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Official SAT® Practice on Khan Academy®

Resources for English Language Arts Teachers

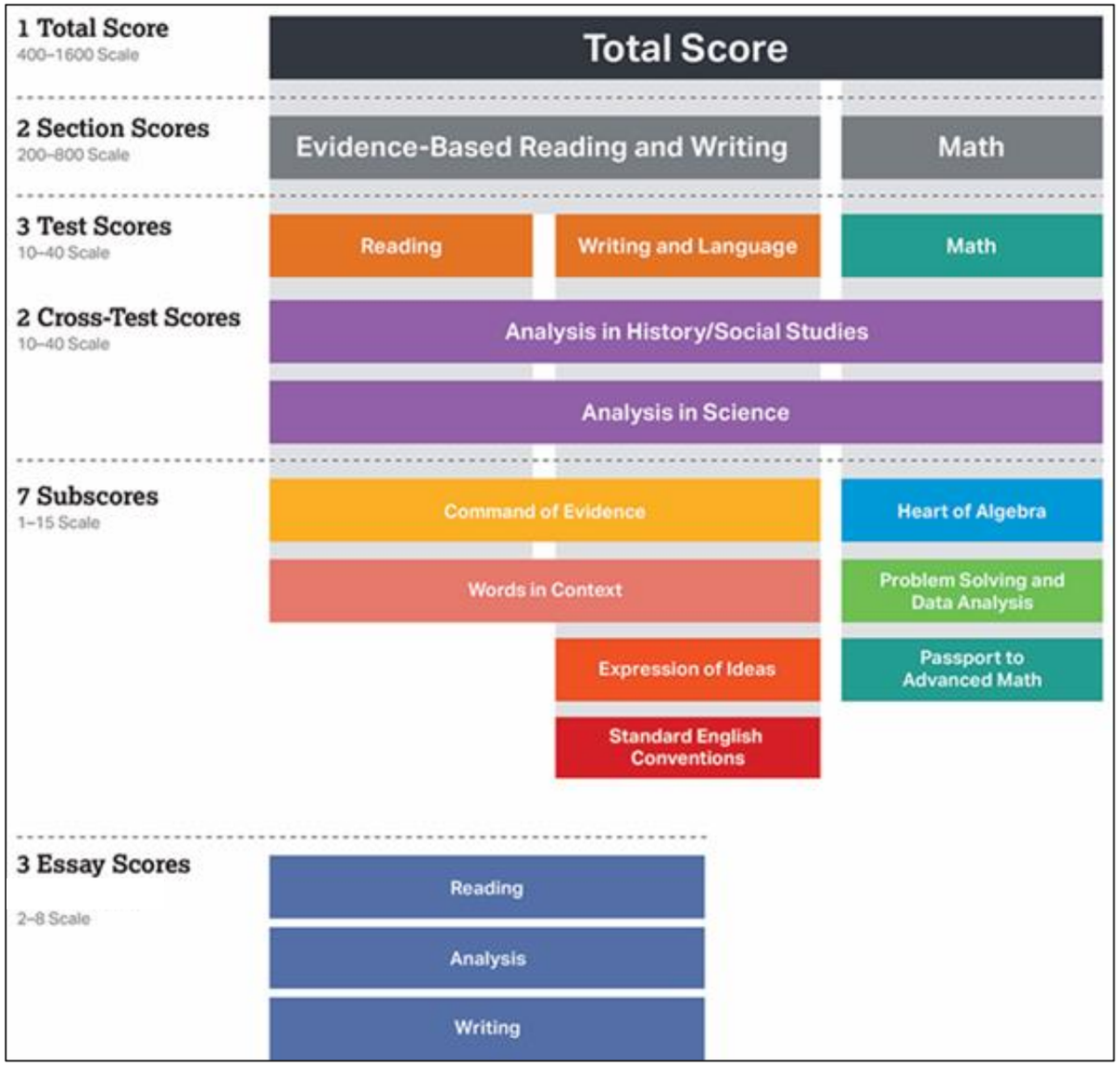
December 6-10, 2021

Agenda

What we'll cover in today's webinar:

- Overview of the Evidence-Based Reading and Writing Subscores
- Official SAT® Practice on Khan Academy® Lesson Plans and Resources
- Official SAT® Practice on Khan Academy®
  - Getting Started: Student Experience
  - Teacher Dashboard Tools: Educator Experience
    - Coach Tools
    - Planning for Usage
- Instructional Strategies for the Reading and Writing and Language Tests

SAT® Scores and Subscores



SAT® Reading Test Features

Single and paired passages

Cross disciplinary contexts–U.S. and world literature, history/social studies, science

Informational graphics

Focus on:

- Words in context
- Command of evidence

SAT® Writing and Language Test Features

Passage-based

Multiple text types: argumentative, informative, nonfiction narrative

Informational graphics

Focus on:

- Expression of ideas
- Standard English conventions
- Words in context
- Command of evidence

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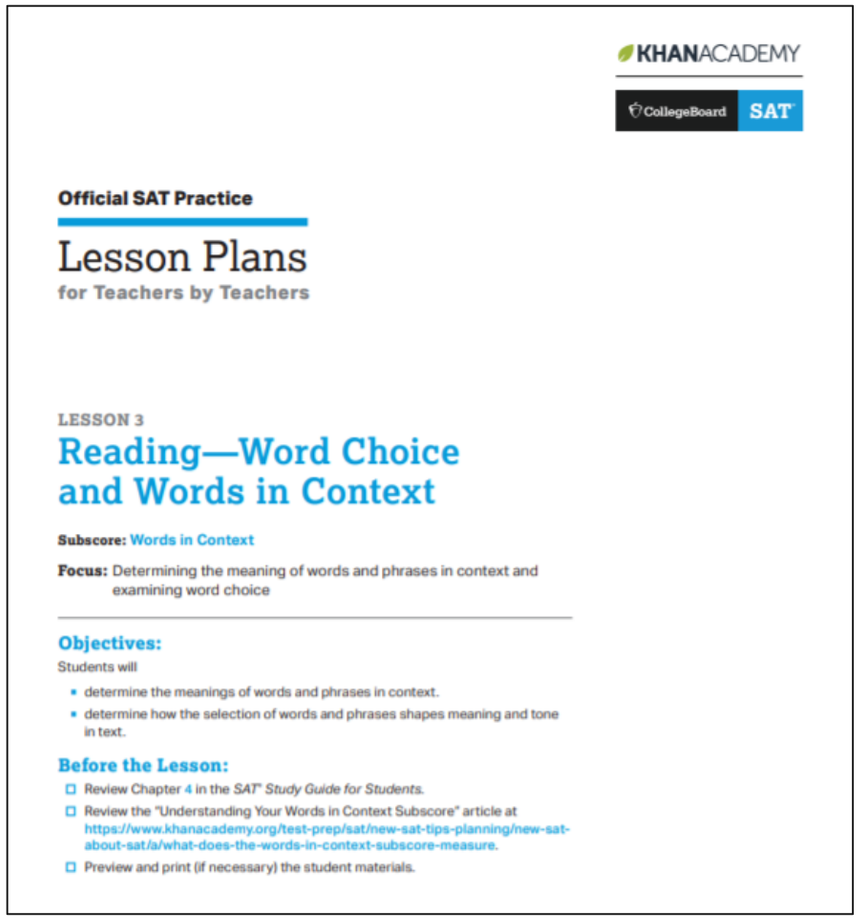
Official SAT® Practice Lesson Plans: Resources to Prepare for the Reading and Writing and Language Tests

Words in Context

Students are asked to

- interpret meaning based on context;
- master relevant vocabulary; and
- engage in close reading.

Words in Context: Lesson Plan



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Lesson Plans

for Teachers by Teachers

LESSON 3

Reading—Word Choice and Words in Context

Subscore: Words in Context

Focus: Determining the meaning of words and phrases in context and examining word choice

Objectives:

Students will

- determine the meanings of words and phrases in context.
- determine how the selection of words and phrases shapes meaning and tone in text.

Before the Lesson:

- ☐ Review Chapter 4 in the *SAT® Study Guide for Students*.
- ☐ Review the "Understanding Your Words in Context Subscore" article at https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/new-sat-about-sat/a/what-does-the-words-in-context-subscore-measure.
- ☐ Preview and print (if necessary) the student materials.

[Reading-Word Choice and Words in Context]

- Discuss the opening activity.
- Assign the individual practice item.
- Review the answer choice and discuss with partners.
- Assign the corresponding worked examples from Official SAT Practice on Khan Academy Science passage, Parts 1 and 2.
- Assign the "Understanding your 'Words in Context' subscore" article.

Words in Context: Opening Activity

To illustrate the importance of diction or word choice, ask students about the similarities and differences between the words “house” and “home.”

Both have the same literal meaning: a residence in which one lives, but think about the connotation—emotional associations—of the word “home,” which can bring up images of safety, security, and connection way beyond the word “house.”

Discuss how words with emotional connotations can communicate specific points of view and tone.

Words in Context: Individual Practice Activity

Individual Practice

This passage is adapted from Ed Yong, "Turtles Use the Earth's Magnetic Field as Global GPS." ©2011 by Kalmbach Publishing Co.

In 1996, a loggerhead turtle called Adelita swam across 9,000 miles from Mexico to Japan, crossing the entire Pacific on her way. Wallace J. Nichols tracked this epic journey with a
Line satellite tag. But Adelita herself had no such technology at her
5 disposal. How did she steer a route across two oceans to find her destination?

Nathan Putman has the answer. By testing hatchling turtles in a special tank, he has found that they can use the Earth's magnetic field as their own Global Positioning System

11

As used in line 3, "tracked" most nearly means

A) searched for.

B) traveled over.

C) followed.

D) hunted.

- Provide students with a copy of the individual practice item and corresponding question.

Words in Context: Individual Practice Activity

- Explain the answer choice rationale, along with the rationales for the incorrect answer choices.

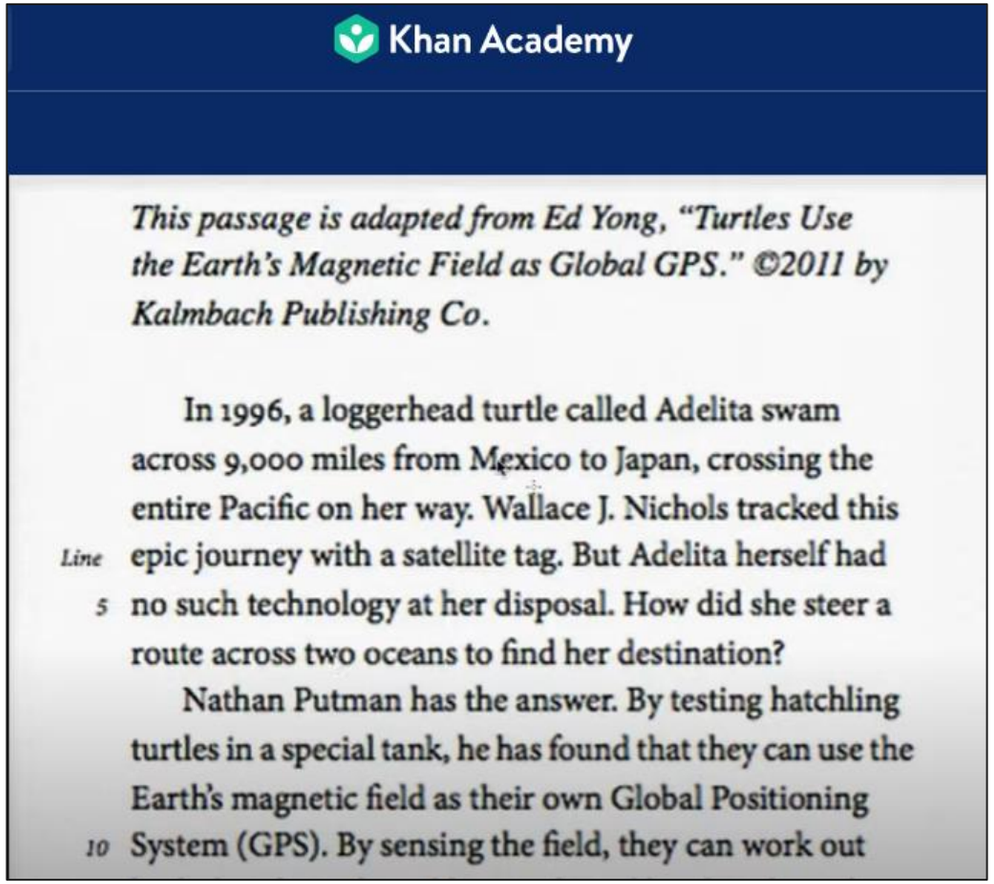
Explanation: Choice C is the best answer because the context makes clear that Nichols followed Adelita's "epic journey with a satellite tag" (lines 3–4).

Choice A is not the best answer ect because while "tracked" sometimes means "searched for," it would make little sense in this context to say that Nichols searched for Adelita's "epic journey with a satellite tag" (lines 3–4). It is more reasonable to conclude from the passage that Nichols knew about Adelita and her journey and used a satellite tag to help follow it.

Choice B is not the best answer because while "tracked" sometimes means "traveled over," it would make no sense in this context to say that Nichols traveled over Adelita's "epic journey with a satellite tag" (lines 3–4).

Choice D is not the best answer because while "tracked" sometimes means "hunted," it would make no sense in this context to say that Nichols hunted Adelita's "epic journey with a satellite tag" (lines 3–4).

Words in Context: Closing Activity



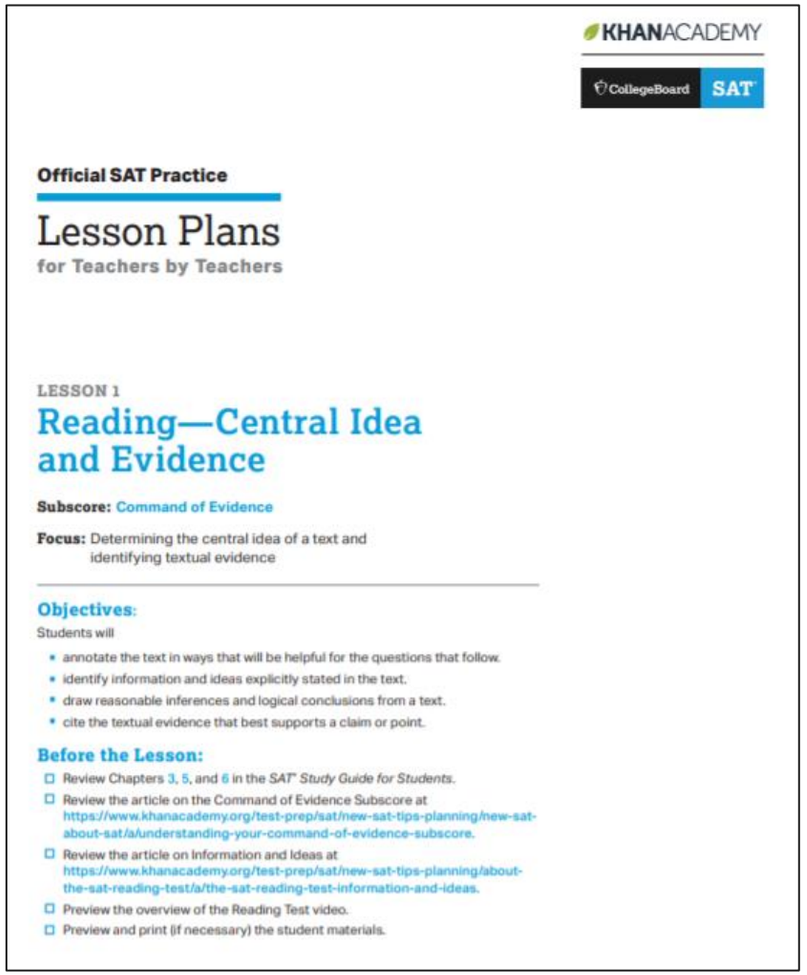
- Assign the corresponding worked examples from the Official SAT Practice on Khan Academy Science passage, Parts 1 and 2.
- Assign the "Understanding your 'Words in Context' subscore" article.

Command of Evidence

Students are asked to

- interpret, synthesize, and use evidence found in a wide range of sources;
- support the answers they choose; and
- integrate information conveyed through both reading passages and informational graphics.

Command of Evidence: Activity



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Lesson Plans

for Teachers by Teachers

LESSON 1

Reading—Central Idea and Evidence

Subscore: Command of Evidence

Focus: Determining the central idea of a text and identifying textual evidence

Objectives:

Students will

- annotate the text in ways that will be helpful for the questions that follow.
- identify information and ideas explicitly stated in the text.
- draw reasonable inferences and logical conclusions from a text.
- cite the textual evidence that best supports a claim or point.

Before the Lesson:

- ☐ Review Chapters 3, 5, and 6 in the *SAT® Study Guide for Students*.
- ☐ Review the article on the Command of Evidence Subscore at https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/new-sat-about-sat/a/understanding-your-command-of-evidence-subscore.
- ☐ Review the article on Information and Ideas at https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-reading-test/a/the-sat-reading-test-information-and-ideas.
- ☐ Preview the overview of the Reading Test video.
- ☐ Preview and print (if necessary) the student materials.

Reading-Central Idea and Evidence

- Discuss the opening activity.
- Assign the group practice item.
- Review the answer choice and discuss in partners.
- Assign the corresponding worked examples: Science passage, Parts 1 and 2.
- Assign the “Understanding your 'Command of Evidence' subscore” article.

Command of Evidence: Opening Activity

As a class, discuss how they read the texts from different classes similarly and differently. What do they read for, and what do they look for as they read?

Discuss the following annotation examples:

- Brief Summaries: Write a one- or two-sentence summary every two to three paragraphs.
- Identification of Main Ideas: Underline the most important parts that gives the reader s a sense of what the author is trying to communicate.
- Key Words: Circle specific word choices that may give the reader a sense of the author's tone or perspective toward the subject.
- Other Marks: Some students are visual learners and may want to draw brief sketches of important information, or they may want to draw arrows between sections of the text that relate to each other.

Model the annotation process for your students with the first four paragraphs of the sample passage, demonstrating each of the types of annotations described above, specifically focusing on summary writing.

Afterward, discuss with your students how annotations can help them to focus on the important features of the text.

Command of Evidence: Group Practice Activity

- Provide students with a copy of the passage and corresponding questions.

This passage is adapted from Ed Yong, "Turtles Use the Earth's Magnetic Field as Global GPS." ©2011 by Kalmbach Publishing Co.

In 1996, a loggerhead turtle called Adelita swam across 9,000 miles from Mexico to Japan, crossing the entire Pacific on her way. Wallace J. Nichols tracked this epic journey with a satellite tag. But Adelita herself had no such technology at her disposal. How did she steer a route across two oceans to find her destination?

Nathan Putman has the answer. By testing hatchling turtles in a special tank, he has found that they can use the Earth's magnetic field as their own Global Positioning System (GPS). By sensing the field, they can work out both their latitude and longitude and head in the right direction.

Putman works in the lab of Ken Lohmann, who has been studying the magnetic abilities of loggerheads for over 20 years. In his lab at the University of North Carolina, Lohmann places hatchlings in a large water tank surrounded by a large grid of electromagnetic coils. In 1991, he found that the babies started swimming in the opposite direction if he used the coils to reverse the direction of the magnetic field around them. They could use the field as a compass to get their bearing.

Later, Lohmann showed that they can also use the magnetic field to work out their position. For them, this is literally a matter of life or death. Hatchlings born off the sea coast of Florida spend their early lives in the North Atlantic gyre, a warm current that circles between North America and Africa. If they're swept towards the cold waters outside the gyre, they die. Their magnetic sense keeps them safe.

Using his coil-surrounded tank, Lohmann could mimic the magnetic field at different parts of the Earth's surface. If he simulated the field at the northern edge of the gyre, the hatchlings swam southwards. If he simulated the field at the gyre's southern edge, the turtles swam west-northwest. These experiments showed that the turtles can use their magnetic sense to work out their latitude—their position on a north-south axis. Now, Putman has shown that they can also determine their longitude—their position on an east-west axis.

He tweaked his magnetic tanks to simulate the fields in two positions with the same latitude at opposite ends of the Atlantic. If the field simulated the west Atlantic near Puerto Rico, the turtles swam northeast. If the field matched that on the east Atlantic near the Cape Verde Islands, the turtles swam southwest. In the wild, both headings would keep them within the safe, warm embrace of the North Atlantic gyre.

Before now, we knew that several animal migrants, from loggerheads to reed warblers to sparrows, had some way of working out longitude, but no one knew how. By keeping the turtles in the same conditions, with only the magnetic fields around them changing, Putman clearly showed that they can use these fields to find their way. In the wild, they might well also use other landmarks like the position of the sea, sun and stars.

Putman thinks that the turtles work out their position using two features of the Earth's magnetic field that change over its surface. They can sense the field's inclination, or the angle at which it dips towards the surface. At the poles, this angle is roughly 90 degrees and at the equator, it's roughly zero degrees. They can also sense its intensity, which is strongest near the poles and weakest near the Equator. Different parts of the world have unique combinations of these two variables. Neither corresponds directly to either latitude or longitude, but together, they provide a "magnetic signature" that tells the turtle where it is.

Command of Evidence: Group Practice Activity

Group/Pair Discussion/Activity

- Working in pairs or small groups, students should annotate the remainder of the passage using each of the annotation types described on the previous slide.
- Students should compare their annotations and together write a two- to three-sentence summary of the passage, focusing on the most important aspects of the text.
- In groups, students should answer questions 9 and 10 which ask about the main idea of the passage, and provide evidence for their answers.

- Guide them with the following rationales, focusing specifically on how they need evidence from the text to support their inferences.
  - Point out that sometimes a question asks students to make comparisons and judgments based on various parts of the passage.
  - Ask students to return to the full passage about the loggerhead turtles and to highlight the name of the researcher, Ken Lohmann, every time the writer mentions his name.
  - Ask students to think about the relationship between Lohmann's work and that of Putman's.

Command of Evidence: Group Practice Activity

9

The passage most strongly suggests that Adelita used which of the following to navigate her 9,000-mile journey?

A) The current of the North Atlantic gyre

B) Cues from electromagnetic coils designed by Putman and Lohmann

C) The inclination and intensity of Earth's magnetic field

D) A simulated "magnetic signature" configured by Lohmann

- Explain the answer choice rationale, along with the rationales for the incorrect answer choices.

Rationale for #9:

Explanation: Choice C is the best answer. The first paragraph describes the 9,000-mile journey that Adelita made and raises the question, which the rest of the passage tries to answer, of how this loggerhead turtle was able to "steer a route across two oceans to find her destination" (lines 5–6). The answer comes most directly in the last paragraph, which presents Putman's belief that loggerhead turtles "work out their position using two features of the Earth's magnetic field that change over its surface" (lines 50–52): its inclination and its intensity. It is reasonable, therefore, to infer from the passage that this was the method that Adelita used.

Choice A is not the best answer because there is no evidence in the passage that Adelita used the current of the North Atlantic gyre to navigate her 9,000-mile journey. The passage does discuss the North Atlantic gyre but only as the place where loggerhead turtle hatchlings "born off the sea coast of Florida spend their early lives" (lines 22–23).

Choice B is not the best answer because there is no evidence in the passage that Adelita navigated her 9,000-mile journey with the aid of cues from electromagnetic coils designed by Putman and Lohmann. The passage does say that Putman and Lohmann use electromagnetic coils as part of their research on loggerhead turtles, but the coils are part of tanks used in a laboratory to study loggerhead hatchlings (see lines 12–16).

Choice D is not the best answer because there is no evidence in the passage that Adelita navigated her 9,000-mile journey with the aid of a simulated "magnetic signature" configured by Lohmann. The passage does describe how Lohmann and Putman manipulate magnetic fields as part of their research on loggerhead turtle hatchlings (see, for example, lines 14–19), but there is no indication that the two scientists used (or even could use) the kind of equipment necessary for this project outside of laboratory tanks or with Adelita in the wild.

Command of Evidence: Group Practice Activity

10

Which choice provides the best evidence for the answer to the previous question?

A) Lines 1–3 ("In 1996 . . . way")

B) Lines 27–28 ("Using . . . surface")

C) Lines 48–49 ("In the wild . . . stars")

D) Lines 58–60 ("Neither . . . it is")

- Explain the answer choice rationale, along with the rationales for the incorrect answer choices.

Rationale for #10:

Explanation: Choice D is the best answer because in lines 58–60, the author indicates that "together, [inclination and intensity] provide a 'magnetic signature' that tells the turtle where it is." Therefore, these lines serve as the best evidence for the answer to the previous question.

Choice A is not the best answer because in lines 1–3, the author establishes that Adelita made a 9,000-mile journey but does not explain how she navigated it. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

Choice B is not the best answer because in lines 27–28, the author indicates that Lohmann is able to "mimic the magnetic field at different parts of the Earth's surface" in his laboratory but does not explain how Adelita navigated her 9,000-mile journey or suggest that Lohmann had any influence over Adelita's trip. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

Choice C is not the best answer because, in lines 48–49, the author notes that loggerhead turtles "in the wild" may make use of "landmarks like the position of the sea, sun and stars" but does not indicate that Adelita used such landmarks to navigate her 9,000-mile journey. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

Command of Evidence: Group Practice Activity

12

Based on the passage, which choice best describes the relationship between Putman's and Lohmann's research?

A) Putman's research contradicts Lohmann's.

B) Putman's research builds on Lohmann's.

C) Lohmann's research confirms Putman's.

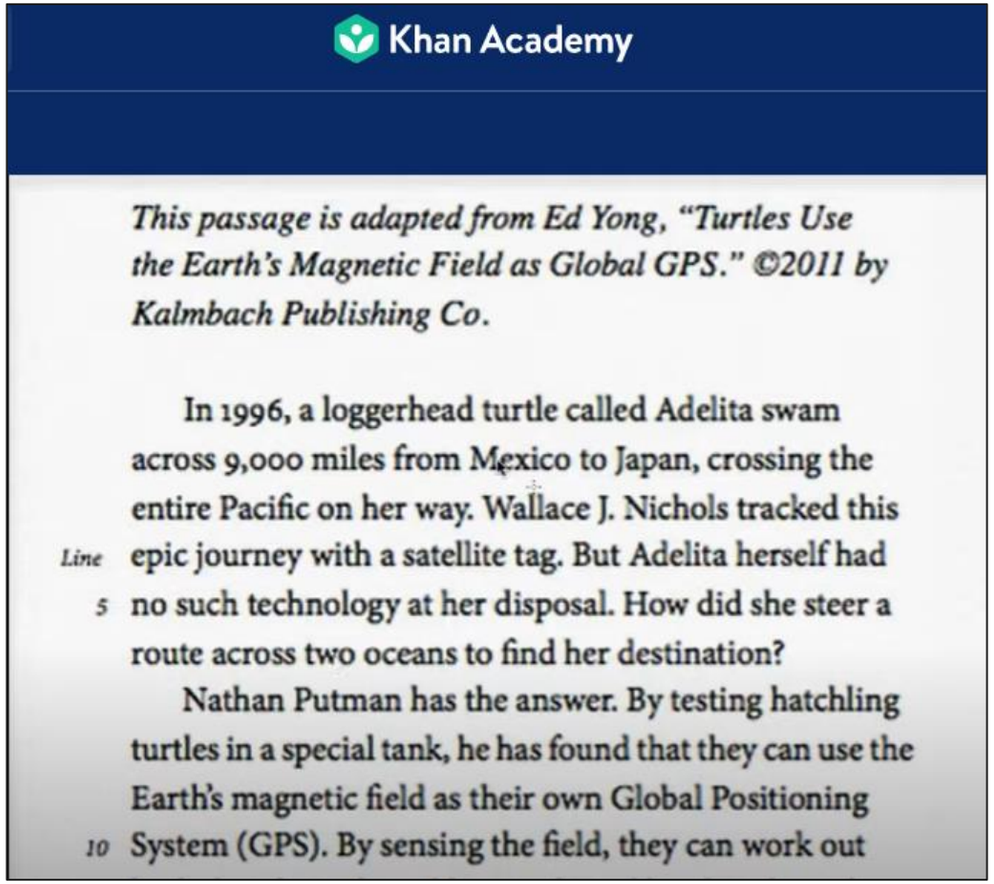
D) Lohmann's research corrects Putman's.

- Explain the answer choice rationale, along with the rationales for the incorrect answer choices.

Rationale for #12:

Explanation: Choice B is the best answer. Putman "works in the lab of Ken Lohmann, who has been studying the magnetic abilities of loggerheads for over 20 years" (lines 12–14). Lohmann had earlier demonstrated that loggerhead turtles "could use the [magnetic] field as a compass to get their bearing" (line 19) and "use their magnetic sense to work out their latitude—their position on a north-south axis" (lines 32–34). Putman has since ("Now," line 34) built on Lohmann's work by demonstrating that the turtles "can also determine their longitude—their position on an east-west axis" (lines 34–35).

Command of Evidence: Closing Activity


Khan Academy

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Nathan Putman has the answer. By testing hatchling turtles in a special tank, he has found that they can use the Earth's magnetic field as their own Global Positioning System (GPS). By sensing the field, they can work out

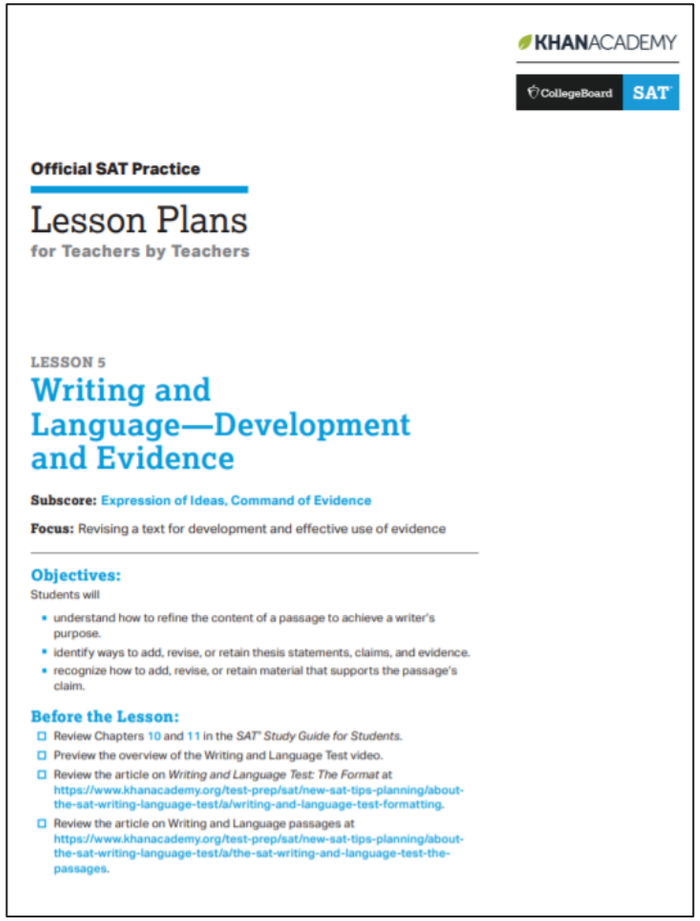
- Assign the corresponding worked examples from Official SAT Practice on Khan Academy Science passage Parts 1 and 2.
- Assign the "Understanding your 'Command of Evidence' subscore" article.

Expression of Ideas

Students are asked to

- refine the content of a passage to achieve the writer's purpose;
- improve the structure of a passage to enhance logic and cohesion; and
- revise text to improve written expression.

Expression of Ideas: Activity



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Lesson Plans

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LESSON 5

Writing and Language—Development and Evidence

Subscore: Expression of Ideas, Command of Evidence

Focus: Revising a text for development and effective use of evidence

Objectives:

Students will

- understand how to refine the content of a passage to achieve a writer's purpose.
- identify ways to add, revise, or retain thesis statements, claims, and evidence.
- recognize how to add, revise, or retain material that supports the passage's claim.

Before the Lesson:

- ☐ Review Chapters 10 and 11 in the *SAT® Study Guide for Students*.
- ☐ Preview the overview of the Writing and Language Test video.
- ☐ Review the article on *Writing and Language Test: The Format* at https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-writing-language-test/a/writing-and-language-test-formatting.
- ☐ Review the article on Writing and Language passages at https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-writing-language-test/a/the-sat-writing-and-language-test-the-passages.

- Discuss the opening question.
- Review the whole-class activity.
- Assign students the corresponding worked examples: Writing: Informative - How to example.
- Assign the "Writing and Language Test: Expression of Ideas" article.

Writing and Language - Development and Evidence

Expression of Ideas: Class Discussion Activity

What are the qualities that make academic writing effective (or ineffective)?

Ideally, students mention aspects such as clear arguments and claims, relevant and sufficient evidence, organization that can be followed by the reader, and writing free from significant grammatical errors.

Share with students that this lesson will focus on writing development, which consists of the following:

- Proposition: Is the topic sentence of a paragraph or the thesis statement of an essay clear, concise, and as sharp as possible?
- Support: Does the writer provide the most effective evidence to support the topic sentence or thesis?
- Focus: Is the evidence included relevant to the topic sentence or thesis?

Ask them to recall a paragraph or an essay they have written recently, identify its thesis or topic sentence, then briefly summarize the kinds of evidence they used to support that sentence.

Expression of Ideas: Whole Class Activity

As a class, ask students to read the paragraph on the next slide.

The first sentence is the topic sentence because it identifies the fact that transportation planners work with a lot of different people.

The second and fourth sentences are evidence of the types of people they might meet in their work.

Ask students to look carefully at sentence three, which is underlined. Ask students whether this sentence is relevant to the topic sentence, and discuss the reasons why a writer might keep it or delete it.

Expression of Ideas: Whole-Class Activity

- Provide students with a copy of the paragraph and corresponding questions.

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 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.

Expression of Ideas: Whole-Class Activity

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.

Rationale for #8:

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.

- Explain the answer choice rationale, along with the rationales for the incorrect answer choices.

Expression of Ideas: Closing Activity

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. Stoplight timing is coordinated to alleviate rush hour traffic jams in a congested downtown area. When any one of these changes **1** 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 **2** they design new ones. Most transportation planners work in or near cities, 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 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 **3** current road as it is designed at this time can efficiently accommodate, the transportation planner might recommend widening the road to add another lane.

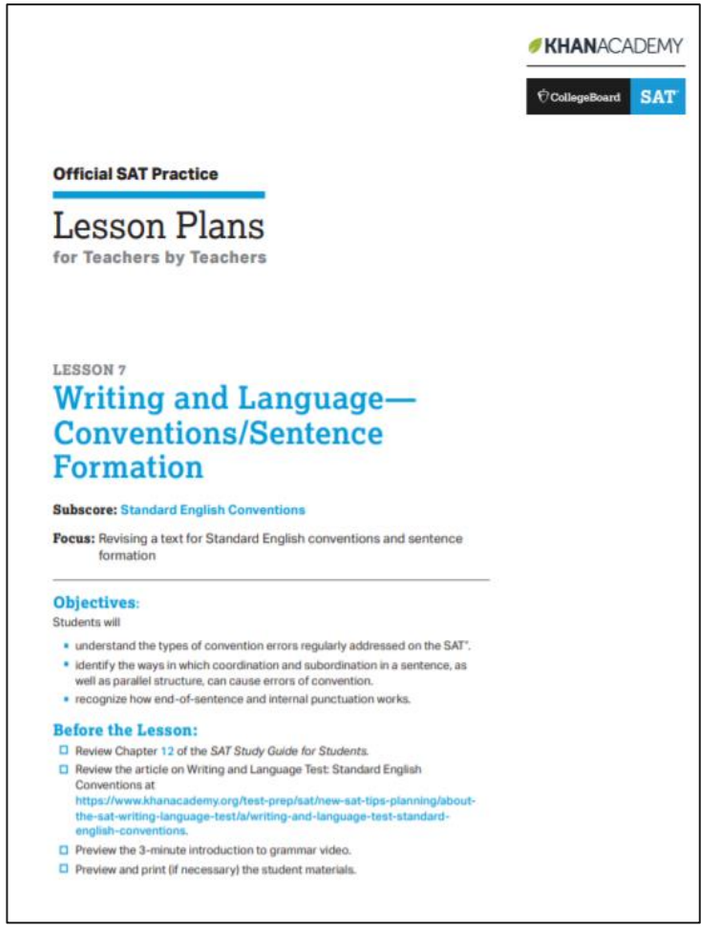
- Assign students the corresponding worked examples: Writing: Informative - How to example.
- Assign the "Writing and Language Test: Expression of Ideas" article.

Standard English Conventions

Students are asked to

- recognize and correct sentence formation problems;
- observe standard usage practices, such as ensuring agreement between subject and verb; and
- observe standard punctuation practices, such as using commas and semicolons to separate elements in lists.

Standard English Conventions: Activity



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LESSON 7

Writing and Language—Conventions/Sentence Formation

Subscore: Standard English Conventions

Focus: Revising a text for Standard English conventions and sentence formation

Objectives:

Students will

- understand the types of convention errors regularly addressed on the SAT®.
- identify the ways in which coordination and subordination in a sentence, as well as parallel structure, can cause errors of convention.
- recognize how end-of-sentence and internal punctuation works.

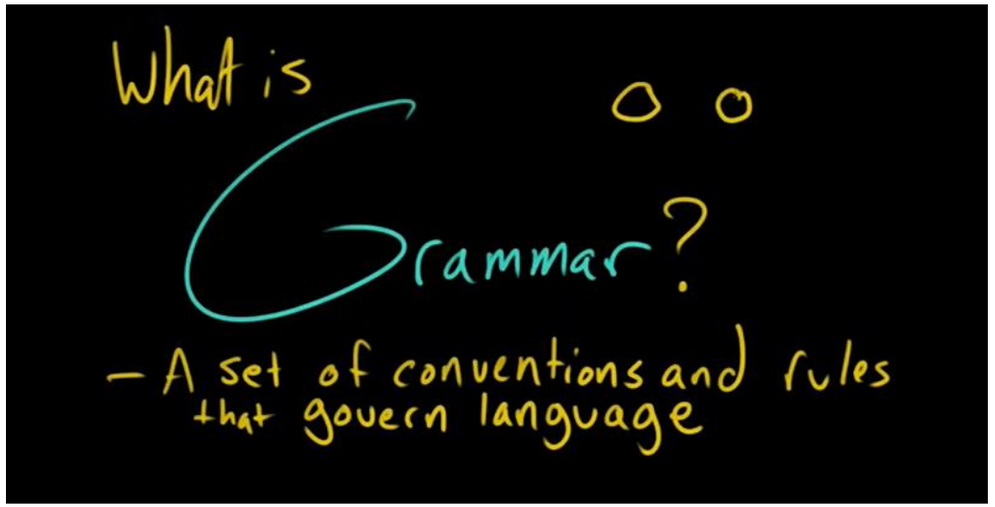
Before the Lesson:

- ☐ Review Chapter 12 of the *SAT Study Guide for Students*.
- ☐ Review the article on Writing and Language Test: Standard English Conventions at https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-writing-language-test/a/writing-and-language-test-standard-english-conventions.
- ☐ Preview the 3-minute introduction to grammar video.
- ☐ Preview and print (if necessary) the student materials.

- Show the “Introduction to grammar” video.
- Discuss the opening question.
- Assign the group activity.
- Assign students the corresponding worked examples: Writing: Parallel Structure - Example.
- Assign the “Writing and Language Test: Standard English Conventions” article.

Writing and Language - Conventions/Sentence Formation

Standard English Conventions: Class Discussion Activity



Show students the ”Introduction to grammar” video on Khan Academy.

Start by asking students to discuss the following:

- What are the expectations for grammar and spelling in typical academic writing?
- How are the expectations different from when they text or post on social media?
- What are the kinds of errors they need to avoid in academic writing?
- What are their strengths and weaknesses in this area?

Standard English Conventions: Group Activity

- Provide students with a copy of the paragraphs and corresponding questions.

Pair/Group Activity

Read the following and look carefully for errors in parallel structure and inappropriate shifts.

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

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.

Standard English Conventions: Group Activity

- Explain the answer choice rationale, along with the rationales for the incorrect answer choices.

What type of error in sentence formation is each question raising?

3

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

10

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

Standard English Conventions: Group Activity

- Explain the answer choice rationale, along with the rationales for the incorrect answer choices.

Rationale #3: PARALLEL STRUCTURE

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."

Rationale #10: COORDINATION AND SUBORDINATION

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.

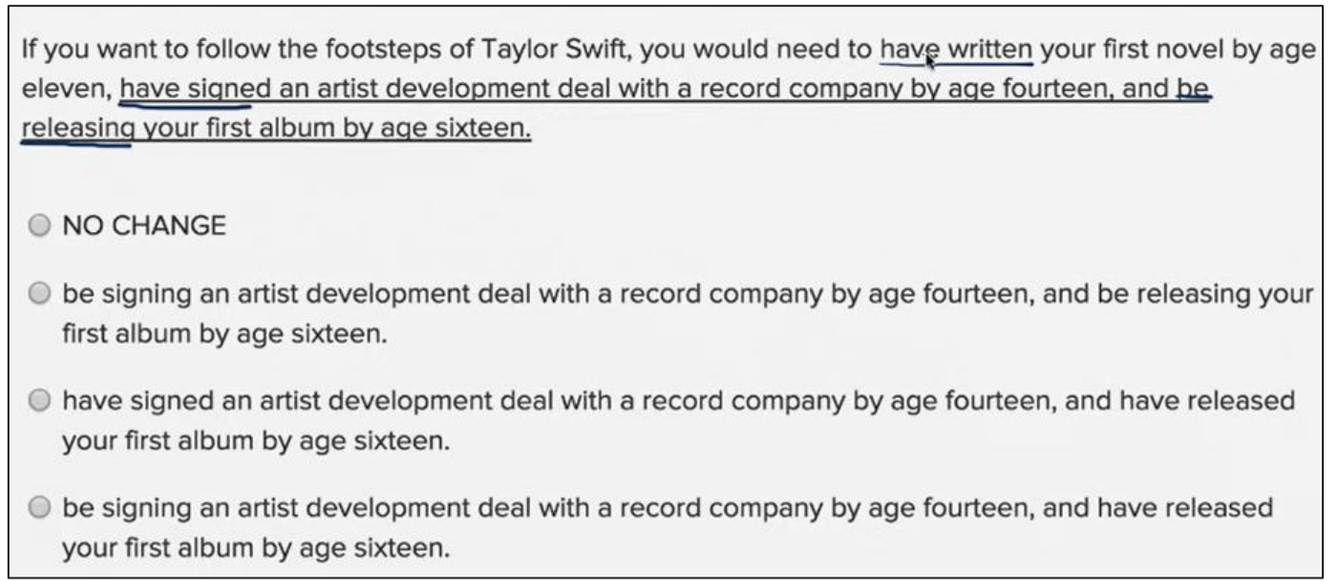
Choice B is not the best answer because the comma and coordinating conjunction "and" results in an ungrammatical sentence.

Choice C is not the best answer because the coordinating conjunction "and" along with the subordinating conjunciton "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.

Standard English Conventions: Closing Activity

- Assign students the corresponding worked examples: Writing: Parallel Structure - Example.
- Assign the "Writing and Language Test: Standard English Conventions" article.



If you want to follow the footsteps of Taylor Swift, you would need to have written your first novel by age eleven, have signed an artist development deal with a record company by age fourteen, and be releasing your first album by age sixteen.

- NO CHANGE
- be signing an artist development deal with a record company by age fourteen, and be releasing your first album by age sixteen.
- have signed an artist development deal with a record company by age fourteen, and have released your first album by age sixteen.
- be signing an artist development deal with a record company by age fourteen, and have released your first album by age sixteen.

Overview Videos

Reading and Writing and Language Test Overview Information

Share a two-minute video that provides an overview of the SAT Reading Test: What to expect:

https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-reading-test/v/about-sat-reading-test-what-to-expect

Share a two-minute video that provides an overview of the SAT Writing and Language Test: What to expect:

https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-writing-language-test/v/sat-writing-and-language-test-what-to-expect

CollegeBoard

Official SAT® Practice on Khan Academy

Tiffany's Path to Success

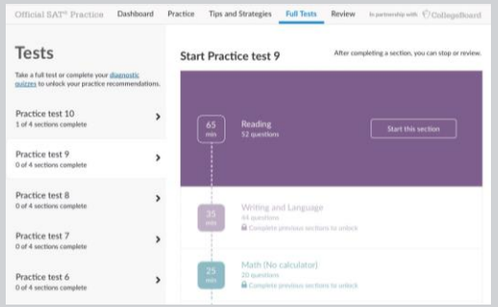
SEND SCORE DATA

COLLEGE BOARD → KHAN ACADEMY

OR TAKE A DIAGNOSTIC QUIZ

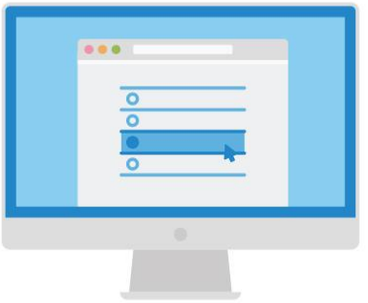
PERSONALIZED LEARNING ROADMAP

ONLINE OFFICIAL SAT PRACTICE TESTS



POWERED BY SCHOOLS, EDUCATORS, COMMUNITY GROUPS

CONTINUOUS PRACTICE

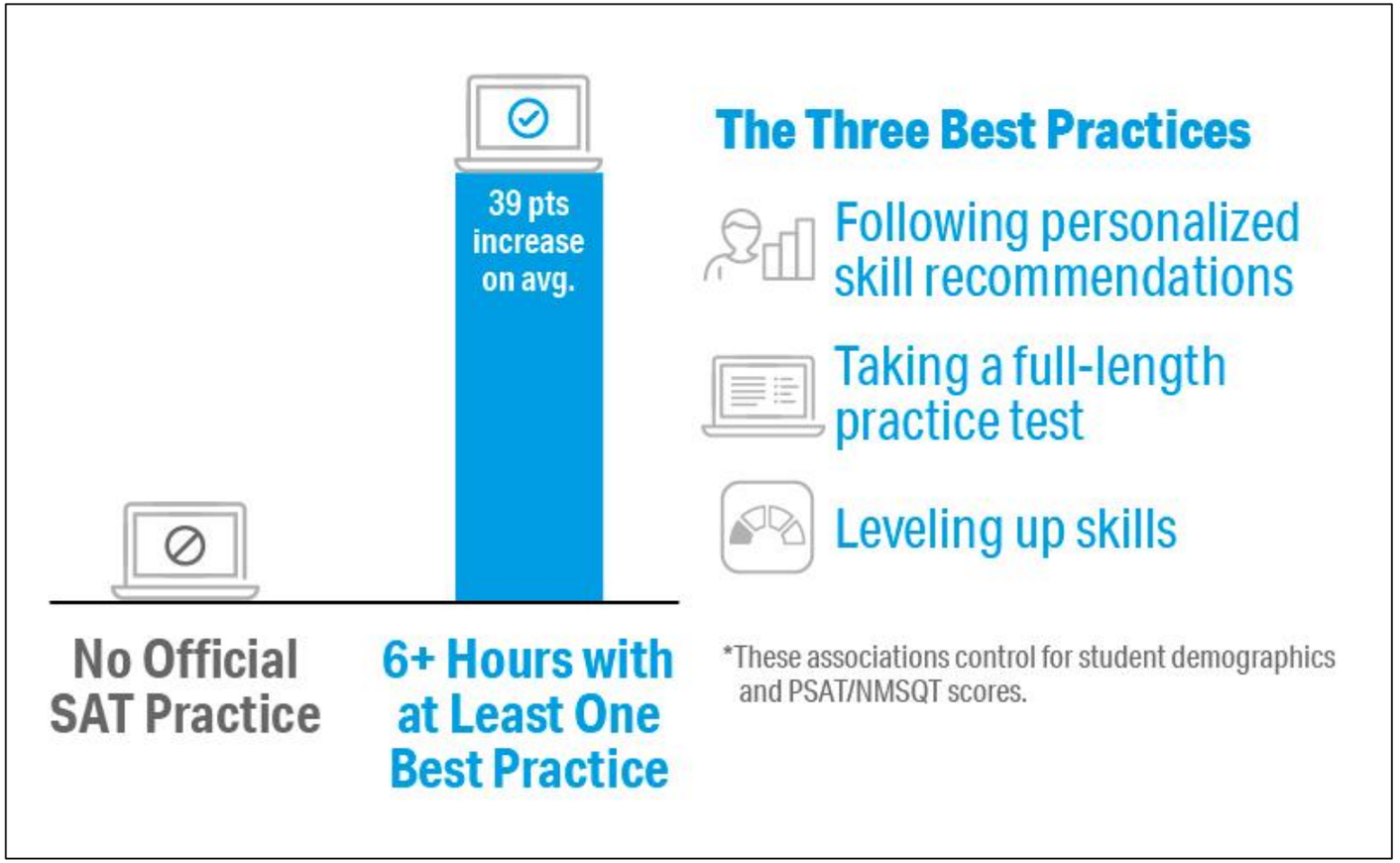


Success!

SAT® Achievement Associated with Official SAT Practice on Khan Academy®

These results are based on over 500,000 students from the class of 2019.

Practice is associated with better SAT® outcomes regardless of gender, race, and parental education level.



Student Experience

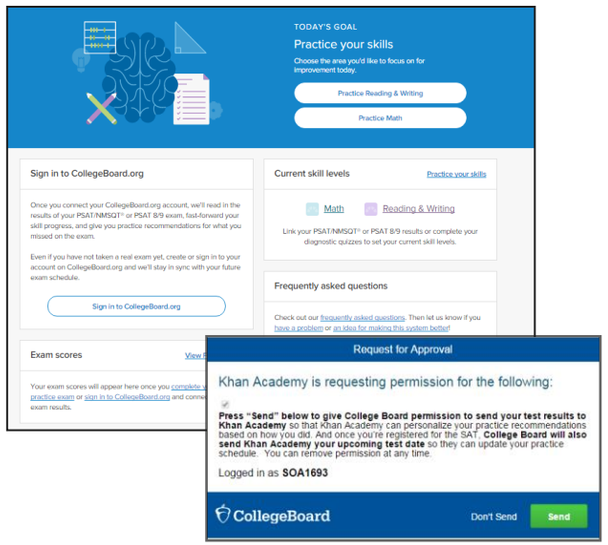
Why Link Khan Academy® and College Board Accounts?

Personalized practice and recommendations:
Once students link their accounts, Khan Academy individualizes student practice based on their results from the SAT®, PSAT/NMSQT™, PSAT™ 10, and PSAT™ 8/9.

Jump right into practice:
No additional diagnostic quizzes are needed.

Steps to Link College Board and Khan Academy® Accounts

View a short video about the linking steps.



Step 1

Students log in or create a Khan Academy® account at www.satpractice.org.

Step 2

When prompted, students can agree to link their Khan Academy® and College Board accounts.

Step 3

Students sign in or create a College Board account.

Step 4

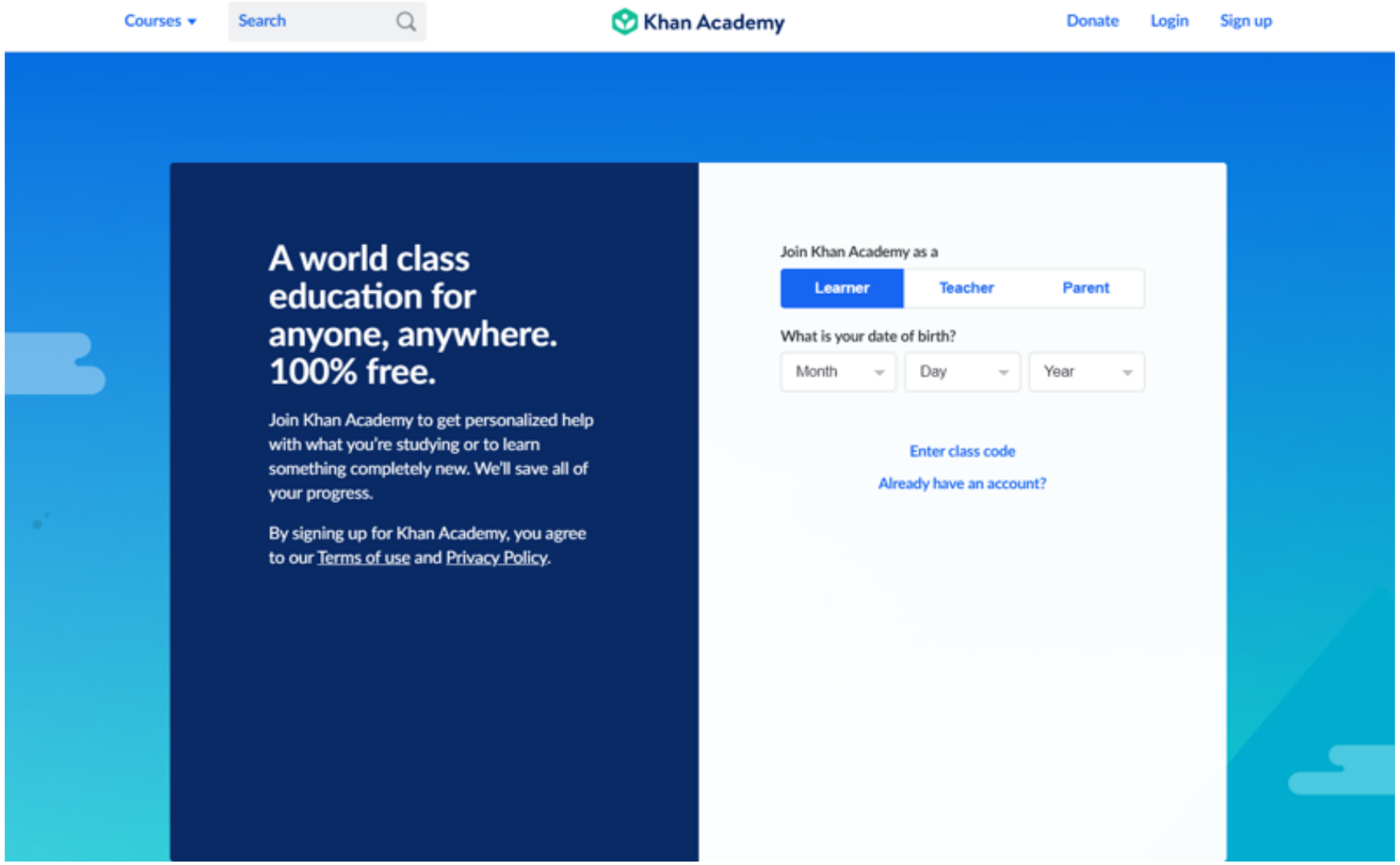
When prompted, students click “Allow” to authorize the account linking.

Step 5

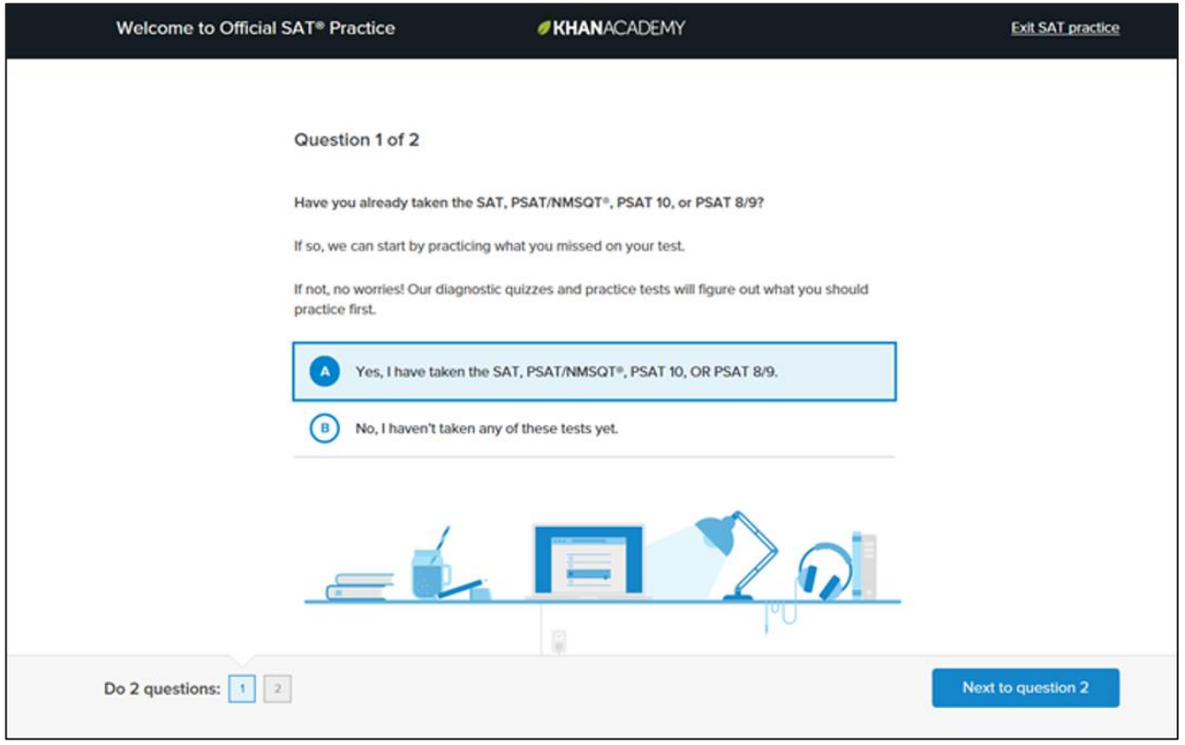
Students start practicing on Official SAT® Practice on Khan Academy®!

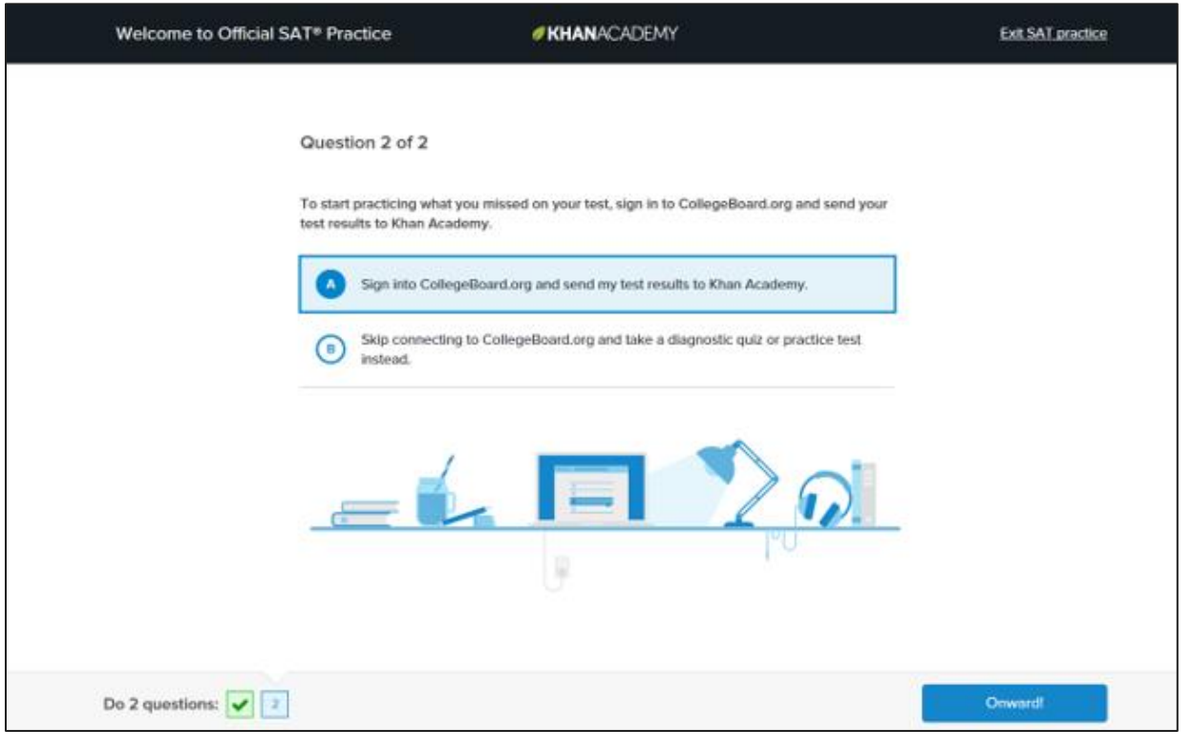
Step 1: Create or Log In to Khan Academy® Account

www.satpractice.org

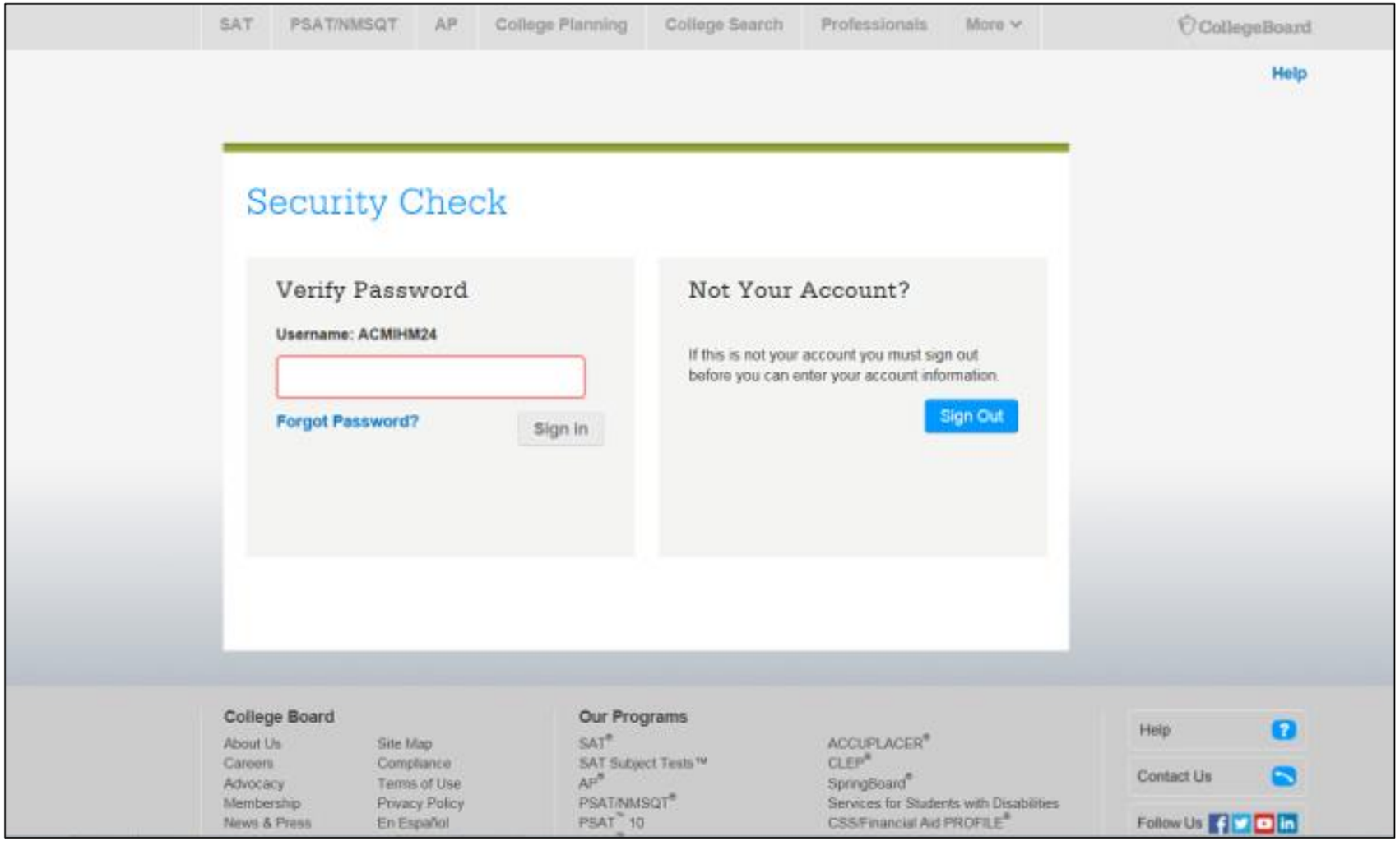


Step 2: Link Khan Academy® and College Board Accounts

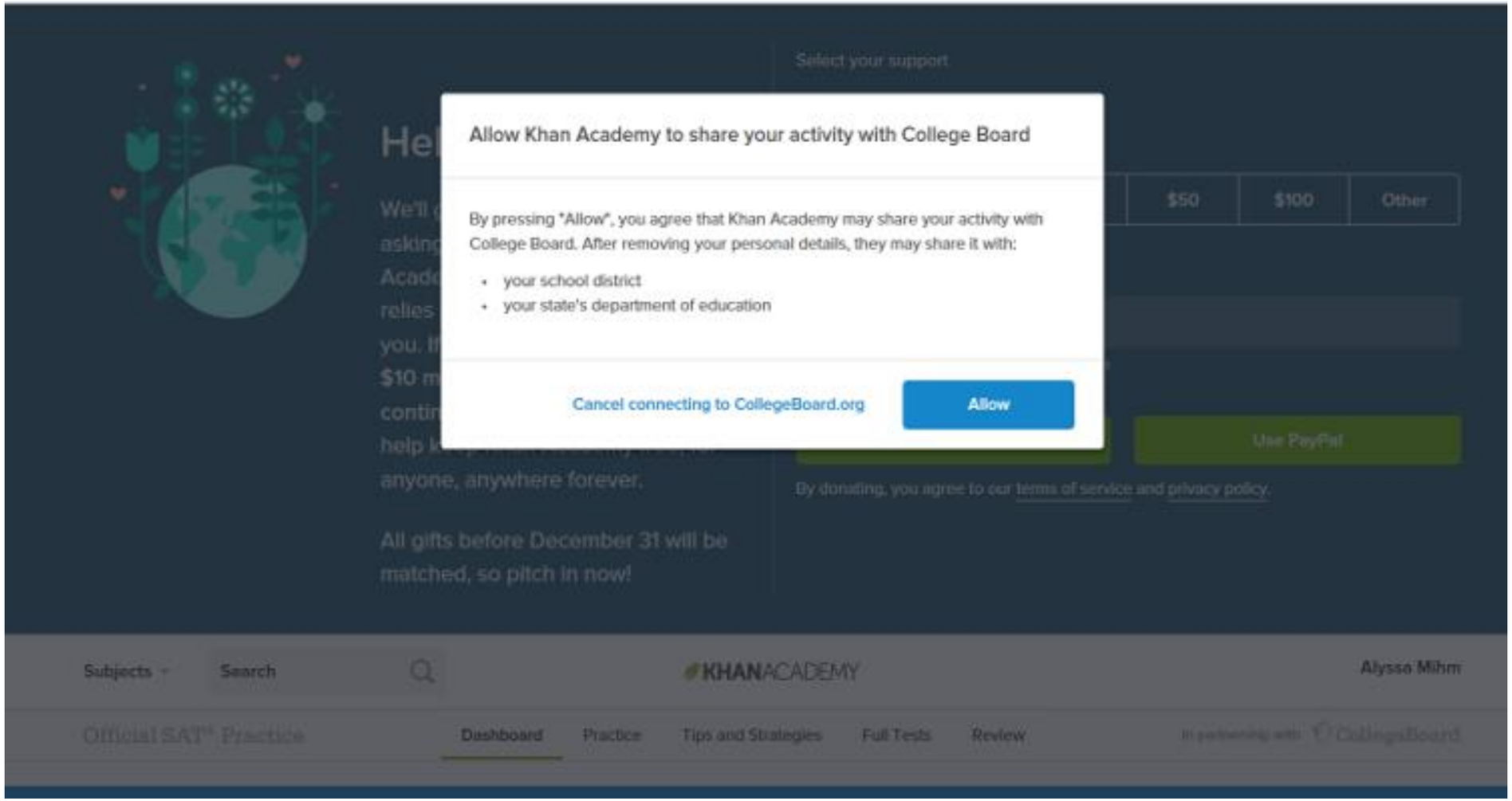




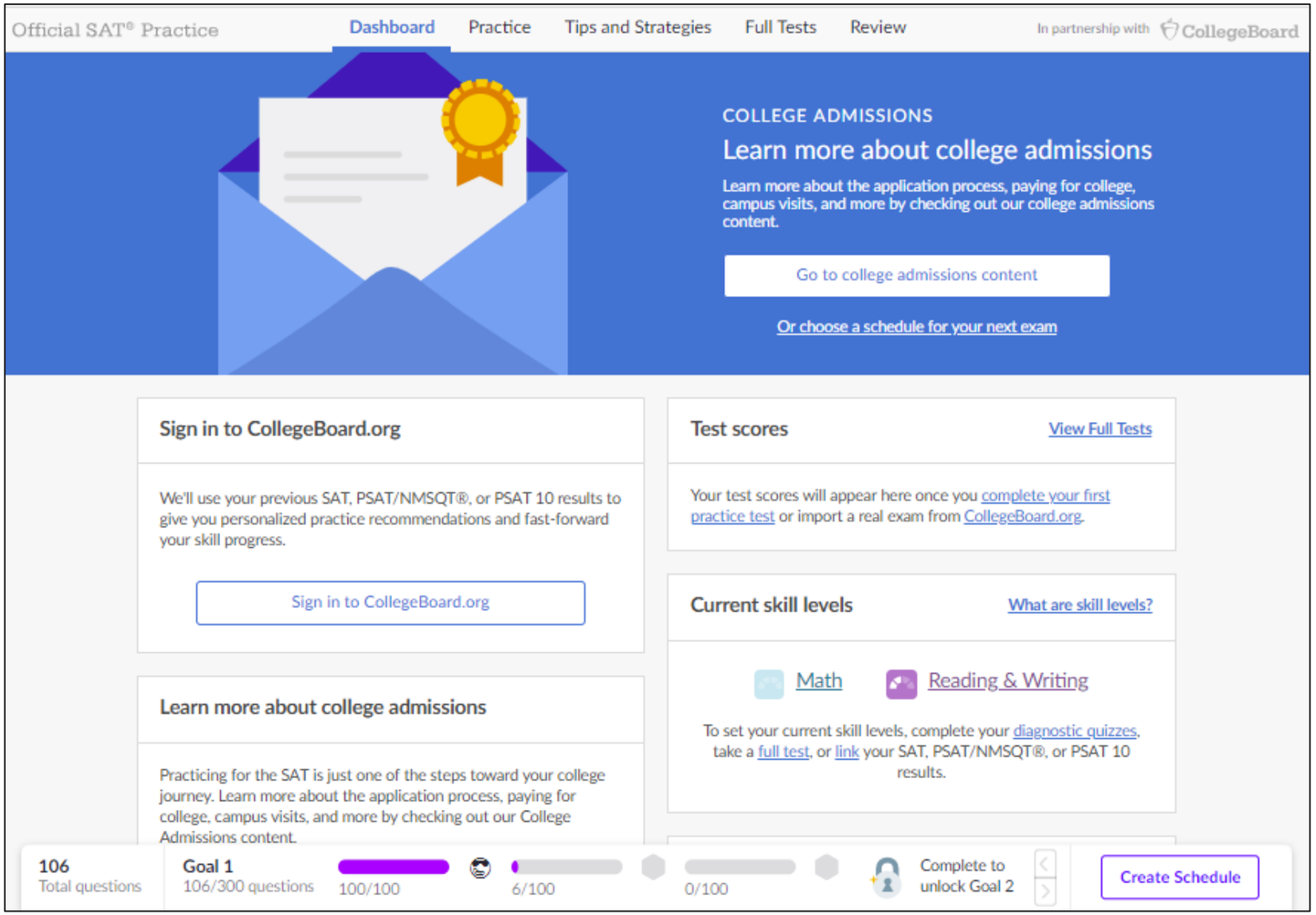
Step 3: Sign In to College Board Account



Step 4: Click “Allow” to Authorize



Step 5: Start Practicing via the Dashboard



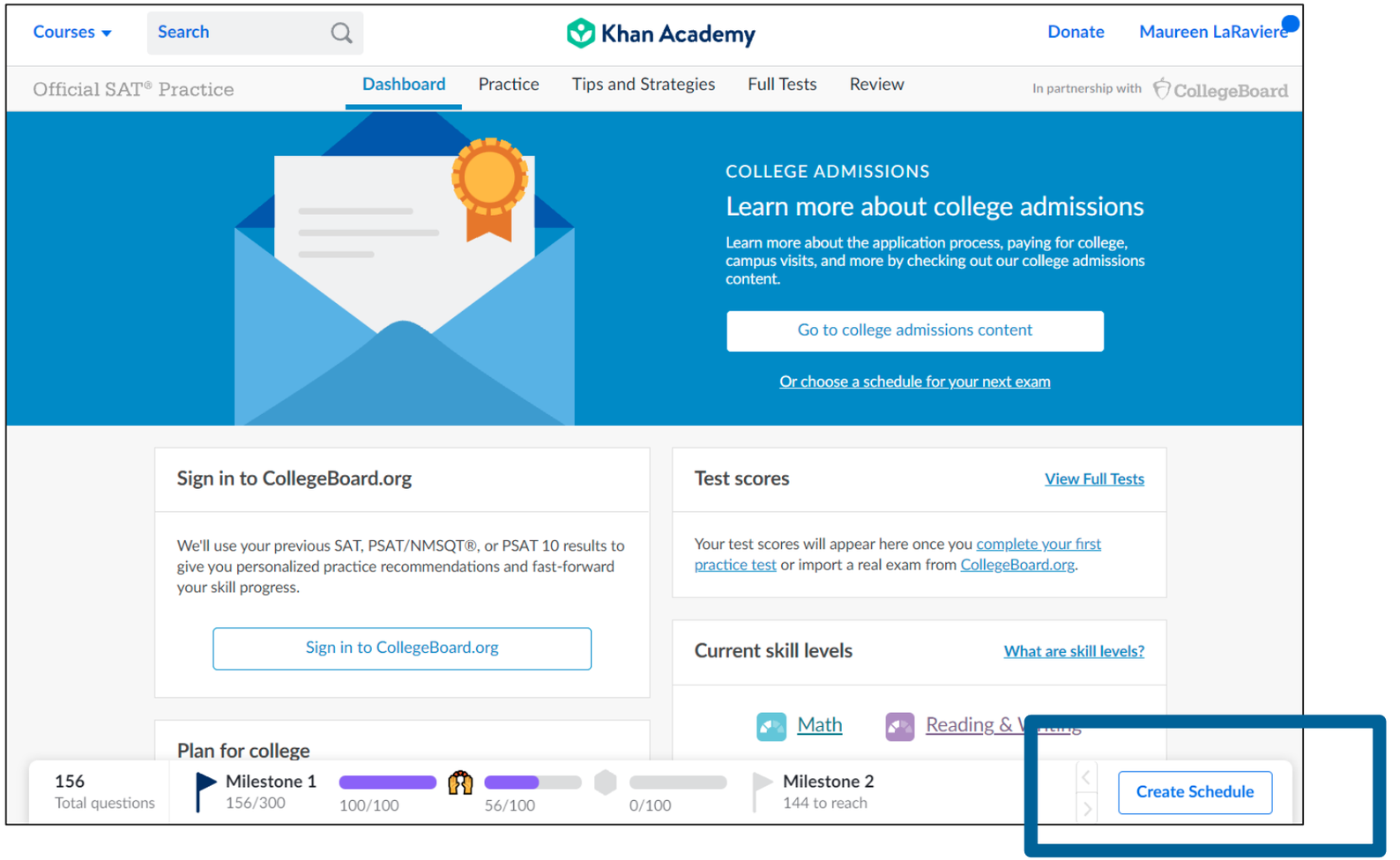
Skill Levels in Official SAT Practice

- When students reach a higher level in a skill, they will be asked harder questions or given more complex passages when they practice that skill.
- A student's overall levels for Math and Reading & Writing are averages calculated by adding up individual skill levels and dividing by how frequently each skill appears on the exam.

Create a Practice Schedule

Create a Practice Schedule

Students can create the practice schedule from their Dashboard page.

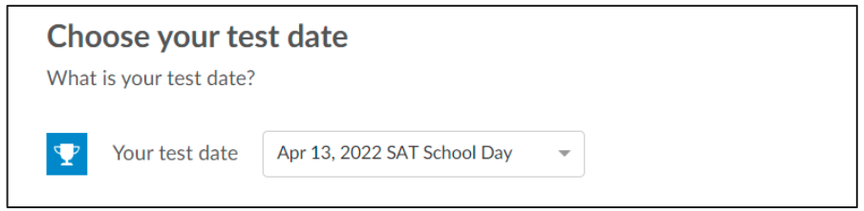


Create a Practice Schedule

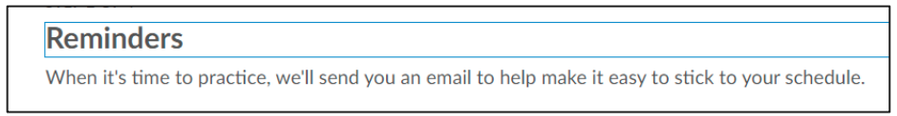
Students can create the practice schedule from their Dashboard page.

There are four steps:

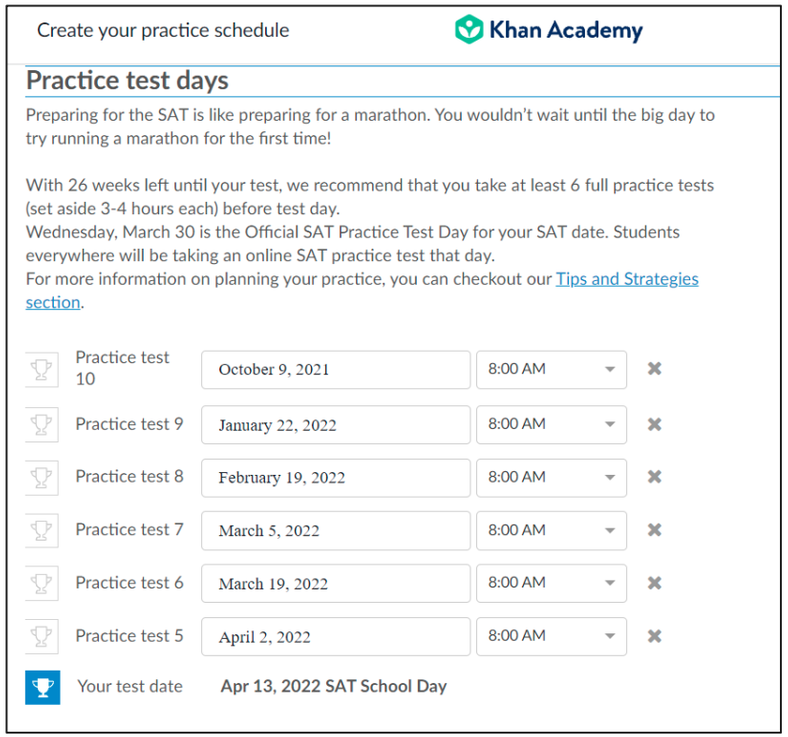
Step One



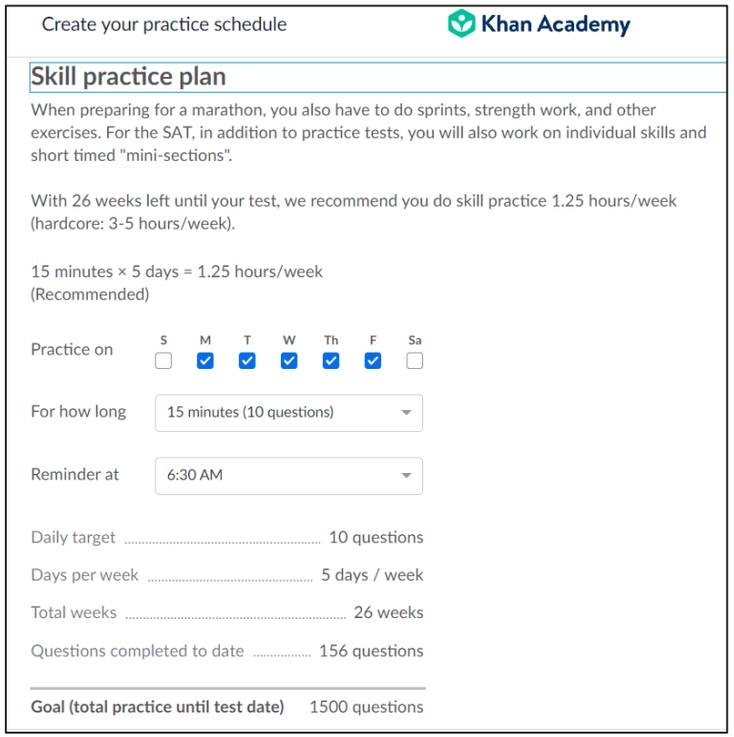
Step Two



Step Three



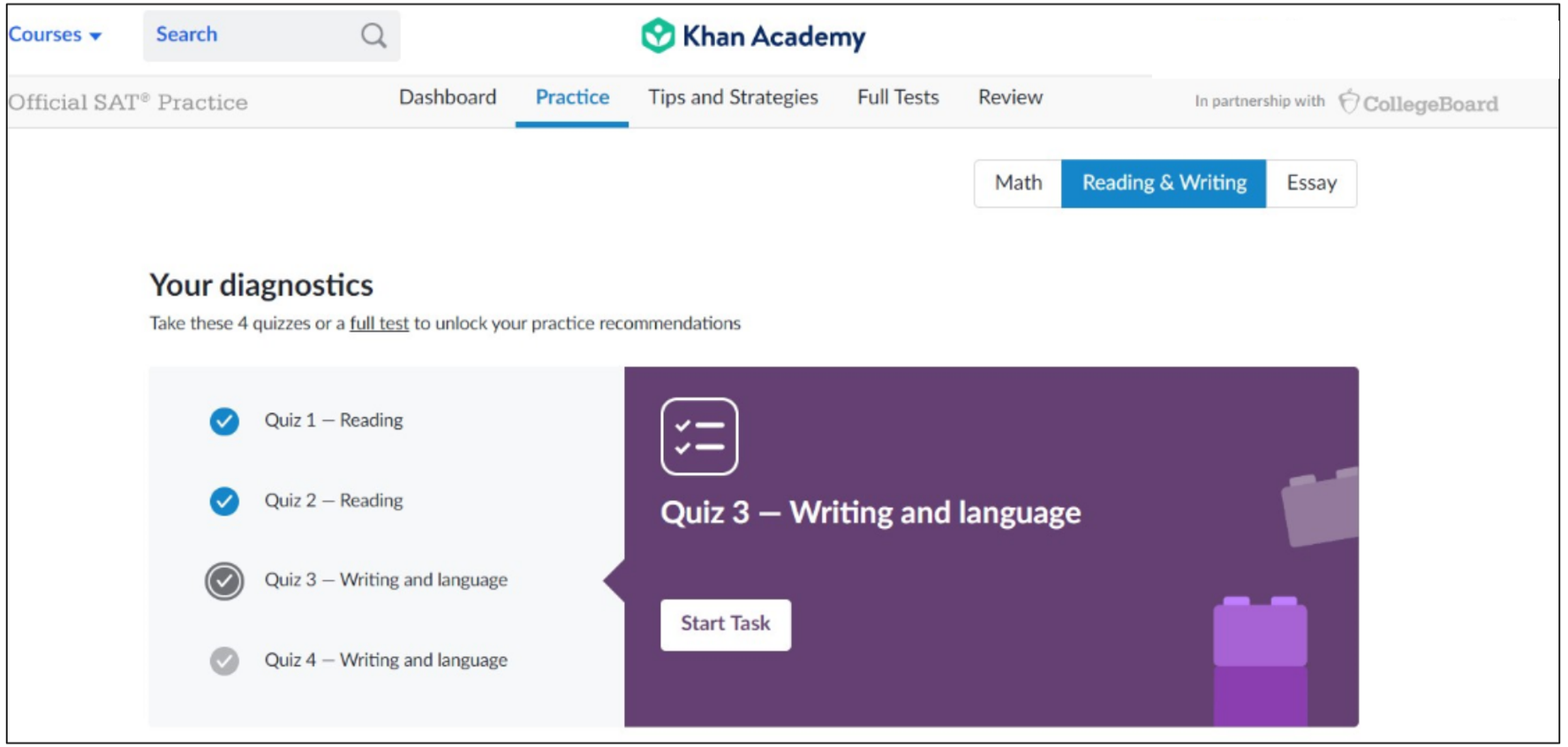
Step Four



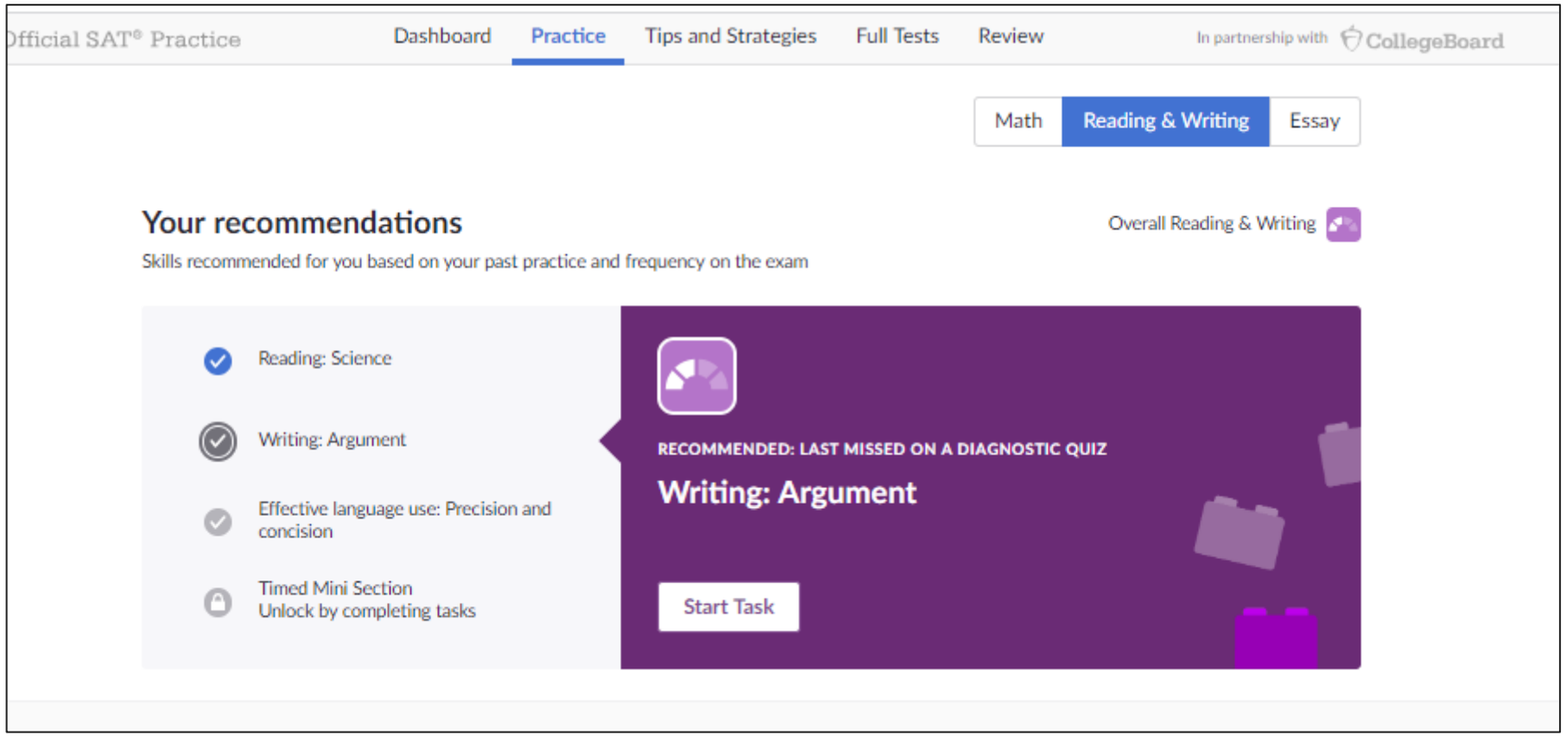
CollegeBoard

Diagnostic Quizzes and Personalized Practice Recommendations

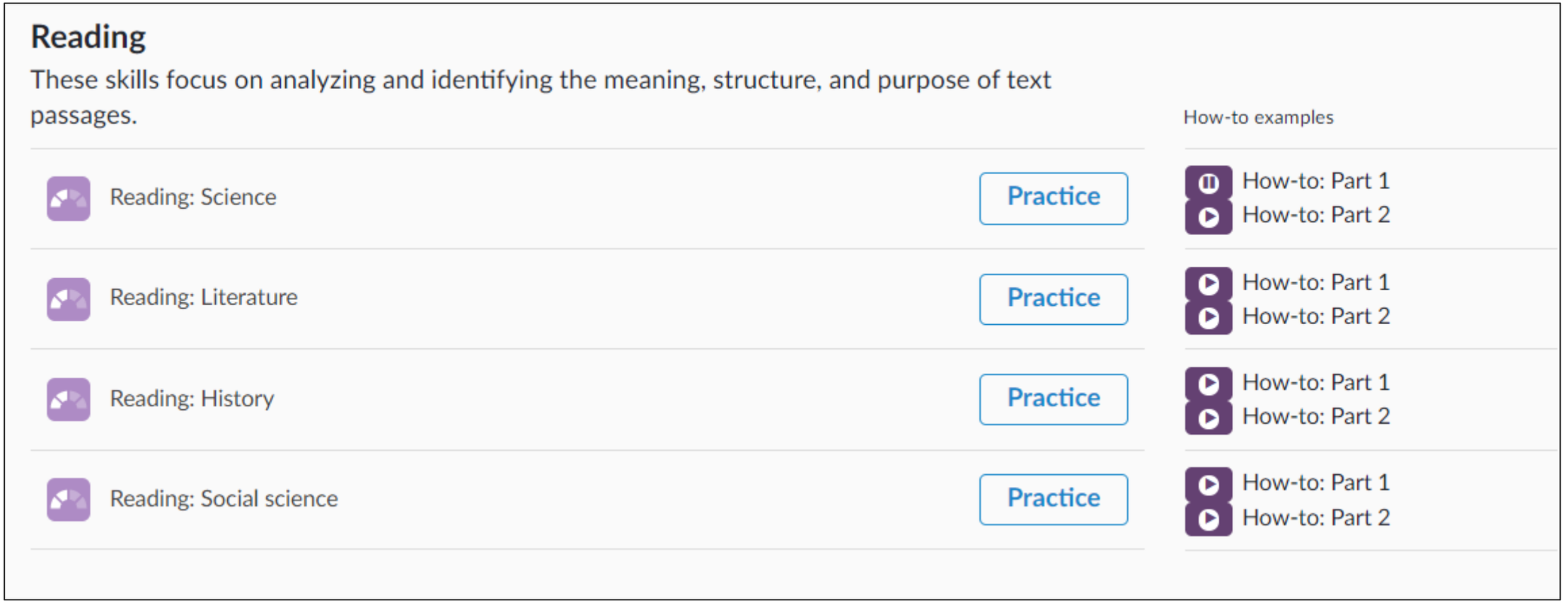
Diagnostic Quizzes



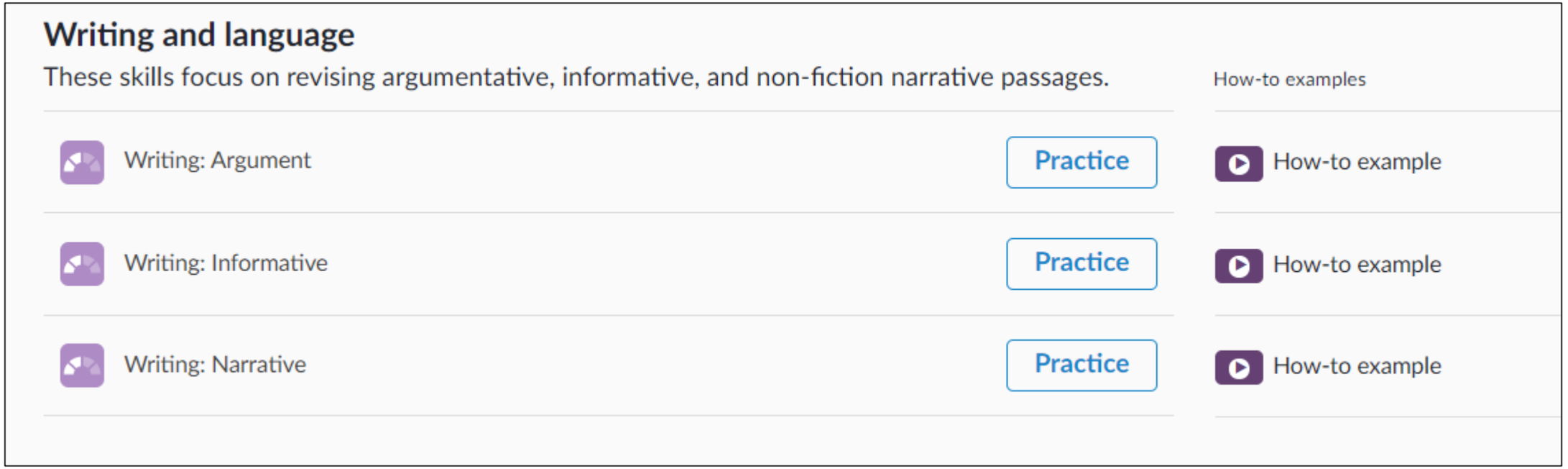
Practice Recommendations



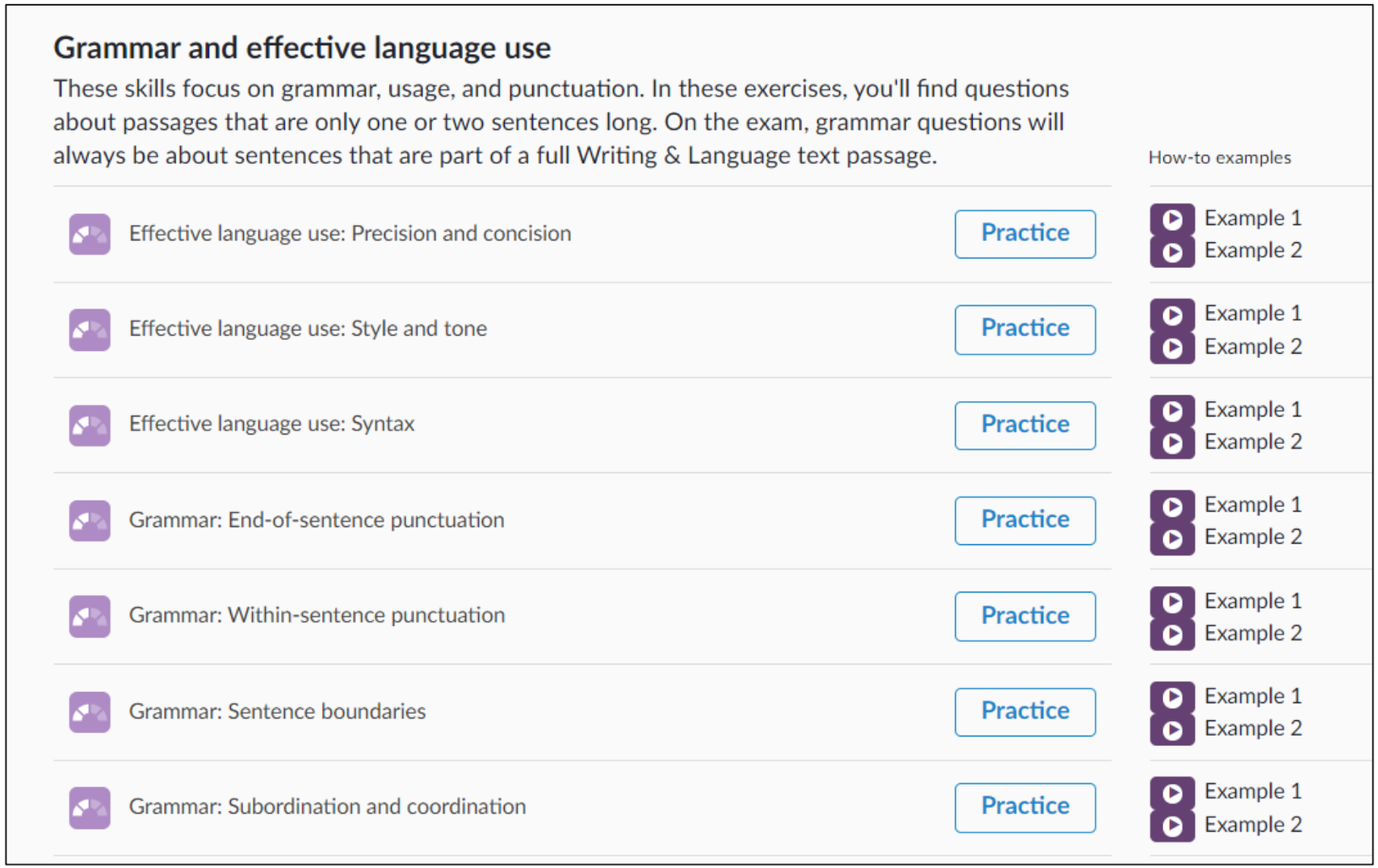
Practice Recommendations



Practice Recommendations



Practice Recommendations



Grammar and effective language use

These skills focus on grammar, usage, and punctuation. In these exercises, you'll find questions about passages that are only one or two sentences long. On the exam, grammar questions will always be about sentences that are part of a full Writing & Language text passage.

		How-to examples
Effective language use: Precision and concision	Practice	Example 1 Example 2
Effective language use: Style and tone	Practice	Example 1 Example 2
Effective language use: Syntax	Practice	Example 1 Example 2
Grammar: End-of-sentence punctuation	Practice	Example 1 Example 2
Grammar: Within-sentence punctuation	Practice	Example 1 Example 2
Grammar: Sentence boundaries	Practice	Example 1 Example 2
Grammar: Subordination and coordination	Practice	Example 1 Example 2

CollegeBoard

Create Classes and Explore the Teacher Dashboard

CollegeBoard

Creating Classes and Adding Students

How Do I Get Started?

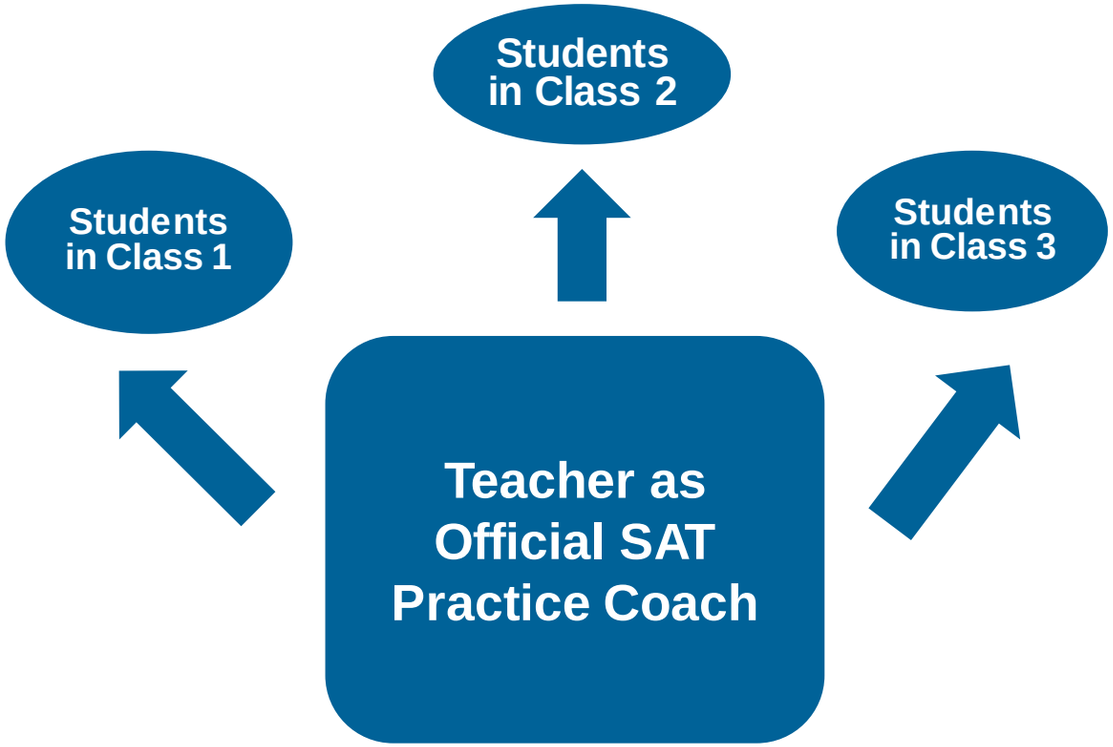
Free personalized study plan for students

Free resources for educators

How to get started with Coach Tools:
Coach Tools Guide
Coach Tools FAQ

- Create classes in Khan Academy® that have SAT® reporting enabled.
  - New SAT® class
  - New subject matter class + SAT®
  - Existing class with SAT® reporting enabled
- Add students and become their coach.
  - With individual emails
  - With a class code
  - With Google Classroom
- Gather student permissions in order to see their SAT® Practice data.
- Confirm that all students in your SAT® reporting-enabled class have received the notification and clicked “Share my SAT® activity with [coach].”

Inviting and Managing Students



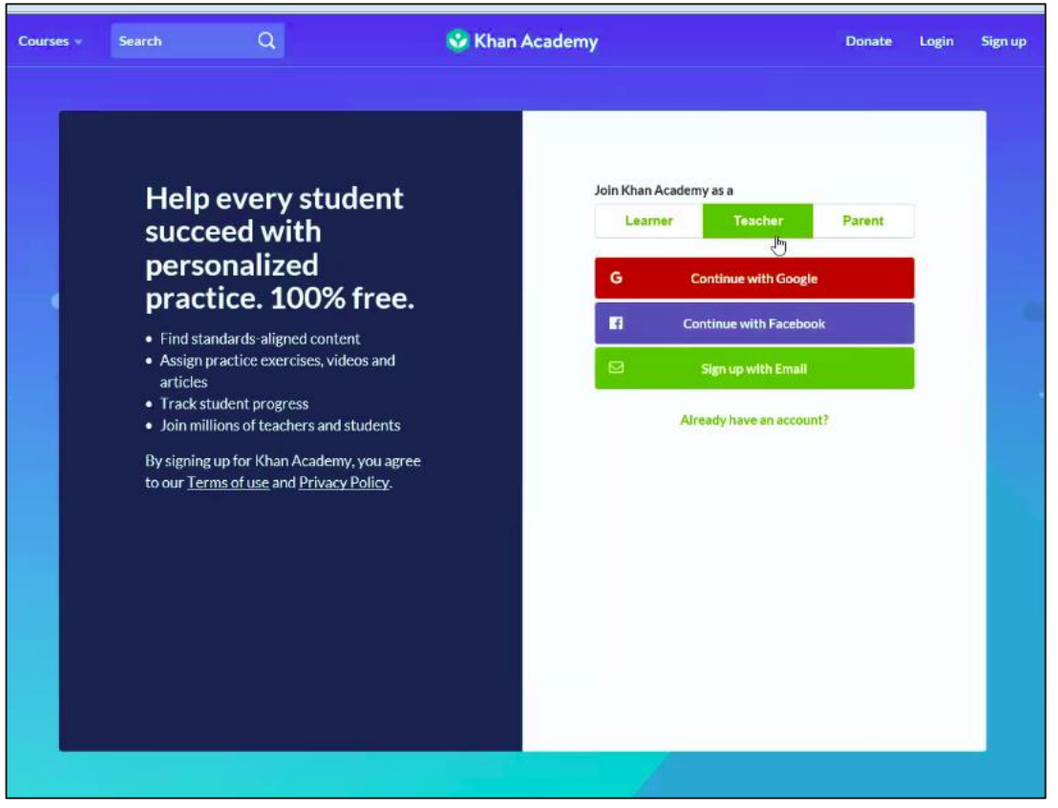
Teacher:

- sends invitation to each class separately
- assigns content that links to the class
- monitors progress

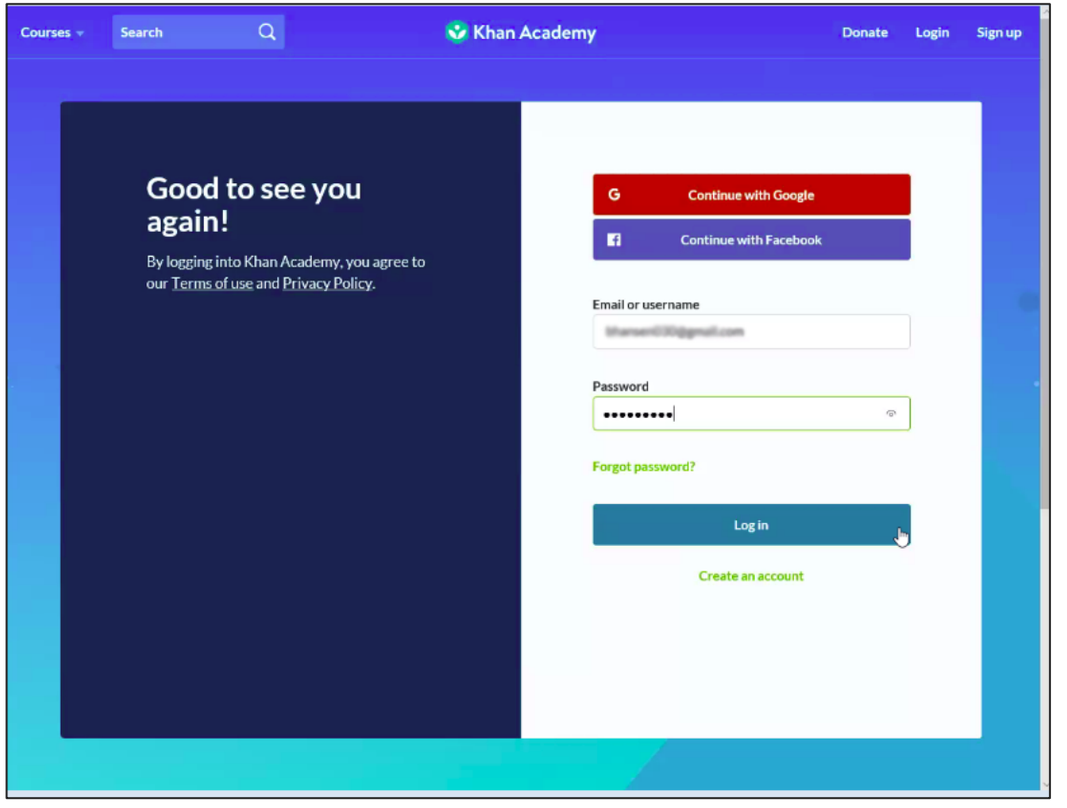
Designated Coach:

- sends invitation to all students
- monitors linkage and general progress
- provides school staff updates on students' progress

Step 1: Create an Account or Log In



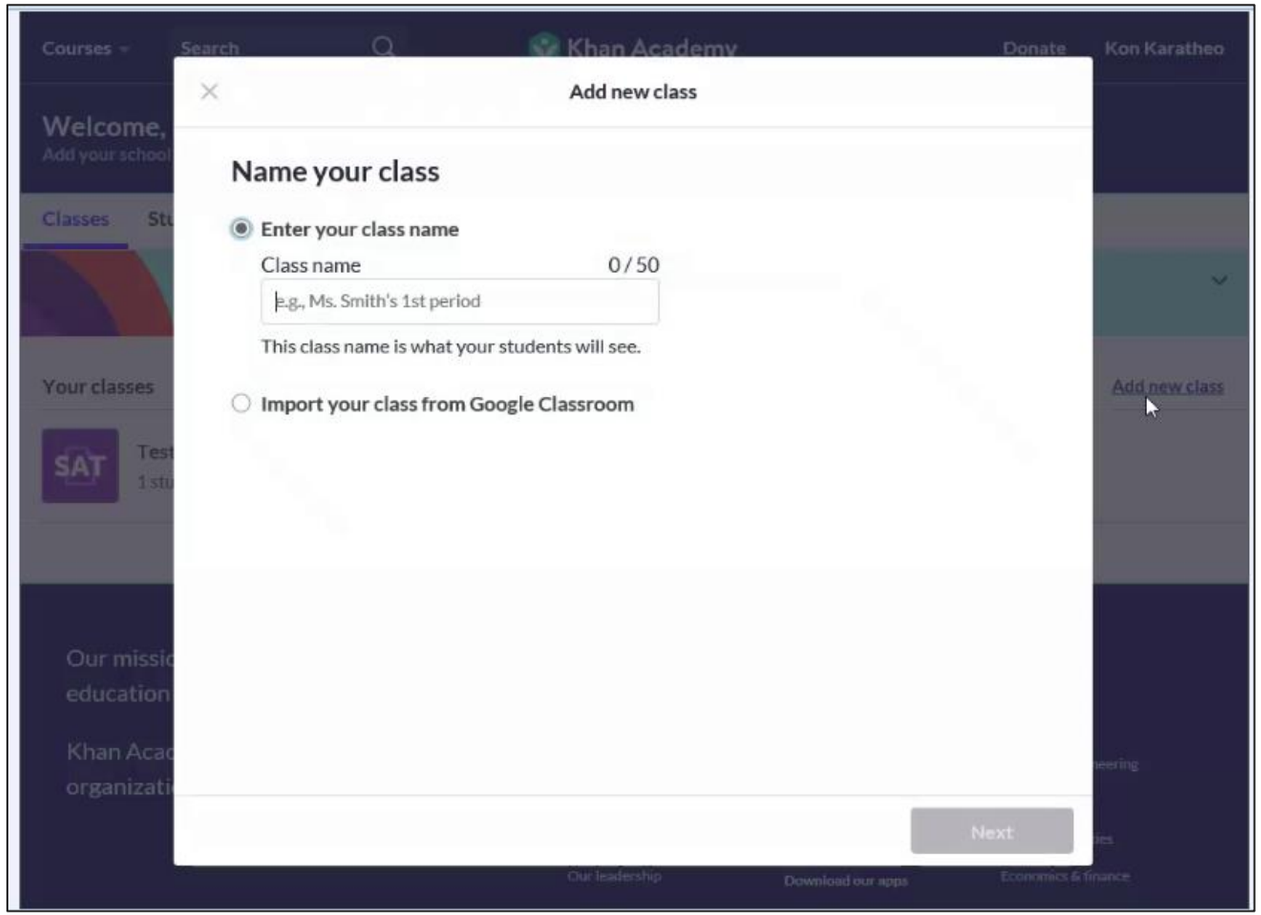
If you don't have a Khan Academy® account, create one at https://www.khanacademy.org/sat.



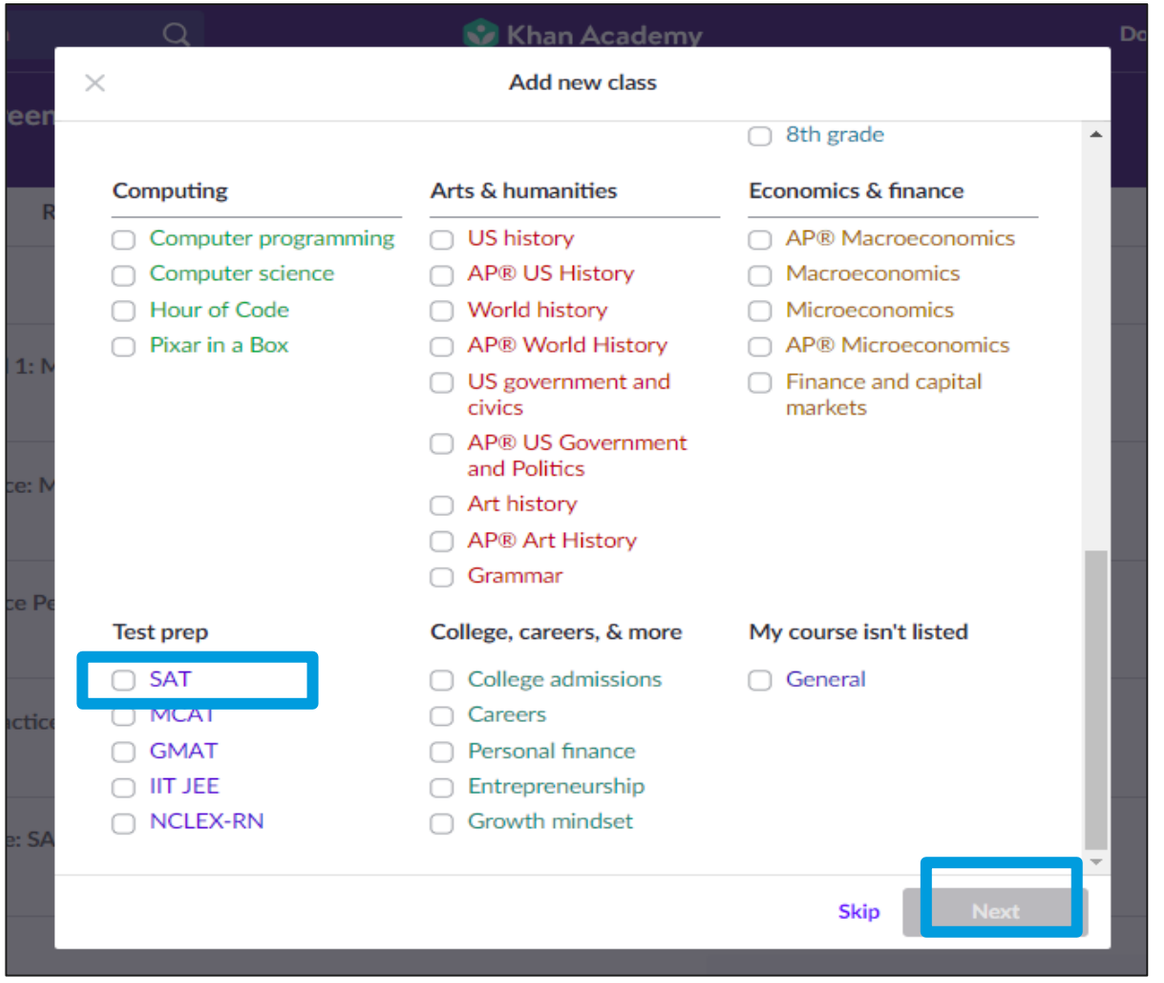
Log in to your Khan Academy® account at https://www.khanacademy.org/sat.

Step 2: Add a New Class

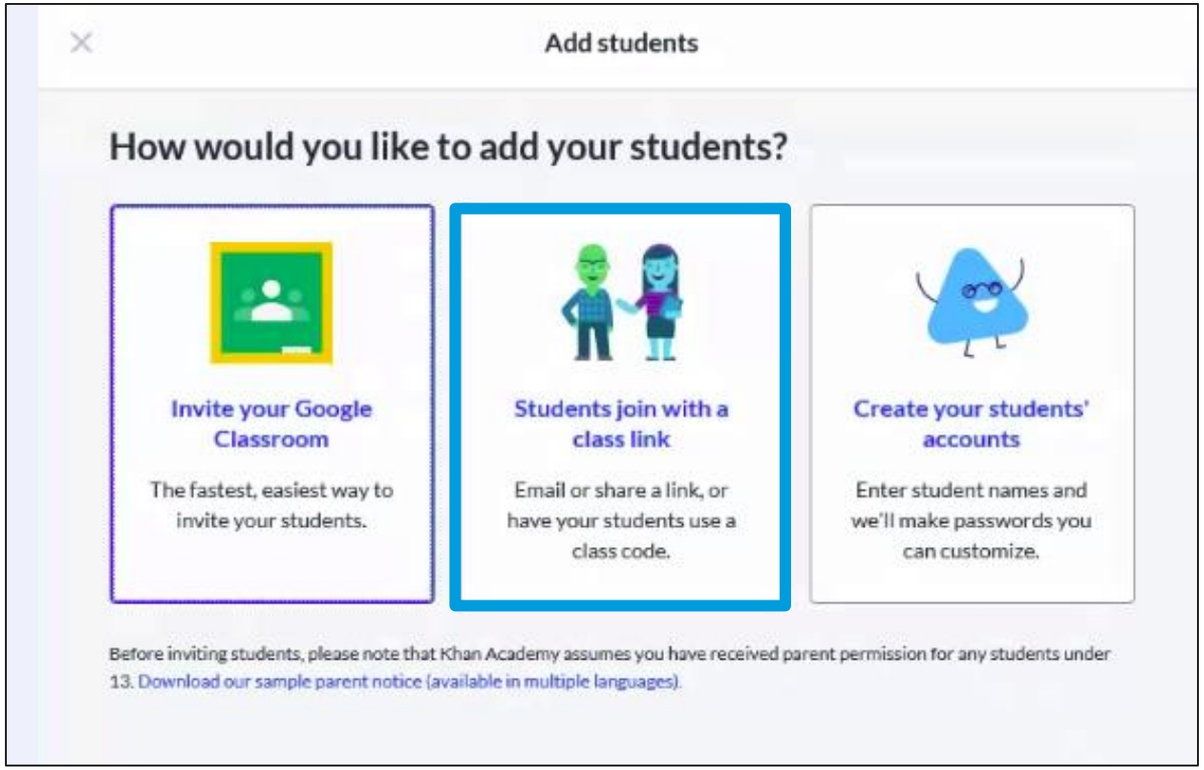
For more information on Google Classroom, read the following article on Khan Academy®.



Step 3: Add SAT® under Test Prep



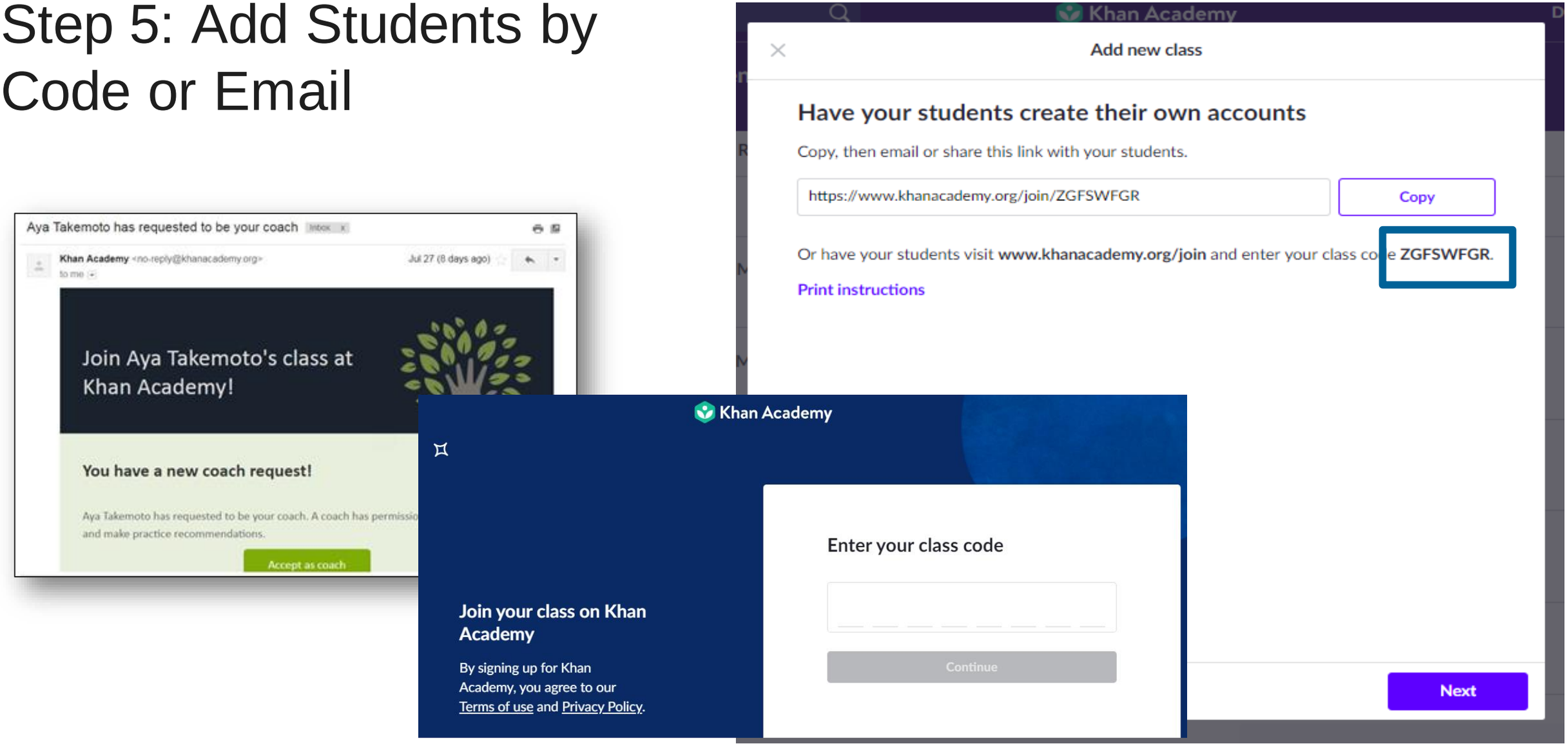
Step 4: Adding Students



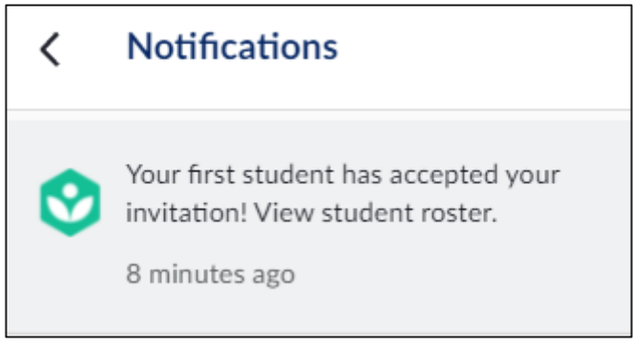
Select the method for adding students to your class.

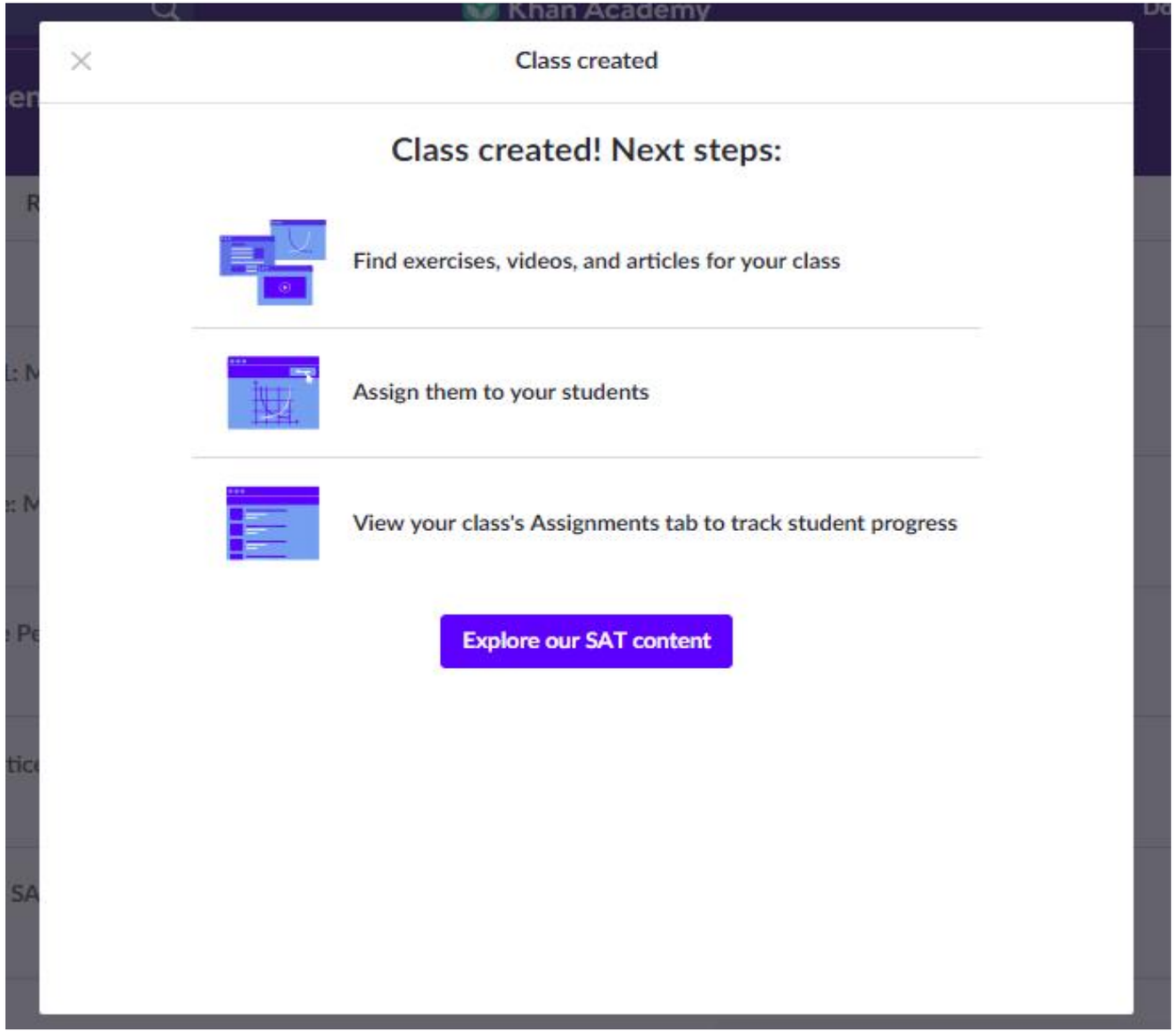
Note: Once one class is created, the "Add new class" link can be selected to create additional classes.

Step 5: Add Students by Code or Email



Success!

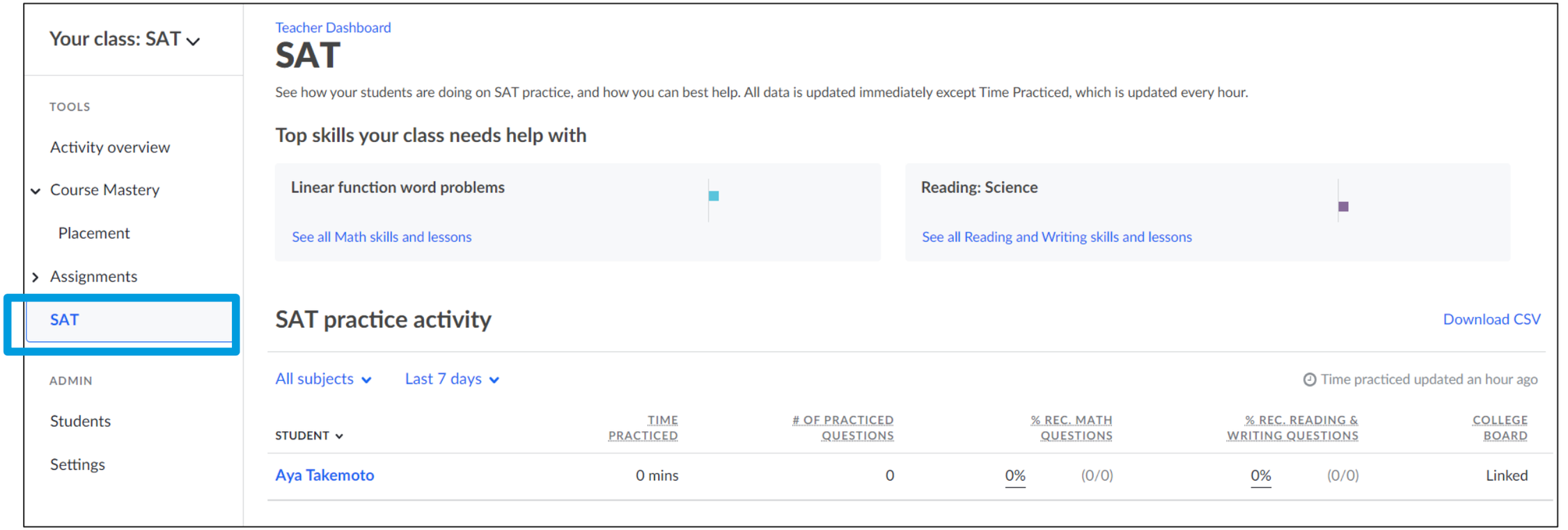

Notifications
Your first student has accepted your invitation! View student roster.
8 minutes ago


Class created
Class created! Next steps:
Find exercises, videos, and articles for your class
Assign them to your students
View your class's Assignments tab to track student progress
Explore our SAT content

CollegeBoard

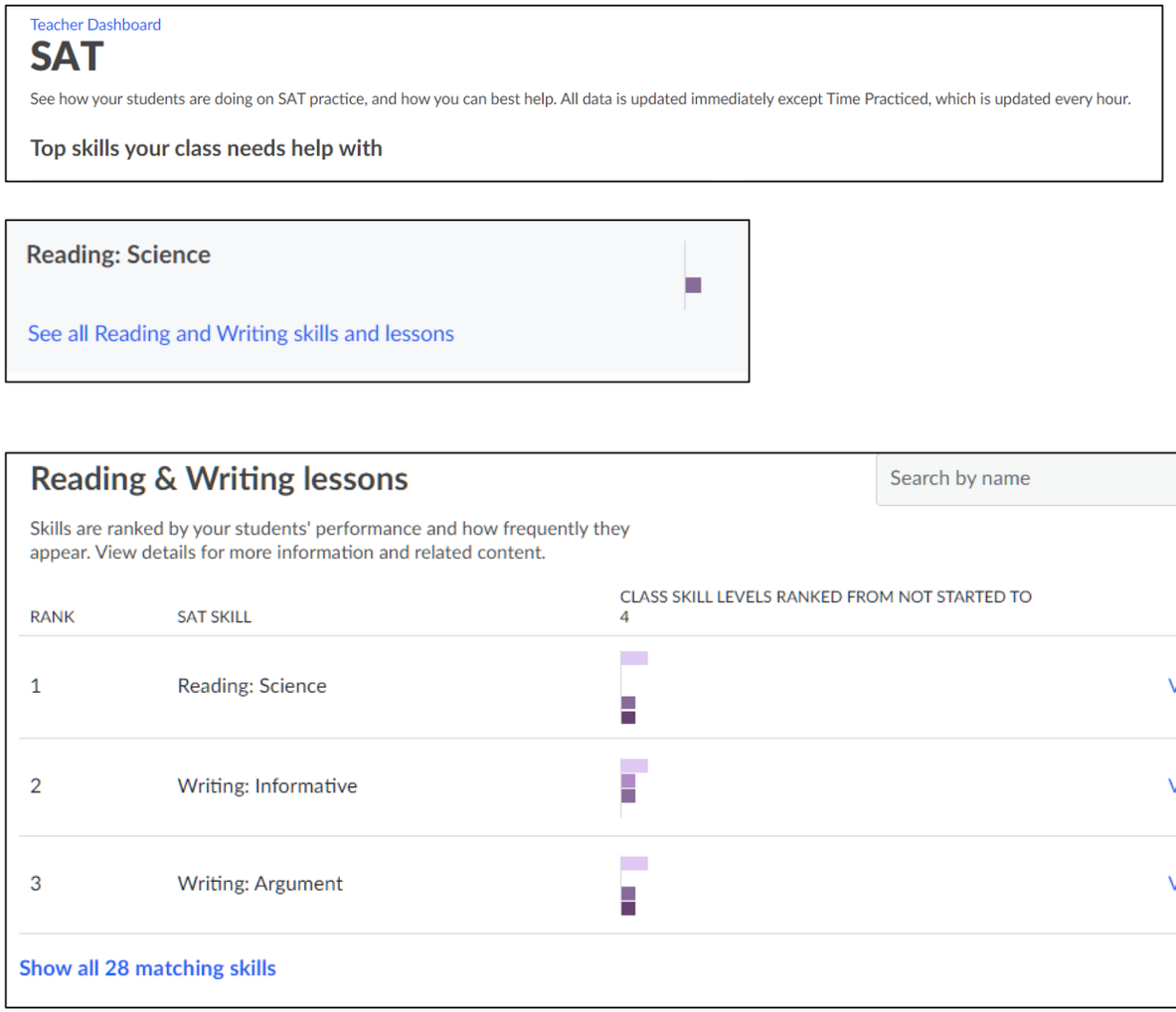
Explore the Teacher Dashboard

Accessing SAT Content

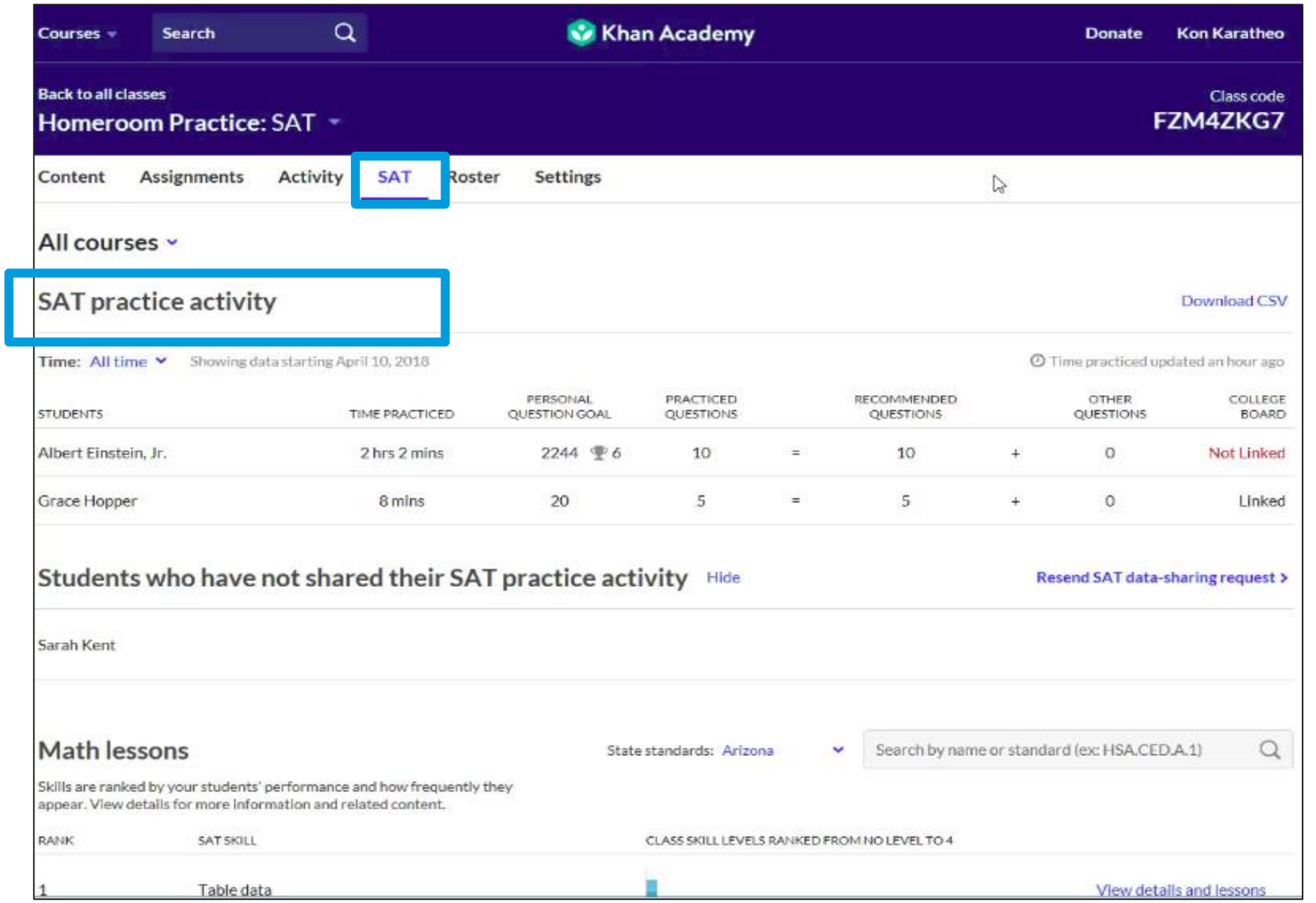


Classroom Dashboard

See how your students are doing on SAT practice and how you can best help. All data are updated immediately except Time Practiced, which is updated every hour.



SAT® Tab: Practice Activity



SAT® Tab:
Time Practiced

TIME PRACTICED	# OF PRACTICED QUESTIONS	% REC. MATH QUESTIONS		% REC. READING & WRITING QUESTIONS		COLLEGE BOARD
25 hrs 35 mins	216	74.6%	(88/118)	67.3%	(66/98)	Linked
1 min	0	0%	(0/0)	0%	(0/0)	Not Linked
1 hr 11 mins	27	0%	(0/5)	0%	(0/22)	Linked

SAT® Tab:
Number of Practiced Questions

TIME PRACTICED	# OF PRACTICED QUESTIONS	% REC. MATH QUESTIONS		% REC. READING & WRITING QUESTIONS		COLLEGE BOARD
25 hrs 35 mins	216	74.6%	(88/118)	67.3%	(66/98)	Linked
1 min	0	0%	(0/0)	0%	(0/0)	Not Linked
1 hr 11 mins	27	0%	(0/5)	0%	(0/22)	Linked

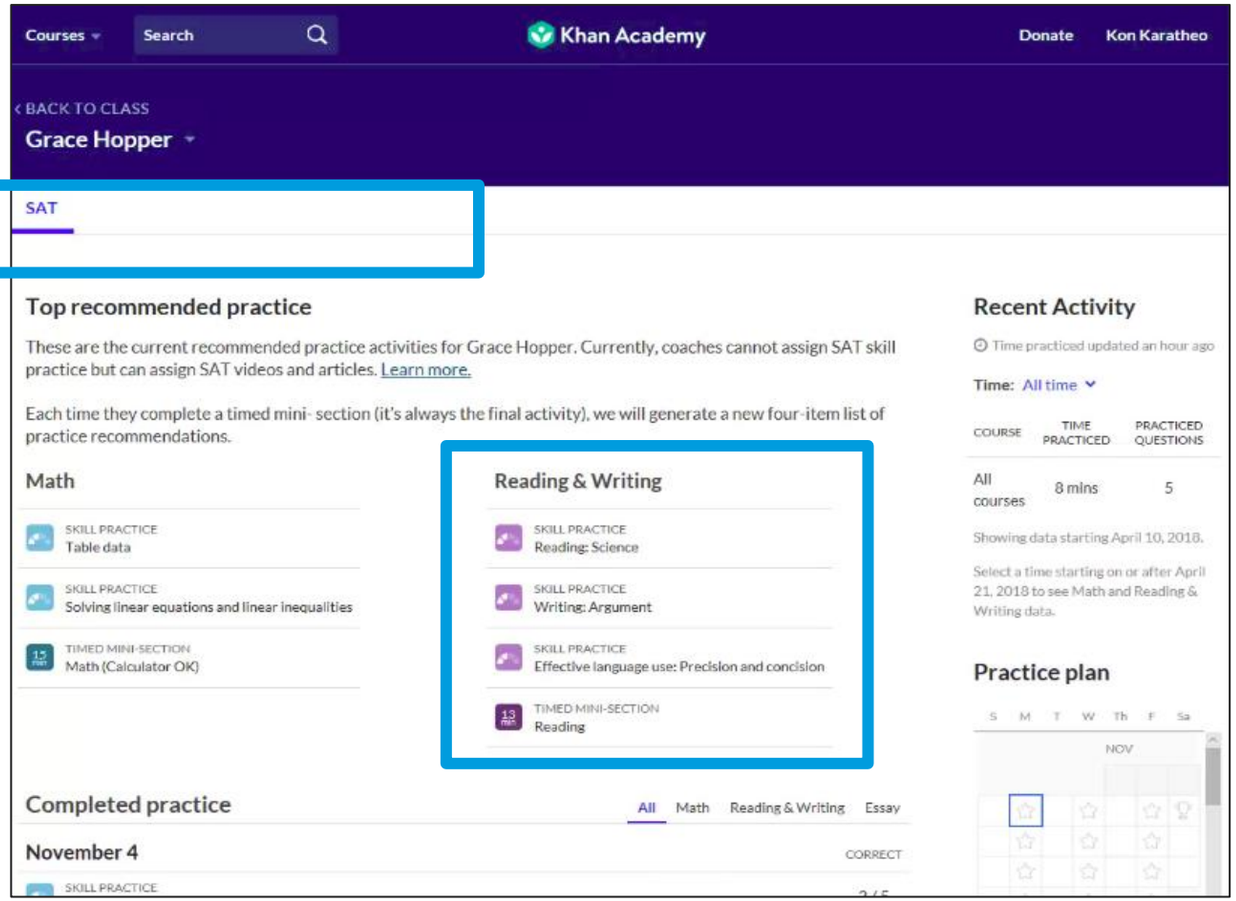
SAT® Tab:
Percent Completed of Recommended Reading & Writing Questions

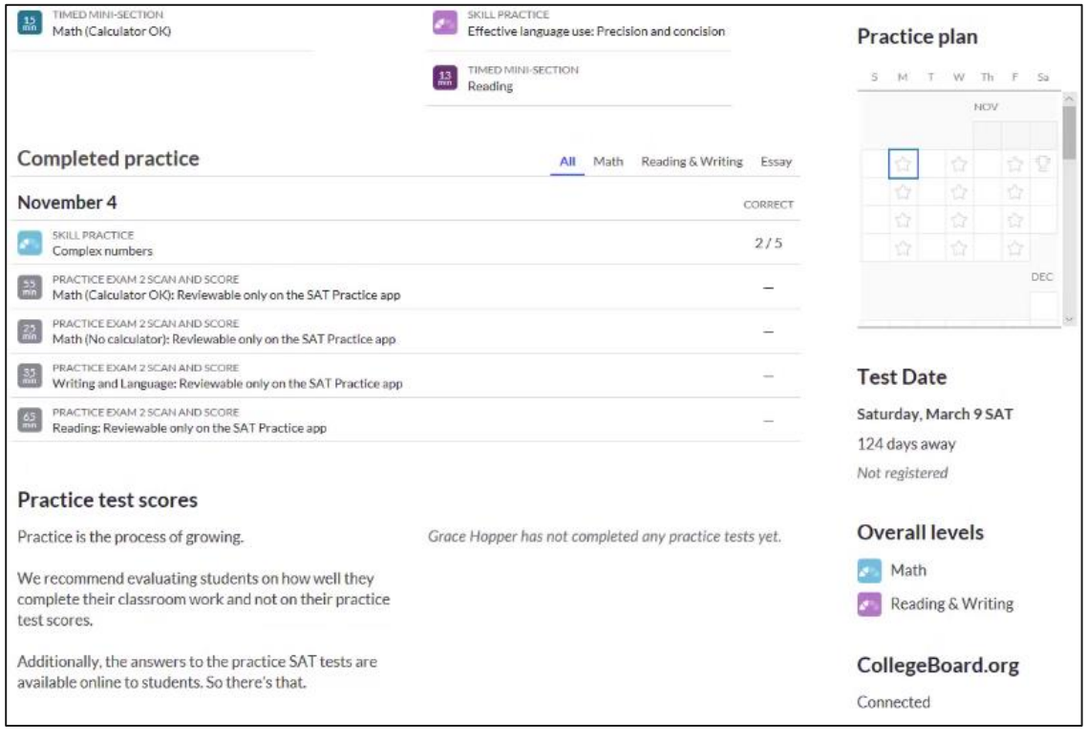
TIME PRACTICED	# OF PRACTICED QUESTIONS	% REC. MATH QUESTIONS		% REC. READING & WRITING QUESTIONS		COLLEGE BOARD
25 hrs 35 mins	216	74.6%	(88/118)	67.3%	(66/98)	Linked
1 min	0	0%	(0/0)	0%	(0/0)	Not Linked
1 hr 11 mins	27	0%	(0/5)	0%	(0/22)	Linked

SAT® Tab: Linkage

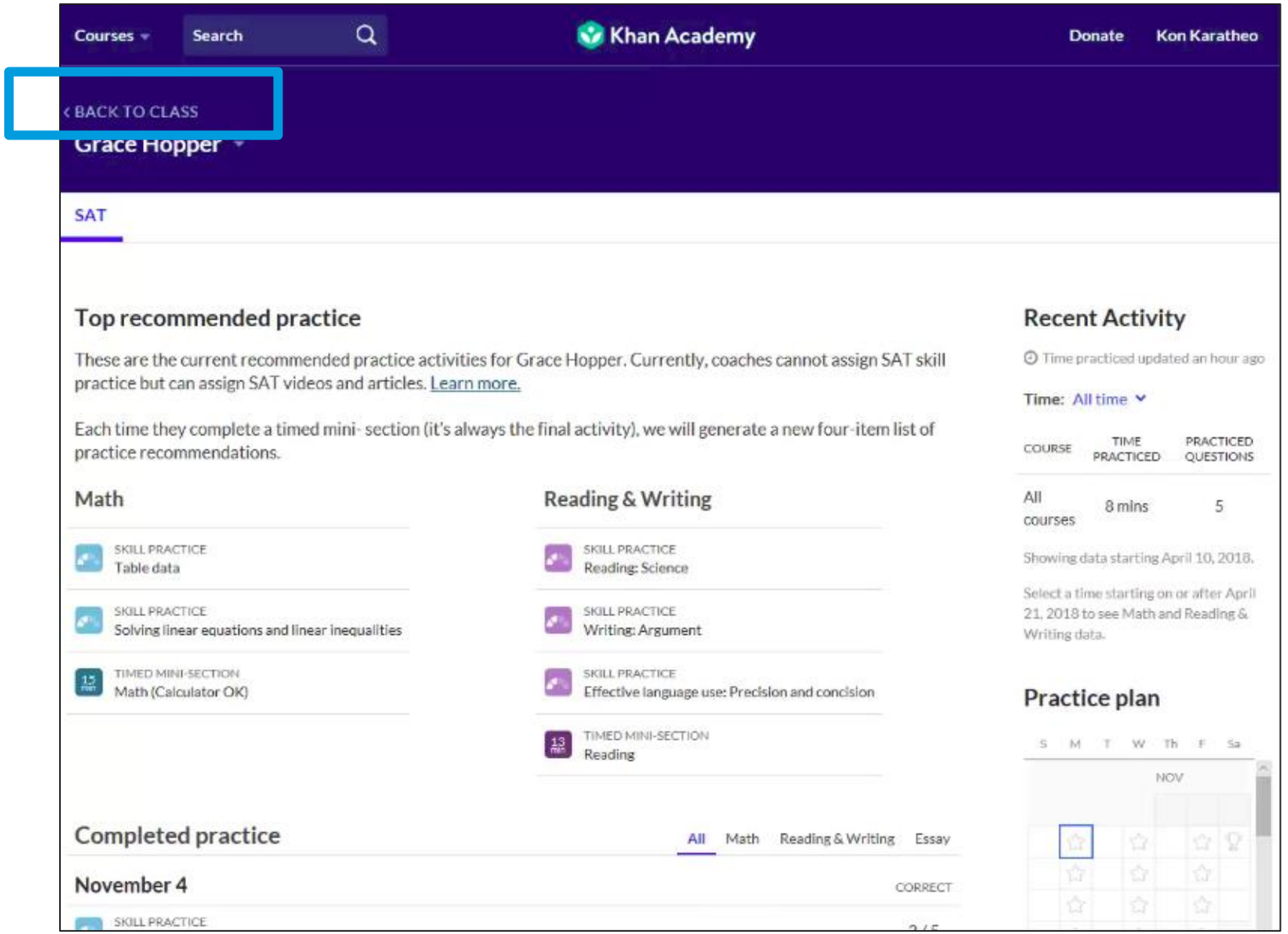
TIME PRACTICED	# OF PRACTICED QUESTIONS	% REC. MATH QUESTIONS		% REC. READING & WRITING QUESTIONS		COLLEGE BOARD
25 hrs 35 mins	216	74.6%	(88/118)	67.3%	(66/98)	Linked
1 min	0	0%	(0/0)	0%	(0/0)	Not Linked
1 hr 11 mins	27	0%	(0/5)	0%	(0/22)	Linked

SAT® Tab: Select a Student

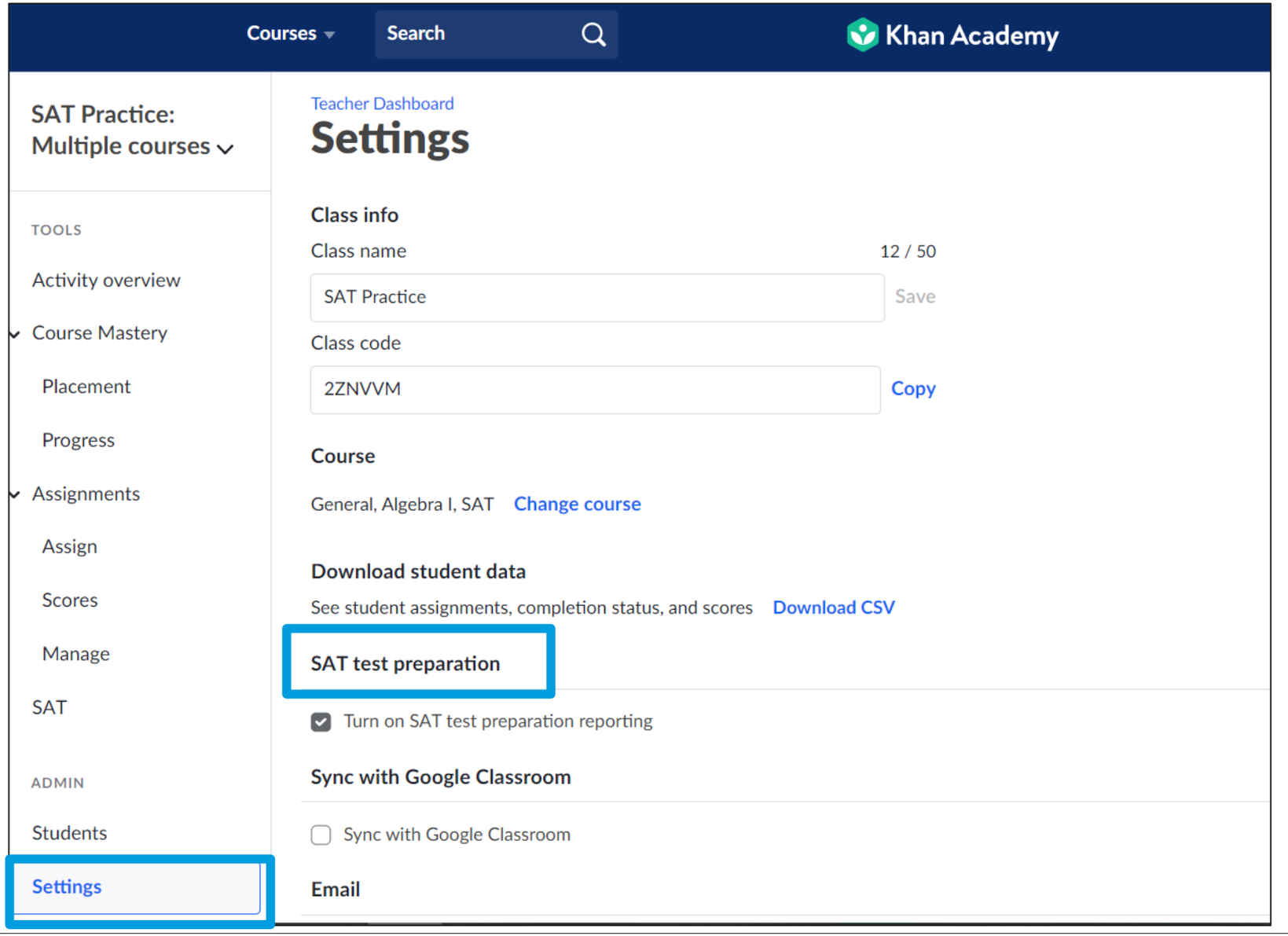




Back to Classes



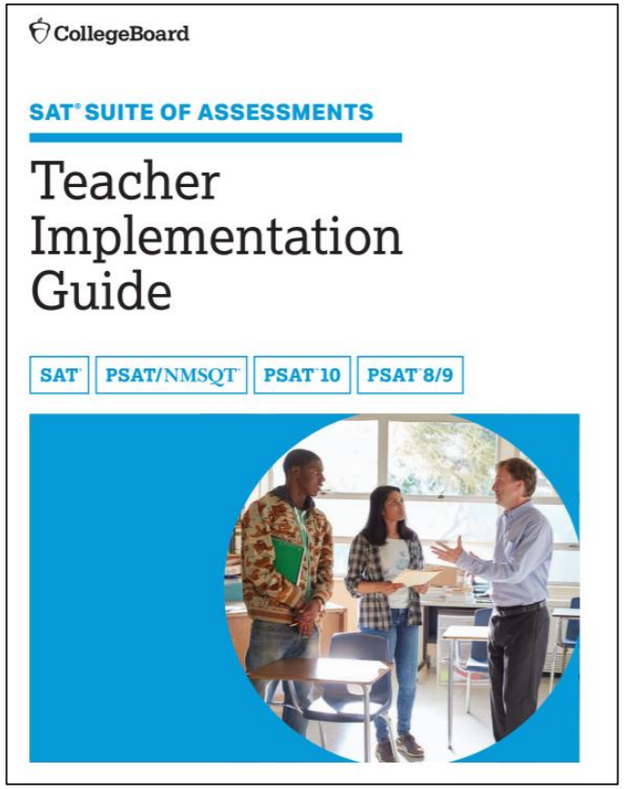
Settings


Courses
Search
Khan Academy
SAT Practice: Multiple courses
TOOLS
Activity overview
Course Mastery
Placement
Progress
Assignments
Assign
Scores
Manage
SAT
ADMIN
Students
Settings
Teacher Dashboard
Settings
Class info
Class name
12 / 50
SAT Practice
Save
Class code
2ZNVVM
Copy
Course
General, Algebra I, SAT
Change course
Download student data
See student assignments, completion status, and scores
Download CSV
SAT test preparation
Turn on SAT test preparation reporting
Sync with Google Classroom
Sync with Google Classroom
Email

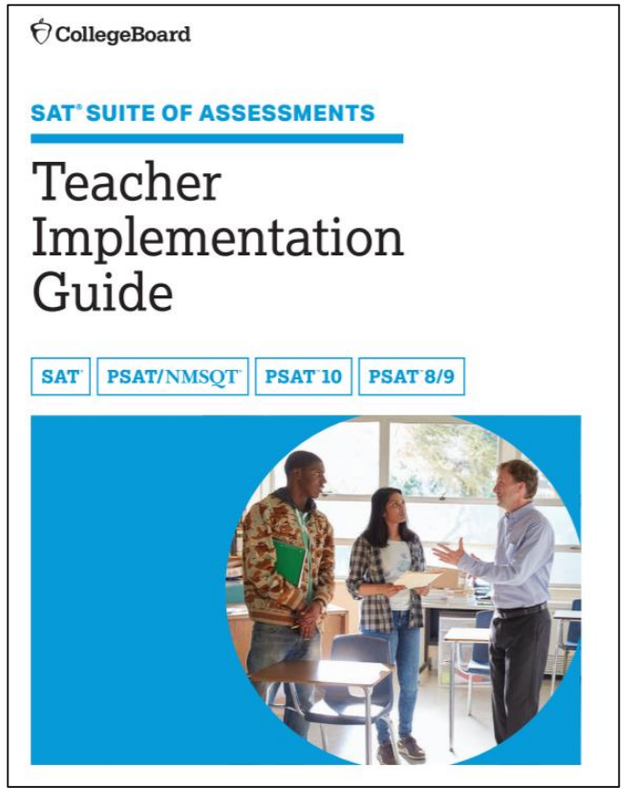
CollegeBoard

Instructional and Skill-Building Strategies

Teacher Implementation Guide



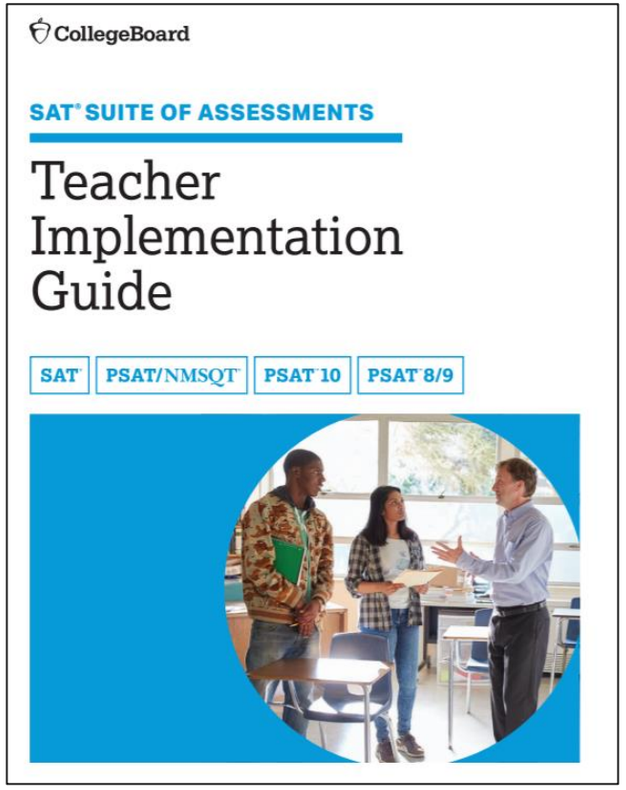
General Instructional Strategies



Instructional Strategies for Reading:

- Require students to practice reading and analyzing extended passages of text at varied levels of text complexity.
- Be aware that the Reading Test passages span a range of difficulty from 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.)

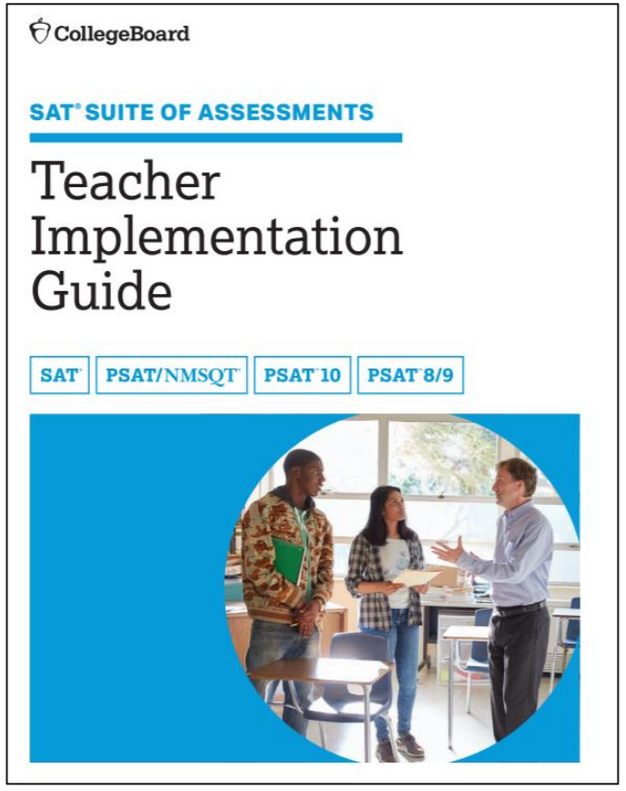
General Instructional Strategies



Instructional Strategies for Reading (continued):

- 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.
- Be aware that all 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.

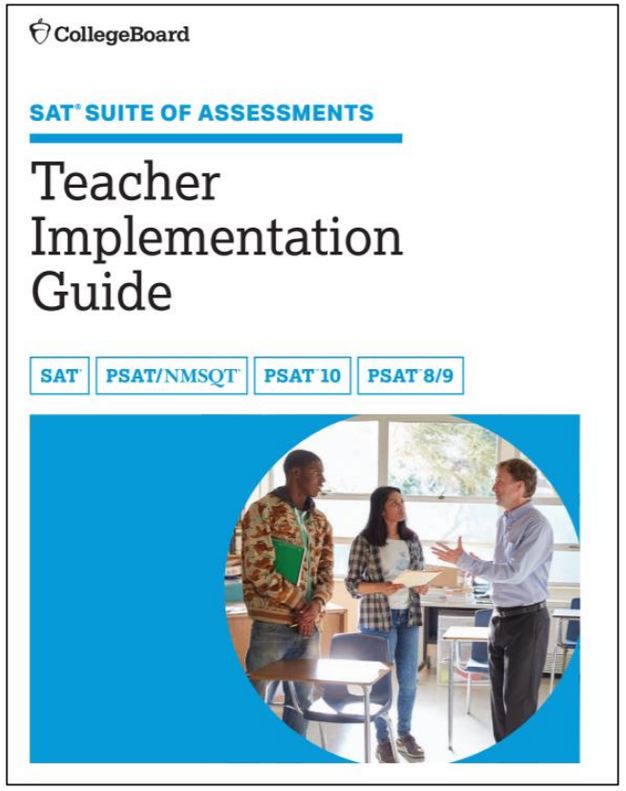
Skill-Building Strategies



Skill-Building Strategies for Reading:

- Assign a range of reading passages that includes some longer and more difficult selections, and provide students with needed scaffolding and support to help them develop the needed independence in reading such pieces.
- Select a particularly meaningful or powerful word or phrase from a reading selection and substitute 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.
- Ask students to use the SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) method to analyze the text when reading literature passages, primary sources, or current event publications.

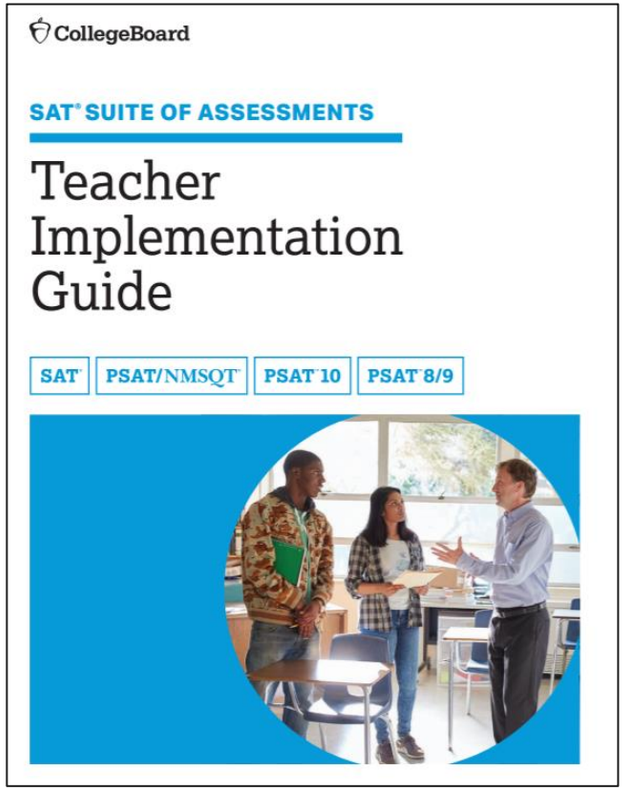
Skill-Building Strategies



Skill-Building Strategies for Reading (continued):

- Ask students to write questions that investigate understanding of a lesson or unit.
- Ask students to practice identifying meaningful and relevant information in order to create high-quality questions for their peers to answer.
- Require students to provide supporting evidence when answering peers' questions.
- Ask students to identify similarities and differences in multiple passages.
- 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.

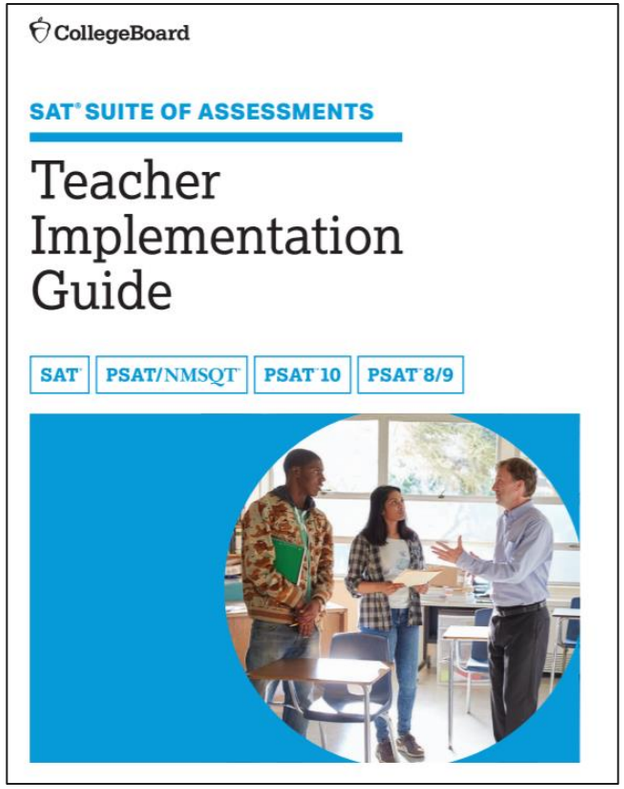
General Instructional Strategies



Instructional Strategies for Writing and Language:

- Instruct students to provide quotations from passages or data from graphs, tables, charts, or other relevant text as evidence to support conclusions in class discussions and on assignments.
- Teach students in all classes to practice writing and language analysis skills—effective language use, expression of ideas, and the proper use 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 SAT Suite of Assessments.

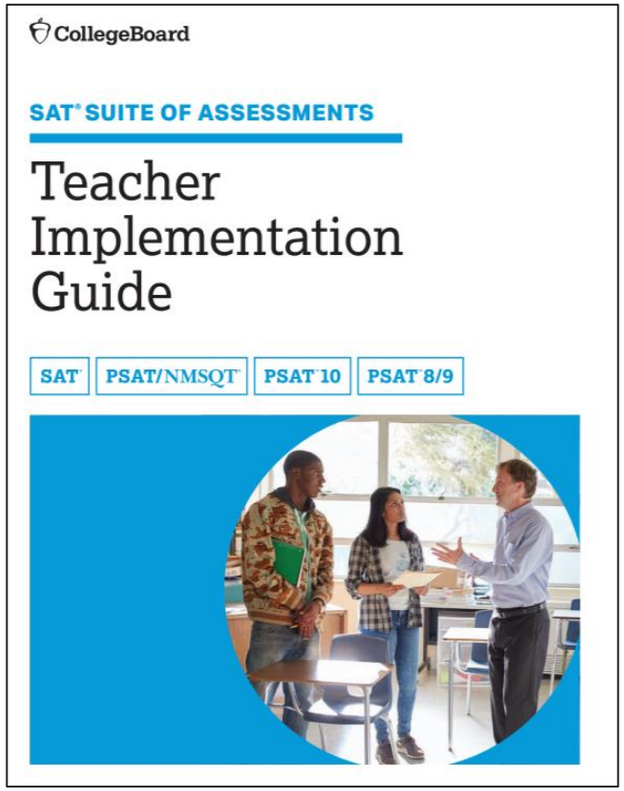
Skill-Building Strategies



Skill-Building Strategies for Writing and Language:

- Utilize peer editing, as this can be an important part of the writing process and a useful teaching and learning activity for both the writer and the editor.
- 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 errors, their effect on the sentence, and the meaning of the sentence within the passage.
- After students make corrections, ask them to explain their reasoning. Students are thus simultaneously practicing using language conventions and supporting their answers with evidence.

Skill-Building Strategies



Skill-Building Strategies for Writing and Language (continued):

- 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 students explicitly describe the data they used to make each correction.

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Supporting Student Success with Official SAT® Practice on Khan Academy®

Implementation Models

Coach Resources for Official SAT® Practice

Lesson Plans

Coach Tools FAQ

Coach Tools Guide

Features include these:

Recommended SAT® skills on which to focus based on class performance

- Lesson plans created by teachers and for teachers available for skills in Math, Evidence-Based Reading & Writing, and the Essay
- Links to additional Khan Academy® content and SAT® content that can be assigned based on the greatest needs of the class

Student progress

- Their upcoming SAT® test date
- Problems completed, time spent, and practice tests scheduled

Recently completed activity

- The top recommended skills for practice
- Questions attempted, answer choices, and correct answers
- Practice test scores

Ideas for Increasing Student Engagement

- Designate classes in which students will spend time creating and linking Khan Academy® accounts.
- Train staff to work with students to create and link accounts.
- Reach out to local community-based organizations and/or college-access groups to help students log in to their College Board/Khan Academy® accounts and practice.
- Raffle off small prizes for participation (e.g., school gear).
- Incentivize classes/grades to compete with each other (e.g., by percentage of students who have linked their accounts to Khan Academy®; completion of full-length practice tests, etc.).
- Strengthen your school's college-going culture and empower students to think of themselves differently.

CollegeBoard

Developing a Plan for Official SAT® Practice

Design an Implementation Plan for Your Classes

1. Share the steps for linking accounts/taking diagnostic quizzes with students.
2. Create an implementation plan for using the Coach Tools.
3. Review SAT® practice resources available here: https://www.isbe.net/Pages/sat-psat.aspx under the Practice Resources accordion.
4. Monitor progress.
5. Measure success.

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

Thank You

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