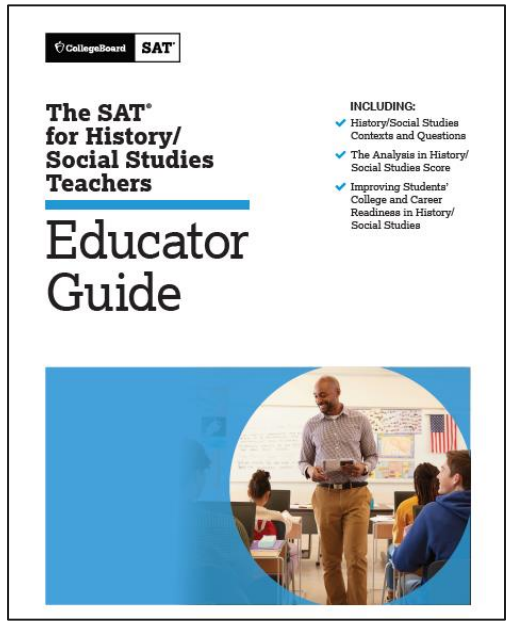
CollegeBoard

The SAT® and the Analysis in History/Social Studies Cross-Test Score

December 7-11, 2020

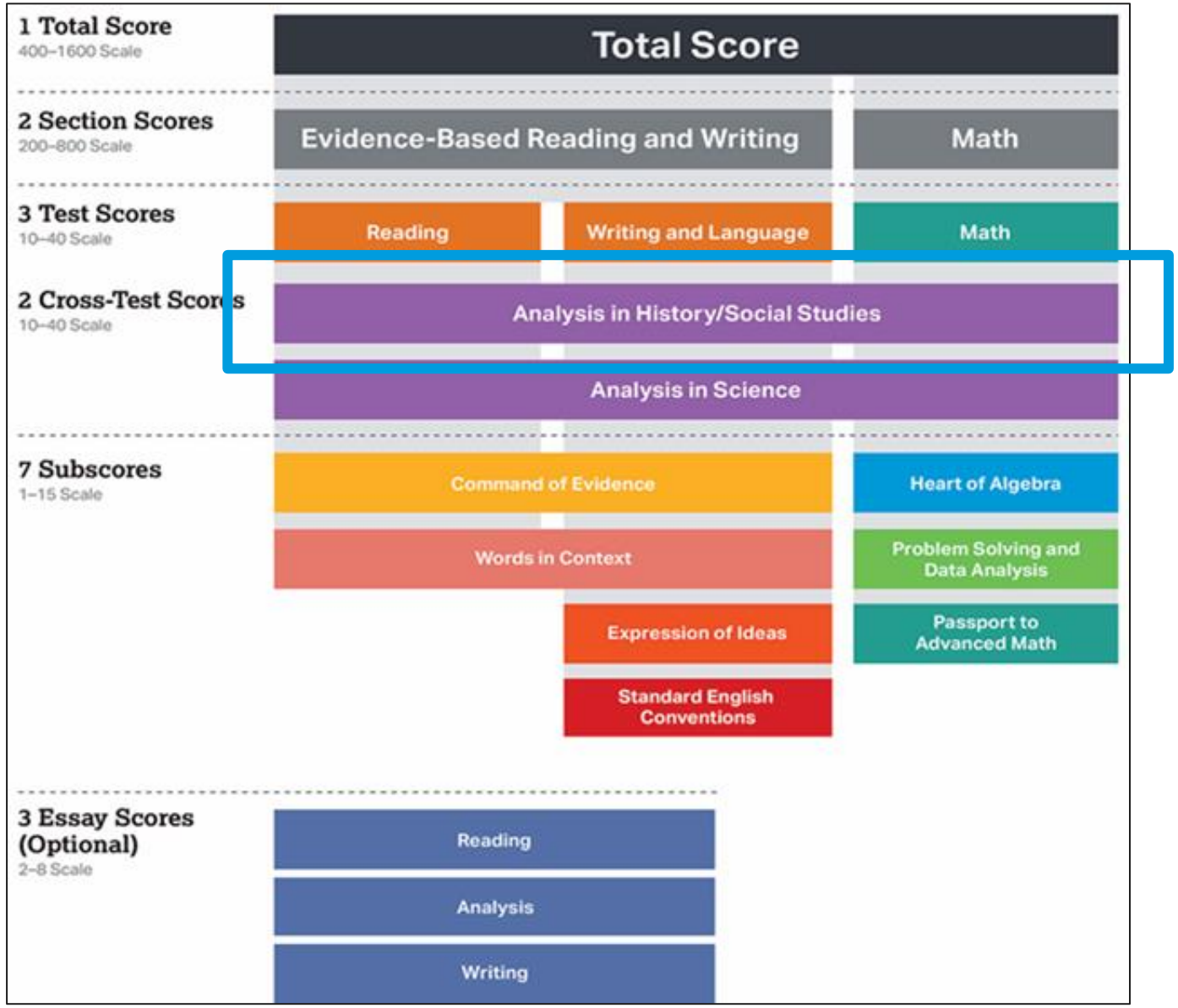
What we'll cover today:



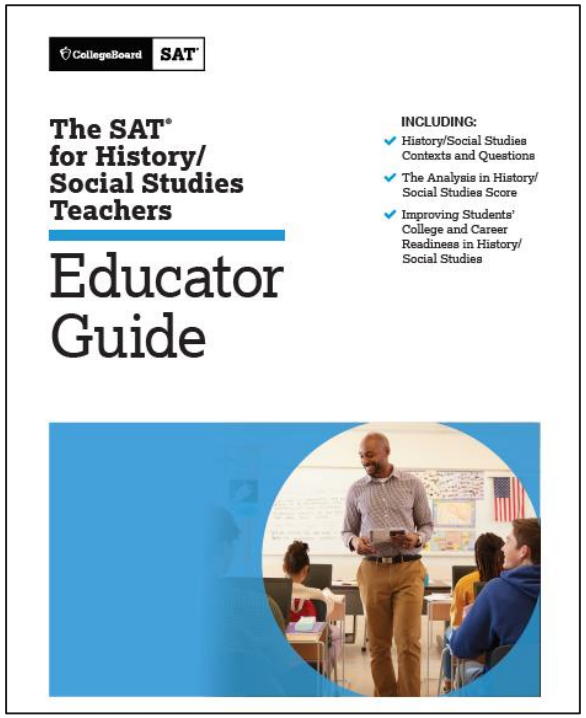
- **The Analysis in History/Social Studies Cross-Test Score**
  - Review the History/Social Studies Educator Guide and Social Studies Teacher Toolkit
- **The Analysis in History/Social Studies Cross-Test Score and Associated Skills**
  - Focus on tools and strategies that support skills assessed on the SAT®
- **The SAT® Suite Question Bank (SSQB)**
  - Explore social studies-related questions in the SSQB

What Is the Analysis in History/Social Studies Cross-Test Score?

SAT® Scores and Subscores



Overview of History/Social Studies Educator Guide



The field of history/social studies is represented in various ways on the three tests of the SAT® Suite of Assessments.

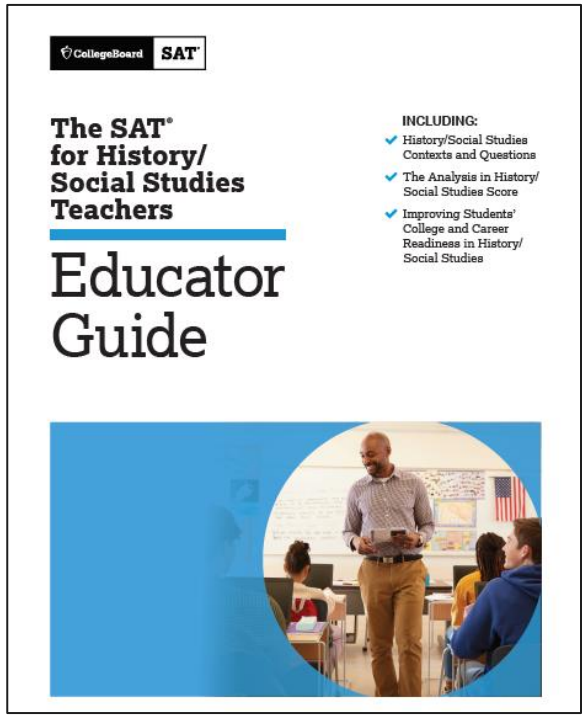
The **Reading Test** includes passages drawn from high-quality, previously published sources and may range in complexity from early high school level to postsecondary entry level.

- One passage is selected from a U.S. founding document or a text reflective of a Great Global Conversation.
- One passage is selected from a social science text. Social science passages cover foundational and applied topics in the fields of anthropology, communication studies, economics, education, human geography, law, linguistics, political science, psychology, and sociology.

The **Writing and Language Test** social science passages discuss concepts, data, findings, and implications drawn from research and may be accompanied by one or more informational graphics related to the topic under discussion and about which students must answer questions involving revising (or choosing not to revise) a passage associated with visually displayed data.

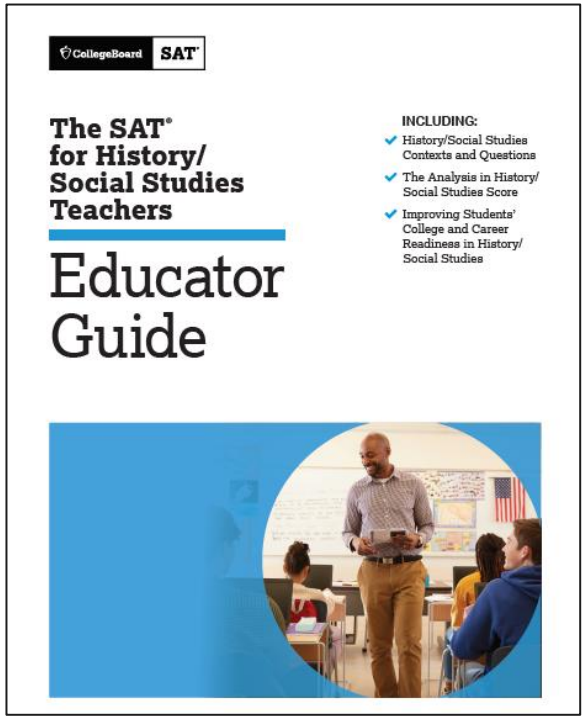
The **Math Test** assesses the ability to apply math knowledge and skills to solve problems and analyze data grounded in authentic, meaningful contexts that ask students to consider scenarios, analyze data, and solve problems reflecting real-world tasks in the social sciences.

Analysis in History/Social Studies Cross-Test Score: SAT®



Test	Contribution to the Analysis in History/Social Studies Cross-Test Score
Reading	21 questions
Writing and Language	6 questions
Math	8 questions

Analysis in History/Social Studies Cross-Test Score: SAT®



Recurring themes related to the Analysis in History/Social Studies cross-test score include the following:

- Command of evidence (Reading; Writing and Language)
- Words in context (Reading; Writing and Language)
- Informational graphics (Reading; Writing and Language; Math)
- Multiple texts (Reading)
- Relationships (Reading)
- Logical sequence, transitions, syntax (Writing and Language)
- Problem solving and data analysis (Math)

Analysis in History/Social Studies Question: Reading Test

Words in Context

Assessment	Test	Cross-Test and Subscore	Difficulty	Primary Dimension	Secondary Dimension	Tertiary Dimension	Passage Text Complexity
SAT	Reading	Analysis in History/Social Studies	■■□	Information and Ideas	Interpreting words and phrases in context	N/A	Grades 13-14

Questions 32-41 are based on the following passages.

These passages are adapted from the Lincoln-Douglas debates. Passage 1 is from a statement by Stephen Douglas. Passage 2 is from a statement by Abraham Lincoln. Douglas and Lincoln engaged in a series of debates while competing for a US Senate seat in 1858.

But has it been so with this element of slavery? Have we not always had quarrels and difficulties over it? And when will we cease to have quarrels over it? Like causes produce like effects. It is worth while to observe that we have
65 generally had comparative peace upon the slavery question, and that there has been no cause for alarm until it was excited by the effort to spread it into new territory. Whenever it has been limited to its present bounds, and there has been no effort to spread it, there has been peace. All the trouble

1474111

As used in line 55, "element" most nearly means

A. ingredient.

B. environment.

C. factor.

D. quality.

Rationale

Choice C is the best answer. In the first sentence of the second paragraph of Passage 2, Lincoln raises a question about how the consequences of the division of the United States into slave states and free states compare with the consequences of the other ways in which states differ from each other: "But has it been so with this element of slavery?" In this context, the word "element" most nearly means factor.

Analysis in History/Social Studies Question: Math Test

Problem Solving and Data Analysis

Assessment	Test	Cross-Test and Subscore	Difficulty	Primary Dimension	Secondary Dimension	Tertiary Dimension	Calculator
SAT	**Math**	**Analysis in History/Social Studies**	■■□	**Problem Solving and Data Analysis**	**Evaluating statistical claims: Observational studies and experiments**	**2. Given a description of a study with or without random assignment, determine whether there is evidence for a causal relationship.**	**Calculator**

4788303

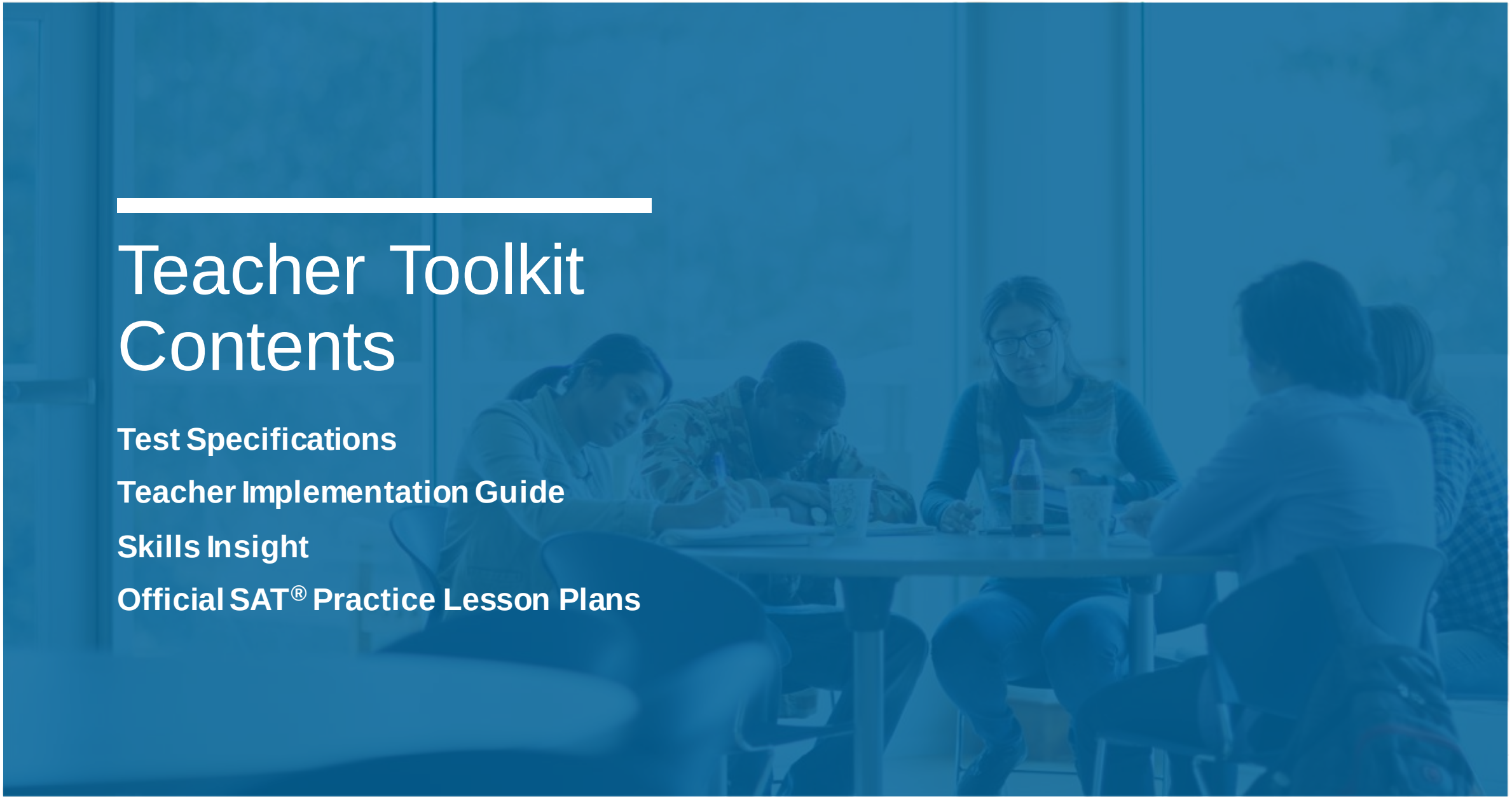
A survey was conducted using a sample of history professors selected at random from the California State Universities. The professors surveyed were asked to name the publishers of their current texts. What is the largest population to which the results of the survey can be generalized?

A. All professors in the United States

B. All history professors in the United States

C. All history professors at all California State Universities

D. All professors at all California State Universities



Teacher Toolkit Contents

Test Specifications

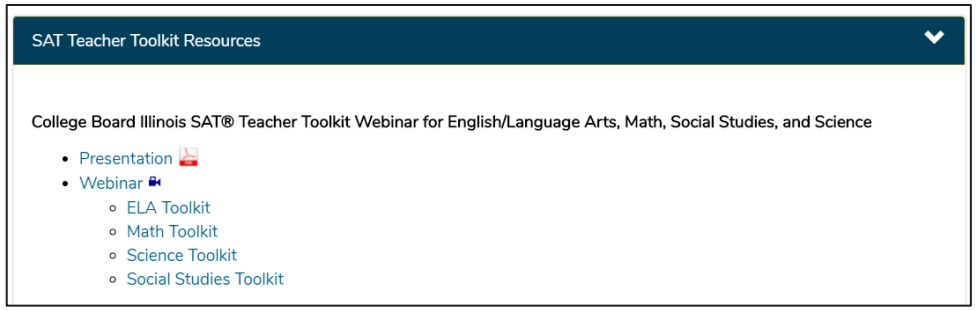
Teacher Implementation Guide

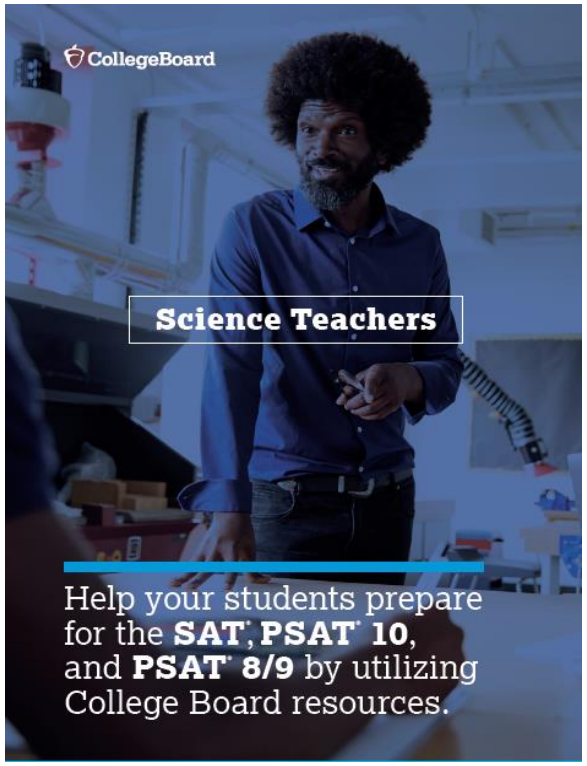
Skills Insight

Official SAT® Practice Lesson Plans

The Teacher Toolkit

https://www.isbe.net/Pages/sat-psat.aspx





The Teacher Toolkit

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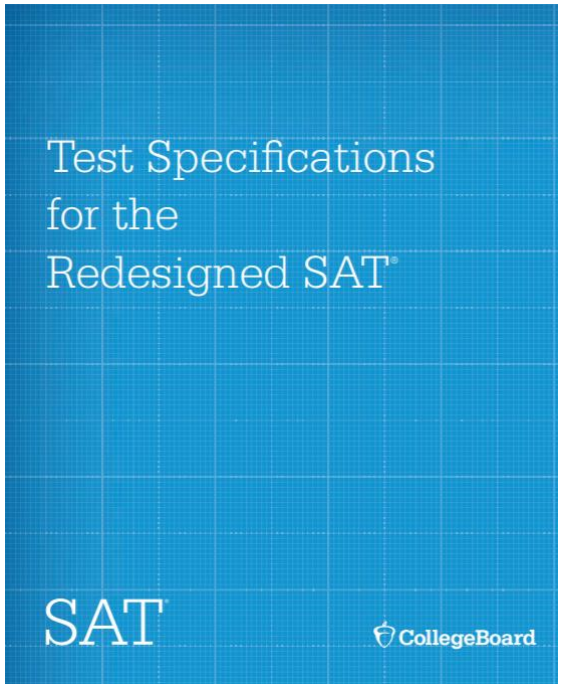
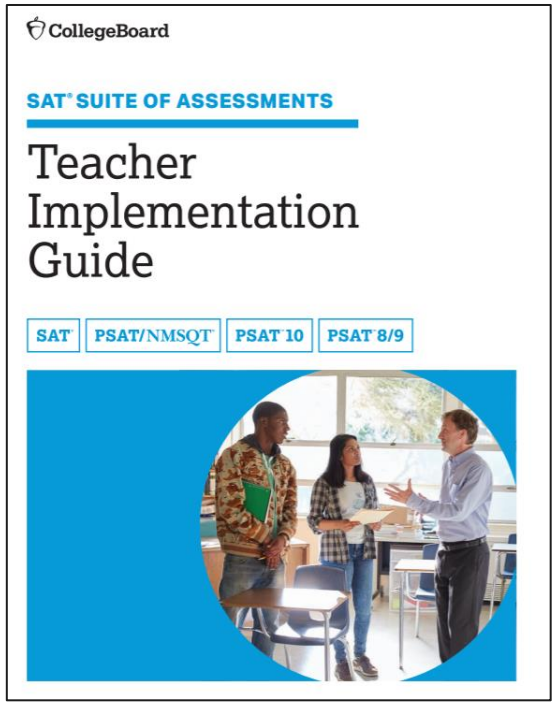
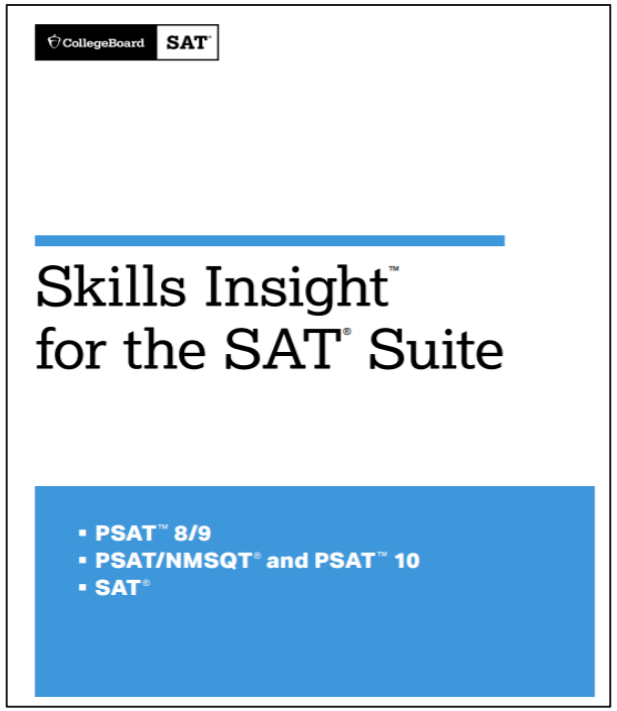


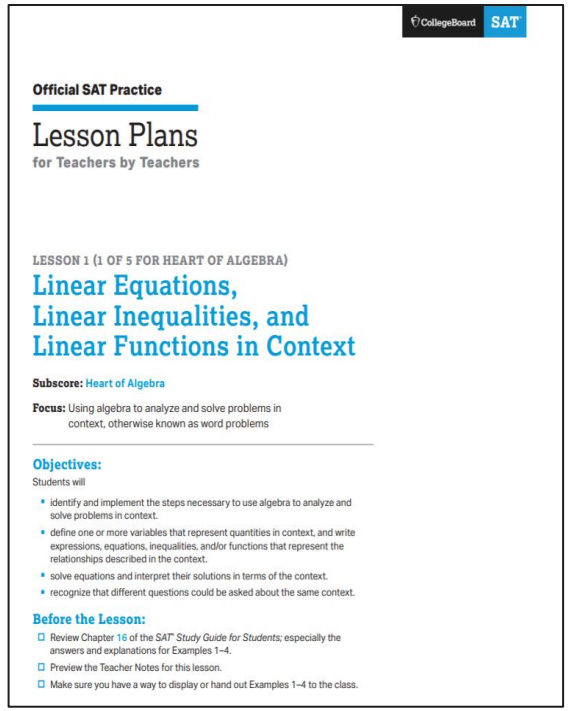
Test Specifications for the SAT



Teacher Implementation Guide



Skills Insight



Official SAT Practice Lesson Plans

Curriculum Review Worksheets

https://www.isbe.net/Pages/sat-psat.aspx

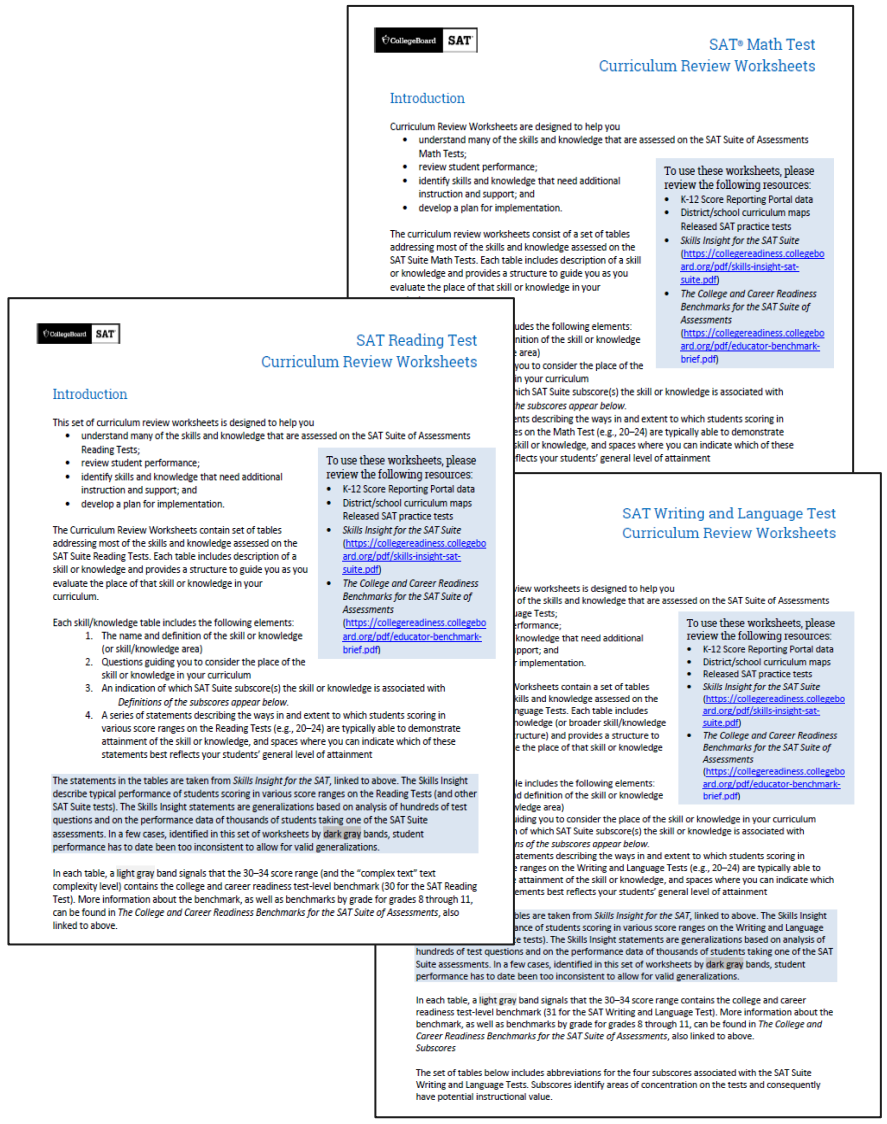
The Curriculum Review Worksheets are designed to help teachers

- understand many of the skills and knowledge that are assessed on the PSAT™ 8/9, PSAT™ 10, and SAT®;
- review student performance;
- identify skills and knowledge that need additional instruction and support; and
- develop a plan for implementation.

The Curriculum Review Worksheets contain sets of tables addressing most of the skills and knowledge assessed on the PSAT™ 8/9, PSAT™ 10, and SAT® (Reading, Writing and Language, and Math Tests).

Each table includes a description of a skill or knowledge and provides a structure to guide educators to evaluate the placement of that skill or knowledge within the curriculum.

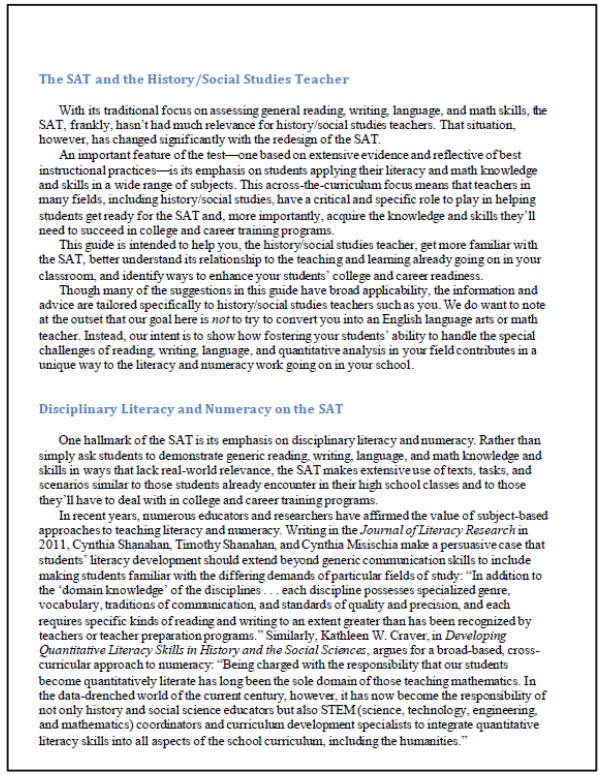
To request the full version of the Curriculum Review Worksheets for Reading, Writing and Language, and Math, please email ILSAT@collegeboard.org.



Social Studies Folder

Social Studies Folder Resources

Social Studies Guide



The SAT and the History/Social Studies Teacher

With its traditional focus on assessing general reading, writing, language, and math skills, the SAT, frankly, hasn't had much relevance for history/social studies teachers. That situation, however, has changed significantly with the redesign of the SAT.

An important feature of the test—one based on extensive evidence and reflective of best instructional practices—is its emphasis on students applying their literacy and math knowledge and skills in a wide range of subjects. This across-the-curriculum focus means that teachers in many fields, including history/social studies, have a critical and specific role to play in helping students get ready for the SAT and, more importantly, acquire the knowledge and skills they'll need to succeed in college and career training programs.

This guide is intended to help you, the history/social studies teacher, get more familiar with the SAT, better understand its relationship to the teaching and learning already going on in your classroom, and identify ways to enhance your students' college and career readiness.

Though many of the suggestions in this guide have broad applicability, the information and advice are tailored specifically to history/social studies teachers such as you. We do want to note at the outset that our goal here is *not* to try to convert you into an English language arts or math teacher. Instead, our intent is to show how fostering your students' ability to handle the special challenges of reading, writing, language, and quantitative analysis in your field contributes in a unique way to the literacy and numeracy work going on in your school.

Disciplinary Literacy and Numeracy on the SAT

One hallmark of the SAT is its emphasis on disciplinary literacy and numeracy. Rather than simply ask students to demonstrate generic reading, writing, language, and math knowledge and skills in ways that lack real-world relevance, the SAT makes extensive use of texts, tasks, and scenarios similar to those students already encounter in their high school classes and to those they'll have to deal with in college and career training programs.

In recent years, numerous educators and researchers have affirmed the value of subject-based approaches to teaching literacy and numeracy. Writing in the *Journal of Literacy Research* in 2011, Cynthia Shanahan, Timothy Shanahan, and Cynthia Misischia make a persuasive case that students' literacy development should extend beyond generic communication skills to include making students familiar with the differing demands of particular fields of study: "In addition to the 'domain knowledge' of the disciplines . . . each discipline possesses specialized genre, vocabulary, traditions of communication, and standards of quality and precision, and each requires specific kinds of reading and writing to an extent greater than has been recognized by teachers or teacher preparation programs." Similarly, Kathleen W. Craver, in *Developing Quantitative Literacy Skills in History and the Social Sciences*, argues for a broad-based, cross-curricular approach to numeracy: "Being charged with the responsibility that our students become quantitatively literate has long been the sole domain of those teaching mathematics. In the data-drenched world of the current century, however, it has now become the responsibility of not only history and social science educators but also STEM (science, technology, engineering, and mathematics) coordinators and curriculum development specialists to integrate quantitative literacy skills into all aspects of the school curriculum, including the humanities."

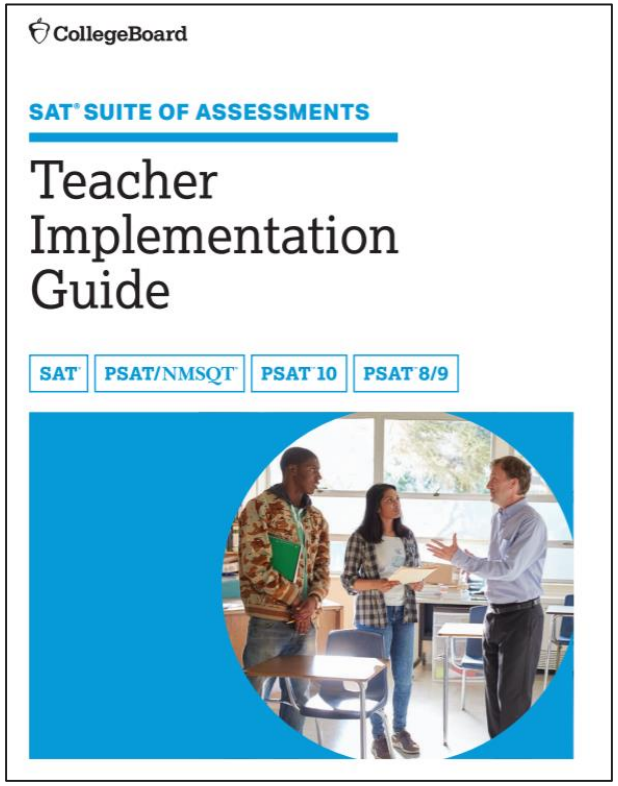
Here's how to get the most out of the resources included in the Social Studies folder:

Step 1: Review the Analysis in Social Studies Guide in a department meeting. Talk with your colleagues about the skills/knowledge listed for each test that are related to social studies instruction. Discuss the following questions:

- Are there any skills or knowledge that aren't included in your curriculum?
- Which five skills will your students apply effectively on the SAT?
- Which three skills will your students struggle with on the SAT?

Social Studies Folder Resources

Teacher Implementation Guide

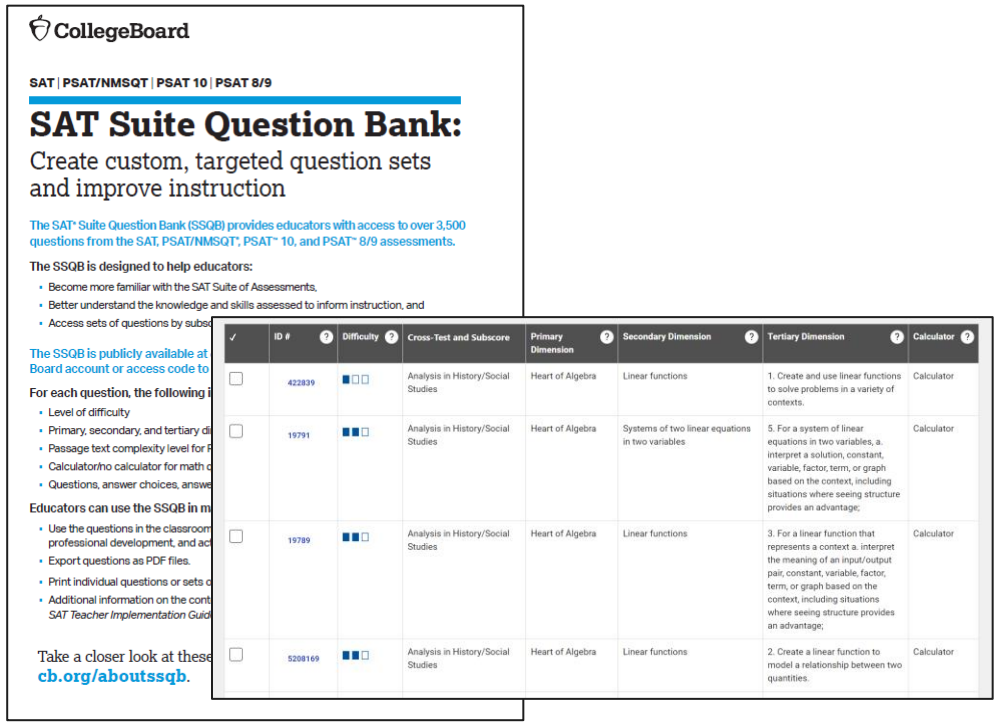


Step 2: Review practice questions to see how skills are assessed on the SAT. This Toolkit includes two sample passages and associated questions from the Reading Test, one passage and associated questions from the Writing and Language Test, and several sample Math Test questions.

More practice questions are available at sat.org/practice. Besides the eight SAT practice tests, you can review answer explanations and scoring guides to clarify the skills being assessed.

Analysis of History/Social Studies and Using the SAT® Suite Question Bank

https://satsuitequestionbank.collegeboard.org


CollegeBoard

SAT | PSAT/NMSQT | PSAT 10 | PSAT 8/9

SAT Suite Question Bank:

Create custom, targeted question sets and improve instruction

The SAT® Suite Question Bank (SSQB) provides educators with access to over 3,500 questions from the SAT, PSAT/NMSQT®, PSAT™ 10, and PSAT™ 8/9 assessments.

The SSQB is designed to help educators:

- Become more familiar with the SAT Suite of Assessments,
- Better understand the knowledge and skills assessed to inform instruction, and
- Access sets of questions by subs

The SSQB is publicly available at
Board account or access code to

For each question, the following i

- Level of difficulty
- Primary, secondary, and tertiary di
- Passage text complexity level for R
- Calculator/no calculator for math c
- Questions, answer choices, answe

Educators can use the SSQB in m

- Use the questions in the classroom
professional development, and ac
- Export questions as PDF files.
- Print individual questions or sets o
- Additional information on the cont
SAT Teacher Implementation Guid

Take a closer look at these
cb.org/aboutssqb.

✓	ID #	Difficulty	Cross-Test and Subscore	Primary Dimension	Secondary Dimension	Tertiary Dimension	Calculator
☐	422839	■□□	Analysis in History/Social Studies	Heart of Algebra	Linear functions	1. Create and use linear functions to solve problems in a variety of contexts.	Calculator
☐	19791	■■□	Analysis in History/Social Studies	Heart of Algebra	Systems of two linear equations in two variables	5. For a system of linear equations in two variables, a. interpret a solution, constant, variable, factor, term, or graph based on the context, including situations where seeing structure provides an advantage;	Calculator
☐	19789	■■□	Analysis in History/Social Studies	Heart of Algebra	Linear functions	3. For a linear function that represents a context a. interpret the meaning of an input/output pair, constant, variable, factor, term, or graph based on the context, including situations where seeing structure provides an advantage;	Calculator
☐	5208169	■■□	Analysis in History/Social Studies	Heart of Algebra	Linear functions	2. Create a linear function to model a relationship between two quantities.	Calculator

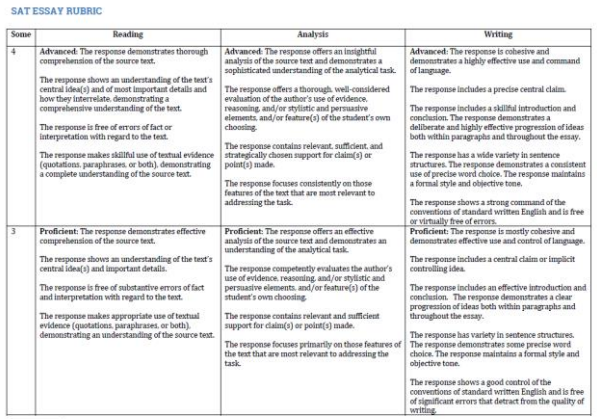
Step 3: Review your school's score data in the K-12 Score Reporting Portal. The perfect way to get started with these skills is to see where your students are strong and where they need improvement.

- Review the *Instructional Planning Report*. Note average test scores, cross-test scores, and subscores, paying particular attention to the Analysis in History/Social Studies cross-test score.
- The *Question Analysis Report* shows you which questions contributed to the Analysis in History/Social Studies cross-test score and how your students performed on these questions.
- Determine whether they're having more difficulty with the Reading Test, Writing and Language Test, or Math Test questions in social studies contexts.
- Use the SAT Suite Question Bank to find questions that align to the Analysis in History/Social Studies cross-test score.

Social Studies Folder Resources

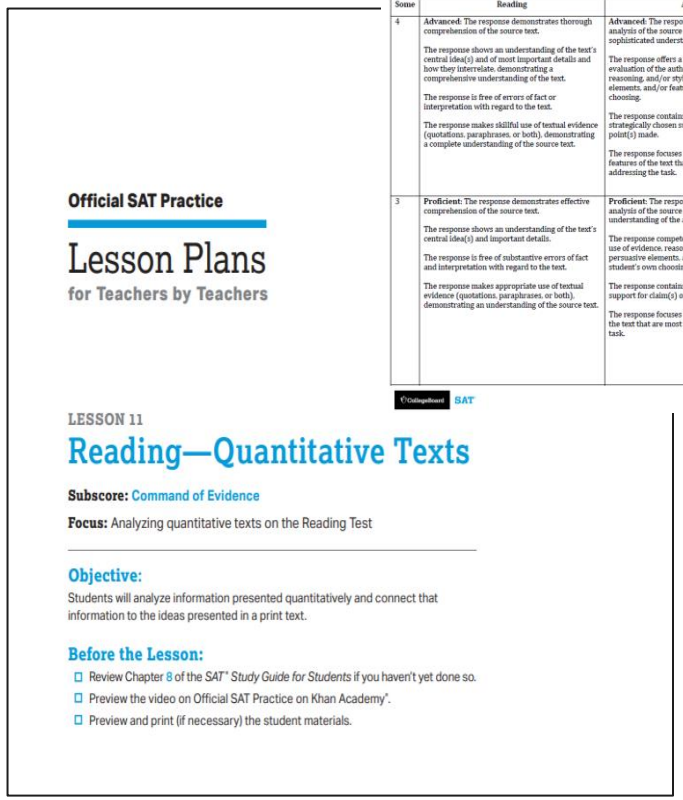
Official SAT Practice Lesson Plans

Essay Rubric



SAT ESSAY RUBRIC

Some	Reading	Analysis	Writing
4	**Advanced:** The response demonstrates thorough comprehension of the source text. 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. The response is free of errors of fact or interpretation with regard to the text. The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.	**Advanced:** The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task. 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. The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made. The response focuses consistently on those features of the text that are most relevant to addressing the task.	**Advanced:** The response is cohesive and demonstrates a highly effective use and command of language. The response includes a precise central claim. 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. 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. The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.
3	**Proficient:** The response demonstrates effective comprehension of the source text. The response shows an understanding of the text's central idea(s) and important details. The response is free of substantive errors of fact and interpretation with regard to the text. The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.	**Proficient:** The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task. 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. The response contains relevant and sufficient support for claim(s) or point(s) made. The response focuses primarily on those features of the text that are most relevant to addressing the task.	**Proficient:** The response is mostly cohesive and demonstrates effective use and control of language. The response includes a central claim or implicit controlling idea. The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay. The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone. 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.



Official SAT Practice

Lesson Plans

for Teachers by Teachers

LESSON 11

Reading—Quantitative Texts

Subscore: Command of Evidence

Focus: Analyzing quantitative texts on the Reading Test

Objective:

Students will analyze information presented quantitatively and connect that information to the ideas presented in a print text.

Before the Lesson:

- ☐ Review Chapter 8 of the *SAT® Study Guide for Students* if you haven't yet done so.
- ☐ Preview the video on Official SAT Practice on Khan Academy®.
- ☐ Preview and print (if necessary) the student materials.

Step 4: Review sample lessons and strategies. Investigate Official SAT Practice Lesson Plans, which use resources such as Official SAT Practice on Khan Academy® to foster a classroom experience that builds students' college and career readiness skills. Several lessons relate to social studies instruction.

The Quantitative Texts Lesson Plan is included in this Toolkit. Other lessons develop essential reading skills to help students do better in social studies. Review Reading—Central Idea and Evidence and Reading—Synthesis and Paired Passages to get ideas for achieving strong reading skills.

This Toolkit includes the SAT Essay Rubric and an Official SAT Practice Lesson Plan to introduce the Essay.

For more on the SAT Essay, the self-guided course on the Essay walks you through the Essay prompt and offers an extra lesson plan.

Step 5: Continue to measure student progress. You've already noted the current Analysis in History/Social Studies cross-test score on the SAT Suite of Assessments. As you include passages and questions in your formative and summative assessments, track student progress.

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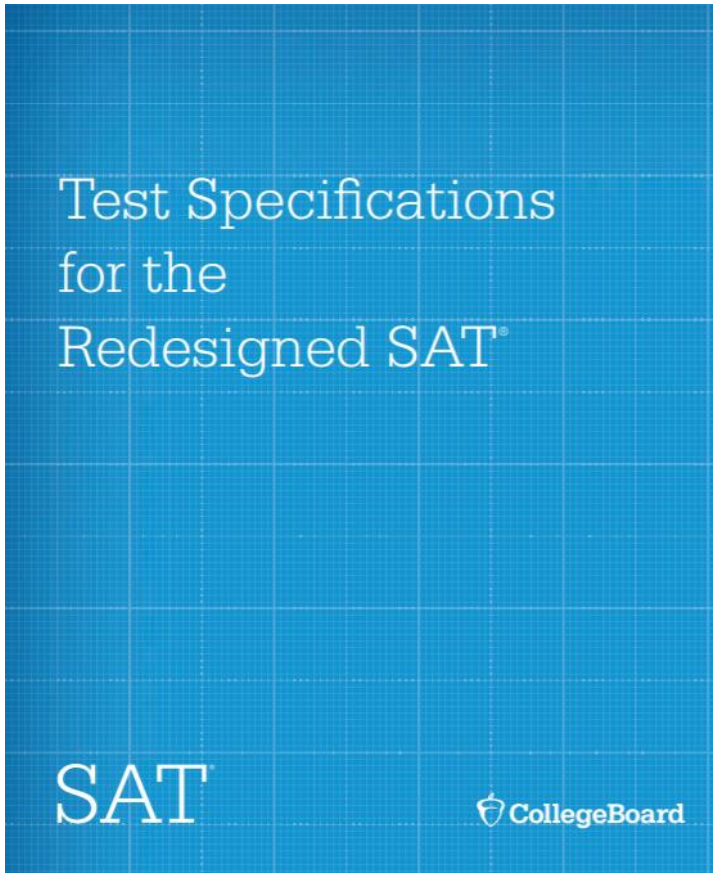
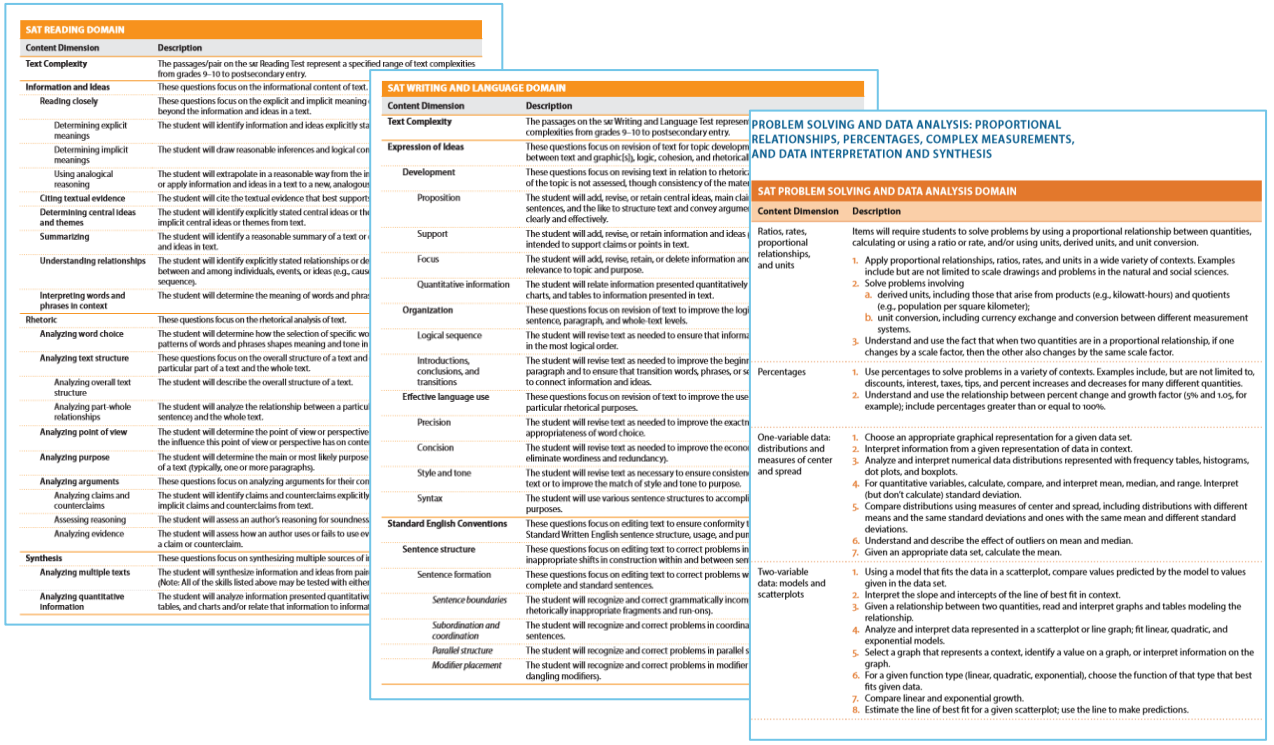
A Closer Look at Skills Associated with Analysis in History/Social Studies Cross-Test Score

Test Specifications for the Redesigned SAT®



[Test Specifications for the SAT]

The **Test Specifications for the Redesigned SAT®** comprehensively lists content dimensions and descriptions of skills assessed on the Reading Test, Writing and Language Test, and Math Test.



SAT READING DOMAIN

Content Dimension	Description
Text Complexity	The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
Information and Ideas	These questions focus on the informational content of text.
Reading closely	These questions focus on the explicit and implicit meaning beyond the information and ideas in a text.
Determining explicit meanings	The student will identify information and ideas explicitly sta
Determining implicit meanings	The student will draw reasonable inferences and logical con
Using analogical reasoning	The student will extrapolate in a reasonable way from the in or apply information and ideas in a text to a new, analogou
Citing textual evidence	The student will cite the textual evidence that best support
Determining central ideas and themes	The student will identify explicitly stated central ideas or th implicit central ideas or themes from text.
Summarizing	The student will identify a reasonable summary of a text or and ideas in text.
Understanding relationships	The student will identify explicitly stated relationships or de between and among individuals, events, or ideas (e.g., caus sequence).
Interpreting words and phrases in context	The student will determine the meaning of words and phra
Rhetoric	These questions focus on the rhetorical analysis of text.
Analyzing word choice	The student will determine how the selection of specific wo patterns of words and phrases shapes meaning and tone in
Analyzing text structure	These questions focus on the overall structure of a text and 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 particu sentence) and the whole text.
Analyzing point of view	The student will determine the point of view or perspective the influence this point of view or perspective has on conte
Analyzing purpose	The student will determine the main or most likely purpose of a text (typically, one or more paragraphs).
Analyzing arguments	These questions focus on analyzing arguments for their cor
Analyzing claims and counterclaims	The student will identify claims and counterclaims explicitly 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 ev a claim or counterclaim.
Synthesis	These questions focus on synthesizing multiple sources of i
Analyzing multiple texts	The student will synthesize information and ideas from pair (Note: All of the skills listed above may be tested with either
Analyzing quantitative information	The student will analyze information presented quantitative tables, and charts and/or relate that information to informa

SAT WRITING AND LANGUAGE DOMAIN

Content Dimension	Description
Text Complexity	The passages on the SAT Writing and Language Test represen complexities from grades 9–10 to postsecondary entry.
Expression of Ideas	These questions focus on revision of text for topic developm between text and graphic(s), logic, cohesion, and rhetorical
Development	These questions focus on revising text in relation to rhetoric of the topic is not assessed, though consistency of the mate
Proposition	The student will add, revise, or retain central ideas, main clai sentences, and the like to structure text and convey argume clearly and effectively.
Support	The student will add, revise, or retain information and ideas intended to support claims or points in text.
Focus	The student will add, revise, retain, or delete information an relevance to topic and purpose.
Quantitative information	The student will relate information presented quantitatively charts, and tables to information presented in text.
Organization	These questions focus on revision of text to improve the logi sentence, paragraph, and whole-text levels.
Logical sequence	The student will revise text as needed to ensure that informa in the most logical order.
Introductions, conclusions, and transitions	The student will revise text as needed to improve the begin paragraph and to ensure that transition words, phrases, or s to connect information and ideas.
Effective Language Use	These questions focus on revision of text to improve the use particular rhetorical purposes.
Precision	The student will revise text as needed to improve the exactn appropriateness of word choice.
Concision	The student will revise text as needed to improve the econo eliminate wordiness and redundancy).
Style and tone	The student will revise text as necessary to ensure consisten text or to improve the match of style and tone to purpose.
Syntax	The student will use various sentence structures to accompli purposes.
Standard English Conventions	These questions focus on editing text to ensure conformity t Standard Written English sentence structure, usage, and pur
Sentence structure	These questions focus on editing text to correct problems in inappropriate shifts in construction within and between sen
Sentence formation	These questions focus on editing text to correct problems w complete and standard sentences.
Sentence boundaries	The student will recognize and correct grammatically incom rhetorically inappropriate fragments and run-ons).
Subordination and coordination	The student will recognize and correct problems in coordina sentences.
Parallel structure	The student will recognize and correct problems in parallel s
Modifier placement	The student will recognize and correct problems in modifier dangling modifiers).

PROBLEM SOLVING AND DATA ANALYSIS: PROPORTIONAL RELATIONSHIPS, PERCENTAGES, COMPLEX MEASUREMENTS, AND DATA INTERPRETATION AND SYNTHESIS

SAT PROBLEM SOLVING AND DATA ANALYSIS DOMAIN

Content Dimension	Description
Ratios, rates, proportional relationships, and units	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. 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. 2. Solve problems involving a. derived units, including those that arise from products (e.g., kilowatt-hours) and quotients (e.g., population per square kilometer); b. unit conversion, including currency exchange and conversion between different measurement systems. 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.
Percentages	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. 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%.
One-variable data: distributions and measures of center and spread	1. Choose an appropriate graphical representation for a given data set. 2. Interpret information from a given representation of data in context. 3. Analyze and interpret numerical data distributions represented with frequency tables, histograms, dot plots, and boxplots. 4. For quantitative variables, calculate, compare, and interpret mean, median, and range. Interpret (but don't calculate) standard deviation. 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. 6. Understand and describe the effect of outliers on mean and median. 7. Given an appropriate data set, calculate the mean.
Two-variable data: models and scatterplots	1. Using a model that fits the data in a scatterplot, compare values predicted by the model to values given in the data set. 2. Interpret the slope and intercepts of the line of best fit in context. 3. Given a relationship between two quantities, read and interpret graphs and tables modeling the relationship. 4. Analyze and interpret data represented in a scatterplot or line graph; fit linear, quadratic, and exponential models. 5. Select a graph that represents a context, identify a value on a graph, or interpret information on the graph. 6. For a given function type (linear, quadratic, exponential), choose the function of that type that best fits given data. 7. Compare linear and exponential growth. 8. Estimate the line of best fit for a given scatterplot; use the line to make predictions.

Activity: SAT® **Reading Skills** in High School History/Social Studies Courses

SAT READING DOMAIN	
Content Dimension	**Description**
Text Complexity	The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
Information and Ideas	These questions focus on the informational content of text.
Reading closely	These questions 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.
Citing textual evidence	The student will cite the textual evidence that best supports a given claim or point.
Determining central ideas and themes	The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.
Summarizing	The student will identify a reasonable summary of a text or of key information and ideas in text.
Understanding relationships	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).
Interpreting words and phrases in context	The student will determine the meaning of words and phrases in context.
Rhetoric	These questions focus on the rhetorical analysis of text.
Analyzing word choice	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.
Analyzing text structure	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.
Analyzing point of view	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.
Analyzing purpose	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).
Analyzing arguments	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.
Synthesis	These questions focus on synthesizing multiple sources of information.
Analyzing multiple texts	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.)
Analyzing quantitative information	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.

CollegeBoard SAT

Use the *SAT Suite ERW Domains* or the *SAT Suite Math Domains* documents to complete the following chart for your course.

Top Five Skills	Standards Mapped to These Skills
1.	
2.	
3.	
4.	
5.	

Three Challenging Skills	Standards Mapped to These Skills
1.	
2.	
3.	

Activity: SAT® **Math Skills** in High School History/Social Studies Courses

PROBLEM SOLVING AND DATA ANALYSIS: PROPORTIONAL RELATIONSHIPS, PERCENTAGES, COMPLEX MEASUREMENTS, AND DATA INTERPRETATION AND SYNTHESIS

SAT PROBLEM SOLVING AND DATA ANALYSIS DOMAIN

Content Dimension	Description
Ratios, rates, proportional relationships, and units	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. 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. 2. Solve problems involving a. derived units, including those that arise from products (e.g., kilowatt-hours) and quotients (e.g., population per square kilometer); b. unit conversion, including currency exchange and conversion between different measurement systems. 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.
Percentages	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. 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%.
One-variable data: distributions and measures of center and spread	1. Choose an appropriate graphical representation for a given data set. 2. Interpret information from a given representation of data in context. 3. Analyze and interpret numerical data distributions represented with frequency tables, histograms, dot plots, and boxplots. 4. For quantitative variables, calculate, compare, and interpret mean, median, and range. Interpret (but don't calculate) standard deviation. 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. 6. Understand and describe the effect of outliers on mean and median. 7. Given an appropriate data set, calculate the mean.
Two-variable data: models and scatterplots	1. Using a model that fits the data in a scatterplot, compare values predicted by the model to values given in the data set. 2. Interpret the slope and intercepts of the line of best fit in context. 3. Given a relationship between two quantities, read and interpret graphs and tables modeling the relationship. 4. Analyze and interpret data represented in a scatterplot or line graph; fit linear, quadratic, and exponential models. 5. Select a graph that represents a context, identify a value on a graph, or interpret information on the graph. 6. For a given function type (linear, quadratic, exponential), choose the function of that type that best fits given data. 7. Compare linear and exponential growth. 8. Estimate the line of best fit for a given scatterplot; use the line to make predictions.

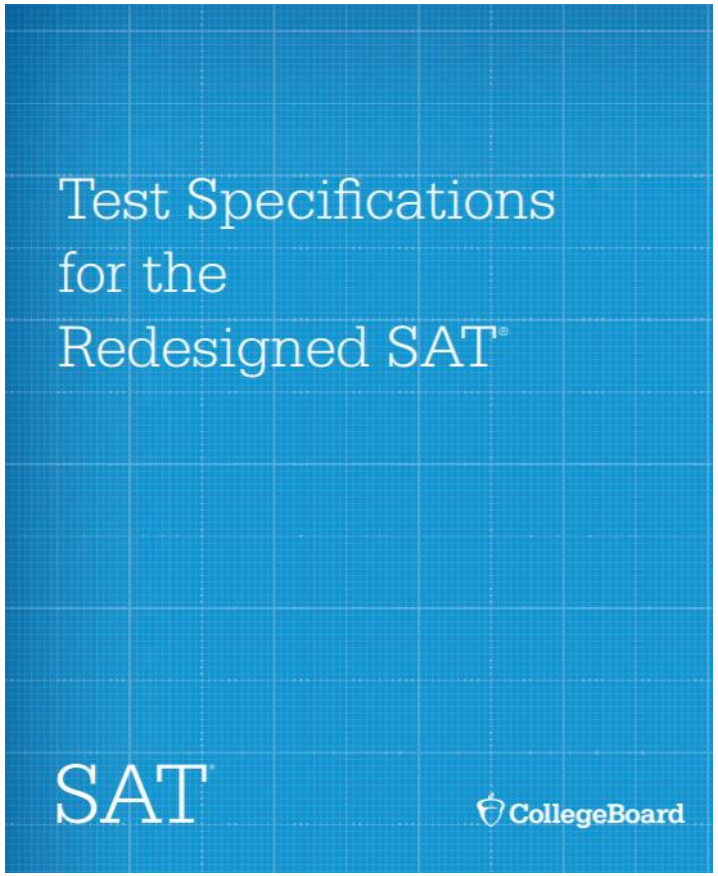
CollegeBoard SAT

Use the *SAT Suite ERW Domains* or the *SAT Suite Math Domains* documents to complete the following chart for your course.

Top Five Skills	Standards Mapped to These Skills
1.	
2.	
3.	
4.	
5.	

Three Challenging Skills	Standards Mapped to These Skills
1.	
2.	
3.	

Test Specifications for the Redesigned SAT®

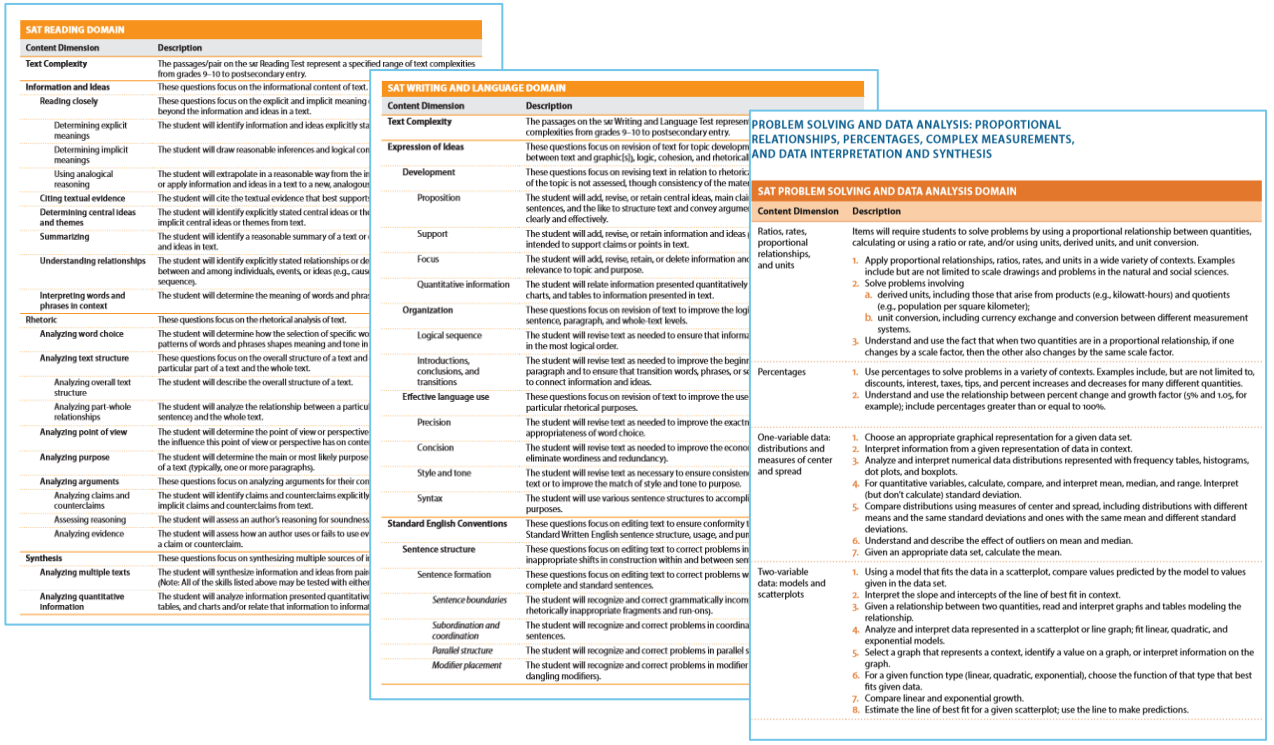


[Test Specifications for the SAT]

Primary Dimensions: broad categories of the skills and knowledge measured by each test

Secondary Dimensions: subcategories of each primary dimension

Tertiary Dimensions: categories of each secondary dimension



SAT READING DOMAIN

Content Dimension	Description
Text Complexity	The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
Information and Ideas	These questions focus on the informational content of text.
Reading closely	These questions focus on the explicit and implicit meaning beyond the information and ideas in a text.
Determining explicit meanings	The student will identify information and ideas explicitly sta
Determining implicit meanings	The student will draw reasonable inferences and logical con
Using analogical reasoning	The student will extrapolate in a reasonable way from the in or apply information and ideas in a text to a new, analogou
Citing textual evidence	The student will cite the textual evidence that best support
Determining central ideas and themes	The student will identify explicitly stated central ideas or th implicit central ideas or themes from text.
Summarizing	The student will identify a reasonable summary of a text or and ideas in text.
Understanding relationships	The student will identify explicitly stated relationships or de between and among individuals, events, or ideas (e.g., caus sequence).
Interpreting words and phrases in context	The student will determine the meaning of words and phra
Rhetoric	These questions focus on the rhetorical analysis of text.
Analyzing word choice	The student will determine how the selection of specific wo patterns of words and phrases shapes meaning and tone in
Analyzing text structure	These questions focus on the overall structure of a text and 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 particu sentence) and the whole text.
Analyzing point of view	The student will determine the point of view or perspective the influence this point of view or perspective has on conte
Analyzing purpose	The student will determine the main or most likely purpose of a text (typically, one or more paragraphs).
Analyzing arguments	These questions focus on analyzing arguments for their cor
Analyzing claims and counterclaims	The student will identify claims and counterclaims explicitly 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 ev a claim or counterclaim.
Synthesis	These questions focus on synthesizing multiple sources of i
Analyzing multiple texts	The student will synthesize information and ideas from pair (Note: All of the skills listed above may be tested with either
Analyzing quantitative information	The student will analyze information presented quantitative tables, and charts and/or relate that information to informa

SAT WRITING AND LANGUAGE DOMAIN

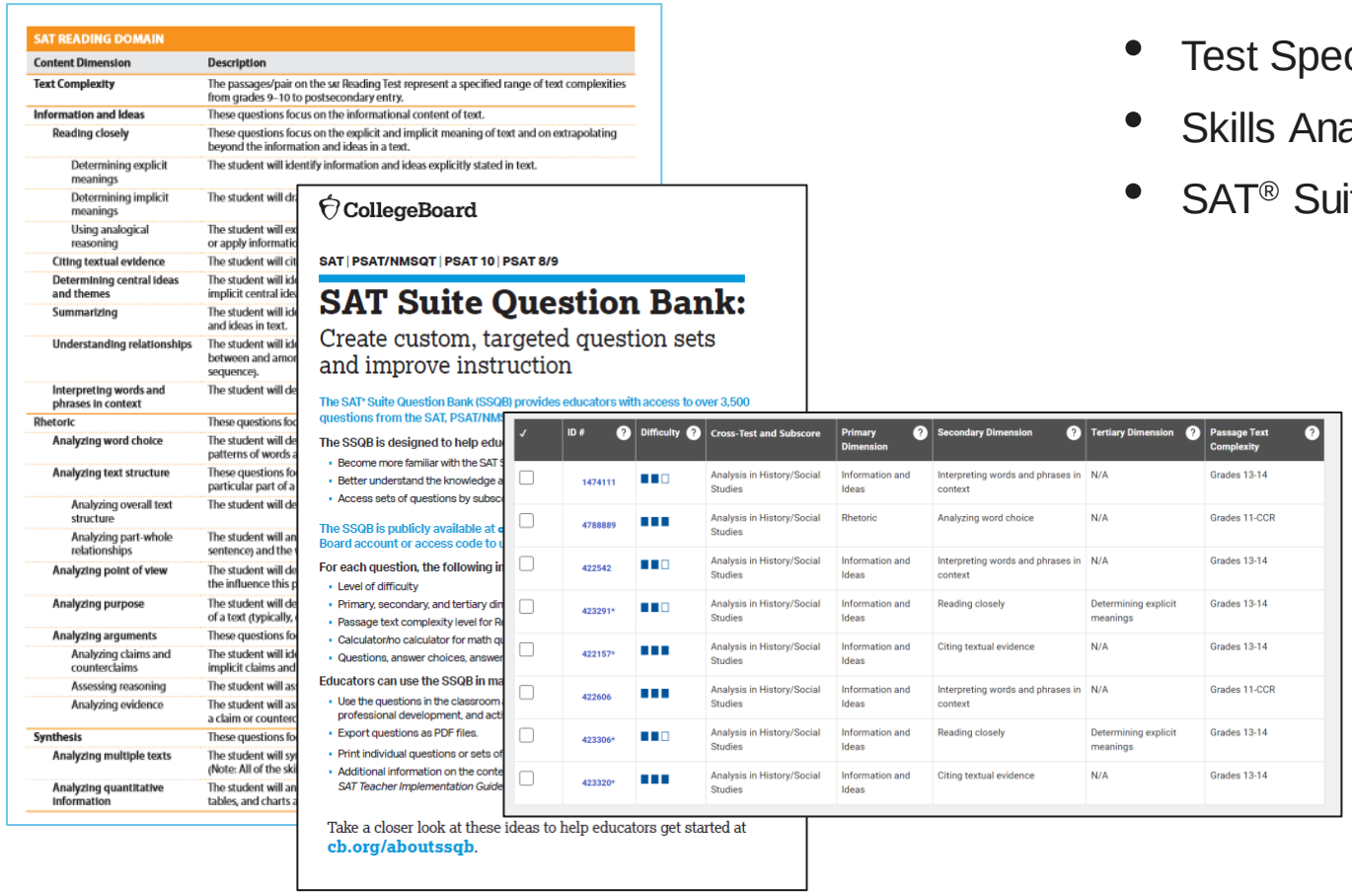
Content Dimension	Description
Text Complexity	The passages on the SAT Writing and Language Test represen complexities from grades 9–10 to postsecondary entry.
Expression of Ideas	These questions focus on revision of text for topic developm between text and graphic(s), logic, cohesion, and rhetorical
Development	These questions focus on revising text in relation to rhetoric of the topic is not assessed, though consistency of the mate
Proposition	The student will add, revise, or retain central ideas, main clai sentences, and the like to structure text and convey argume clearly and effectively.
Support	The student will add, revise, or retain information and ideas intended to support claims or points in text.
Focus	The student will add, revise, retain, or delete information an relevance to topic and purpose.
Quantitative information	The student will relate information presented quantitatively charts, and tables to information presented in text.
Organization	These questions focus on revision of text to improve the logi sentence, paragraph, and whole-text levels.
Logical sequence	The student will revise text as needed to ensure that informa in the most logical order.
Introductions, conclusions, and transitions	The student will revise text as needed to improve the begin paragraph and to ensure that transition words, phrases, or s to connect information and ideas.
Effective language use	These questions focus on revision of text to improve the use particular rhetorical purposes.
Precision	The student will revise text as needed to improve the exactn appropriateness of word choice.
Concision	The student will revise text as needed to improve the econo eliminate wordiness and redundancy).
Style and tone	The student will revise text as necessary to ensure consisten text or to improve the match of style and tone to purpose.
Syntax	The student will use various sentence structures to accompli purposes.
Standard English Conventions	These questions focus on editing text to ensure conformity t Standard Written English sentence structure, usage, and pur
Sentence structure	These questions focus on editing text to correct problems in inappropriate shifts in construction within and between sen
Sentence formation	These questions focus on editing text to correct problems w complete and standard sentences.
Sentence boundaries	The student will recognize and correct grammatically incom rhetorically inappropriate fragments and run-ons).
Subordination and coordination	The student will recognize and correct problems in coordina sentences.
Parallel structure	The student will recognize and correct problems in parallel s
Modifier placement	The student will recognize and correct problems in modifier dangling modifiers).

PROBLEM SOLVING AND DATA ANALYSIS: PROPORTIONAL RELATIONSHIPS, PERCENTAGES, COMPLEX MEASUREMENTS, AND DATA INTERPRETATION AND SYNTHESIS

SAT PROBLEM SOLVING AND DATA ANALYSIS DOMAIN

Content Dimension	Description
Ratios, rates, proportional relationships, and units	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. 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. 2. Solve problems involving a. derived units, including those that arise from products (e.g., kilowatt-hours) and quotients (e.g., population per square kilometer); b. unit conversion, including currency exchange and conversion between different measurement systems. 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.
Percentages	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. 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%.
One-variable data: distributions and measures of center and spread	1. Choose an appropriate graphical representation for a given data set. 2. Interpret information from a given representation of data in context. 3. Analyze and interpret numerical data distributions represented with frequency tables, histograms, dot plots, and boxplots. 4. For quantitative variables, calculate, compare, and interpret mean, median, and range. Interpret (but don't calculate) standard deviation. 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. 6. Understand and describe the effect of outliers on mean and median. 7. Given an appropriate data set, calculate the mean.
Two-variable data: models and scatterplots	1. Using a model that fits the data in a scatterplot, compare values predicted by the model to values given in the data set. 2. Interpret the slope and intercepts of the line of best fit in context. 3. Given a relationship between two quantities, read and interpret graphs and tables modeling the relationship. 4. Analyze and interpret data represented in a scatterplot or line graph; fit linear, quadratic, and exponential models. 5. Select a graph that represents a context, identify a value on a graph, or interpret information on the graph. 6. For a given function type (linear, quadratic, exponential), choose the function of that type that best fits given data. 7. Compare linear and exponential growth. 8. Estimate the line of best fit for a given scatterplot; use the line to make predictions.

Test Specifications for the Redesigned SAT®



SAT READING DOMAIN

Content Dimension	Description
Text Complexity	The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
Information and Ideas	These questions focus on the informational content of text.
Reading closely	These questions 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 dr
Using analogical reasoning	The student will ex or apply informatic
Citing textual evidence	The student will cit
Determining central ideas and themes	The student will id implicit central ide
Summarizing	The student will id and ideas in text.
Understanding relationships	The student will id between and amor sequence).
Interpreting words and phrases in context	The student will de
Rhetoric	These questions fo
Analyzing word choice	The student will de patterns of words a
Analyzing text structure	These questions fo particular part of a
Analyzing overall text structure	The student will de
Analyzing part-whole relationships	The student will an sentence) and the
Analyzing point of view	The student will de the influence this p
Analyzing purpose	The student will de of a text (typically,
Analyzing arguments	These questions fo
Analyzing claims and counterclaims	The student will id implicit claims and
Assessing reasoning	The student will as
Analyzing evidence	The student will as a claim or counterc
Synthesis	These questions fo
Analyzing multiple texts	The student will sy (Note: All of the ski
Analyzing quantitative information	The student will an tables, and charts a

CollegeBoard

SAT | PSAT/NMSQT | PSAT 10 | PSAT 8/9

SAT Suite Question Bank:

Create custom, targeted question sets and improve instruction

The SAT® Suite Question Bank (SSQB) provides educators with access to over 3,500 questions from the SAT, PSAT/NM

The SSQB is designed to help edu

- Become more familiar with the SAT
- Better understand the knowledge a
- Access sets of questions by subsc

The SSQB is publicly available at c Board account or access code to u

For each question, the following in

- Level of difficulty
- Primary, secondary, and tertiary dim
- Passage text complexity level for R
- Calculator/no calculator for math q
- Questions, answer choices, answe

Educators can use the SSQB in ma

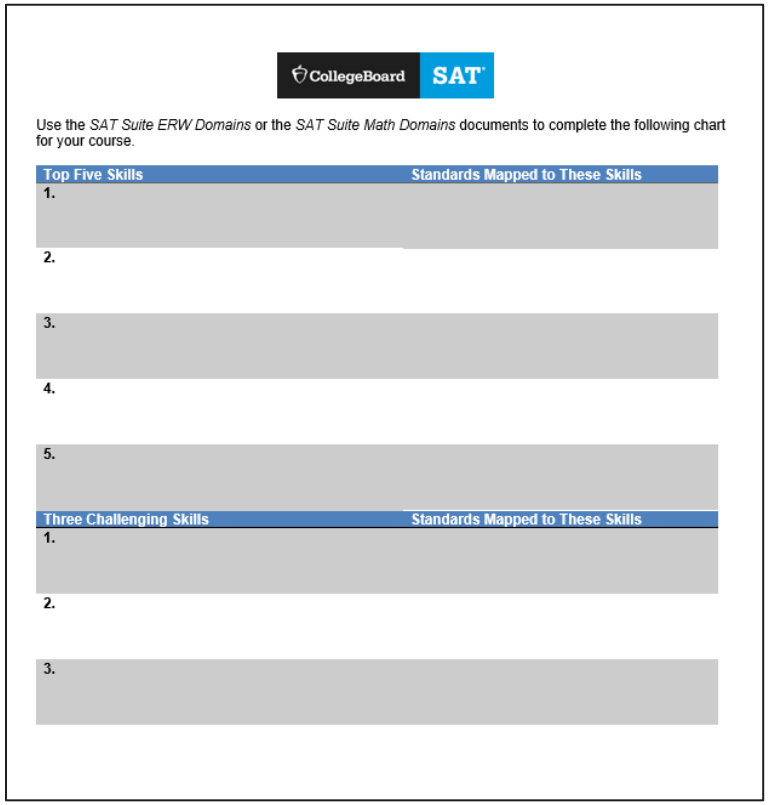
- Use the questions in the classroom professional development, and acti
- Export questions as PDF files.
- Print individual questions or sets of
- Additional information on the conte *SAT Teacher Implementation Guide*

Take a closer look at these ideas to help educators get started at cb.org/aboutssqb.

✓	ID #	Difficulty	Cross-Test and Subscore	Primary Dimension	Secondary Dimension	Tertiary Dimension	Passage Text Complexity
☐	1474111	■■□	Analysis in History/Social Studies	Information and Ideas	Interpreting words and phrases in context	N/A	Grades 13-14
☐	4788889	■■■	Analysis in History/Social Studies	Rhetoric	Analyzing word choice	N/A	Grades 11-CCR
☐	422542	■■□	Analysis in History/Social Studies	Information and Ideas	Interpreting words and phrases in context	N/A	Grades 13-14
☐	423291*	■■□	Analysis in History/Social Studies	Information and Ideas	Reading closely	Determining explicit meanings	Grades 13-14
☐	422157*	■■■	Analysis in History/Social Studies	Information and Ideas	Citing textual evidence	N/A	Grades 13-14
☐	422606	■■■	Analysis in History/Social Studies	Information and Ideas	Interpreting words and phrases in context	N/A	Grades 11-CCR
☐	423306*	■■□	Analysis in History/Social Studies	Information and Ideas	Reading closely	Determining explicit meanings	Grades 13-14
☐	423320*	■■■	Analysis in History/Social Studies	Information and Ideas	Citing textual evidence	N/A	Grades 13-14

[Test Specifications for the SAT]

- Test Specifications: Reading Domain and Math Domain
- Skills Analysis Sheets for Reading and Math
- SAT® Suite Question Bank



CollegeBoard SAT

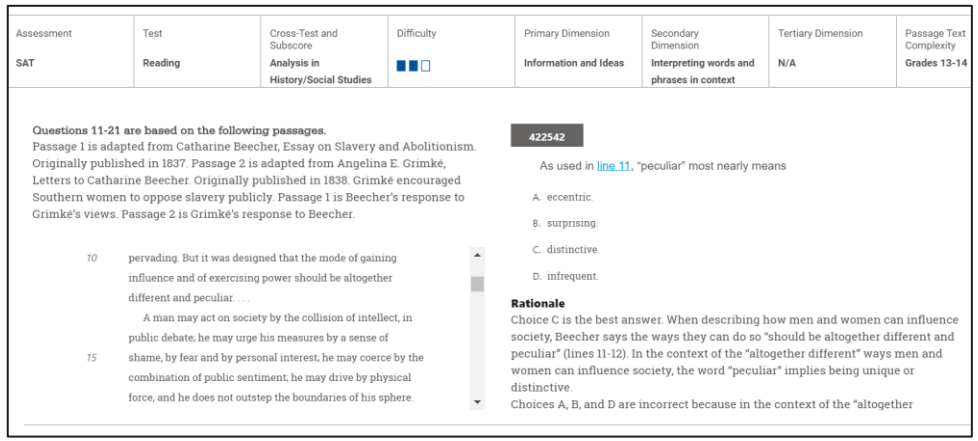
Use the *SAT Suite ERW Domains* or the *SAT Suite Math Domains* documents to complete the following chart for your course.

Top Five Skills	Standards Mapped to These Skills
1.	
2.	
3.	
4.	
5.	

Three Challenging Skills	Standards Mapped to These Skills
1.	
2.	
3.	

SAT® Reading Domain

U.S. History



Assessment	Test	Cross-Test and Subscore	Difficulty	Primary Dimension	Secondary Dimension	Tertiary Dimension	Passage Text Complexity
SAT	Reading	Analysis in History/Social Studies	■■□	Information and Ideas	Interpreting words and phrases in context	N/A	Grades 13-14

Questions 11-21 are based on the following passages.

Passage 1 is adapted from Catharine Beecher, Essay on Slavery and Abolitionism. Originally published in 1837. Passage 2 is adapted from Angelina E. Grimké, Letters to Catharine Beecher. Originally published in 1838. Grimké encouraged Southern women to oppose slavery publicly. Passage 1 is Beecher's response to Grimké's views. Passage 2 is Grimké's response to Beecher.

10 pervading. But it was designed that the mode of gaining influence and of exercising power should be altogether different and peculiar. . . .

A man may act on society by the collision of intellect, in public debate; he may urge his measures by a sense of 15 shame, by fear and by personal interest; he may coerce by the combination of public sentiment; he may drive by physical force, and he does not outstep the boundaries of his sphere.

422542

As used in line 11, "peculiar" most nearly means

A. eccentric.

B. surprising.

C. distinctive.

D. infrequent.

Rationale

Choice C is the best answer. When describing how men and women can influence society, Beecher says the ways they can do so "should be altogether different and peculiar" (lines 11-12). In the context of the "altogether different" ways men and women can influence society, the word "peculiar" implies being unique or distinctive.

Choices A, B, and D are incorrect because in the context of the "altogether

- Test Specifications: Reading Domain
  - Primary Dimension: Information and Ideas
  - Secondary Dimension: Interpreting Words and Phrases in Context
- Focused Skill Area:
  - The student will determine the meaning of words and phrases in context.
- SAT® Suite Question Bank: Paired Passage

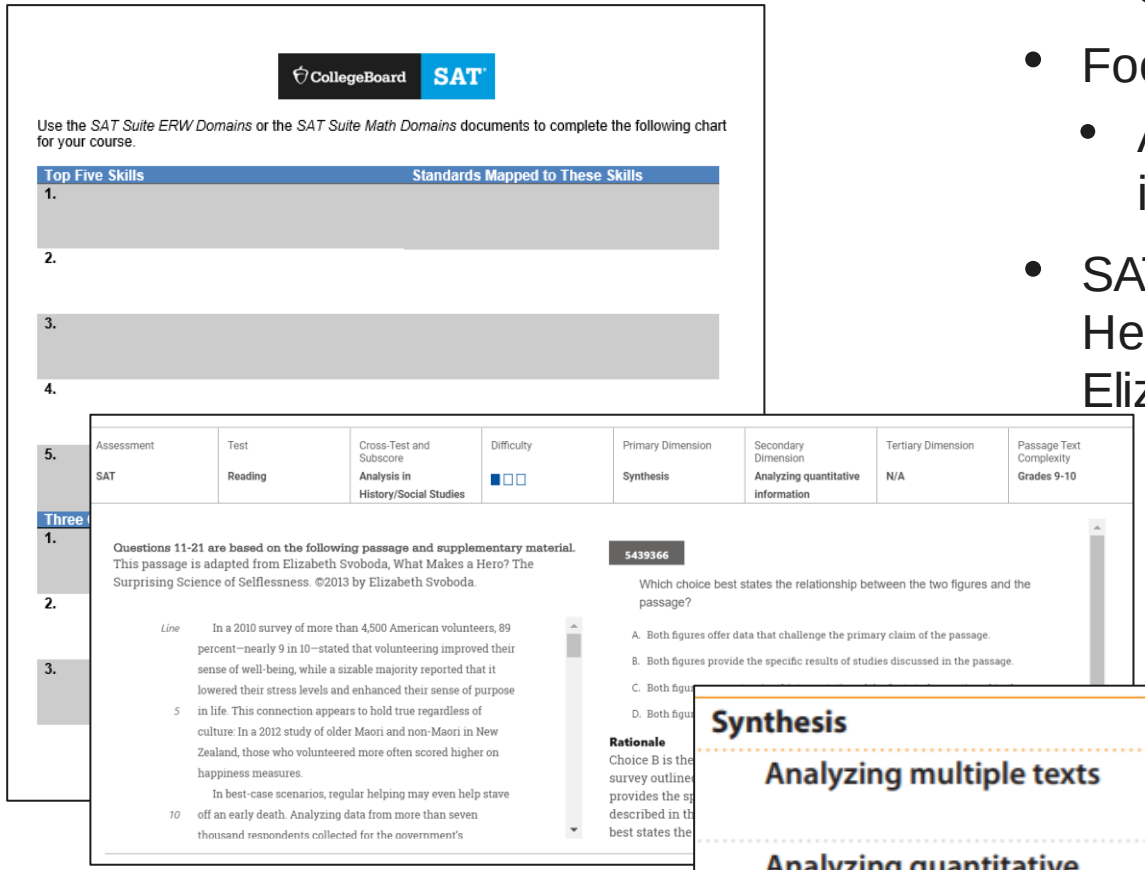
  Passage 1 is adapted from Catharine Beecher, Essay on Slavery and Abolitionism. Originally published in 1837. Passage 2 is adapted from Angelina E. Grimké, Letters to Catharine Beecher. Originally published in 1838.

SAT READING DOMAIN

Content Dimension	Description
Interpreting words and phrases in context	The student will determine the meaning of words and phrases in context.

SAT® Reading Domain

Psychology



Synthesis	These questions focus on synthesizing multiple sources of information.
Analyzing multiple texts	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.)
Analyzing quantitative information	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.

- Test Specifications: Reading Domain
  - Primary Dimension: Synthesis
  - Secondary Dimension: Analyzing Quantitative Information
- Focused Skill Area:
  - Analyze information presented quantitatively and relate it to information presented in text.
- SAT® Suite Question Bank: Reading Passage: What Makes a Hero? The Surprising Science of Selflessness. ©2013 by Elizabeth Svoboda.

SAT® Reading Domain

Contemporary American History

CollegeBoard SAT

Use the *SAT Suite ERW Domains* or the *SAT Suite Math Domains* documents to complete the following chart for your course.

Top Five Skills	Standards Mapped to These Skills
1.	
2.	
3.	

Assessment	Test	Cross-Test and Subscore	Difficulty	Primary Dimension	Secondary Dimension	Tertiary Dimension	Passage Text Complexity
SAT	Writing and Language	Analysis in History/Social Studies	■■■	Expression of Ideas | Development	Quantitative information	N/A	Grades 11-CCR

Questions 12-22 are based on the following passage and supplementary material.

Free Public Transportation

City planners, concerned about vehicle traffic clogging their cities' roadways, are trying to find ways to get people out of their cars and onto buses and trains. One radical proposal some planners have considered is to make public transportation free to passengers. While fare-free policies do increase 1 ridership, but they have not been found to be an effective way to address traffic problems. Moreover, these policies may result in serious budget shortfalls.

Not surprisingly, 2 public transportation is used by more people when people do not have to pay a fare. According to a report by the Center for Urban Transportation Research, public transit systems that abolish fares typically see a short-term increase in ridership of about 50 percent. However, this increase does not necessarily correlate with a decrease in car traffic. Evidence suggests that wh buses and subways are free, people often take bus and train trips they would not have taken otherwise while still using their cars nearly as much as they did befor

5207079

Should the writer make this addition here?

A. Yes, because it proves how little money Eugene would lose under a fare-free system compared with San Francisco.

B. Yes, because it reinforces the claim made by advocates of fare-free policies mentioned earlier in the paragraph.

C. No, because it does not support the argument that fare-free systems cause a substantial loss for governments.

- Test Specifications: Writing and Language Domain
  - Primary Dimension: Expression of Ideas
  - Secondary Dimension: Quantitative Information
- Focused Skill Area: Synthesizing Information
  - Relate information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.
- SAT® Suite Question Bank: Writing and Language Passage: Free Public Transportation. Adapted from Implementation and Outcomes of Fare-Free Transit Systems. ©2012 by Transportation Research Board.

Expression of Ideas	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.
Quantitative information	The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.

SAT® Math Domain

Economics

- Test Specifications: Math Domain
  - Primary Dimension: Problem Solving Data Analysis
  - Secondary Dimension: Percentages
  - Tertiary Dimension: Understand and use the relationship between percent change and growth factor.
- SAT® Suite Question Bank: Math Item: Bureau of Labor Statistics: Therapy Jobs

CollegeBoard SAT

Use the *SAT Suite ERW Domains* or the *SAT Suite Math Domains* documents to complete the following chart for your course.

Top Five Skills	Standards Mapped to These Skills
1.	
2.	
3.	

Assessment	Test	Cross-Test and Subscore	Difficulty	Primary Dimension	Secondary Dimension	Tertiary Dimension	Calculator
SAT	Math	Analysis in History/Social Studies	■■□	Problem Solving and Data Analysis	Percentages	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%.	Calculator

There were approximately 113,000 occupational therapy jobs in the United States in 2012. Statistics has projected that this number will increase by 29% from 2012 to 2022. Of the fol to the number of occupational therapy jobs the bureau has projected for the United States i

A. 115,900

B. 116,300

C. 142,000

D. 145,800

SAT PROBLEM SOLVING AND DATA ANALYSIS DOMAIN

Content Dimension	Description
Percentages	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. 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%.

SAT® Math Domain

Consumer Ed

- Test Specifications: Math Domain
- Primary Dimension: Heart of Algebra
- Secondary Dimension: Linear Functions
- Tertiary Dimension: Create and use linear functions to solve problems in a variety of contexts.
- SAT® Suite Question Bank: Math Item: Website-Hosting Service Charges

CollegeBoard SAT

Use the *SAT Suite ERW Domains* or the *SAT Suite Math Domains* documents to complete the following chart for your course.

Top Five Skills	Standards Mapped to These Skills
1.	
2.	
3.	
4.	

Assessment	Test	Cross-Test and Subscore	Difficulty	Primary Dimension	Secondary Dimension	Tertiary Dimension	Calculator
SAT	Math	Analysis in History/Social Studies	■□□	Heart of Algebra	Linear functions	1. Create and use linear functions to solve problems in a variety of	Calculator

422839

A website-hosting service charges businesses a onetime setup fee of $350 plus d dollars for each mo business owner paid $1,010 for the first 12 months, including the setup fee, what is the value of d ?

A. 25

B. 35

C. 45

D. 55

SAT HEART OF ALGEBRA DOMAIN

Content Dimension	Description
Linear functions	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. 1. Create and use linear functions to solve problems in a variety of contexts.

Analysis in History/Social Studies and Skill Progression

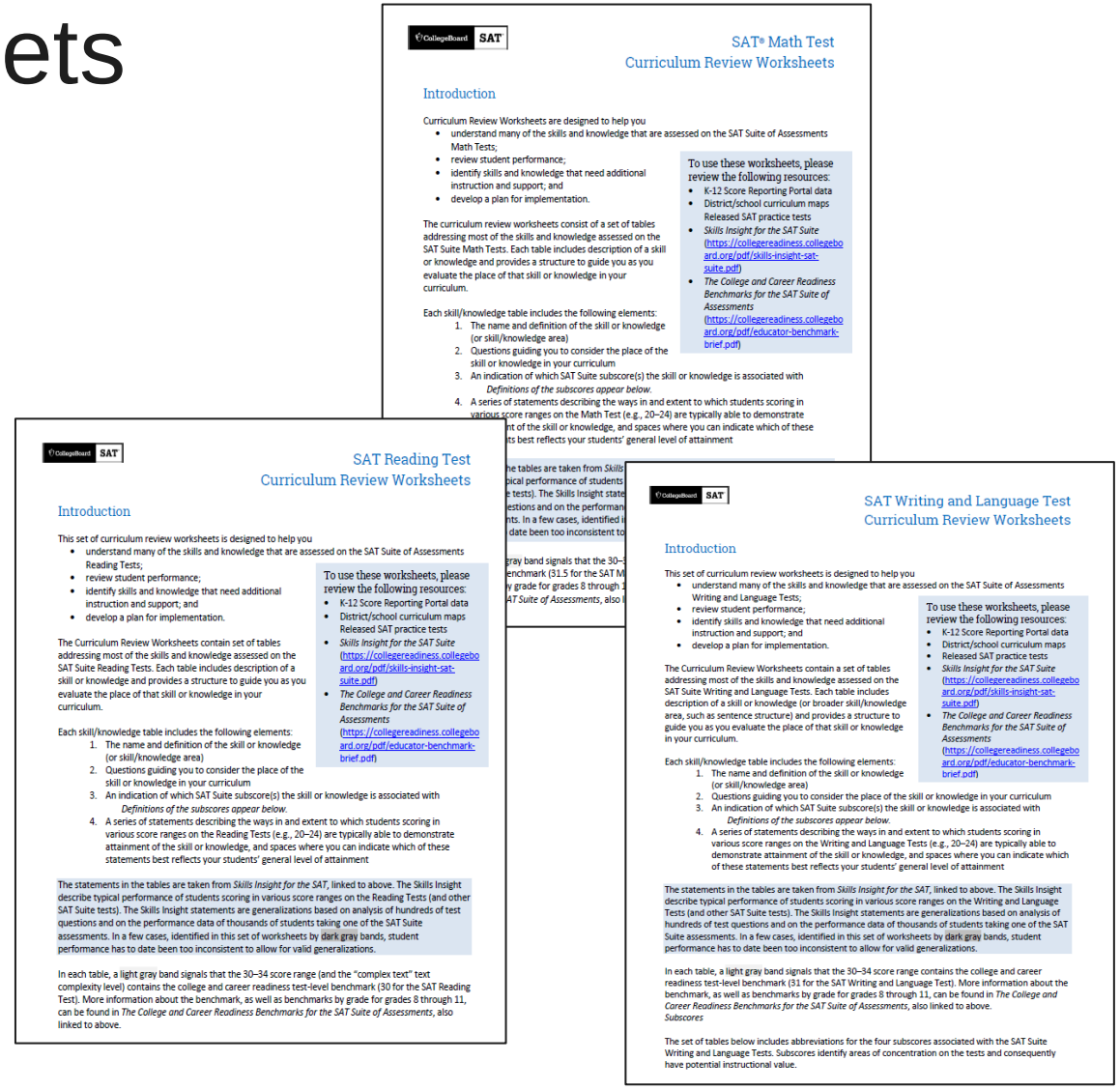
Curriculum Review Worksheets

The Curriculum Review Worksheets are designed to help teachers

- understand many of the skills and knowledge that are assessed on the SAT® Suite of Assessments;
- review student performance; and
- identify skills and knowledge that need additional instruction and support.

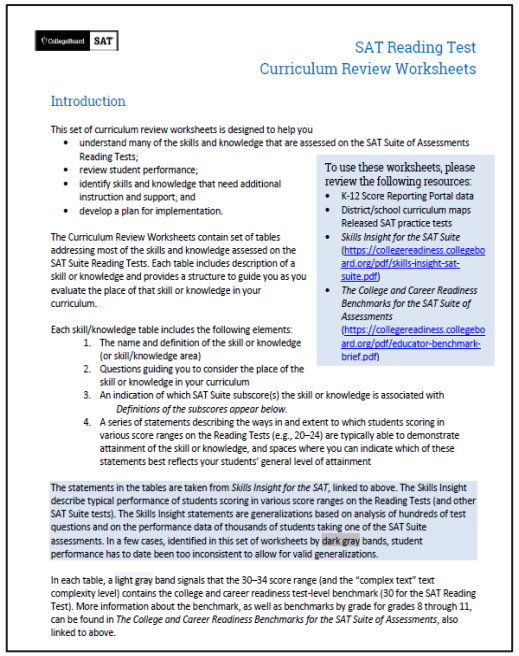
The Curriculum Review Worksheets contain sets of tables addressing most of the skills and knowledge assessed on the SAT® Suite Tests: (Reading, Writing and Language, and Math).

Each table includes a description of a skill or knowledge and provides a structure to guide educators to evaluate the placement of that skill or knowledge within the curriculum.



Subscore & Social Science Standard

Reading Test Subscore:
Command of Evidence



SAT Reading Test
Curriculum Review Worksheets

Introduction

This set of curriculum review worksheets is designed to help you

- understand many of the skills and knowledge that are assessed on the SAT Suite of Assessments Reading Tests;
- review student performance;
- identify skills and knowledge that need additional instruction and support; and
- develop a plan for implementation.

The Curriculum Review Worksheets contain set of tables addressing most of the skills and knowledge assessed on the SAT Suite Reading Tests. Each table includes description of a skill or knowledge and provides a structure to guide you as you evaluate the place of that skill or knowledge in your curriculum.

Each skill/knowledge table includes the following elements:

1. The name and definition of the skill or knowledge (or skill/knowledge area)
2. Questions guiding you to consider the place of the skill or knowledge in your curriculum
3. An indication of which SAT Suite subscore(s) the skill or knowledge is associated with
   Definitions of the subscores appear below.
4. A series of statements describing the ways in and extent to which students scoring in various score ranges on the Reading Tests (e.g., 20–24) are typically able to demonstrate attainment of the skill or knowledge, and spaces where you can indicate which of these statements best reflects your students' general level of attainment

To use these worksheets, please review the following resources:

- K-12 Score Reporting Portal data
- District/school curriculum maps
- Released SAT practice tests
- *Skills Insight for the SAT Suite* (https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf)
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In each table, a light gray band signals that the 30–34 score range (and the "complex text" text complexity level) contains the college and career readiness test-level benchmark (30 for the SAT Reading Test). More information about the benchmark, as well as benchmarks by grade for grades 8 through 11, can be found in *The College and Career Readiness Benchmarks for the SAT Suite of Assessments*, also linked to above.

Subscore: Command of Evidence

Command of Evidence requires students not only to derive information and ideas from a text but also, in some cases, to identify the portion of the text that serves as the best evidence for the conclusions they reach.

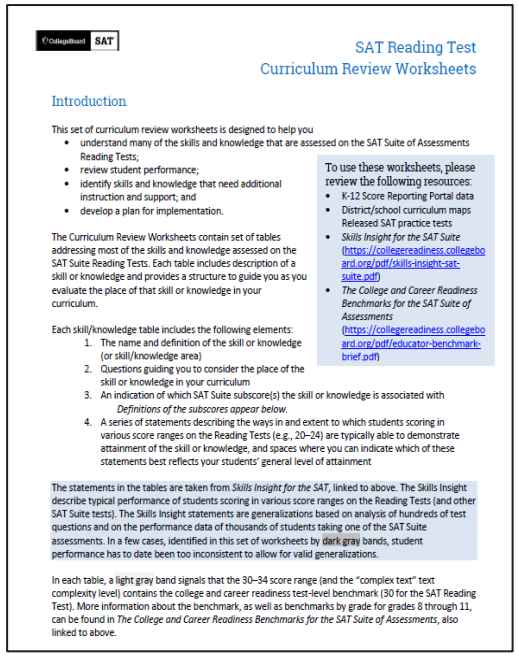
In this way, students both interpret text and support their interpretation by citing the most relevant textual support.

Social Science Standard: Inquiry

Developing Claims and Using Evidence SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.

Subscore & Social Science Standard

Reading Test Subscore:
Command of Evidence



SAT Reading Test
Curriculum Review Worksheets

Introduction

This set of curriculum review worksheets is designed to help you

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4. A series of statements describing the ways in and extent to which students scoring in various score ranges on the Reading Tests (e.g., 20–24) are typically able to demonstrate attainment of the skill or knowledge, and spaces where you can indicate which of these statements best reflects your students' general level of attainment

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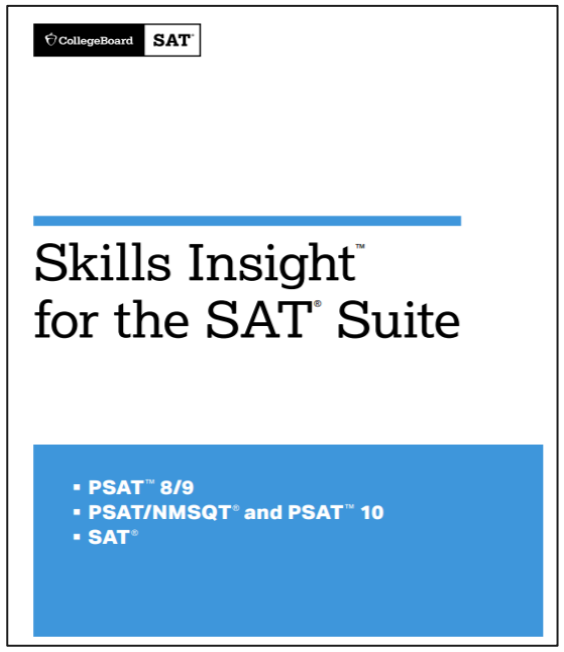
Social Science Standard: Inquiry

Developing Claims and Using Evidence SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.

Score Range	Subscore	Skill
15–19	COE	Determine the best textual evidence for a simple inference.
20–24	COE	Determine the best textual evidence for an inference when both evidence and inference are relatively obvious and direct (e.g., a clearly stated fact as evidence for a simple inference).
25–29	COE	Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis.
30–34	COE	Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis and the inference requires close reading.
35–40	COE	Determine the best textual evidence for an inference when the evidence is subtle, abstract, or figurative and the inference requires multiple steps.

Subscore & Social Science Standard

Reading Test Subscore:
Command of Evidence



Social Science Standard: Inquiry

Developing Claims and Using Evidence SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.

Score Range: 15–19

Skill: Determine the best textual evidence for a simple inference.

Suggestion for Improvement:

When you read, look for details in the text that provide support (evidence) for the inferences you draw. Look for specific examples in the text that illustrate the inferences you've made and be prepared to cite them as textual evidence in support of your inference. If you cannot find such examples, go back to the text and reconsider your inference.

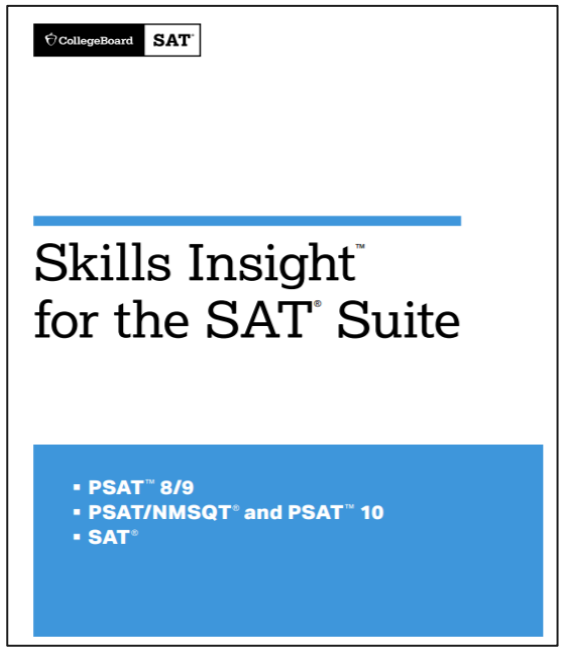
Score Range: 20–24

Skill: Determine the best textual evidence for an inference when both evidence and inference are relatively obvious and direct (e.g., a clearly stated fact as evidence for a simple inference).

https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf

Subscore & Social Science Standard

Reading Test Subscore:
Command of Evidence



Social Science Standard: Inquiry

Developing Claims and Using Evidence SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.

Score Range: 15–19

Skill: Locate data or make a simple accurate interpretation of data in an informational graphic, such as a table, graph, or chart.

Suggestion for Improvement:

Carefully examine each informational graphic (e.g., table, graph, or chart) you encounter, and be sure you understand what information the graphic is presenting and what the elements of the graphic (such as the bars or lines on a graph) represent. Drawing on this knowledge, locate data and make accurate interpretations using such features as the graphic's title, axis labels, and legend to aid you.

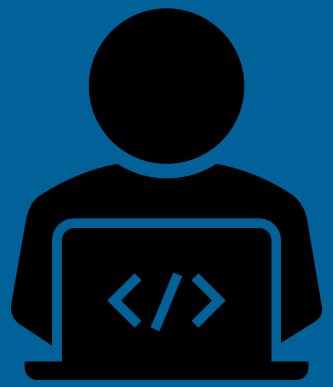
Score Range: 20–24

Skill: Locate data or make a straightforward accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing the sizes of numerous bars; determining which of two lines, each revealing a clear trend, represents a generally higher value).

https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf

CollegeBoard

Utilizing the SAT® Suite Question Bank

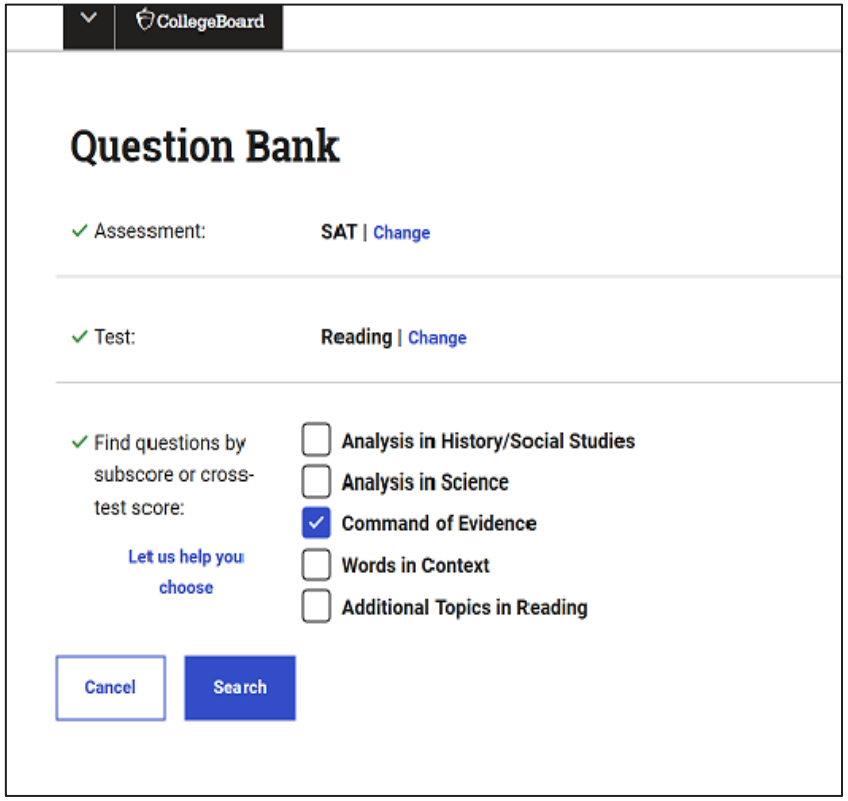


The SAT® Suite Question Bank May Be Accessed at https://satsuitequestionbank.collegeboard.org.

Open to the Public

No College Board Account or Access Code Required

How to Create a Question Set within the SAT® Suite Question Bank:



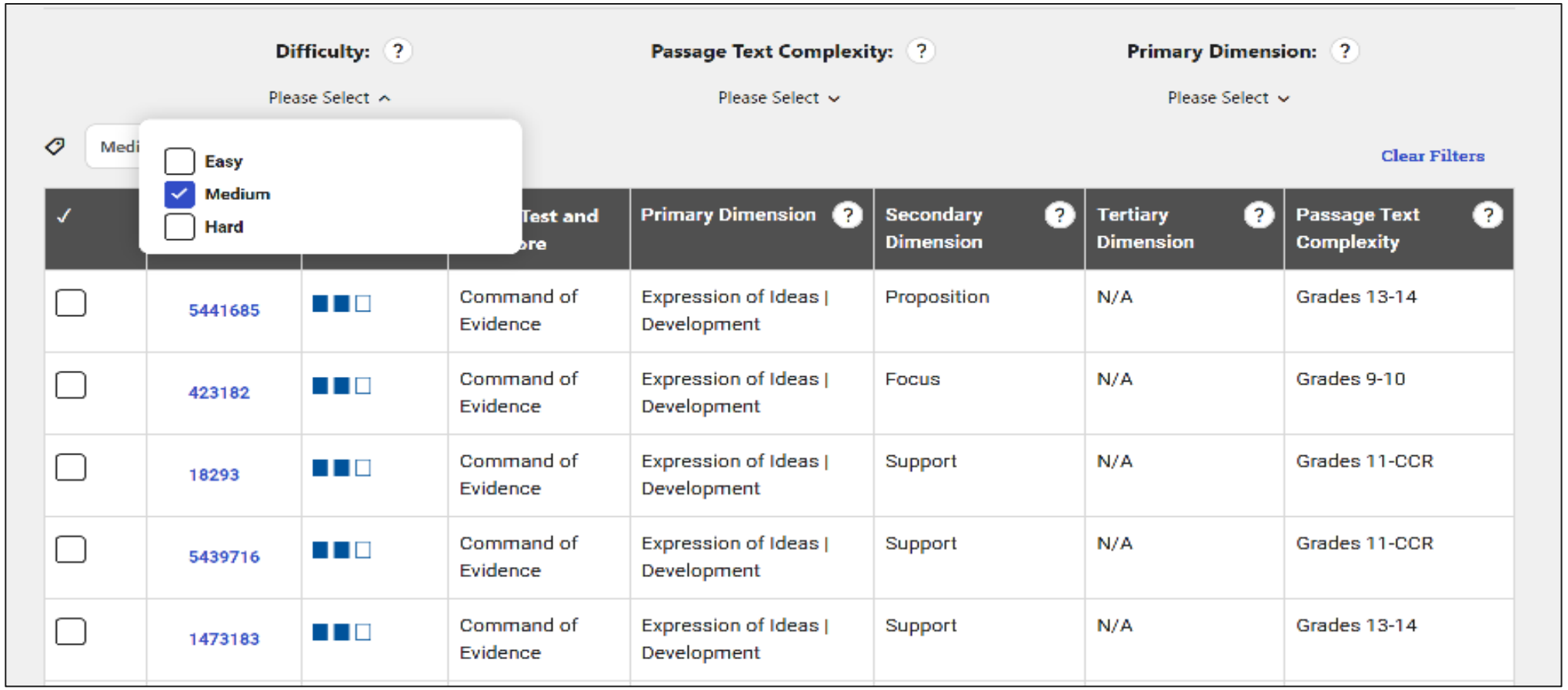
Go to https://satsuitequestionbank.collegeboard.org.

To create a question set:

- Use the filters to narrow the list.
- Select question IDs to view question content.
- Check boxes to create the set (up to 20 questions).
- Select the “Export PDF” button.
- Choose to print questions with or without the correct answers and explanations.

Filters: Level of Difficulty

Questions are classified as easy, medium, or hard and are based on student performance.



✓			Test and ore	Primary Dimension	Secondary Dimension	Tertiary Dimension	Passage Text Complexity
☐	5441685	■■□	Command of Evidence	Expression of Ideas | Development	Proposition	N/A	Grades 13-14
☐	423182	■■□	Command of Evidence	Expression of Ideas | Development	Focus	N/A	Grades 9-10
☐	18293	■■□	Command of Evidence	Expression of Ideas | Development	Support	N/A	Grades 11-CCR
☐	5439716	■■□	Command of Evidence	Expression of Ideas | Development	Support	N/A	Grades 11-CCR
☐	1473183	■■□	Command of Evidence	Expression of Ideas | Development	Support	N/A	Grades 13-14

Analysis in History/Social Studies: Command of Evidence Question

Assessment	Test	Cross-Test and Subscore	Difficulty	Primary Dimension	Secondary Dimension	Tertiary Dimension	Passage Text Complexity
SAT	**Reading**	**Analysis in History/Social Studies**	■■□	**Information and Ideas**	**Citing textual evidence**	**N/A**	**Grades 11-CCR**

This passage and accompanying figure are adapted from World Development Report 2015: Mind, Society, and Behavior. ©2015 by International Bank for Reconstruction and Development/The World Bank.

Line

The city's strategy was based on the assumption that if individuals were informed of the situation, they would adjust their behavior and reduce usage—after all, no one wants to be without water. But the assumption was wrong. In fact, the city's strategy increased water consumption. Many people did not change their behavior because they did not think they could make a difference and did not know which steps were most important. Some people even started to stockpile water.

Recognizing the mistake in its assumptions, the city government changed its strategy. First, the government

4789670

Which choice best supports the claim that creative tactics were employed to encourage people to conserve water?

A. line 1 ("When . . . reduced")

B. line 1-4 ("The city's . . . water")

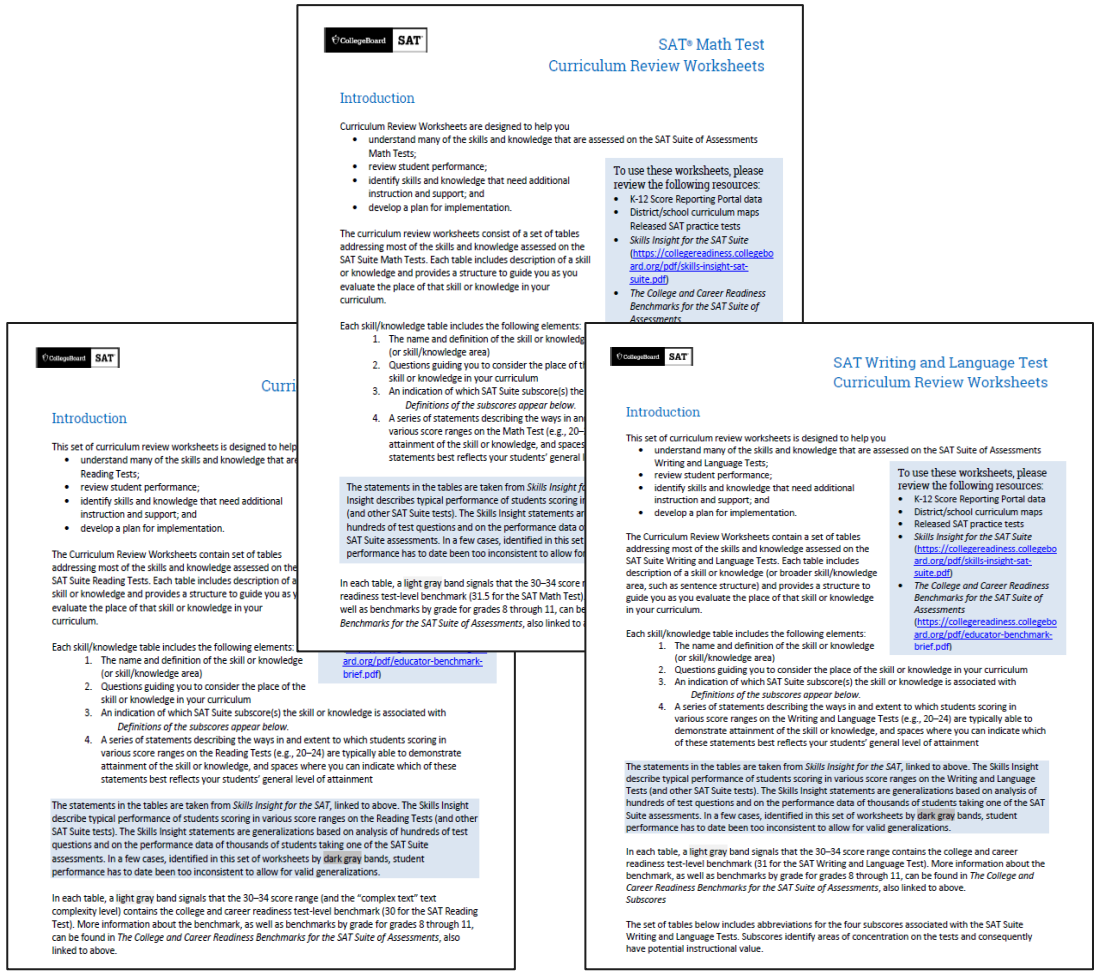
C. line 10-12 ("First . . . overuse it")

D. line 27-29 ("The mayor . . . soaping")

Rationale

Choice D is the best answer. The third sentence of the fourth paragraph states that "the mayor himself appeared in a TV ad taking a shower, explaining how the tap could be turned off while soaping." Because public officials don't usually allow themselves to be filmed in the shower, this sentence supports the claim that creative tactics were employed to encourage people to conserve water.

The SAT® Suite Question Bank (SSQB) and Curriculum Review Worksheets



SAT® Math Test
Curriculum Review Worksheets

Introduction

Curriculum Review Worksheets are designed to help you
- understand many of the skills and knowledge that are assessed on the SAT Suite of Assessments Math Tests;
- review student performance;
- identify skills and knowledge that need additional instruction and support; and
- develop a plan for implementation.

The curriculum review worksheets consist of a set of tables addressing most of the skills and knowledge assessed on the SAT Suite Math Tests. Each table includes description of a skill or knowledge and provides a structure to guide you as you evaluate the place of that skill or knowledge in your curriculum.

To use these worksheets, please review the following resources:
- K-12 Score Reporting Portal data
- District/school curriculum maps
- Released SAT practice tests
- *Skills Insight for the SAT Suite* (https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf)
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Each skill/knowledge table includes the following elements:
1. The name and definition of the skill or knowledge (or skill/knowledge area)
2. Questions guiding you to consider the place of the skill or knowledge in your curriculum
3. An indication of which SAT Suite subscore(s) the skill or knowledge is associated with
   Definitions of the subscores appear below.
4. A series of statements describing the ways in and extent to which students scoring in various score ranges on the Math Test (e.g., 20–24) are typically able to demonstrate attainment of the skill or knowledge, and spaces where you can indicate which of these statements best reflects your students' general level of attainment

The statements in the tables are taken from *Skills Insight for the SAT*, linked to above. The Skills Insight describe typical performance of students scoring in various score ranges on the Math Tests (and other SAT Suite tests). The Skills Insight statements are generalizations based on analysis of hundreds of test questions and on the performance data of thousands of students taking one of the SAT Suite assessments. In a few cases, identified in this set of worksheets by dark gray bands, student performance has to date been too inconsistent to allow for valid generalizations.

In each table, a light gray band signals that the 30–34 score range contains the college and career readiness test-level benchmark (31 for the SAT Math Test). More information about the benchmark, as well as benchmarks by grade for grades 8 through 11, can be found in *The College and Career Readiness Benchmarks for the SAT Suite of Assessments*, also linked to above.

SAT Writing and Language Test
Curriculum Review Worksheets

Introduction

This set of curriculum review worksheets is designed to help you
- understand many of the skills and knowledge that are assessed on the SAT Suite of Assessments Writing and Language Tests;
- review student performance;
- identify skills and knowledge that need additional instruction and support; and
- develop a plan for implementation.

The Curriculum Review Worksheets contain a set of tables addressing most of the skills and knowledge assessed on the SAT Suite Writing and Language Tests. Each table includes description of a skill or knowledge (or broader skill/knowledge area, such as sentence structure) and provides a structure to guide you as you evaluate the place of that skill or knowledge in your curriculum.

To use these worksheets, please review the following resources:
- K-12 Score Reporting Portal data
- District/school curriculum maps
- Released SAT practice tests
- *Skills Insight for the SAT Suite* (https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf)
- *The College and Career Readiness Benchmarks for the SAT Suite of Assessments* (https://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf)

Each skill/knowledge table includes the following elements:
1. The name and definition of the skill or knowledge (or skill/knowledge area)
2. Questions guiding you to consider the place of the skill or knowledge in your curriculum
3. An indication of which SAT Suite subscore(s) the skill or knowledge is associated with
   Definitions of the subscores appear below.
4. A series of statements describing the ways in and extent to which students scoring in various score ranges on the Writing and Language Tests (e.g., 20–24) are typically able to demonstrate attainment of the skill or knowledge, and spaces where you can indicate which of these statements best reflects your students' general level of attainment

The statements in the tables are taken from *Skills Insight for the SAT*, linked to above. The Skills Insight describe typical performance of students scoring in various score ranges on the Writing and Language Tests (and other SAT Suite tests). The Skills Insight statements are generalizations based on analysis of hundreds of test questions and on the performance data of thousands of students taking one of the SAT Suite assessments. In a few cases, identified in this set of worksheets by dark gray bands, student performance has to date been too inconsistent to allow for valid generalizations.

In each table, a light gray band signals that the 30–34 score range contains the college and career readiness test-level benchmark (31 for the SAT Writing and Language Test). More information about the benchmark, as well as benchmarks by grade for grades 8 through 11, can be found in *The College and Career Readiness Benchmarks for the SAT Suite of Assessments*, also linked to above.

Subscores

The set of tables below includes abbreviations for the four subscores associated with the SAT Suite Writing and Language Tests. Subscores identify areas of concentration on the tests and consequently have potential instructional value.

Identify skills on the Curriculum Review Worksheets currently included in the curriculum.

Use the SSQB to associate questions with each of those skills.

Determine whether these questions align with the types of questions that assess the skills in the current curriculum.

Look at questions for skills *not* currently in the curriculum.

Discuss how students can be exposed to these skills and questions.

Include questions from the SSQB in the curriculum planning process.

Decide how to expose students to the skills and questions in the curriculum.

Next Steps

Teacher Toolkit

- Share the Back-to-School Toolkit with staff at https://www.isbe.net/Pages/sat-psat.aspx.
- Contact ILSAT@collegeboard.org to request the full version of the curriculum worksheets for Reading, Writing and Language, and Math.
- Contact ILSAT@collegeboard.org to schedule an in-depth workshop on the Analysis in History/Social Studies cross-test score.

SAT® Suite Question Bank

- Access the SAT® Suite Question Bank at https://satsuitequestionbank.collegeboard.org.
- Determine the best use of the readily available 3,500 questions.

Please email questions or comments about this presentation to ILSAT@collegeboard.org.

Thank You

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