $p = 0.44d + 0.77$
- B)  $p = 0.44d + 14.74$
- C)  $p = 2.2d - 1.1$
- D)  $p = 2.2d - 9.9$

**CONTENT:** Heart of Algebra

**CALCULATOR USAGE:** Calculator

**KEY:** B

**Choice B** is correct. To determine the linear model, one can first determine the rate at which the pressure due to the atmosphere and surrounding water is increasing as the depth of the diver increases. Calculating this gives  $\frac{20.9 - 18.7}{14 - 9} = \frac{2.2}{5}$  or 0.44. Then one needs to determine the pressure due to the atmosphere or, in other words, the pressure when the diver is at a depth of 0. Solving the equation  $18.7 = 0.44(9) + b$  gives  $b = 14.74$ . Therefore,

### SKILL-BUILDING STRATEGY

Ask students to solve problems that require multiple steps to arrive at the solution. Notice in this problem, students first must determine the rate that pressure in the atmosphere is increasing as depth increases, then determine the pressure due to the atmosphere.

the model that can be used to relate the pressure and the depth is  $p = 0.44d + 14.74$ .

*Choice A* is not the correct answer. The rate is calculated correctly, but the student may have incorrectly used the ordered pair (18.7, 9) rather than (9, 18.7) to calculate the pressure at a depth of 0 feet.

*Choice C* is not the correct answer. The rate here is incorrectly calculated by subtracting 20.9 and 18.7 and *not* dividing by 5. The student then uses the coordinate pair  $d = 9$  and  $p = 18.7$  in conjunction with the incorrect slope of 2.2 to write the equation of the linear model.

*Choice D* is not the correct answer. The rate here is incorrectly calculated by subtracting 20.9 and 18.7 and *not* dividing by 5. The student then uses the coordinate pair  $d = 14$  and  $p = 20.9$  in conjunction with the incorrect slope of 2.2 to write the equation of the linear model.

## Problem Solving and Data Analysis

**Questions 4 and 5 refer to the following information.**

A survey was conducted among a randomly chosen sample of U.S. citizens about U.S. voter participation in the November 2012 presidential election. The table below displays a summary of the survey results.

Reported Voting by Age (in thousands)

	Voted	Did not vote	No response	Total
18- to 34-year-olds	30,329	23,211	9,468	63,008
35- to 54-year-olds	47,085	17,721	9,476	74,282
55- to 74-year-olds	43,075	10,092	6,831	59,998
People 75 years old and over	12,459	3,508	1,827	17,794
Total	132,948	54,532	27,602	215,082

**4**

According to the table, for which age group did the greatest percentage of people report that they had voted?

- A) 18- to 34-year-olds
- B) 35- to 54-year-olds
- C) 55- to 74-year-olds
- D) People 75 years old and over

**CONTENT:** Problem Solving and Data Analysis

**KEY:** C

**CALCULATOR USAGE:** Calculator

### KEY TO THE SAT

On the redesigned SAT, students will be asked to answer multiple questions pertaining to the same prompt.

*Choice C* is the correct answer. The first question asks students to select the relevant information from the table to compute the

percentage of self-reported voters for each age group and then compare the percentages to identify the largest one, choice C. Of the 55- to 74-year-old group's total population (59,998,000), 43,075,000 reported that they had voted, which represents 71.8% and is the highest percentage of reported voters from among the four age groups.

*Choice A* is not the correct answer. The question is asking for the age group with the largest percentage of self-reported voters. This answer reflects the age group with the smallest percentage of self-reported voters. This group's percentage of self-reported voters is 48.1%, or  $\frac{30,329}{63,008}$  which is less than that of the 55- to 74-year-old group.

*Choice B* is not the correct answer. The question is asking for the age group with the largest percentage of self-reported voters. This answer reflects the age group with the largest number of self-reported voters, not the largest percentage. This group's percentage of self-reported voters is 63.4%, or  $\frac{47,085}{74,282}$  which is less than that of the 55- to 74-year-old group.

*Choice D* is not the correct answer. The question is asking for the age group with the largest percentage of self-reported voters. This answer reflects the age group with the smallest number of self-reported voters, not the largest percentage. This group's percentage of self-reported voters is 70.0%, or  $\frac{12,459}{17,794}$ , which is less than that of the 55- to 74-year-old group.

## Problem Solving and Data Analysis

5

Of the 18- to 34-year-olds who reported voting, 500 people were selected at random to do a follow-up survey where they were asked which candidate they voted for. There were 287 people in this follow-up survey sample who said they voted for Candidate A, and the other 213 people voted for someone else. Using the data from both the follow-up survey and the initial survey, which of the following is most likely to be an accurate statement?

- A) About 123 million people 18 to 34 years old would report voting for Candidate A in the November 2012 presidential election.
- B) About 76 million people 18 to 34 years old would report voting for Candidate A in the November 2012 presidential election.
- C) About 36 million people 18 to 34 years old would report voting for Candidate A in the November 2012 presidential election.
- D) About 17 million people 18 to 34 years old would report voting for Candidate A in the November 2012 presidential election.

### SKILL-BUILDING STRATEGY

As students work in small groups to solve problems, facilitate discussions in which they communicate their own thinking and critique the reasoning of others as they work toward a solution. Ask open-ended questions. Direct their attention to real-world situations to provide context for the problem.

<b>CONTENT:</b> Problem Solving and Data Analysis	<b>CALCULATOR USAGE:</b> Calculator
<b>KEY:</b> D	

*Choice D* is the correct answer. The question asks students to extrapolate from a random sample to estimate the number of 18- to 34-year-olds who voted for Candidate A: this is done by multiplying the fraction of people in the random sample who voted for Candidate A by the total population of voting 18- to 34-year-olds:  $\frac{287}{500} \times 30,329,000 \approx 17$  million, choice D.

Students without a clear grasp of the context and its representation in the table might easily arrive at one of the other answers listed.

*Choice A* is not the correct answer. The student may not have multiplied the fraction of the sample by the correct subgroup of people (18- to 34-year-olds who voted). This answer may result from multiplying the fraction by the entire population, which is an incorrect application of the information.

*Choice B* is not the correct answer. The student may not have multiplied the fraction of the sample by the correct subgroup of people (18- to 34-year-olds who voted). This answer may result from multiplying the fraction by the total number of people who voted, which is an incorrect application of the information.

*Choice C* is not the correct answer. The student may not have multiplied the fraction of the sample by the correct subgroup of people (18- to 34-year-olds who voted). This answer may result from multiplying the fraction by the total number of 18- to 34-year-olds, which is an incorrect application of the information.

## Problem Solving and Data Analysis

6

A typical image taken of the surface of Mars by a camera is 11.2 gigabits in size. A tracking station on Earth can receive data from the spacecraft at a data rate of 3 megabits per second for a maximum of 11 hours each day. If 1 gigabit equals 1,024 megabits, what is the maximum number of typical images that the tracking station could receive from the camera each day?

- A) 3
- B) 10
- C) 56
- D) 144

<b>CONTENT:</b> Problem Solving and Data Analysis	<b>CALCULATOR USAGE:</b> Calculator
<b>KEY:</b> B	

### SKILL-BUILDING STRATEGY

Help students strengthen their skills in problem solving and data analysis by reading and understanding graphs in many contexts. Ask them to find a chart/graph/table from a periodical and write a series of questions about the graphic to be discussed in class. Challenge them to dig deep into the data and the purpose of the graphic, then ask meaningful questions about it. Ask them to present purposefully incorrect interpretations and ask the class to correct their analyses.

### KEY TO THE SAT

The redesigned Math Test emphasizes students' ability to apply math to solve problems in rich and varied contexts, and features questions that require problem solving and data analysis to solve problems in science, social studies, and career-related contexts. Students must see how the math problems they solve are generated from questions in science, social studies, economics, psychology, health, and other career content areas. Give them many opportunities to practice in all of their classes.

**Choice B** is correct. The tracking station can receive 118,800 megabits each day

$$\left( \frac{3 \text{ megabits}}{1 \text{ second}} \times \frac{60 \text{ seconds}}{1 \text{ minute}} \times \frac{60 \text{ minutes}}{1 \text{ hour}} \times 11 \text{ hours} \right),$$

which is about 116 gigabits each day  $\left( \frac{118,800}{1,024} \right)$ . If each image is 11.2 gigabits, then the number of images that can be received each day is  $\frac{116}{11.2} \approx 10.4$ . Since the question asks for the maximum number of typical images, rounding the answer down to 10 is appropriate because the tracking station will not receive a completed 11th image in one day.

**Choice A** is not the correct answer. The student may not have synthesized all of the information. This answer may result from multiplying 3 (rate in megabits per second) by 11 (hours receiving) and dividing by 11.2 (size of image in gigabits), neglecting to convert 3 megabits per second into megabits per hour and to utilize the information about 1 gigabit equaling 1,024 megabits.

**Choice C** is not the correct answer. The student may not have synthesized all of the information. This answer may result from converting the number of gigabits in an image to megabits (11,470), multiplying by the rate of 3 megabits per second (34,410), and then converting 11 hours into minutes (660) instead of seconds.

**Choice D** is not the correct answer. The student may not have synthesized all of the information. This answer may result from converting 11 hours into seconds (39,600), then dividing the result by 3 gigabits converted into megabits (3,072), and multiplying by the size of one typical image.

## Passport to Advanced Math

7

The function  $f$  is defined by  $f(x) = 2x^3 + 3x^2 + cx + 8$  where  $c$  is a constant. In the  $xy$ -plane, the graph of  $f$  intersects the  $x$ -axis at the three points  $(-4, 0)$ ,  $\left(\frac{1}{2}, 0\right)$ , and  $(p, 0)$ . What is the value of  $c$ ?

- A)  $-18$
- B)  $-2$
- C)  $2$
- D)  $10$



<b>CONTENT:</b> Passport to Advanced Math	<b>CALCULATOR USAGE:</b> Calculator
<b>KEY:</b> A	

**Explanation: Choice A** is correct. The given zeros can be used to set up an equation to solve for  $c$ . Substituting  $-4$  for  $x$  and  $0$  for  $y$  yields  $-4c = 72$ , or  $c = -18$ . Alternatively, since  $-4$ ,  $\frac{1}{2}$ , and  $p$  are zeros of the polynomial function, it follows that  $f(x) = (2x - 1)(x + 4)(x - p)$ . Were this polynomial multiplied out, the constant term would be  $(-1)(4)(-9) = 4p$ . (We can grasp this without performing the full expansion.) Since it is given that this value is  $8$ , it goes that  $4p = 8$  or, rather,  $p = 2$ . Substituting  $2$  for  $p$  in the polynomial function yields  $f(x) = (2x - 1)(x + 4)(x - 2)$ , and after multiplying the factors, one finds that the coefficient of the  $x$  term, or the value of  $c$ , is  $-18$ .

*Choice B* is not the correct answer. This value may be the result of solving for  $p$  ( $p = 2$ ) and then misunderstanding the relationship between the constants  $p$  and  $c$  in the equation.

*Choice C* is not the correct answer. This is the value of  $p$ , not  $c$ . Finding the value of  $p$  is an intermediate step to finding the value of  $c$ , but the value of  $p$  is not the final answer.

*Choice D* is not the correct answer. This value could be the result of an arithmetic error. Using the value of  $p$  ( $p = 2$ ) and the other zeros,  $f(x)$  can be factored as  $f(x) = (2x - 1)(x + 4)(x - 2)$ . If the  $x$  terms in the product were erroneously found to be  $14x$  and  $-4x$ , then combining like terms could result in this incorrect answer.

## Passport to Advanced Math

8

What is one possible solution to the equation  $\frac{24}{x+1} - \frac{12}{x-1} = 1$ ?

Student-Produced Response Question

<b>CONTENT:</b> Passport to Advanced Math	<b>CALCULATOR USAGE:</b> No calculator
<b>KEY:</b> 5 or 7	

Students should look for the best solution methods for solving rational equations before they begin. Looking for structure and common denominators will prove very useful at the onset, and will help prevent complex computations that do not lead to a solution.

### SKILL-BUILDING STRATEGY

Use “Guess and Check”\* to explore different ways to solve a problem when other strategies for solving are not obvious. Students first guess the solution to a problem, then check that the guess fits the information in the problem and is an accurate solution. They can then work backward to identify proper steps to arrive at the solution.

\*SpringBoard instructional strategy

In this problem, multiplying both sides of the equation by the common denominator  $(x + 1)(x - 1)$  yields  $24(x - 1) - 12(x + 1) = (x + 1)(x - 1)$ . Multiplication and simplification then yields  $12x - 36 = x^2 - 1$ , or  $x^2 - 12x + 35 = 0$ . Factoring the quadratic gives  $(x - 5)(x - 7) = 0$ , so the solutions occur at  $x = 5$  and  $x = 7$ , both of which should be checked in the original equation to ensure that they are not extraneous. In this case, both values are solutions.

## Additional Topics in Math

9

Which of the following is equal to  $\sin\left(\frac{\pi}{5}\right)$ ?

- A)  $-\cos\left(\frac{\pi}{5}\right)$
- B)  $-\sin\left(\frac{\pi}{5}\right)$
- C)  $\cos\left(\frac{3\pi}{10}\right)$
- D)  $\sin\left(\frac{7\pi}{10}\right)$

**CONTENT:** Additional Topics in Math

**CALCULATOR USAGE:** No Calculator

**KEY:** C

This question is solved most efficiently when a student is fluent with radian measure and has a conceptual understanding of the relationship between the sine and cosine functions.

*Choice C* is correct. Sine and cosine are related by the equation:

$\sin(x) = \cos\left(\frac{\pi}{2} - x\right)$ . Therefore,  $\sin\left(\frac{\pi}{5}\right) = \cos\left(\frac{\pi}{2} - \frac{\pi}{5}\right)$ , which reduces to  $\cos\left(\frac{3\pi}{10}\right)$ .

*Choice A* is not the correct answer. This answer may result from a misunderstanding about trigonometric relationships. A student may think that cosine is the inverse function of sine, and therefore reason that the negative of the cosine of an angle is equivalent to the sine of that angle.

*Choice B* is not the correct answer. This answer may result from a misunderstanding of the unit circle and how it relates to trigonometric expressions. A student may think that, on a coordinate grid, the negative sign only changes the orientation of the triangle formed, not the value of the trigonometric expression.

*Choice D* is not the correct answer. The student mistakenly remembers the relationship between sine and cosine and adds  $\frac{\pi}{2}$  to the angle measure instead of subtracting the angle measure from  $\frac{\pi}{2}$ .

### SKILL-BUILDING STRATEGY

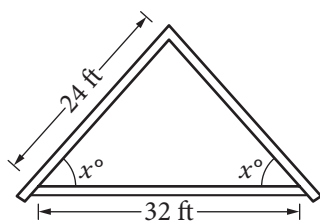
Assign math problems for students to solve without the use of a calculator. Assign problems for which the calculator is actually a deterrent to expedience and give students the choice whether to utilize the calculator. Discuss how to solve both ways, and which method is more advantageous.

## Additional Topics in Math

10

### Student-Produced Response Question

An architect drew the sketch below while designing a house roof. The dimensions shown are for the interior of the triangle.



Note: Figure not drawn to scale.

What is the value of  $\cos x$ ?

$\frac{1}{\cdot}$	$\frac{1}{\cdot}$	$\frac{1}{\cdot}$	$\frac{1}{\cdot}$
$\frac{0}{\cdot}$	$\frac{0}{\cdot}$	$\frac{0}{\cdot}$	$\frac{0}{\cdot}$
$\frac{1}{\cdot}$	$\frac{1}{\cdot}$	$\frac{1}{\cdot}$	$\frac{1}{\cdot}$
$\frac{2}{\cdot}$	$\frac{2}{\cdot}$	$\frac{2}{\cdot}$	$\frac{2}{\cdot}$
$\frac{3}{\cdot}$	$\frac{3}{\cdot}$	$\frac{3}{\cdot}$	$\frac{3}{\cdot}$
$\frac{4}{\cdot}$	$\frac{4}{\cdot}$	$\frac{4}{\cdot}$	$\frac{4}{\cdot}$
$\frac{5}{\cdot}$	$\frac{5}{\cdot}$	$\frac{5}{\cdot}$	$\frac{5}{\cdot}$
$\frac{6}{\cdot}$	$\frac{6}{\cdot}$	$\frac{6}{\cdot}$	$\frac{6}{\cdot}$
$\frac{7}{\cdot}$	$\frac{7}{\cdot}$	$\frac{7}{\cdot}$	$\frac{7}{\cdot}$
$\frac{8}{\cdot}$	$\frac{8}{\cdot}$	$\frac{8}{\cdot}$	$\frac{8}{\cdot}$
$\frac{9}{\cdot}$	$\frac{9}{\cdot}$	$\frac{9}{\cdot}$	$\frac{9}{\cdot}$

**CONTENT:** Additional Topics in Math

**CALCULATOR USAGE:** Calculator

**KEY:**  $\frac{2}{3}$ ,  $\frac{4}{6}$ ,  $\frac{8}{12}$ , .666, .667

**Explanation:** Because the triangle is isosceles, constructing a perpendicular from the top vertex to the opposite side will bisect the base and create two smaller right triangles. In a right triangle, the cosine of an acute angle is equal to the length of the side adjacent to the angle divided by the length of the hypotenuse.

This gives  $\cos x = \frac{16}{24}$ , which can be simplified to  $\cos x = \frac{2}{3}$ . Note that  $\frac{16}{24}$  cannot be entered into the answer grid, so this fraction must be reduced.

### KEY TO THE SAT

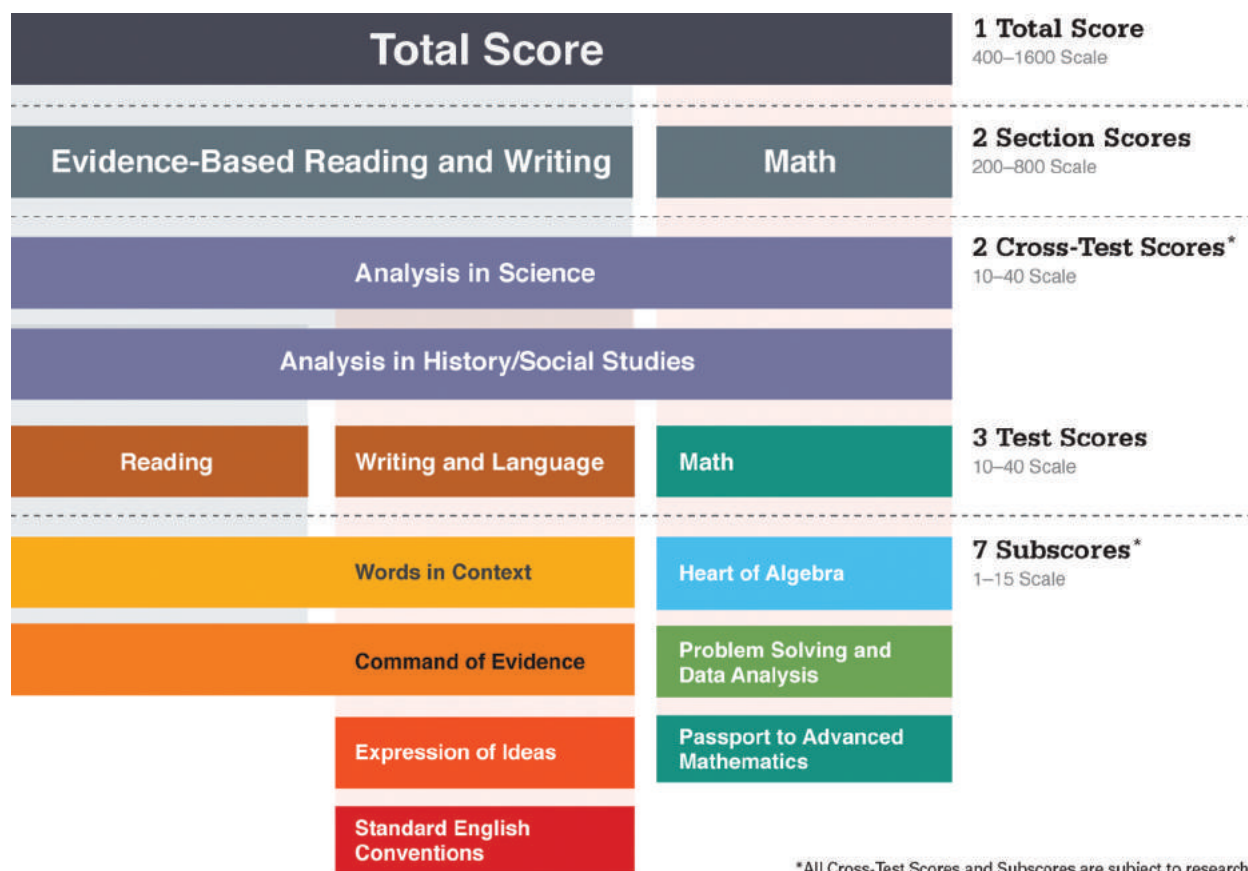
Although most of the questions on the Math Test are multiple choice, a portion of the questions are student-produced response questions, also known as grid-ins. Instead of choosing a correct answer from a list of options, students are required to solve problems and enter their answers in the grids provided on the answer sheet. [Visit SAT Suite of Assessments](#) for more information about student-produced response questions.

## SECTION 4:

## Scoring and the Redesigned SAT

Scoring for the redesigned SAT will reflect changes in the approach and content of the assessment: Its primary purpose is to provide teachers, schools, and students with more useful information and constructive feedback over the long term.

The test will report several scores, which will include:



\*All Cross-Test Scores and Subscores are subject to research.

The change to **rights-only scoring** means that students will earn points for the questions they answer correctly, but no points will be deducted for those they answer incorrectly. Rights-only scoring encourages students to give the best answer they have to every problem, without risking a penalty for trying. This helps remove the “gaming” aspect from test preparation, making the assessment experience a straightforward process in which expectations—and the skills being measured—are clear.

Beyond the scores, teachers and students will have access to more cohesive information about test performance. A combination

of **numerical and content-based interpretations** will provide a better picture of what students know and can do and will help identify areas where they may need to focus. For example, a student’s numerical test scores will be explained in terms of the knowledge, skills, and understandings that the scores represent. Providing both numerical and content-based interpretations of student performance better illustrates what students know and can do, and it helps students and teachers identify the knowledge, skills, and understandings students can focus on next to increase their achievement.

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## Score Reporting Online

In order to help make scoring a useful tool for students, teachers, and schools, the College Board is creating an online reporting portal. Through interactive, actionable reports, K–12 educators will have access to a range of configurable information. With online reporting, students will be better equipped to understand and act on their test results, including access to personalized learning plans through the Khan Academy partnership (see [Section 4](#) for more information).

### Student Reports

Students will have online access to their own information and may also opt in to receive paper score reports for SAT. For PSAT/NMSQT, PSAT 10, and PSAT 8/9, schools will be provided a single copy of the student paper score report for distribution to the students and/or parents. Students will be able to access data on their desktop, tablet, and mobile phone and link to Khan Academy and Big Future.

### Online Portal for Educators

Beginning with the 2015–16 school year, educators will have access to the new online portal, where information about all the redesigned assessments—SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9—will be available, timed with the launch of each redesigned assessment. Paper reporting for educators will be discontinued. During the summer of 2015, your school will receive specifics about accessing the online portal. Your school will designate an administrator (“super-user”), who will then share access to the online score reports with teachers and other school staff members. Districts and states will be able to do the same.

### Using Online Score Reports to Support Teaching and Learning

Building stronger partnerships with classroom teachers to help students grow and develop is an important objective of the College Board. The redesigned SAT is intended to support

the integral process of aligning teaching and learning over the long term, not as a one-day event. To that end, the assessment process will result in rich score reports that connect student results to classroom work. Online score reports will also provide benchmarks and consistent feedback to help teachers encourage and accelerate students.

The online portal will provide access to a wide array of standard reports. You or the super-user in your school will be able to view **Score Reports**—which include **score band distributions**, **mean scores**, and **multi-year trends**—for the whole school. The portal will generate score reports based on student **demographics**, including means and trends among demographic groups, and this information can be compared with the performance of students in the district and at the state level. Content analysis reports (**Subscore Analysis** and **Question Analysis** reports) will allow you to drill down to the student level and analyze information about the questions students encountered on the assessment, as well as content and skill gaps. In addition to information about accessing the portal, a supplement to this guide, [SAT Suite of Assessments Scores and Reporting: Using Data to Inform Instruction](#), will provide further information about reports in the online portal and how to use them to inform instruction (available September, 2015).

You will see additional enhancements to these online score reports in the future. The College Board is conducting research studies to provide students and teachers with reliable recommendations to improve performance, and we expect to be able to provide narrative recommendations about what students know and can do and what they should focus on to increase college and career readiness. These recommendations will increase over time as more and more students take the redesigned SAT and demonstrate success.

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## Scoring: Concordance Tables

Because the redesigned SAT is a different assessment from the current SAT, a numerical score on one test will not be strictly equivalent to the same numerical score on the other. The College Board will provide a concordance between the scores on the current SAT and the redesigned SAT that shows how to relate the scores of one test to the scores of the other. The concordance will be released after the first operational administration of the redesigned SAT in 2016.

The College Board will also provide a concordance linking scores on the redesigned SAT and the ACT this concordance will be derived from the concordance between the current and

redesigned SATs. Please note: The concordance to the ACT will be derived by matching the redesigned SAT to the current SAT, and then the current SAT to the ACT using validated concordance tables.

#### DELIVERY SCHEDULE FOR CONCORDANCE TABLE\*

Concordance	Available
Redesigned PSAT/NMSQT to current PSAT/NMSQT	December 2015
Redesigned SAT to current SAT	May 2016
Derived Concordance: Redesigned SAT to ACT	May 2016

\*Release dates for concordance tables are subject to change.

## SECTION 5:

# Preparing Your Students for Success on the Redesigned SAT

The most important preparation for the redesigned SAT will occur in the course of classroom activities. A closer connection to your curriculum means that skills assessed by the test are those being taught and developed each day. Beyond the classroom, the **College Board Readiness and Success System** provides students with further support as they prepare for success on the redesigned SAT and beyond. Through **free resources and programs**, including a partnership with Khan Academy, your students will have additional opportunities to focus on reviewing and practicing their skills.

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## Khan Academy Partnership—Personalized Study Plans for Your Students

As part of our commitment to creating a clear path to SAT success, the College Board has partnered with Khan Academy to provide a **completely free, world-class practice program for all students**. Students will have access to free resources that support the focused review of relevant knowledge and skills as well as authentic practice with redesigned SAT questions and test forms.

When your students create their online accounts with Khan Academy, they will have the option to share their SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9 scores when they become available. This allows the Khan Academy program to evaluate a student's results and create a **practice program that is individually targeted to address the student's greatest areas of need**.

Teachers, tutors, counselors, mentors, and others can receive training to help students take full advantage of Khan Academy resources. Khan Academy currently provides online guides and suggestions to help teachers use Khan Academy supports in classroom instruction.

While the redesigned SAT will not launch until spring 2016, practice materials for the redesigned assessment will be available in June 2015. The College Board is already focused on preparing students for the *current* SAT, supporting the success of today's juniors and seniors: **Students taking the current SAT can access practice materials now on [sat.collegeboard.org/practice](http://sat.collegeboard.org/practice)—also free of charge**.

For more information on the College Board–Khan Academy partnership, visit [www.khanacademy.org/sat](http://www.khanacademy.org/sat).



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## So What? / Now What? Making Information Work for You and Your Students

The College Board Readiness and Success System provides great resources, including redesigned SAT scores, score reports, and support from Khan Academy, for you and your students as you work together on goal setting for college and career readiness. You'll be able to use this information to:

- » **Determine current status.** Help students understand their scores and examine the areas in which they meet—and do not meet—the college and career readiness standards.
- » **Set attainable goals with benchmarks.** Work with your students to determine their goals for attaining the standard before graduation. Help them set intermediate goals along the way.
- » **Guide students to targeted practice.** Provide students with opportunities to develop their college and career readiness skills in rigorous classroom activities. Lead them to Khan Academy for individualized practice activities.
- » **Measure progress.** Remind students to check their own progress. Ask them to arrange to meet with you and/or their counselor to discuss their progress.
- » **Meet and exceed the standards.** When students engage in goal setting and targeted practice, measuring the progress along the way, they are bound to achieve their goals!

Throughout the redesign process, the College Board has been talking with teachers about the best practices they are using in the classroom and about the best ways to help students as they anticipate the test. While you continue to engage in excellent teaching and learning, consider providing students with the following “success-directed” suggestions to help them prepare for the redesigned SAT:

## How to Prepare for the Redesigned SAT

1. **Use evidence to support your arguments.** Get in the habit of backing up your answers with relevant quotations or data that support your claims.
2. **Register/sign up for Khan Academy.** Get your personalized practice plan to prepare for the redesigned SAT.
3. **Build your reading stamina.** Reading passages on the redesigned SAT are more complex than in the past. Be persistent in reading long, difficult passages of literature and informational text.
4. **Always analyze the informational graphics.** Charts and graphs are not just pictures in a textbook. Practice reading and understanding all supporting graphics, and make sure you understand how the graphics relate to the text.
5. **Get excited about the U.S. Founding Documents.** At least one of the passages you encounter on the redesigned SAT will be from one of the Founding Documents or a text from the great global conversation they inspire. (Don't worry: You don't need to memorize anything. Just be ready to analyze the documents in the Reading Test.)
6. **Practice editing and revision.** Focus on precise word choice, sentence structure, and grammatical conventions to support the central themes and arguments in any reading or writing selection.
7. **Put away the calculator (some of the time).** One portion of the redesigned SAT will require students to solve equations and engage in mathematical reasoning without the use of a calculator. Use of calculators will be allowed (but not always needed) on the other portion of the Math Test.
8. **Check your answers.** The redesigned SAT Math Test will use multistep problems. Always try your solution in the problem to be sure you have answered all of the questions in the problem and your solution makes sense.
9. **Answer every question on the test.** Wrong answers no longer earn a score deduction. The redesigned SAT uses only right answers to compute your score.
10. **Take the SAT!** You have taken challenging courses. You have been developing the skills and acquiring the knowledge you need to be successful on the SAT as you do your assignments in your classes. You have more information about the redesigned SAT than any other test:
  - › You took the PSAT 8/9 and used the results to determine what you needed to do to be college and career ready by the end of high school;
  - › You took the redesigned PSAT/NMSQT. When it told you that you had AP Potential™, you took the challenging courses. You got access to scholarships.
  - › You have practiced taking the SAT! You are ready to show what you know and open the door to the college and/or career of your choice!

Visit [www.collegereadiness.collegeboard.org](http://www.collegereadiness.collegeboard.org) to find more classroom suggestions. Contribute your own suggestion or ask any question about the redesigned SAT at [SATinstructionalsupport@collegeboard.org](mailto:SATinstructionalsupport@collegeboard.org).

**APPENDIX A:****Instructional Strategies and Keys to the SAT****General Instructional Strategies for Reading:**

- » Require students to practice reading and analyzing extended passages of text at varied levels of text complexity. The Reading Test passages span a range of difficulty from the early high school to early postsecondary (college-entry, credit bearing) levels of reading.
- » Use multiple reading passages to explore ideas in both fiction and nonfiction, giving students the opportunity to practice analysis and synthesis of texts.
- » Include graphs, tables, and charts in reading assignments. The Reading Test includes two passages accompanied by one or two related informational graphics. Students will be asked to interpret graphics and make connections between graphics and passages. (They will not need to use mathematical computation to answer the questions.)
- » Ask students to investigate the way authors use word choice, structure, and other techniques to create a desired effect in both fiction and nonfiction passages.
- » Direct students to analyze history and social studies passages from the U.S. Founding Documents and texts in the great global conversation. Reading selections from such texts helps prepare students for the rigors of making meaning from challenging, often abstract texts on serious topics such as rights, duties, and freedoms. The goal here is not to prepare students for specific test passages—the Reading Test does not follow a prescribed list of texts—but instead to acquaint students with the nature and challenges of reading such works and to engage them in the “conversations” these texts inspire. All of the information needed to answer the associated Reading Test questions is found in the passages themselves—the test does not assume that students will have read these passages previously. When useful, a historical note will be provided to contextualize the reading for students.

**Keys to the SAT:**

- » On the redesigned SAT, reading passages are selected with both quantitative and qualitative measures of text complexity in mind

and represent a range of difficulties consistent with effectively measuring students' college and career readiness.

- » The redesigned SAT offers only four choices for each question, rather than five.

### **Skill-Building Strategies:**

- » Students may be unaccustomed to the length and challenge of Reading Test passages. Assign a range of reading passages that includes some longer and more difficult selections, and provide students with needed scaffolding and support so that they can develop the needed independence in reading such pieces.
- » To help students recognize how an author's selection of words and phrases shapes meaning, style, and tone, ask them to select a particularly meaningful or powerful word or phrase from a reading selection and substitute for it another word or phrase of similar meaning. Discuss how it is uncommon for two words or phrases to have exactly the same impact, nuance, or connotation even when they have similar dictionary definitions.
- » When reading literature passages, primary sources, or current event publications, ask students to use the SOAPSTone method to analyze the text. Ask students to identify the Speaker, Occasion, Audience, Purpose, Subject, and Tone. Students can deepen their understanding of both content and meaning by comparing these elements across several documents focused on a similar theme or topic.
- » Ask students to write questions that investigate understanding of a lesson or unit. Questions should be at various levels: literal, interpretive, and universal questions that prompt deeper thinking. Students will practice identifying meaningful and relevant information in order to create high-quality questions for their peers to answer. When students answer their peers' questions, require them to provide the evidence that supports their selection.
- » Ask students to identify similarities and differences in multiple passages. Have them create a Venn diagram or develop their own graphic organizers to organize their thoughts and facilitate synthesis and analysis of multiple texts. Visual representations can also be used to trace other kinds of relationships, such as sequence and cause-effect.
- » Ask students to locate and present additional texts that support an author's conclusion and to defend their choices by citing textual evidence (e.g., quotations) from the additional texts. This allows students to practice both synthesizing and supporting their ideas with evidence.

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## General Instructional Strategies for Writing and Language:

- » Instruct students to provide quotations from passages, data from graphs, tables or charts, or other relevant text as evidence to support conclusions in class discussions and on assignments. The redesigned SAT requires students to analyze passages using relevant evidence in reading and writing.
- » Teach students in all classes to practice writing and language analysis skills—effective language use, expression of ideas, and properly utilizing standard English conventions—to develop their analyses of social studies, science, and career-related passages.
- » Practice revising and editing during class by asking students to refine their own work, as well as the work of their peers, to build analysis skills related to grammatical conventions, word choice, and sentence structure in extended contexts.
- » Give students the opportunity to correct mistakes, both in carefully constructed errors you provide and in their own work. They will be asked to make corrections in word choice, conventions of usage and punctuation, organization, sentence structure, and analysis of graphical data on the redesigned SAT.

### Keys to the SAT:

The redesigned SAT frequently refers to informational graphics in Reading, Writing and Language, and Math Test questions. When passages and/or questions are accompanied by graphs, tables, or charts on the Writing and Language Test, students will be asked to draw connections between the text and graphics—for example, they may be asked to correct a writer’s inaccurate interpretation of data presented in a table. Answers to all questions are anchored in the context of the passage.

### Skill-Building Strategies:

- » Teach students to use OPTIC to interpret informational graphics:
  - O – write **O**verview notes about the graphic;
  - P – zoom in on the **P**arts of the visual and describe important details;
  - T – highlight the words of the **T**itle;
  - I – identify **I**nterrelationships among elements of the graphic;
  - C – draw **C**onclusions about the graphic as a whole.

- » Peer editing can be an important part of the writing process and a useful teaching and learning activity for both the writer and the editor. Ensure that students attend to both rhetorical aspects of texts (development, organization, language use) and mechanics (sentence structure, usage, punctuation, capitalization, spelling) as they comment on their classmates' writing. Use rubrics and checklists to remind students of important writing criteria.
- » Provide students with a reading passage containing several sentences in need of correction. Ask students to improve the sentences, focusing their attention on the context of the error, its effect on the sentence, and the meaning of the sentence within the passage. You might introduce such issues as dangling and other misplaced modifiers, inappropriate shifts in verb tense, lack of agreement between pronouns and antecedents, and illogical comparisons between unlike terms. After students make corrections, ask them to explain their reasoning. Students are thus simultaneously practicing using language conventions and supporting their answers with evidence. Learn more about [standard English conventions](#) assessed at [SAT Suite of Assessments](#).
- » Encourage students to attend to errors in the application of [standard English conventions](#). Use released student essay samples from the College Board to practice analyzing text for strength of proposition, support, focus, and effective language use.
- » Ask students to review text messages and then correct grammatically incomplete sentences, problems with end-of-sentence punctuation and punctuation within sentences, and cases of nonstandard expression (when words and phrases are used in a way not typical of standard written English) according to standard English conventions. Discuss how these changes influence the tone and meaning of the messages.
- » Familiarize students with the analysis of data, graphs, and charts in conjunction with text. Using the informational graphics in a textbook or periodical, provide students with inaccurate interpretations of data and ask them to correct the error(s). Have them explicitly describe the data they used to make each correction.

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## General Instructional Strategies for the Optional Essay:

- » Use the SAT Essay prompt as a foundation for frequent writing assignments in all content-area classes. Students strengthen their learning by writing in science, social studies, math, health, and career-related courses.

- » Practice evaluating evidence for consistent and legitimate supporting arguments. Students must discern whether the evidence they use actually strengthens their argument.
- » Revisit previous writing assignments periodically, and allow students to alter their evidence, their word choices, or otherwise edit their work to strengthen their skills.

## Keys to the SAT

- » The **prompt** used for the SAT Essay will be consistent for all administrations. The passage will differ.

## Skill-Building Strategies

- » Use the SAT Essay prompt with passages relevant to your curriculum (science, social studies, health, career), giving students the opportunity to analyze quality pieces of writing in the content area and to practice with the prompt.
- » To ensure that your students understand the difference between opinion, argument, and analysis, assign all three types of writing. Require students to use evidence to support their analyses of nonfiction documents. Remind them that the SAT Essay is interested in evidence-based claims, not their personal opinions.
- » Students benefit from using a rubric to analyze their writing—rubrics provide a clear description of the skills, knowledge, and understandings they must demonstrate. Give students the opportunity to compare the rubric to their work, and to the writing of their peers, evaluating areas in which they met the standards of the rubric and areas in which they need improvement. See **Appendix C** for the SAT Essay rubric.
- » Use the sample student essays in **Appendix C** of this guide to extend understanding of the SAT Essay prompt. Immerse students in the samples and get them to notice components and characteristics common to all, in addition to analyzing and identifying areas for improvement.

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## General Instructional Strategies for Math:

- » Ensure that students practice solving multistep problems. The redesigned SAT often asks them to solve more than one problem to arrive at the correct answer.
- » Organize students into small working groups. Ask them to discuss how to arrive at solutions. When their solutions are incorrect, ask them to discuss how to make corrections. Encourage them to express quantitative relationships in meaningful words and sentences to support their arguments and conjectures.

- » Vary the types of problems in homework assignments so that students are not always using the same strategy to solve every problem. Students benefit from the practice of choosing the right mathematical strategy in addition to solving the problems correctly.
- » Assign students math problems or create classroom-based assessments that do not allow the use of a calculator. This practice encourages greater number sense, probes students' understanding of content on a conceptual level, and aligns to the testing format of the redesigned SAT.
- » Develop interest and facility in math by practicing in science and social studies. Use tables, expressions, and graphs that students encounter in other content areas to present math as a tool that may be applied to many areas of study rather than being relegated to math classes. Provide frequent opportunities for students to interpret and apply mathematical skills and concepts in real-worlds contexts, particularly in the sciences and social studies.

### Keys to the SAT:

- » On the redesigned SAT, students will be asked to answer multiple questions pertaining to the same prompt.
- » The redesigned SAT Math Test emphasizes students' ability to apply math to solve problems in rich and varied contexts, and it features questions that require problem solving and data analysis to solve problems in science, social studies, and career-related contexts. Students must see how the math problems they solve are generated from questions in science, social studies, economics, psychology, health, and other career content areas. Give them many opportunities to practice in all of their classes.
- » Although most of the questions on the Math Test are multiple choice, a portion of the questions are student-produced response questions, also known as grid-ins. Instead of choosing a correct answer from a list of options, students are required to solve problems and enter their answers in the grids provided on the answer sheet. Visit [SAT Suite of Assessments](#) for more information about student-produced response questions.

### Skill-Building Strategies:

- » Provide students with explanations and/or equations that incorrectly describe a graph. Ask students to identify the errors and provide corrections, citing the reasoning behind the change.
- » Students can organize information to present data and answer a question or show a problem solution using multiple tools. Ask students to create pictures, tables, graphs, lists, models, and/or



verbal expressions to interpret text and/or data to help them arrive at a solution.

- » Ask students to solve problems that require multiple steps to arrive at the solution.
- » As students work in small groups to solve problems, facilitate discussions in which they communicate their own thinking and critique the reasoning of others as they work toward a solution. Ask open-ended questions. Direct their attention to real-world situations to provide context for the problem.
- » Help students strengthen their skills in problem solving and data analysis by reading and understanding graphs in many contexts. Ask them to find a chart/graph/table from a periodical and write a series of questions about the graphic to be discussed in class. Challenge them to dig deep into the data and the purpose of the graphic and then ask meaningful questions about it. Ask them to present purposefully incorrect interpretations and ask the class to correct their analyses.
- » Use “Guess and Check” to explore different ways to solve a problem when other strategies for solving are not obvious. Students first guess the solution to a problem and then check that the guess fits the information in the problem and is an accurate solution. They can then work backward to identify proper steps to arrive at the solution.
- » Assign math problems for students to solve without the use of a calculator. Assign problems for which the calculator is actually a deterrent to expedience, and give students the choice whether to utilize the calculator. Discuss how to solve both ways and which method is more advantageous.

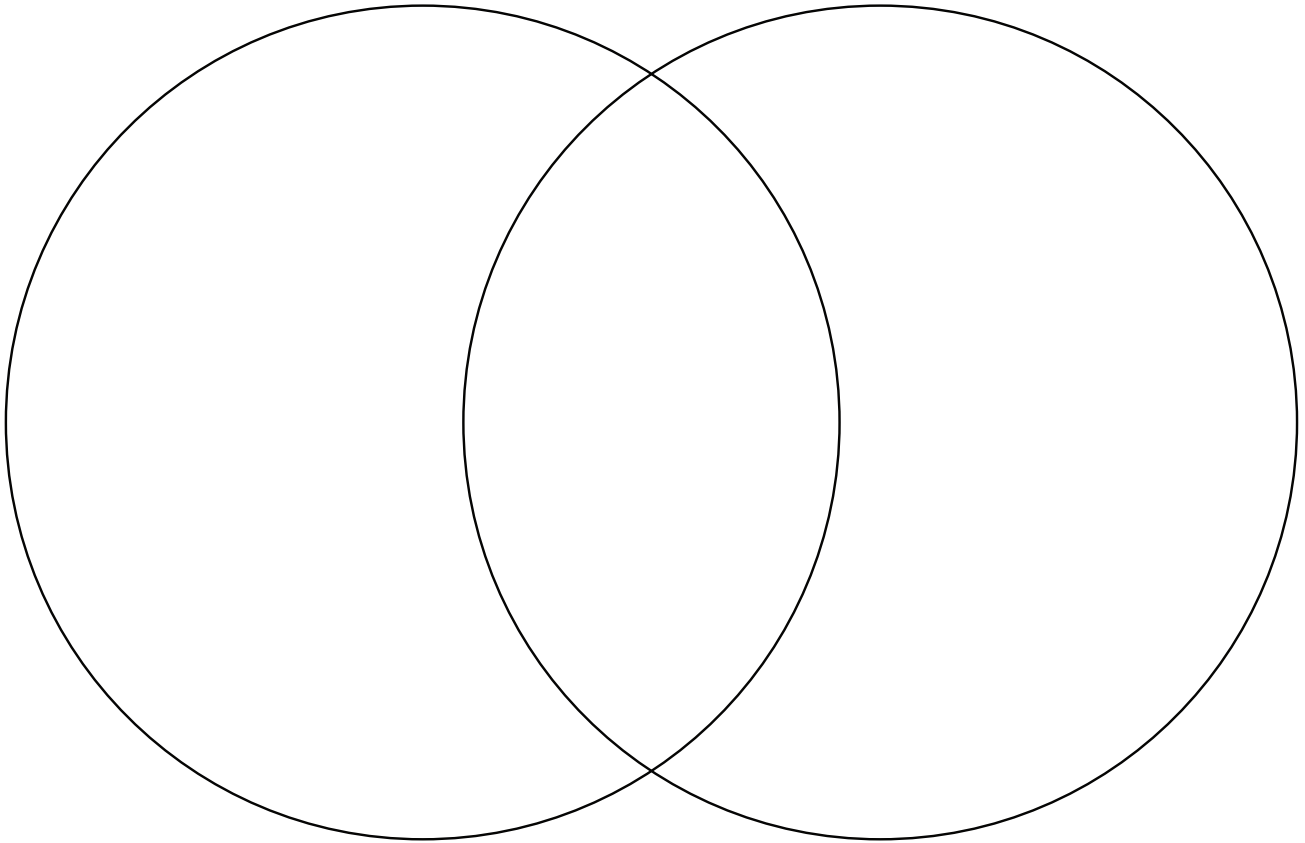
## APPENDIX B:

# Graphic Organizers

SOAPSTone	Analysis	Textual Support
<b>Speaker:</b> What does the reader know about the writer?		
<b>Occasion:</b> What are the circumstances surrounding this text?		
<b>Audience:</b> Who is the target audience?		
<b>Purpose:</b> Why did the author write this text?		
<b>Subject:</b> What is the topic?		
<b>Tone:</b> What is the author's tone or attitude?		

\* SpringBoard® English Language Arts Teacher Edition

## Venn Diagram



## OPTIC

### O – Overview

Write **Overview** notes about the informational graphic.

### P – Parts

Zoom in on the **Parts** of the visual and describe important details.

### T – Title

Record the **Title**.

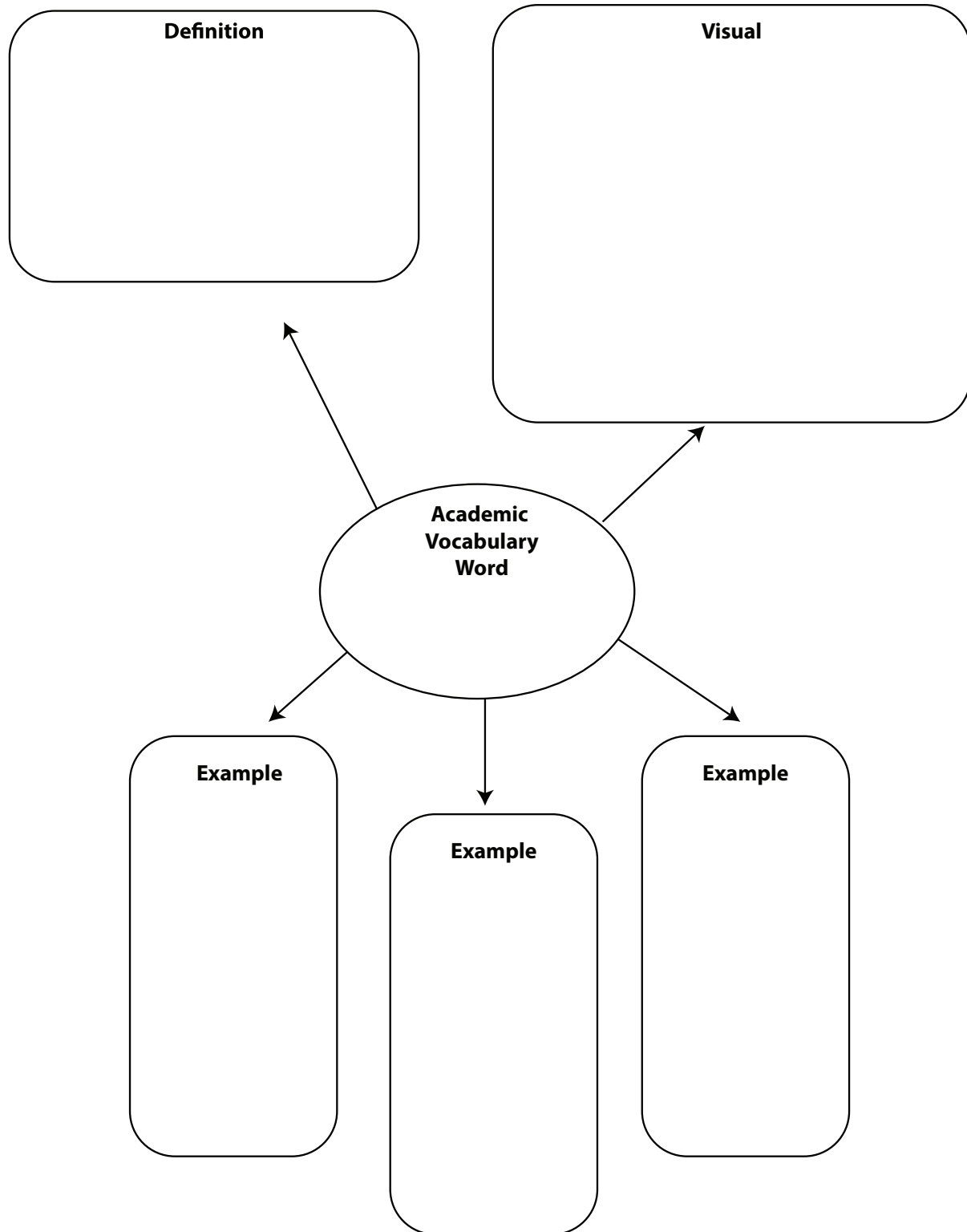
### I – Interrelationships

Identify **Interrelationships** among elements of the graphic.

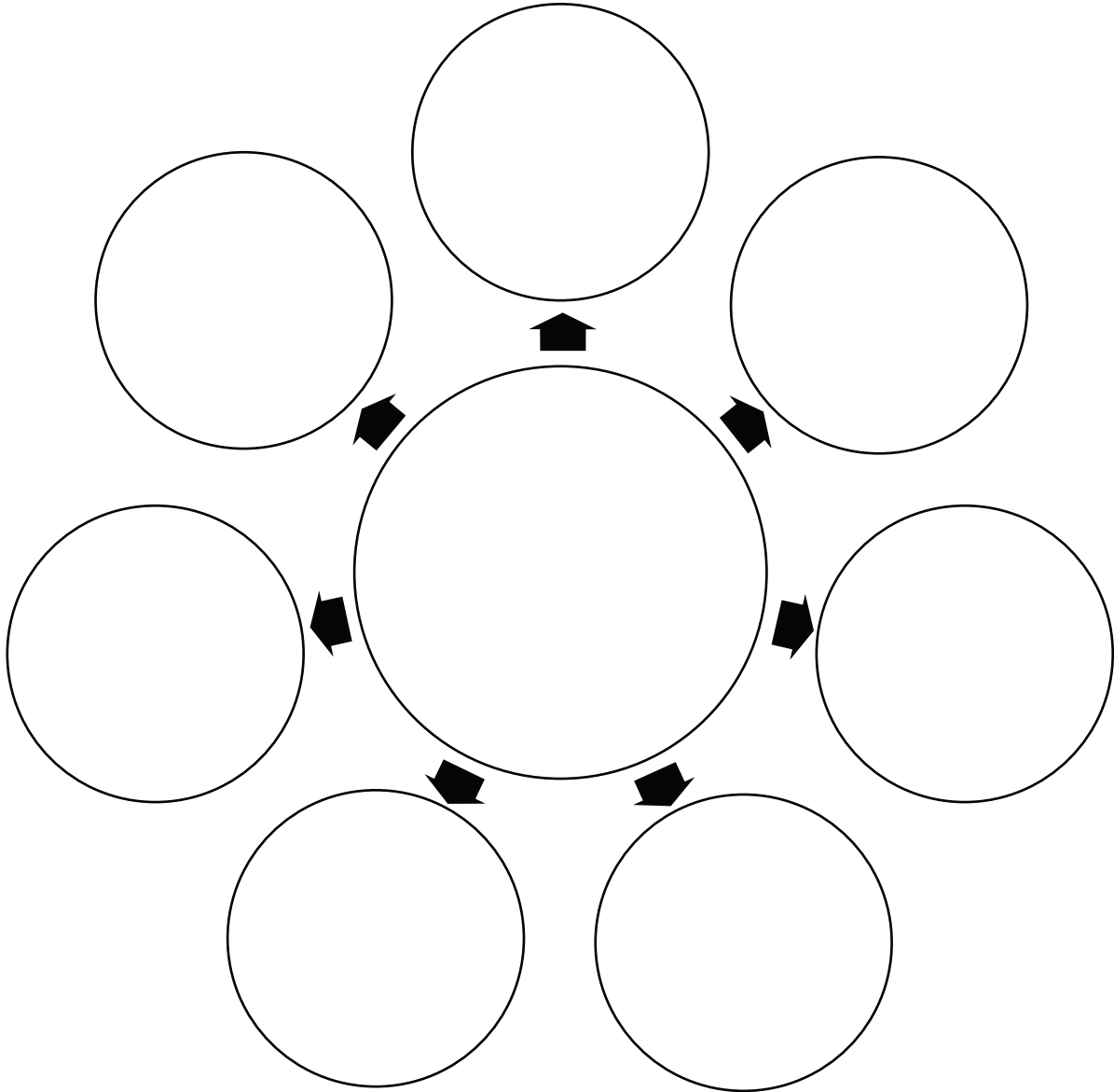
### C – Conclusions

Draw **Conclusions** about the graphic as a whole.

## Word Map



## Web Organizer



## APPENDIX C:

## Redesigned SAT Essay Rubric and Sample Essays

In broad terms, essay responses will be evaluated across three dimensions: reading (for demonstrated comprehension of the source text), analysis (the quality of analysis of that source text), and writing (the quality of the writing in the response). Three dimension scores will be reported, each on a scale of 2–8, the combined scores of two scorers using the three 1–4 scales in the rubric below.

SAT Essay Rubric			
Score	Reading	Analysis	Writing
4	<p><b>Advanced:</b> The response demonstrates thorough comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.</p> <p>The response is free of errors of fact or interpretation with regard to the text.</p> <p>The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p>	<p><b>Advanced:</b> The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.</p> <p>The response offers a thorough, well-considered evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.</p> <p>The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</p> <p>The response focuses consistently on those features of the text that are most relevant to addressing the task.</p>	<p><b>Advanced:</b> The response is cohesive and demonstrates a highly effective use and command of language.</p> <p>The response includes a precise central claim.</p> <p>The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.</p>

## SAT Essay Rubric

Score	Reading	Analysis	Writing
3	<p><b>Proficient:</b> The response demonstrates effective comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) and important details.</p> <p>The response is free of substantive errors of fact and interpretation with regard to the text.</p> <p>The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p><b>Proficient:</b> The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</p> <p>The response competently evaluates the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>The response focuses primarily on those features of the text that are most relevant to addressing the task.</p>	<p><b>Proficient:</b> The response is mostly cohesive and demonstrates effective use and control of language.</p> <p>The response includes a central claim or implicit controlling idea.</p> <p>The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.</p>
2	<p><b>Partial:</b> The response demonstrates some comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) but not of important details.</p> <p>The response may contain errors of fact and/or interpretation with regard to the text.</p> <p>The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</p>	<p><b>Partial:</b> The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.</p> <p>The response identifies and attempts to describe the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing, but merely asserts rather than explains their importance.</p> <p>Or one or more aspects of the response’s analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made.</p> <p>The response may lack a clear focus on those features of the text that are most relevant to addressing the task.</p>	<p><b>Partial:</b> The response demonstrates little or no cohesion and limited skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.</p> <p>The response may include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.</p> <p>The response has limited variety in sentence structures; sentence structures may be repetitive. The response demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.</p> <p>The response shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.</p>



## SAT Essay Rubric

Score	Reading	Analysis	Writing
1	<p><b>Inadequate:</b> The response demonstrates little or no comprehension of the source text.</p> <p>The response fails to show an understanding of the text’s central idea(s), and may include only details without reference to central idea(s).</p> <p>The response may contain numerous errors of fact and/or interpretation with regard to the text.</p> <p>The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>	<p><b>Inadequate:</b> The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>The response identifies without explanation some aspects of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s choosing.</p> <p>Or numerous aspects of the response’s analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>The response may not focus on features of the text that are relevant to addressing the task.</p> <p>Or the response offers no discernible analysis (e.g., is largely or exclusively summary).</p>	<p><b>Inadequate:</b> The response demonstrates little or no cohesion and inadequate skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea.</p> <p>The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.</p> <p>The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.</p> <p>The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.</p>

### Sample 1: This response scored a 4/4/4.

In response to our world’s growing reliance on artificial light, writer Paul Bogard argues that natural darkness should be preserved in his article “Let There be dark”. He effectively builds his argument by using a personal anecdote, allusions to art and history, and rhetorical questions.

Bogard starts his article off by recounting a personal story – a summer spent on a Minnesota lake where there was “woods so dark that [his] hands disappeared before [his] eyes.” In telling this brief anecdote, Bogard challenges the audience to remember a time where they could fully amass themselves in natural darkness void of artificial light. By drawing in his readers with a personal encounter about night darkness, the author means to establish the potential for beauty, glamour, and awe-inspiring mystery that genuine darkness can possess. He builds his argument for the preservation of natural darkness by reminiscing for his readers a first-hand encounter that proves the “irreplaceable value of darkness.” This anecdote provides a baseline of sorts for readers to find credence with the author’s claims.

Bogard's argument is also furthered by his use of allusion to art – Van Gogh's "Starry Night" – and modern history – Paris' reputation as "The City of Light". By first referencing "Starry Night", a painting generally considered to be undoubtedly beautiful, Bogard establishes that the natural magnificence of stars in a dark sky is definite. A world absent of excess artificial light could potentially hold the key to a grand, glorious night sky like Van Gogh's according to the writer. This urges the readers to weigh the disadvantages of our world consumed by unnatural, vapid lighting. Furthermore, Bogard alludes to Paris as "the famed 'city of light'". He then goes on to state how Paris has taken steps to exercise more sustainable lighting practices. By doing this, Bogard creates a dichotomy between Paris' traditionally alluded-to name and the reality of what Paris is becoming – no longer "the city of light", but more so "the city of light. . . before 2 AM". This furthers his line of argumentation because it shows how steps can be and are being taken to preserve natural darkness. It shows that even a city that is literally famous for being constantly lit can practically address light pollution in a manner that preserves the beauty of both the city itself and the universe as a whole.

Finally, Bogard makes subtle yet efficient use of rhetorical questioning to persuade his audience that natural darkness preservation is essential. He asks the readers to consider "what the vision of the night sky might inspire in each of us, in our children or grandchildren?" in a way that brutally plays to each of our emotions. By asking this question, Bogard draws out heartfelt ponderance from his readers about the affecting power of an untainted night sky. This rhetorical question tugs at the readers' heartstrings; while the reader may have seen an unobscured night skyline before, the possibility that their child or grandchild will never get the chance sways them to see as Bogard sees. This strategy is definitively an appeal to pathos, forcing the audience to directly face an emotionally-charged inquiry that will surely spur some kind of response. By doing this, Bogard develops his argument, adding guttural power to the idea that the issue of maintaining natural darkness is relevant and multifaceted.

Writing as a reaction to his disappointment that artificial light has largely permeated the presence of natural darkness, Paul Bogard argues that we must preserve true, unaffected darkness. He builds this claim by making use of a personal anecdote, allusions, and rhetorical questioning.

## Score Explanation

**Reading—4:** This response demonstrates thorough comprehension of the source text through skillful use of paraphrases and direct quotations. The writer briefly summarizes the central idea of Bogard's piece (*natural darkness should be*

*preserved; we must preserve true, unaffected darkness*) and presents many details from the text, such as referring to the personal anecdote that opens the passage and citing Bogard's use of *Paris' reputation as "The City of Light."* There are few long direct quotations from the source text; instead, the response succinctly and accurately captures the entirety of Bogard's argument in the writer's own words, and the writer is able to articulate how details in the source text interrelate with Bogard's central claim. The response is also free of errors of fact or interpretation. Overall, the response demonstrates advanced reading comprehension.

**Analysis—4:** This response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task. In analyzing Bogard's use of *personal anecdote, allusions to art and history, and rhetorical questions*, the writer is able to explain carefully and thoroughly how Bogard builds his argument over the course of the passage. For example, the writer offers a possible reason for why Bogard chose to open his argument with a personal anecdote, and is also able to describe the overall effect of that choice on his audience (*In telling this brief anecdote, Bogard challenges the audience to remember a time where they could fully amass themselves in natural darkness void of artificial light. By drawing in his readers with a personal encounter. . . the author means to establish the potential for beauty, glamour, and awe-inspiring mystery that genuine darkness can possess. . . . This anecdote provides a baseline of sorts for readers to find credence with the author's claims*). The cogent chain of reasoning indicates an understanding of the overall effect of Bogard's personal narrative both in terms of its function in the passage and how it affects his audience. This type of insightful analysis is evident throughout the response and indicates advanced analytical skill.

**Writing—4:** The response is cohesive and demonstrates highly effective use and command of language. The response contains a precise central claim (*He effectively builds his argument by using personal anecdote, allusions to art and history, and rhetorical questions*), and the body paragraphs are tightly focused on those three elements of Bogard's text. There is a clear, deliberate progression of ideas within paragraphs and throughout the response. The writer's brief introduction and conclusion are skillfully written and encapsulate the main ideas of Bogard's piece, as well as the overall structure of the writer's analysis. There is a consistent use of both precise word choice and well-chosen turns of phrase (*the natural magnificence of stars in a dark sky is definite, our world consumed by unnatural, vapid lighting, the affecting power of an untainted night sky*). Moreover, the response features a wide variety in sentence structure and many examples of sophisticated sentences (*By doing this, Bogard*

*creates a dichotomy between Paris' traditionally alluded-to name and the reality of what Paris is becoming – no longer “the city of light”, but moreso “the city of light. . . before 2AM”).* The response demonstrates a strong command of the conventions of written English. Overall, the response exemplifies advanced writing proficiency.

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## Sample 2: This response scored a 3/3/3.

In Paul Bogard's article “Let there be dark” he's building an argument to persuade his audience to preserve natural darkness. Bogard builds his argument in a few different ways. Bogard uses a personal story, appeals to people's emotions, and states benefits of natural darkness.

By using a personal story Bogard allows his audience to connect to him. If his audience can relate or even understand his story they will be more willing to agree with him. The personal story also shows that the issue of preserving natural darkness isn't just another topic to write about but something that he is actually passionate for. In his personal story Bogard uses great imagery making the audience picture what he saw and maybe make them want to experience it too.

Bogard uses pathos by stating examples that appeal to people's emotions. In the article he wrote “Those of us over 35 are perhaps among the last generation to have known truly dark nights.” This statement appeals more to the younger generations emotion. By stating this people who are younger than 35 might feel that they were robbed of the opportunity to experience the real beauty of natural darkness. This would probably help his younger audience to agree with him because they might want the chance to see the real beauty of natural darkness.

Bogard writes about the benefits that natural darkness actually produces. In the article he talks about how darkness actually helps the body produce a hormone that keeps certain cancers from developing. He also includes how darkness helps and is necessary for certain animals. These examples will help his audience see that he is arguing for some beneficial for people. This also helps appeal to an audience that might not care for the beauty of darkness but care for their own personal health.

Bogard uses different features in order to persuade his audience. The different features also help him in appealing to a broader audience.

## Score Explanation

**Reading—3:** This response demonstrates effective understanding of the passage, with increasing evidence as the response continues. In the second paragraph, the writer discusses the personal experience of the night sky that Bogard draws on;

although the writer does not recount the experience itself, it is nevertheless clear that the writer understands the story of Bogard's youth. In the next paragraph, the writer cites and discusses a generational claim that Bogard makes, again demonstrating comprehension. Finally, the writer discusses general points Bogard makes about darkness's usefulness for both animals and humans, although again, the writer makes a vague reference *that darkness helps and is necessary for certain animals* without offering any of the specific textual examples that Bogard provides. However, across the whole of this essay, the writer demonstrates effective understanding of the text's central idea (*he's building an argument to persuade his audience to preserve natural darkness*) and important details.

**Analysis—3:** The writer demonstrates an understanding of the analytical task by first identifying three ways Bogard builds his argument (*Bogard uses a personal story, appeals to people's emotions, and states benefits of natural darkness*) and then developing each point in turn. In the response's body paragraphs, the writer moves beyond mere assertions to a competent evaluation of how pieces of evidence, reasoning, or stylistic or persuasive elements contribute to the argument. For example, in the response's discussion of the personal story that Bogard opens with, the writer not only argues that the story *allows his audience to connect to him* but also explains the importance of such a connection (*If his audience can relate or even understand his story they will be more willing to agree with him*). The writer also contends that the use of this personal story shows Bogard's passion and that the imagery included in the story makes *the audience picture what he saw and maybe make them want to experience it too*. The response could have made a stronger point had the writer elaborated on the potential effects of making the audience want to share Bogard's experience. Nevertheless, in this example and others like it in the response, the writer exhibits effective analysis of the source text using relevant and sufficient support.

**Writing—3:** This essay is mostly cohesive and demonstrates mostly effective control of language. The brief introduction establishes the writer's central idea and sets up the essay's three points. The essay then follows a clear, if formulaic, format. In each paragraph, the writer demonstrates a progression of ideas, integrating quotations or examples from the source text into the analysis and connecting ideas logically (*Bogard uses pathos by stating examples that appeal to people's emotions. In the article he wrote "Those of us over 35 are perhaps among the last generation to have known truly dark nights." This statement appeals more to the younger generations emotion. By stating this...*). Sentence structure is varied, and some precise phrasing is used to convey ideas (*robbed of the opportunity, their own personal health*).

Language control on the whole is good, although there are a few minor errors (*These examples will help his audience see that he is arguing for some benefical for people*) that do not detract materially from the quality of writing. Overall, the response demonstrates proficient writing.

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### Sample 3: This response scored a 2/2/2.

In Paul Bogard’s essay “Let there be Dark” he emphasizes the importance of natural darkness. Bogard begins his argument by first providing a story from his personal experience, appealing to the reader by adding imagery. “I knew night skies in which meteors left smoky trails across sugary spreads of stars.” In this sentence, Bogard depicts the beauty of natural darkness using detail. Bogard continues with comparing his personal perspective of natural darkness in the past to society’s perspective in the present. “Today, though, when we feel the closeness of night fall, we reach quickly for a light switch.” Implying that the times have definitely changed and natural darkness’s value has been lost in society, replaced with artificial light. This example gives Bogard a sense of voice and his use of comparison is definitely effective.

Bogard supports his claims about natural darkness’s underrated value by providing the reader with evidence of health problems that the opposite replacement, artificial light, can cause. “Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing.” Oh, no! Not cancer! Right there is a quick attention grabber to any reader previously bored by Bogard’s constant opinions because now there are facts, and a fact relating to the reader is the best persuasion, especially when it relates to there health or well-being. Cancer, because who wants a terminal illness over an action as simple as flipping a switch on a night light when it’s too dark for your comfort?

### Score Explanation

**Reading—2:** This writer demonstrates some comprehension of the passage. In the first paragraph, the writer conveys the passage’s broad central point—*the importance of natural darkness*. The writer also shows an understanding of the comparison Bogard draws between his own past and the present day (*the times have definitely changed and natural darkness’s value has been lost in society, replaced with artificial light*). In the paragraph that follows, the writer briefly cites Bogard’s point about the negative health implications of too much artificial light. However, this is the last evidence of understanding the writer provides, as the essay ends almost immediately afterward. Overall, the writer has demonstrated partial understanding of the source text.

**Analysis—2:** The response offers some limited analysis of the source text, demonstrating partial understanding of the analytical

task. The writer identifies Bogard's use of *imagery* in the story of meteors in the night sky and then asserts that this imagery appeals to the reader, but the writer offers no further discussion of Bogard's use of imagery or how imagery contributes to his argument. The writer also refers to the comparison Bogard makes between his youth and current times and says that the comparison gives Bogard a *sense of voice*, but the writer doesn't explain why this comparison contributes to an authorial voice or how establishing a particular voice serves Bogard's argument. The writer offers one additional point of analysis, asserting that Bogard's reference to cancer is a *quick attention grabber* and that the use of a *fact relating to the reader is the best persuasion, especially when it relates to their health or well-being*. However, the writer does not elaborate on this point. In each instance of analysis in this short response, the writer identifies the use of evidence or rhetorical features, but asserts rather than explains the importance of those elements. Overall, this response demonstrates partially successful analysis.

**Writing—2:** This response demonstrates limited cohesion and some skill in the use of language. Although the writer offers a central claim that guides the essay, there is no indication of an introduction or conclusion to frame ideas. Overall, sentences are clear and the writer generally observes the conventions of standard written English. However, by the end of this short response, the writer has deviated from a formal style and objective tone (*Oh, no! Not cancer! Right there is a quick attention grabber to any reader previously bored by Bogard's constant opinions*). The essay abruptly concludes with a rhetorical question that also somewhat strays from a formal tone (*Cancer, because who wants a terminal illness over an action as simple as flipping a switch on a night light when it's too dark for your comfort?*). On the whole, this response offers some evidence of cohesion and control of language.

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### Sample 4: This response scored a 2/1/1.

In "Let there be dark," Paul Bogard talks about the importance of darkness.

Darkness is essential to humans. Bogard states, "Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing, and our bodies need darkness for sleep, sleep. Sleep disorders have been linked to diabetes, obesity, cardiovascular disease and depression and recent research suggests are main cause of "short sleep" is "long light." Whether we work at night or simply take our tablets, notebooks and smartphones to bed, there isn't a place for this much artificial light in our lives." (Bogard 2). Here, Bogard talks about the

importance of darkness to humans. Humans need darkness to sleep in order to be healthy.

Animals also need darkness. Bogard states, “The rest of the world depends on darkness as well, including nocturnal and crepuscular species of birds, insects, mammals, fish and reptiles. Some examples are well known—the 400 species of birds that migrate at night in North America, the sea turtles that come ashore to lay their eggs—and some are not, such as the bats that save American farmers billions in pest control and the moths that pollinate 80% of the world’s flora. Ecological light pollution is like the bulldozer of the night, wrecking habitat and disrupting ecosystems several billion years in the making. Simply put, without darkness, Earth’s ecology would collapse...” (Bogard 2). Here Bogard explains that animals, too, need darkness to survive.

## Score Explanation

**Reading—2:** This response demonstrates some comprehension of Bogard’s text. Although this essay consists almost entirely of two quotations taken directly from the passage, the writer does show an understanding of two of Bogard’s main points—darkness is crucial to humans and to animals—by selecting and briefly summarizing two important lines of text. However, the writer demonstrates no deeper understanding of the passage’s main ideas or important details. Overall, this response demonstrates partially successful reading comprehension.

**Analysis—1:** The response demonstrates no understanding of the analytical task. The writer does not attempt to analyze Bogard’s use of evidence, reasoning, or stylistic or persuasive elements. Instead, the writer merely cites two sentences from the passage and offers a brief restatement of each point. Overall, this response demonstrates inadequate analysis.

**Writing—1:** This essay demonstrates little cohesion and inadequate skill in the use and control of language. The essay begins with a very broad central claim (*In “Let there be dark,” Paul Bogard talks about the importance of darkness*) but otherwise lacks a recognizable introduction and conclusion. The writer’s two main ideas are separated into two separate paragraphs, but because there is little original writing here, there is no clear evidence of the writer’s ability to logically order or advance ideas. There is also little evidence of the writer’s ability to vary sentence structure. Overall, this essay does not provide enough evidence of writing ability to warrant a score higher than a 1.