



Official SAT[®] Practice on Khan Academy[®]

Resources for English Language Arts Teachers



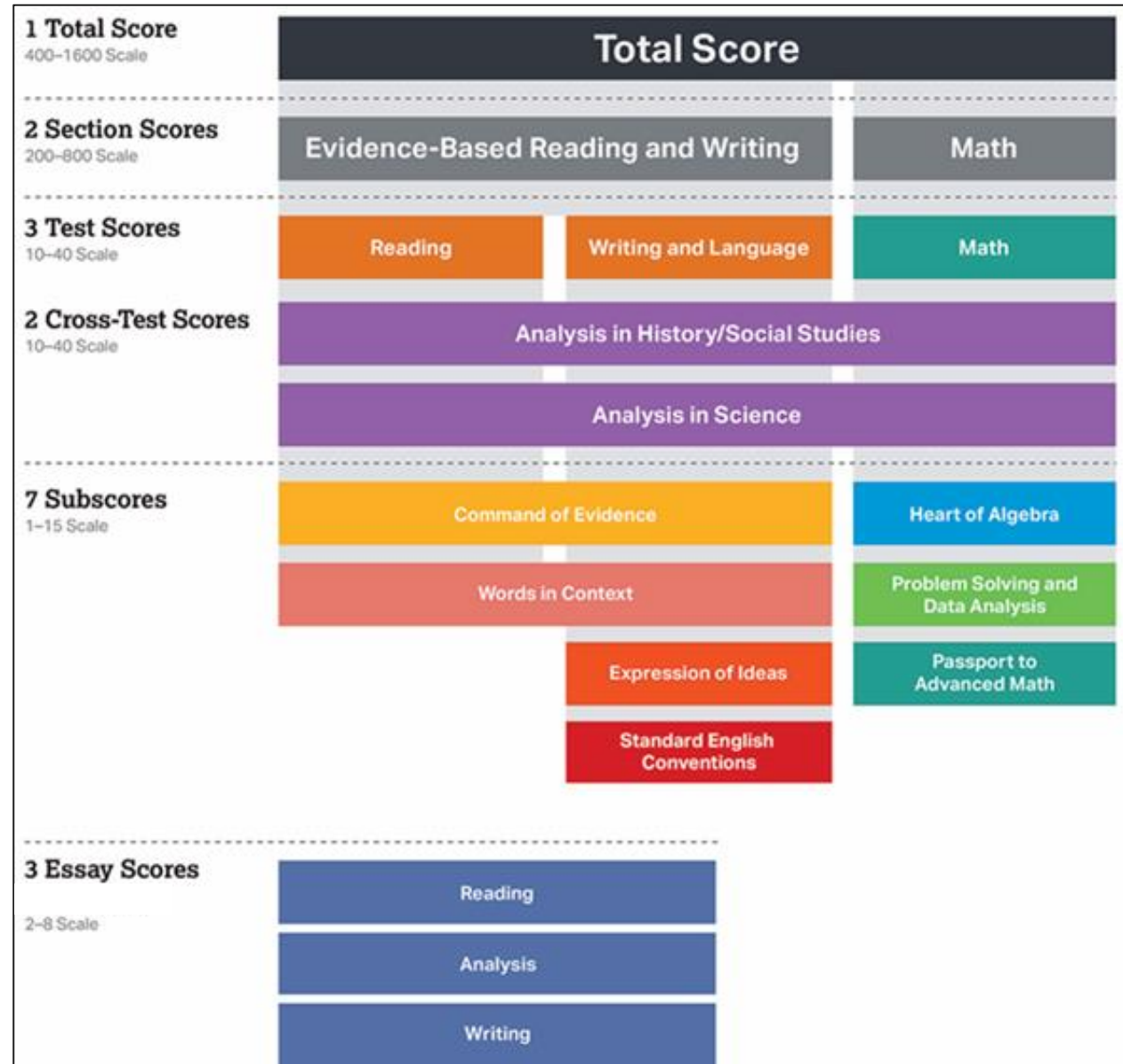
December 6-10, 2021

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

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

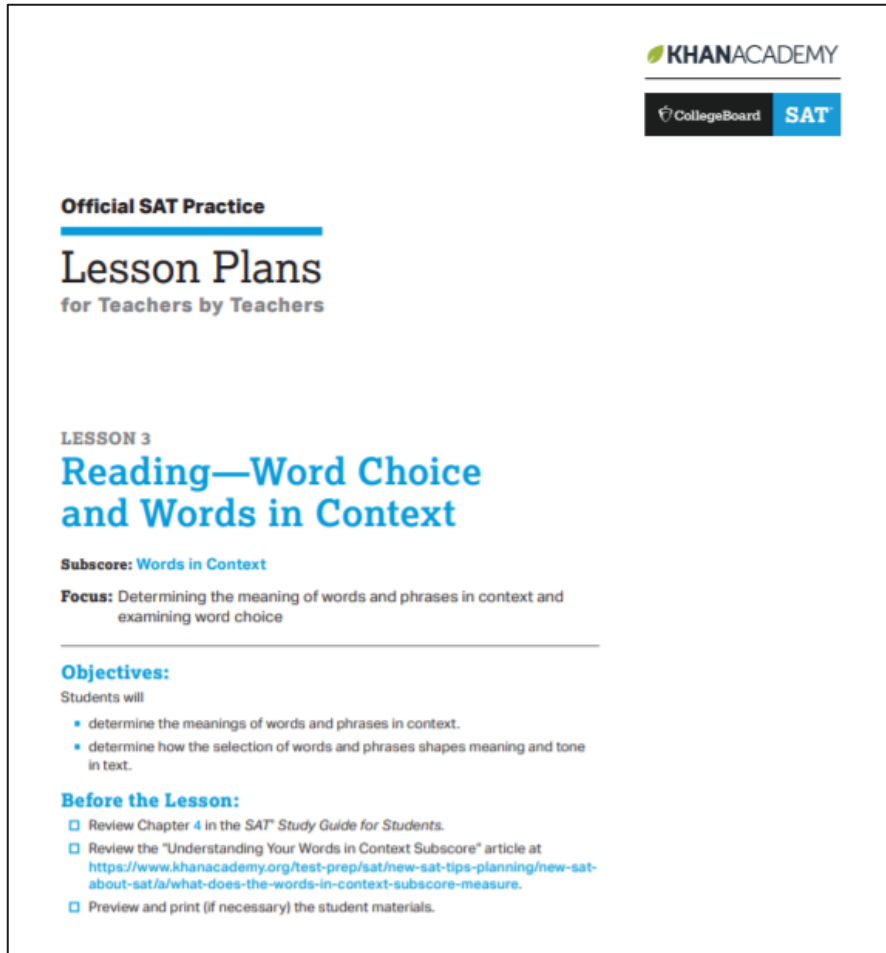
Words in Context



Students are asked to

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

Words in Context: Lesson Plan



The screenshot shows the Khan Academy interface for SAT practice. At the top, it says 'Official SAT Practice' and 'Lesson Plans for Teachers by Teachers'. Below that, it identifies 'LESSON 3' as 'Reading—Word Choice and Words in Context'. The 'Subscore' is 'Words in Context' and the 'Focus' is 'Determining the meaning of words and phrases in context and examining word choice'. Under 'Objectives', it lists two goals for students: determining word meanings and understanding how word selection shapes meaning. The 'Before the Lesson' section includes three tasks: reviewing Chapter 4 of the SAT Study Guide, reading an article about the Words in Context subscore, and previewing student materials.

Official SAT Practice
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.

- 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.

[Reading-Word Choice and Words in Context](#)

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 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

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

11

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

- A) searched for.
- B) traveled over.
- C) followed.
- D) hunted.

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 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



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
5 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
10 System (GPS). By sensing the field, they can work out

- 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.

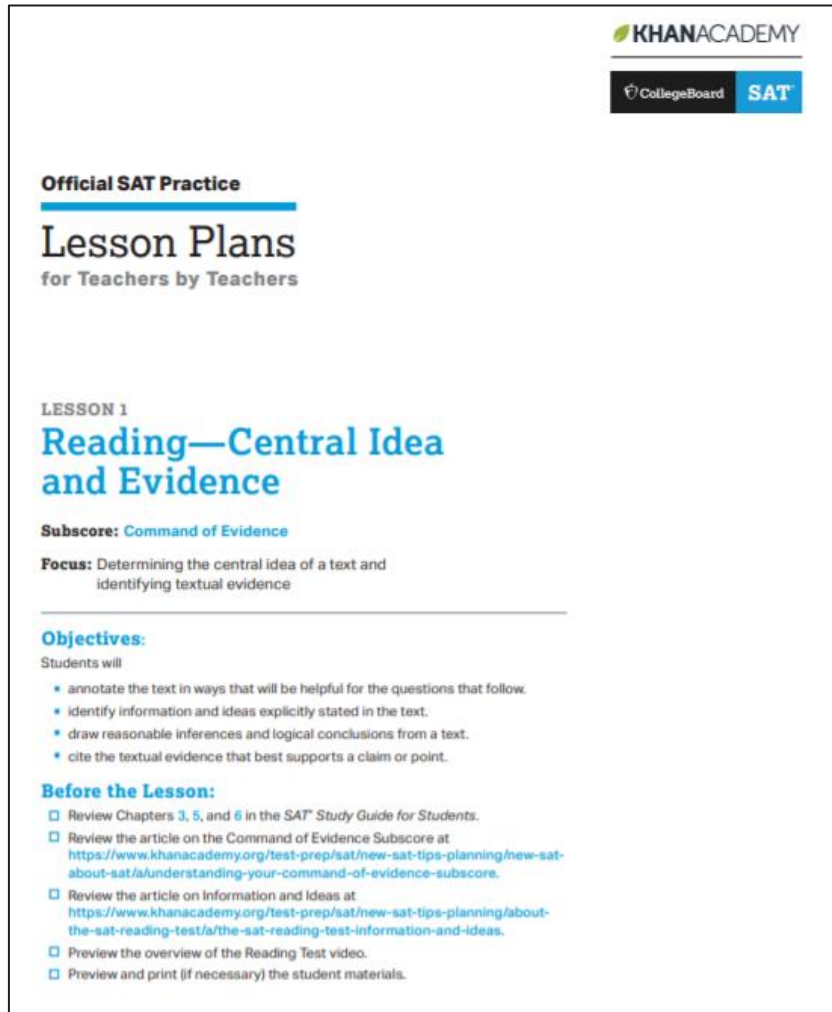
Command of Evidence



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



KHANACADEMY

CollegeBoard SAT

Official SAT Practice

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.

- 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.

[Reading-Central Idea and Evidence](#)

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”)

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.

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

Command of Evidence: Group Practice Activity

Rationale for #12:

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.

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).

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

Command of Evidence: Closing Activity

 Khan Academy

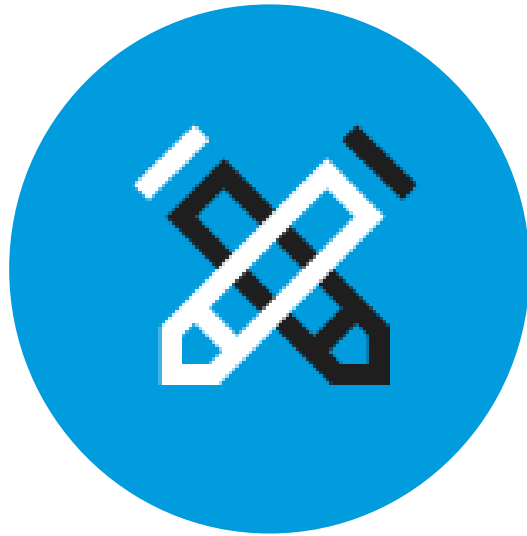
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10 System (GPS). By sensing the field, they can work out

- 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

The screenshot shows the Khan Academy interface for SAT practice. At the top, it says 'Official SAT Practice' and 'Lesson Plans for Teachers by Teachers'. The lesson is titled 'LESSON 5 Writing and Language—Development and Evidence'. Below the title, it lists 'Subscore: Expression of Ideas, Command of Evidence' and 'Focus: Revising a text for development and effective use of evidence'. The 'Objectives' section states that students will understand how to refine content, identify ways to add, revise, or retain thesis statements, and recognize how to add, revise, or retain supporting material. The 'Before the Lesson' section includes links to review chapters, preview the video, and read articles on writing format and passages.

Official SAT Practice

Lesson Plans
for Teachers by Teachers

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

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.

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.

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

Expression of Ideas: Closing Activity

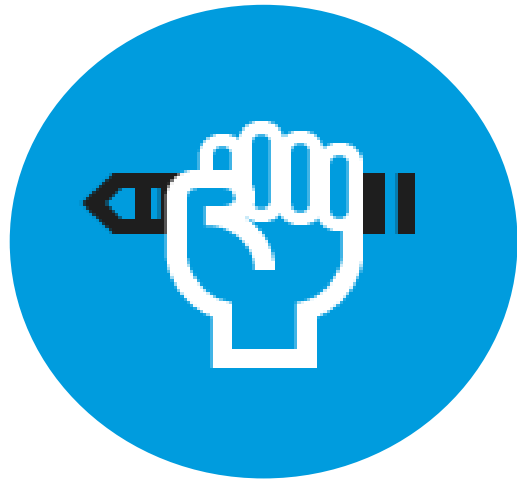
A Life in Traffic

Line
5 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.

10 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
15 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
20 **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.

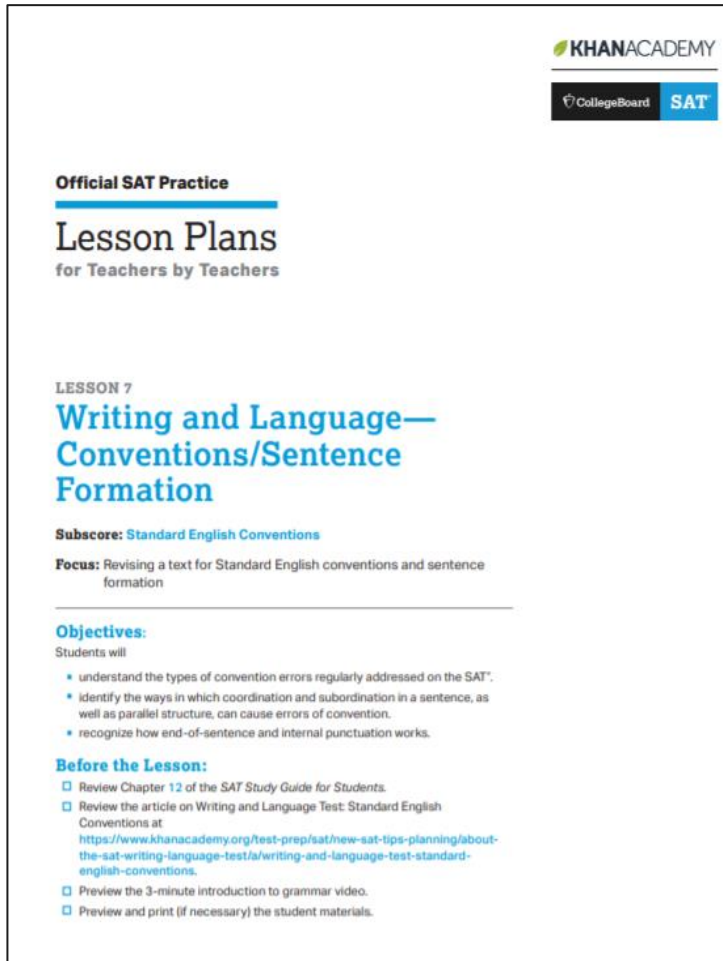
Standard English Conventions



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

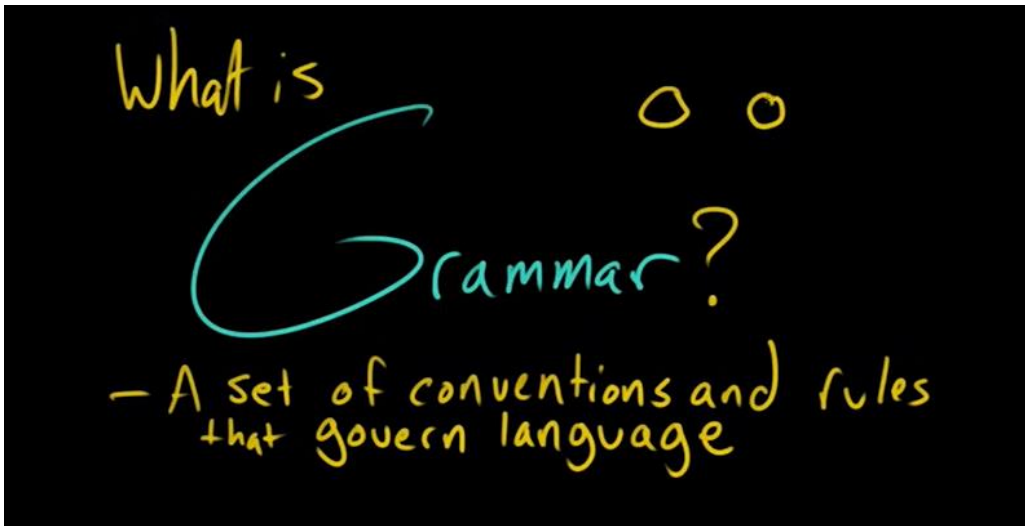


The screenshot shows a Khan Academy lesson plan titled "Official SAT Practice Lesson Plans for Teachers by Teachers". It is for "LESSON 7: Writing and Language—Conventions/Sentence Formation". The subtopic is "Subscore: Standard English Conventions". The focus is "Revising a text for Standard English conventions and sentence formation". The objectives are: "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", and "recognize how end-of-sentence and internal punctuation works". The "Before the Lesson" section includes: "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](\"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", and "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

Pair/Group Activity

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

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

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 conjunction “which” result in an ungrammatical sentence.

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

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>

Official SAT[®] Practice on Khan Academy



Tiffany's Path to Success

SEND SCORE DATA

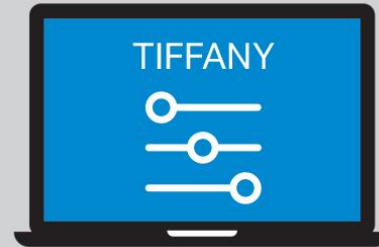


COLLEGE
BOARD

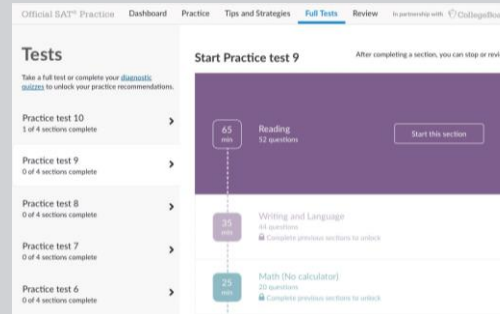
KHAN
ACADEMY

OR TAKE A DIAGNOSTIC QUIZ

PERSONALIZED LEARNING ROADMAP

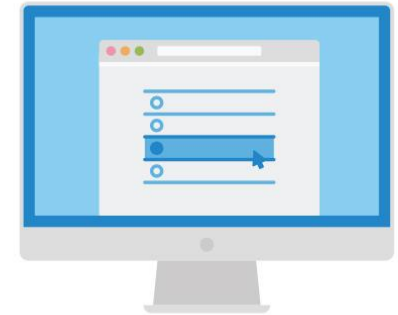


ONLINE OFFICIAL SAT PRACTICE TESTS



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:

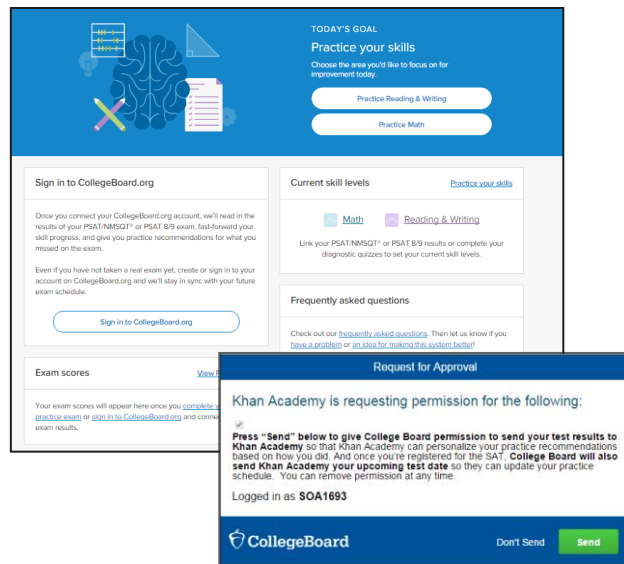
Once students link their accounts, Khan Academy individualizes student practice based on their results from the SAT®, PSAT/NMSQT™, PSAT™ 10, and PSAT™ 8/9.

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

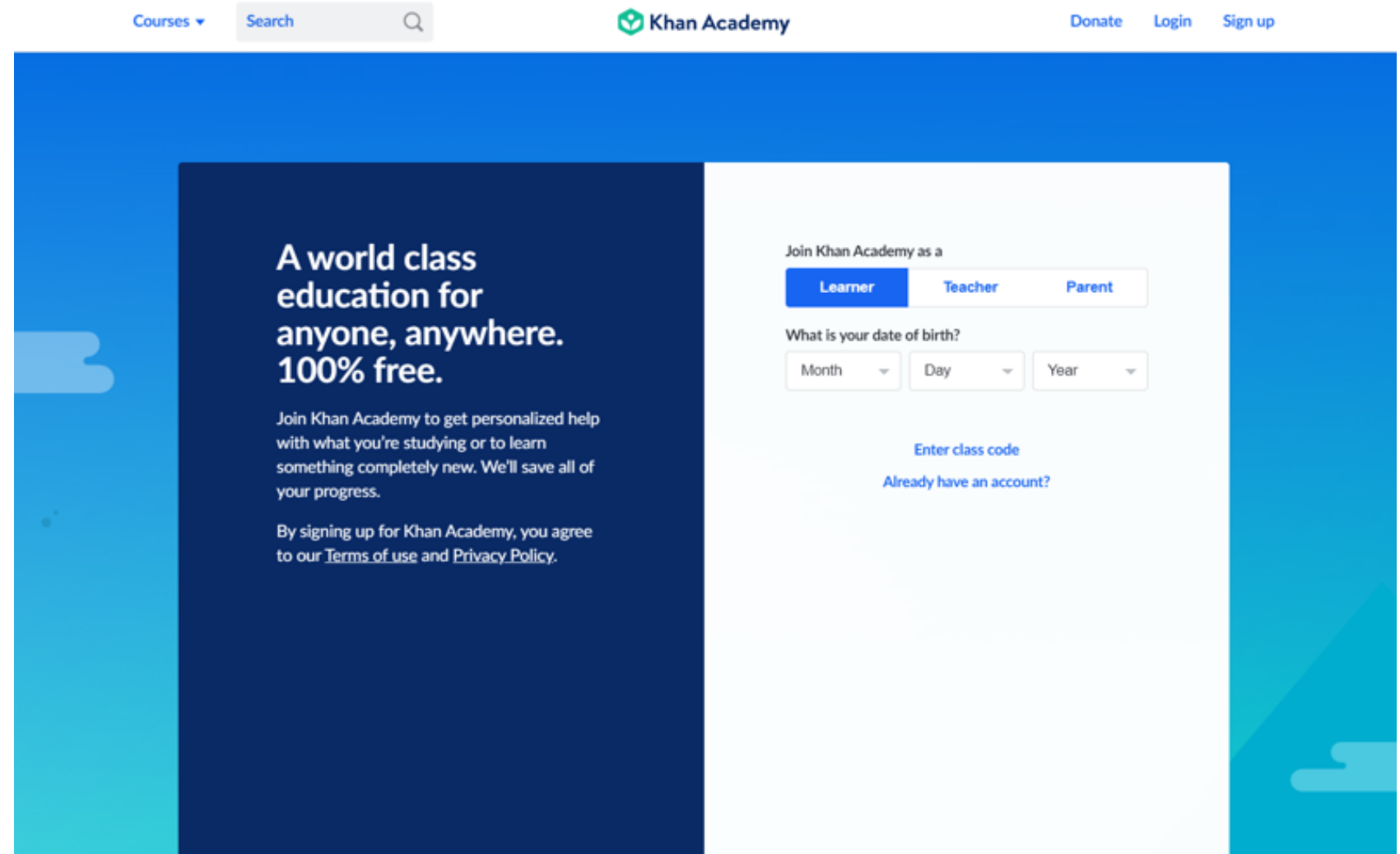
When prompted, students click “Allow” to authorize the account linking.

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

The image shows the Khan Academy website's sign-up page. At the top, there is a navigation bar with 'Courses' and a search bar on the left, the 'Khan Academy' logo in the center, and 'Donate', 'Login', and 'Sign up' links on the right. The main content area has a blue background. On the left, a dark blue box contains the text: 'A world class education for anyone, anywhere. 100% free.' followed by a paragraph about personalized help and a link to terms and privacy. On the right, a white box contains the sign-up form. It starts with 'Join Khan Academy as a' and three buttons: 'Learner' (highlighted), 'Teacher', and 'Parent'. Below this is 'What is your date of birth?' with three dropdown menus for 'Month', 'Day', and 'Year'. At the bottom of the white box are two links: 'Enter class code' and 'Already have an account?'.

Step 2: Link Khan Academy® and College Board Accounts

Welcome to Official SAT® Practice  [Exit SAT practice](#)

Question 1 of 2


Have you already taken the SAT, PSAT/NMSQT®, PSAT 10, or PSAT 8/9?

If so, we can start by practicing what you missed on your test.

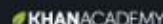
If not, no worries! Our diagnostic quizzes and practice tests will figure out what you should practice first.

☒ A Yes, I have taken the SAT, PSAT/NMSQT®, PSAT 10, OR PSAT 8/9.

☐ B No, I haven't taken any of these tests yet.



Do 2 questions: ☒ 1 ☐ 2 [Next to question 2](#)


Welcome to Official SAT® Practice  [Exit SAT practice](#)

Question 2 of 2

To start practicing what you missed on your test, sign in to CollegeBoard.org and send your test results to Khan Academy.

☒ A Sign into CollegeBoard.org and send my test results to Khan Academy.

☐ B Skip connecting to CollegeBoard.org and take a diagnostic quiz or practice test instead.



Do 2 questions: ☒ 1 ☒ 2 [Onward!](#)

Step 3: Sign In to College Board Account

SAT PSAT/NMSQT AP College Planning College Search Professionals More ▾ CollegeBoard

Help

Security Check

Verify Password

Username: ACMIHM24

[Forgot Password?](#)

Not Your Account?

If this is not your account you must sign out before you can enter your account information.

College Board

About Us Site Map
Careers Compliance
Advocacy Terms of Use
Membership Privacy Policy
News & Press En Español

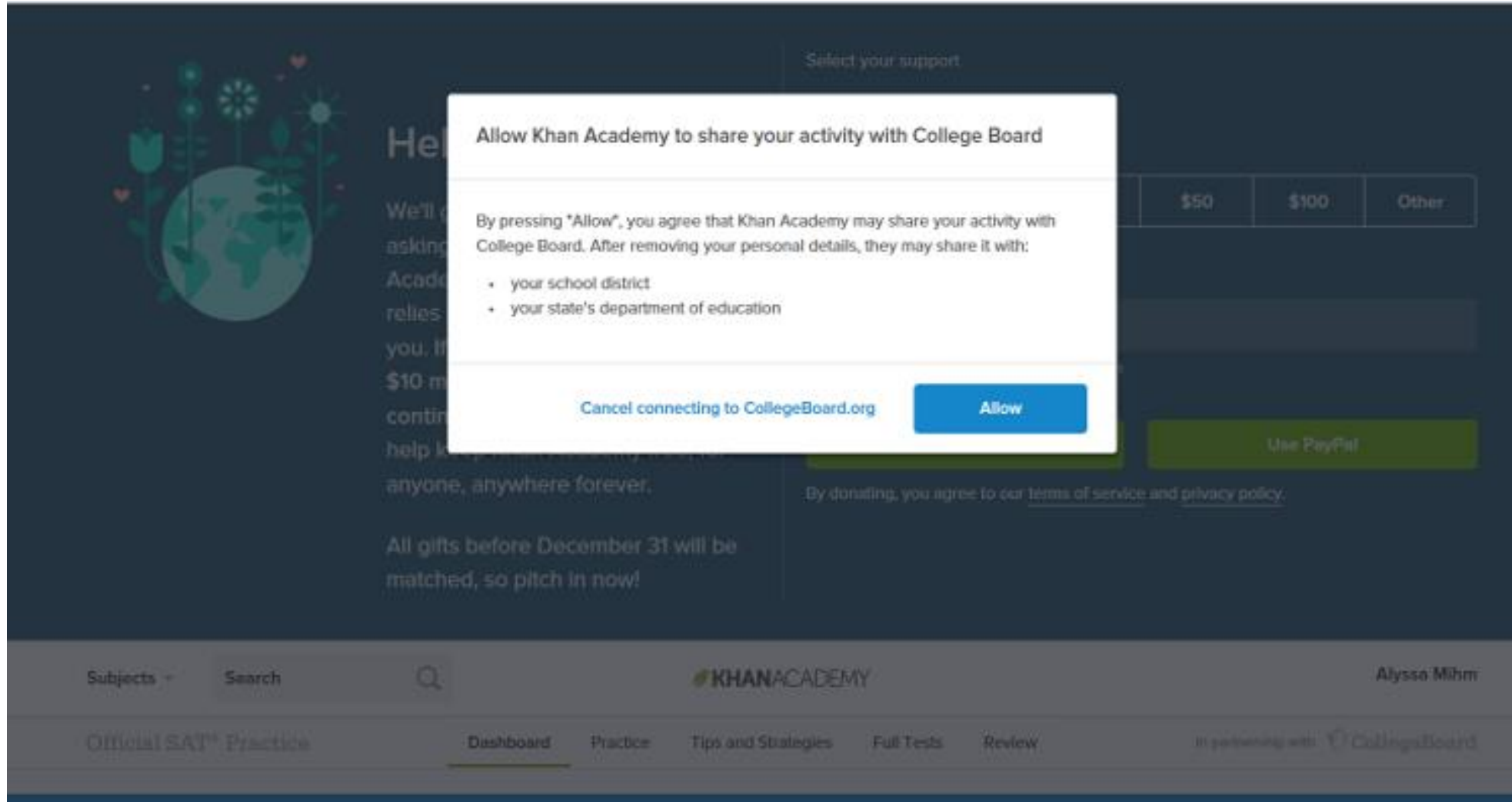
Our Programs

SAT®
SAT Subject Tests™
AP®
PSAT/NMSQT®
PSAT™ 10

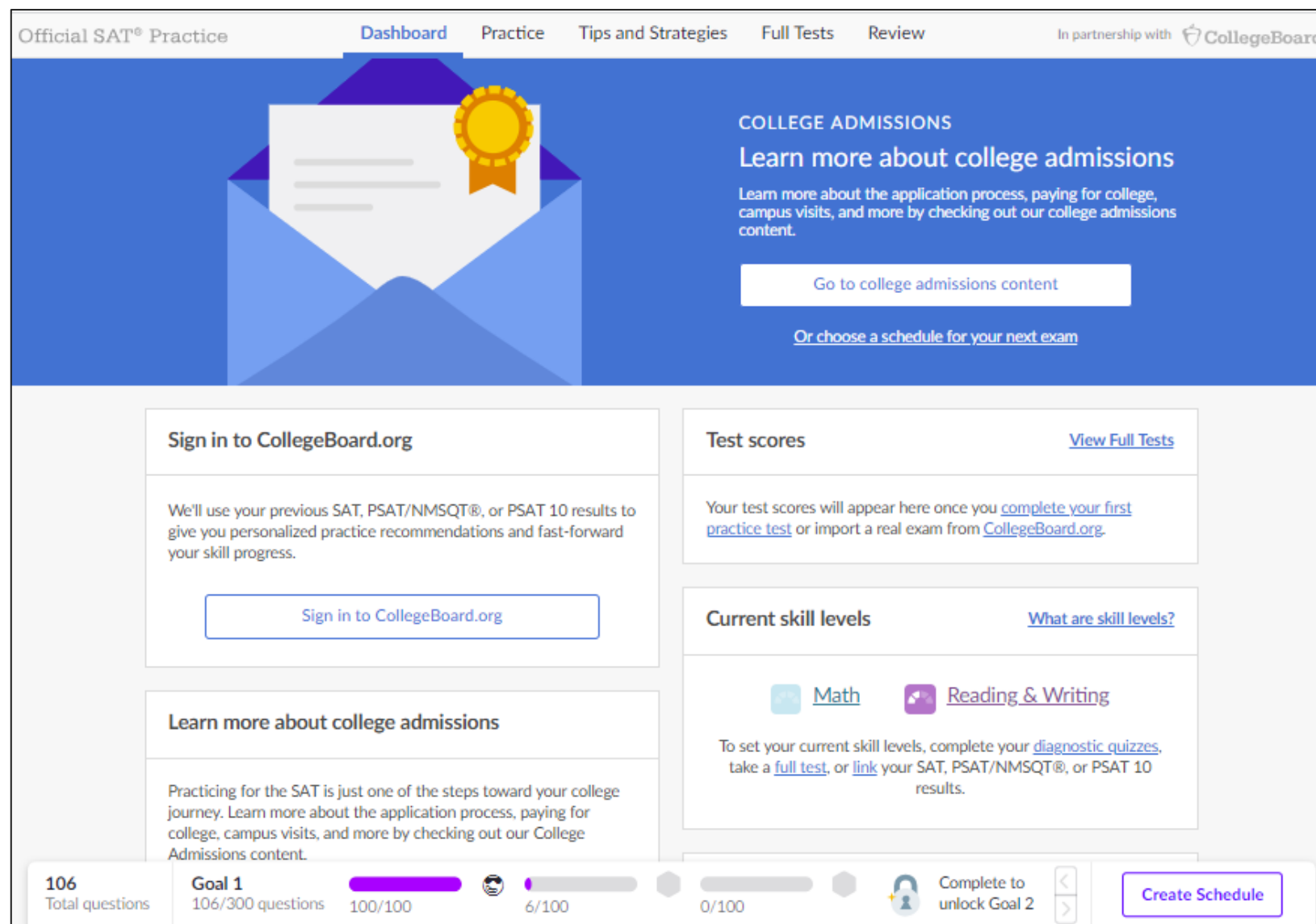
ACCUPLACER®
CLEP®
SpringBoard®
Services for Students with Disabilities
CSS Financial Aid PROFILE®

Help ?
Contact Us
Follow Us

Step 4: Click “Allow” to Authorize



Step 5: Start Practicing via the Dashboard



The screenshot shows the 'Official SAT® Practice' dashboard. At the top, there's a navigation bar with links: 'Dashboard', 'Practice', 'Tips and Strategies', 'Full Tests', and 'Review'. On the right, it says 'In partnership with CollegeBoard'. The main header area has a blue background with a graphic of an envelope and a gold medal. To the right of this graphic, the text reads 'COLLEGE ADMISSIONS' and 'Learn more about college admissions', followed by a paragraph about the application process and a button 'Go to college admissions content'. Below this, there's a link 'Or choose a schedule for your next exam'. The dashboard is divided into several sections: 'Sign in to CollegeBoard.org' with a description of how previous scores are used and a sign-in button; 'Test scores' with a link to 'View Full Tests' and a paragraph about when scores will appear; 'Current skill levels' with links for 'Math' and 'Reading & Writing', and a paragraph about setting skill levels; and 'Learn more about college admissions' with a paragraph about the college journey. At the bottom, there's a progress bar showing '106 Total questions', 'Goal 1 106/300 questions 100/100', and '6/100' for the current section. There are also icons for 'Complete to unlock Goal 2' and a 'Create Schedule' button.

Official SAT® Practice

Dashboard Practice Tips and Strategies Full Tests Review

In partnership with CollegeBoard

COLLEGE ADMISSIONS

Learn more about college admissions

Learn more about the application process, paying for college, campus visits, and more by checking out our college admissions content.

Go to college admissions content

Or choose a schedule for your next exam

Sign in to CollegeBoard.org

We'll use your previous SAT, PSAT/NMSQT®, or PSAT 10 results to give you personalized practice recommendations and fast-forward your skill progress.

Sign in to CollegeBoard.org

Test scores [View Full Tests](#)

Your test scores will appear here once you [complete your first practice test](#) or import a real exam from [CollegeBoard.org](#).

Current skill levels [What are skill levels?](#)

[Math](#) [Reading & Writing](#)

To set your current skill levels, complete your [diagnostic quizzes](#), take a [full test](#), or [link](#) your SAT, PSAT/NMSQT®, or PSAT 10 results.

Learn more about college admissions

Practicing for the SAT is just one of the steps toward your college journey. Learn more about the application process, paying for college, campus visits, and more by checking out our College Admissions content.

106 Total questions

Goal 1 106/300 questions 100/100

6/100

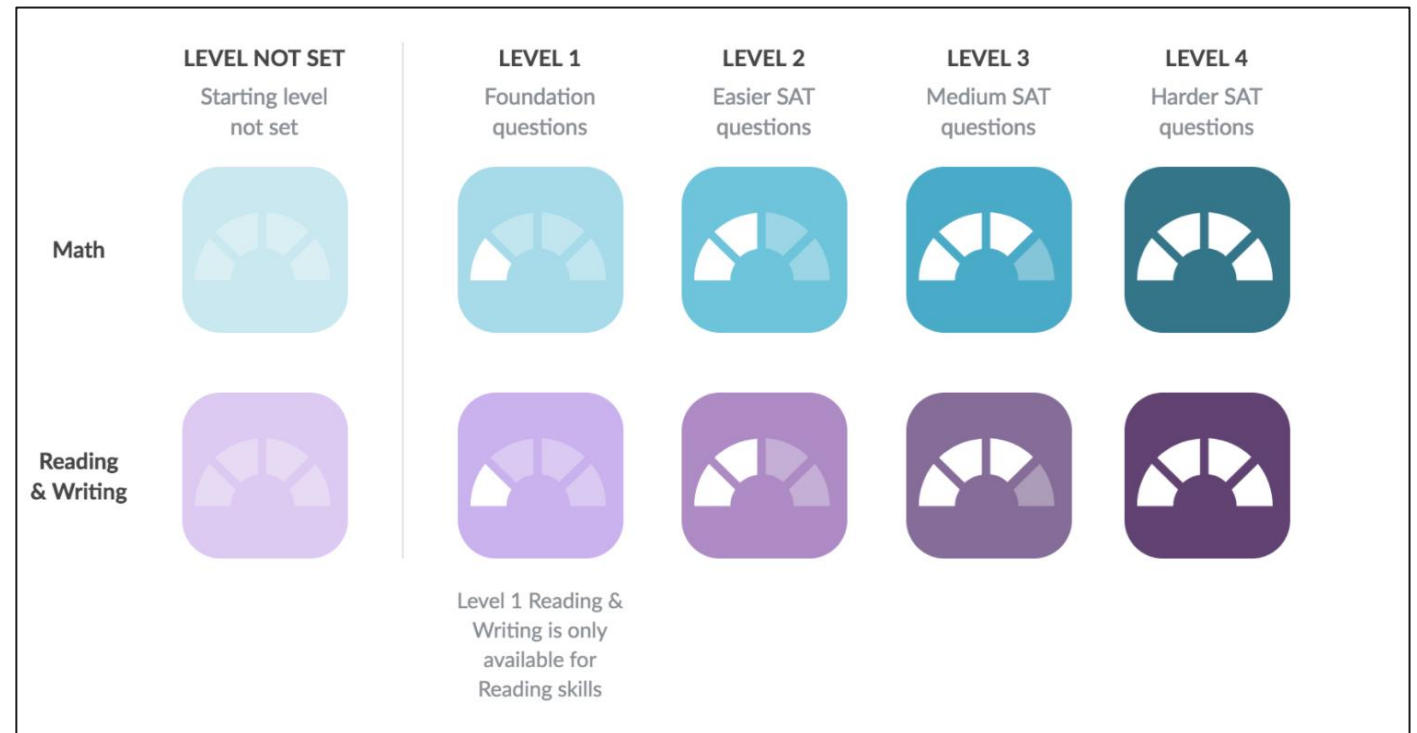
0/100

Complete to unlock Goal 2

Create Schedule

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.

Courses ▾

Search

Q

Khan Academy

Donate

Maureen LaRaviere

Official SAT® Practice

Dashboard


Practice

Tips and Strategies

Full Tests

Review

In partnership with CollegeBoard



COLLEGE ADMISSIONS

Learn more about college admissions

Learn more about the application process, paying for college, campus visits, and more by checking out our college admissions content.

Go to college admissions content

Or choose a schedule for your next exam

Sign in to CollegeBoard.org

We'll use your previous SAT, PSAT/NMSQT®, or PSAT 10 results to give you personalized practice recommendations and fast-forward your skill progress.

Sign in to CollegeBoard.org

Test scores

View Full Tests

Your test scores will appear here once you [complete your first practice test](#) or import a real exam from [CollegeBoard.org](#).

Current skill levels

What are skill levels?

Math

Reading & Writing

Plan for college

156
Total questions

Milestone 1
156/300

100/100

56/100

0/100

Milestone 2
144 to reach

Create Schedule

Create a Practice Schedule


Students can create the practice schedule from their Dashboard page.

There are four steps:

Step One

Choose your test date

What is your test date?

 Your test date

Apr 13, 2022 SAT School Day


Step Two

Reminders

When it's time to practice, we'll send you an email to help make it easy to stick to your schedule.

Step Three

Create your practice schedule










Practice test days

Preparing for the SAT is like preparing for a marathon. You wouldn't wait until the big day to try running a marathon for the first time!

With 26 weeks left until your test, we recommend that you take at least 6 full practice tests (set aside 3-4 hours each) before test day.


Wednesday, March 30 is the Official SAT Practice Test Day for your SAT date. Students everywhere will be taking an online SAT practice test that day.

For more information on planning your practice, you can checkout our [Tips and Strategies section](#).

	Practice test 10	October 9, 2021	8:00 AM	×
	Practice test 9	January 22, 2022	8:00 AM	×
	Practice test 8	February 19, 2022	8:00 AM	×
	Practice test 7	March 5, 2022	8:00 AM	×
	Practice test 6	March 19, 2022	8:00 AM	×
	Practice test 5	April 2, 2022	8:00 AM	×
	Your test date	Apr 13, 2022 SAT School Day		

Step Four

Create your practice schedule



Skill practice plan

When preparing for a marathon, you also have to do sprints, strength work, and other exercises. For the SAT, in addition to practice tests, you will also work on individual skills and short timed "mini-sections".

With 26 weeks left until your test, we recommend you do skill practice 1.25 hours/week (hardcore: 3-5 hours/week).

15 minutes × 5 days = 1.25 hours/week (Recommended)

Practice on

S

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For how long

15 minutes (10 questions)

Reminder at

6:30 AM

Daily target 10 questions

Days per week 5 days / week

Total weeks 26 weeks


Questions completed to date 156 questions


Goal (total practice until test date) 1500 questions

Diagnostic Quizzes and Personalized Practice Recommendations

Diagnostic Quizzes

Courses ▾

Search 

 **Khan Academy**

Official SAT® Practice


Dashboard

Practice

Tips and Strategies

Full Tests

Review

In partnership with  CollegeBoard

Math

Reading & Writing

Essay

Your diagnostics


Take these 4 quizzes or a [full test](#) to unlock your practice recommendations

✓ Quiz 1 – Reading

✓ Quiz 2 – Reading


⊙ Quiz 3 – Writing and language

✓ Quiz 4 – Writing and language




Quiz 3 – Writing and language

Start Task

 CollegeBoard

53


Practice Recommendations


Official SAT® Practice Dashboard **Practice** Tips and Strategies Full Tests Review In partnership with 


Math **Reading & Writing** Essay


Your recommendations


Skills recommended for you based on your past practice and frequency on the exam


Overall Reading & Writing 

 Reading: Science

 Writing: Argument

 Effective language use: Precision and concision

 Timed Mini Section
Unlock by completing tasks



RECOMMENDED: LAST MISSED ON A DIAGNOSTIC QUIZ

Writing: Argument

Start Task

Practice Recommendations

Reading

These skills focus on analyzing and identifying the meaning, structure, and purpose of text passages.



Reading: Science

Practice



How-to: Part 1

How-to: Part 2



Reading: Literature

Practice



How-to: Part 1

How-to: Part 2



Reading: History

Practice



How-to: Part 1

How-to: Part 2



Reading: Social science

Practice



How-to: Part 1

How-to: Part 2

Practice Recommendations

Writing and language

These skills focus on revising argumentative, informative, and non-fiction narrative passages.

How-to examples



Writing: Argument

Practice



How-to example



Writing: Informative

Practice



How-to example



Writing: Narrative

Practice



How-to example

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

Create Classes and Explore the Teacher Dashboard

Creating Classes and Adding Students

How Do I Get Started?

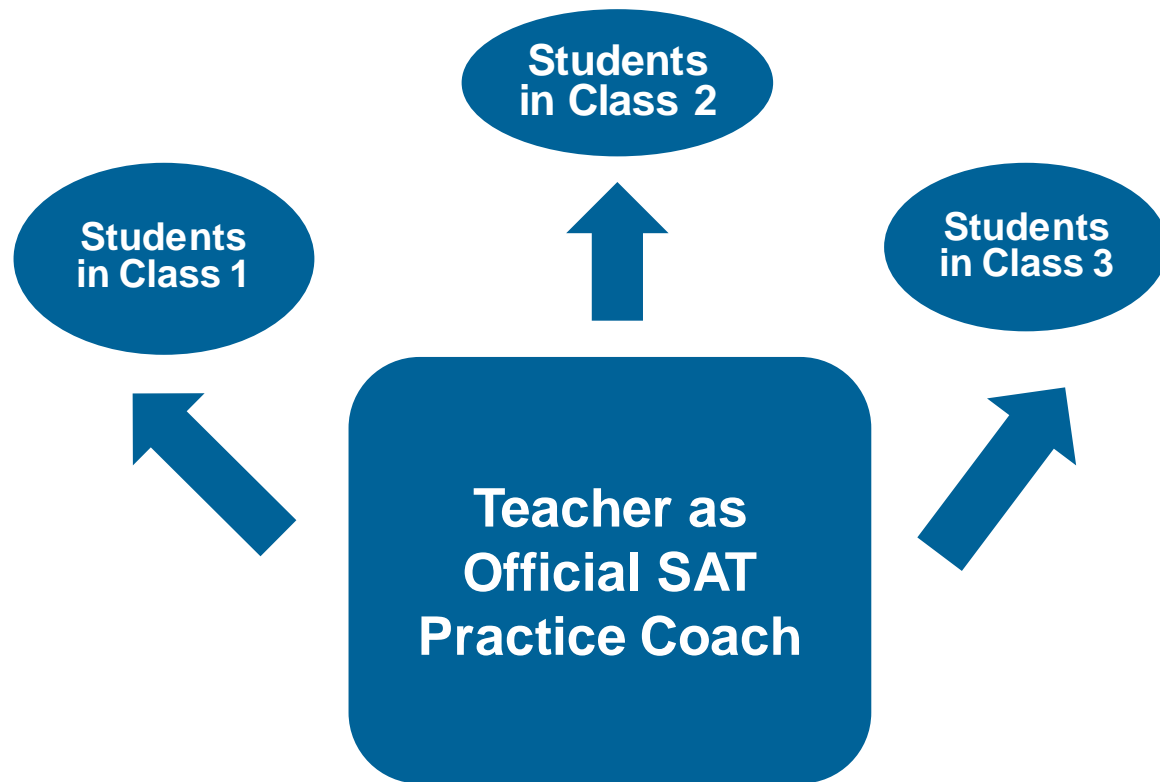
Free [personalized study plan](#) for students

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:

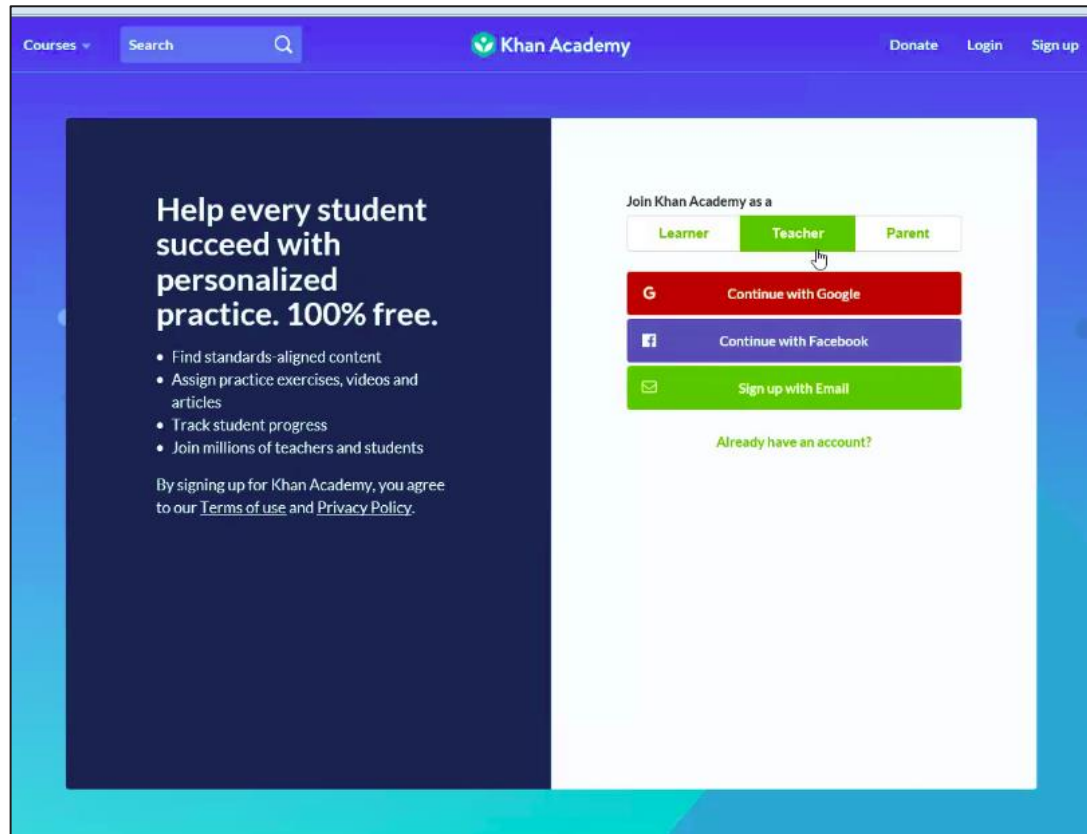
- sends invitation to each class separately
- assigns content that links to the class
- monitors progress



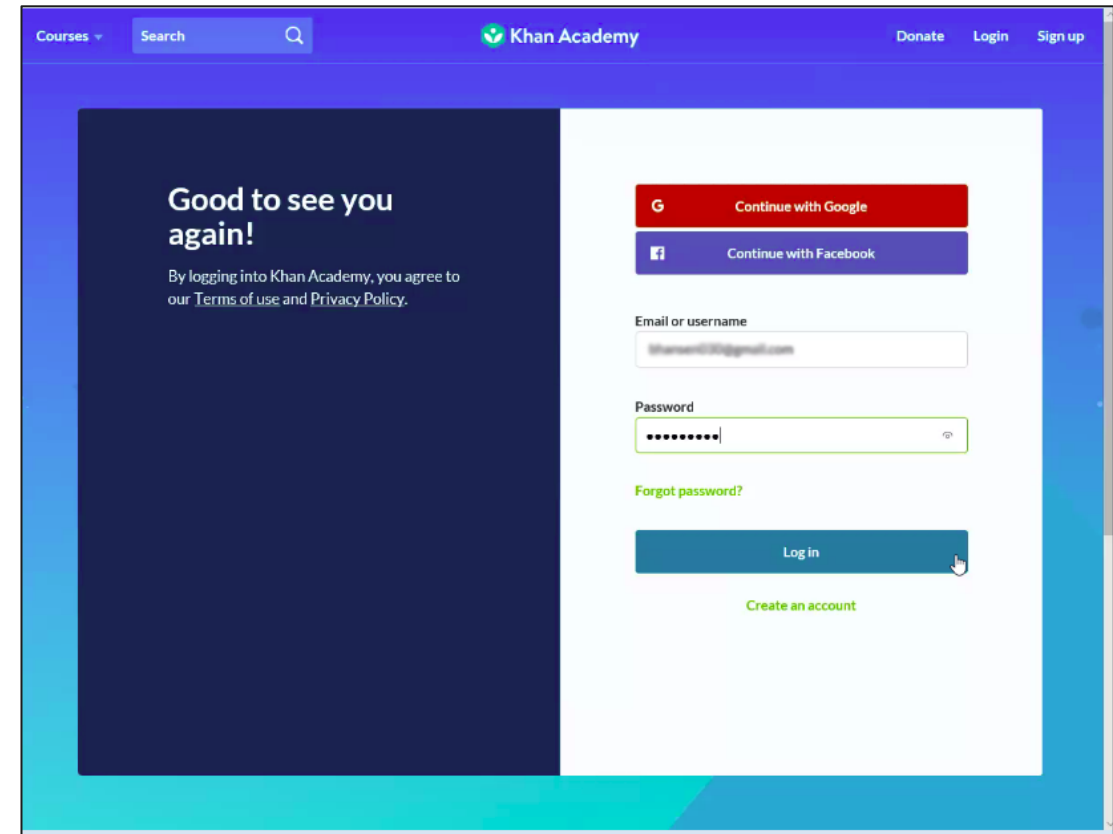
Designated Coach:

- 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



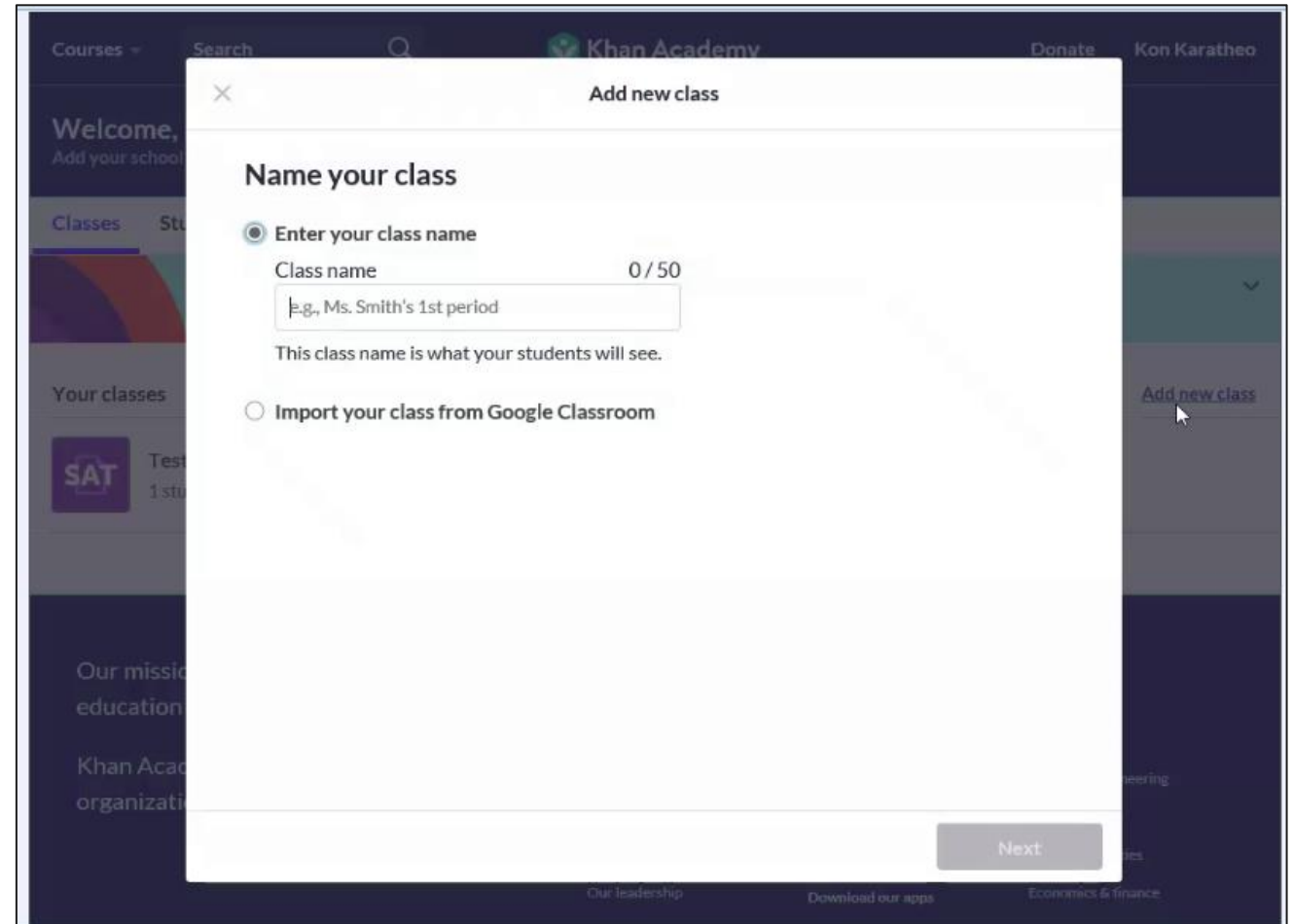
If you don't have a Khan Academy® account, create one at <https://www.khanacademy.org/sat>.



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®.



The screenshot shows the Khan Academy interface with a modal dialog titled "Add new class". The dialog has a close button (X) in the top left corner. Inside the dialog, the heading "Name your class" is followed by two radio button options. The first option, "Enter your class name", is selected. Below it is a text input field labeled "Class name" with a character count "0 / 50". The input field contains the placeholder text "e.g., Ms. Smith's 1st period". Below the input field is a note: "This class name is what your students will see." The second option, "Import your class from Google Classroom", is unselected. At the bottom right of the dialog is a "Next" button. The background of the page shows the Khan Academy header with "Courses", "Search", "Khan Academy", "Donate", and "Kon Karatheo". The left sidebar includes "Welcome, Add your school", "Classes", "Your classes", and "SAT Test 1st". The right sidebar has an "Add new class" link. The footer includes "Our mission", "education", "Khan Acad", "organizati", "Our leadership", "Download our apps", and "Economics & finance".

Step 3: Add SAT[®] under Test Prep

The screenshot shows the 'Add new class' dialog box in the Khan Academy interface. The dialog is titled 'Add new class' and has a close button (X) in the top left corner. It contains several categories of classes, each with a list of options and checkboxes. The 'Test prep' category is highlighted with a blue box, and the 'SAT' option is selected. The 'Next' button at the bottom right is also highlighted with a blue box.

Add new class

☐ 8th grade

Computing

- ☐ Computer programming
- ☐ Computer science
- ☐ Hour of Code
- ☐ Pixar in a Box

Arts & humanities

- ☐ US history
- ☐ AP[®] US History
- ☐ World history
- ☐ AP[®] World History
- ☐ US government and civics
- ☐ AP[®] US Government and Politics
- ☐ Art history
- ☐ AP[®] Art History
- ☐ Grammar

Economics & finance

- ☐ AP[®] Macroeconomics
- ☐ Macroeconomics
- ☐ Microeconomics
- ☐ AP[®] Microeconomics
- ☐ Finance and capital markets

Test prep

- ☒ SAT
- ☐ MCAT
- ☐ GMAT
- ☐ IIT JEE
- ☐ NCLEX-RN

College, careers, & more

- ☐ College admissions
- ☐ Careers
- ☐ Personal finance
- ☐ Entrepreneurship
- ☐ Growth mindset

My course isn't listed

- ☐ General


[Skip](#) [Next](#)

Step 4: Adding Students

×


Add students

How would you like to add your students?




Invite your Google Classroom

The fastest, easiest way to invite your students.



Students join with a class link

Email or share a link, or have your students use a class code.




Create your students' accounts

Enter student names and we'll make passwords you can customize.

Before inviting students, please note that Khan Academy assumes you have received parent permission for any students under 13. Download our sample parent notice (available in multiple languages).

Select the method for adding students to your class.

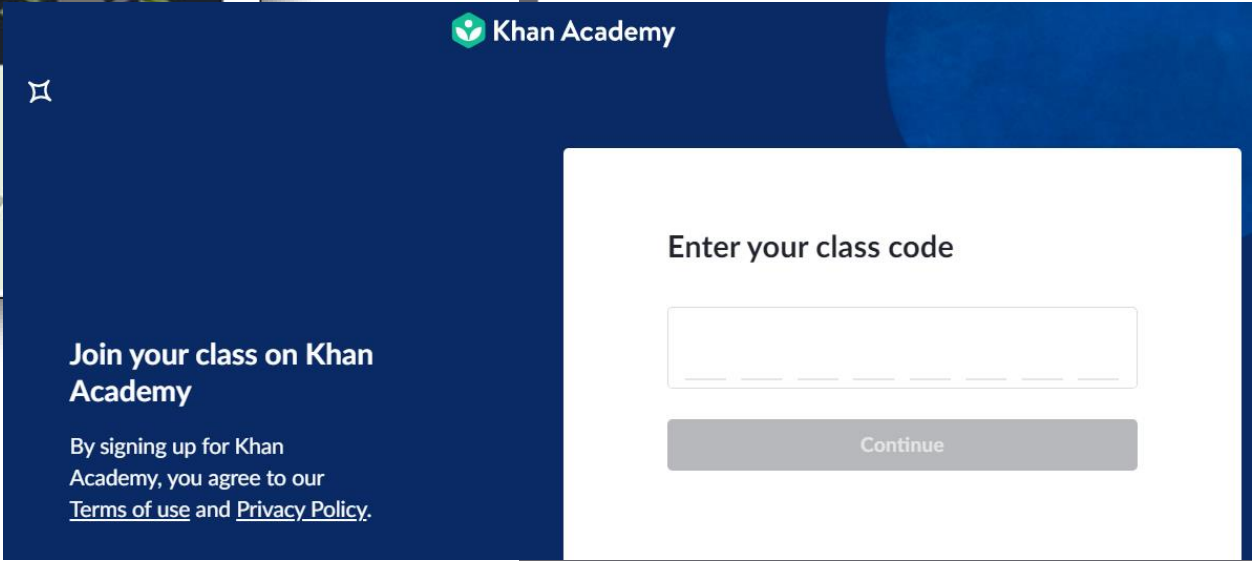
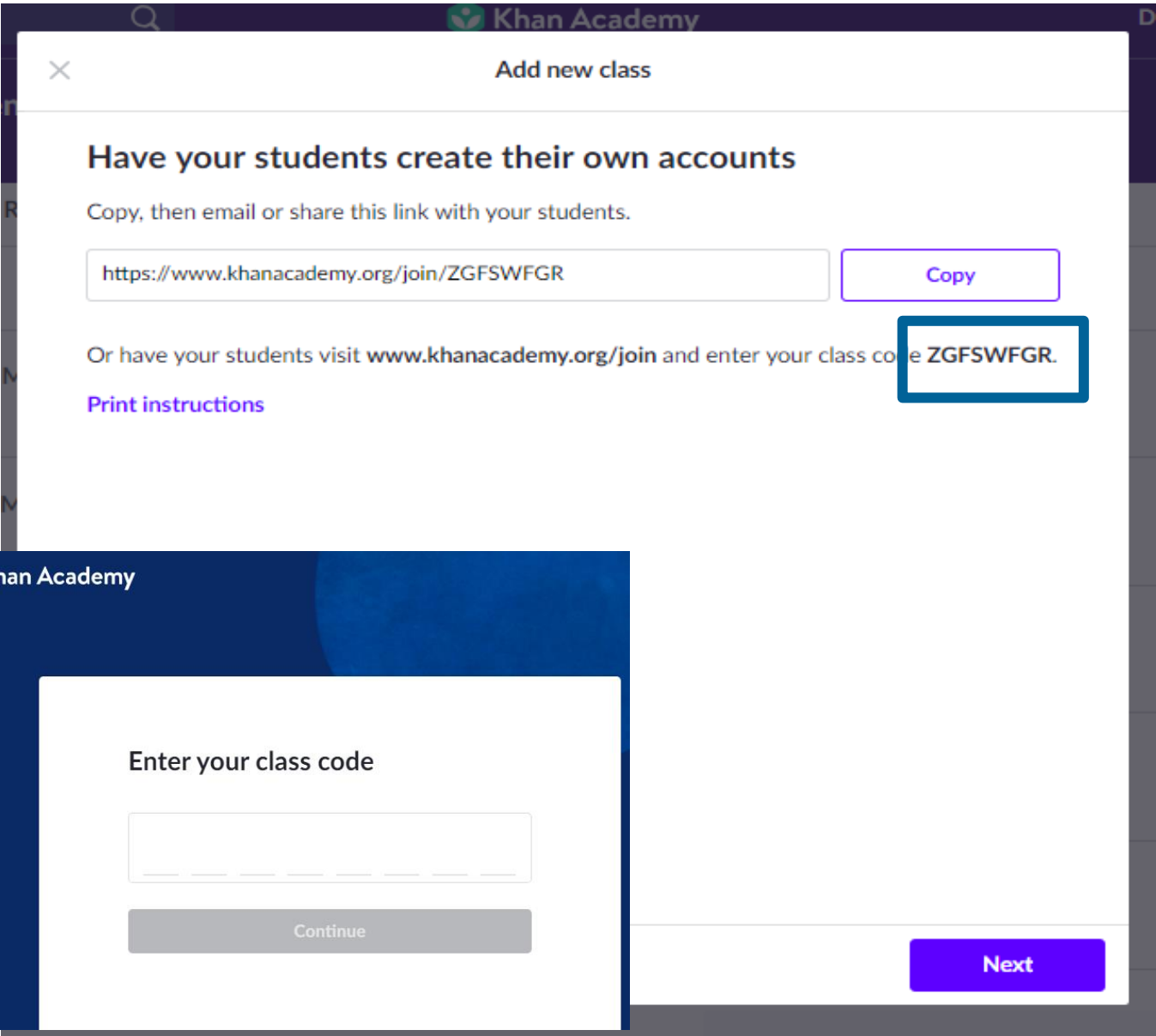
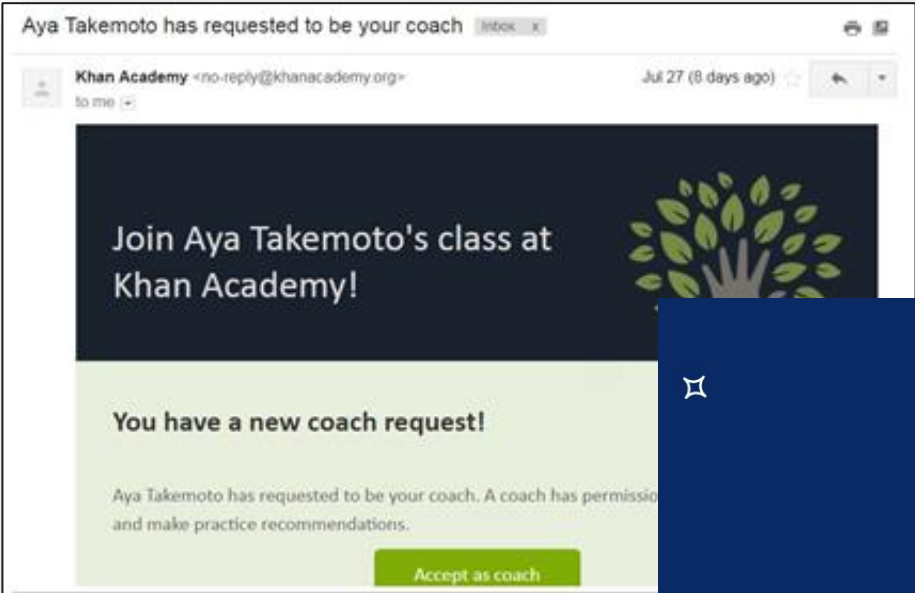
Your classes

Test: SAT
1 student


Add new 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.

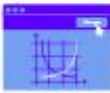
8 minutes ago

 **Class created**

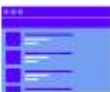
Class created! Next steps:



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](#)

Explore the Teacher Dashboard

Accessing SAT Content

Your class: SAT ▾

TOOLS

Activity overview

▼ Course Mastery

Placement

▸ Assignments

SAT

ADMIN

Students

Settings

Teacher Dashboard

SAT

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

Top skills your class needs help with

Linear function word problems

See all Math skills and lessons

Reading: Science

See all Reading and Writing skills and lessons

SAT practice activity

Download CSV

All subjects ▾ Last 7 days ▾

🕒 Time practiced updated an hour ago

STUDENT ▾	TIME PRACTICED	# OF PRACTICED QUESTIONS	% REC. MATH QUESTIONS	% REC. READING & WRITING QUESTIONS	COLLEGE BOARD
Aya Takemoto	0 mins	0	0% (0/0)	0% (0/0)	Linked

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.

[Teacher Dashboard](#)

SAT

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

Top skills your class needs help with

Reading: Science

[See all Reading and Writing skills and lessons](#)

Reading & Writing lessons

Search by name

Skills are ranked by your students' performance and how frequently they appear. View details for more information and related content.

RANK	SAT SKILL	CLASS SKILL LEVELS RANKED FROM NOT STARTED TO 4	
1	Reading: Science	<div><div></div><div></div><div></div><div></div></div>	View details and lessons
2	Writing: Informative	<div><div></div><div></div><div></div><div></div></div>	View details and lessons
3	Writing: Argument	<div><div></div><div></div><div></div><div></div></div>	View details and lessons

[Show all 28 matching skills](#)

SAT[®] Tab: Practice Activity

Courses

Search

Khan Academy

Donate

Kon Karatheo

Back to all classes

Homeroom Practice: SAT

Class code
FZM4ZKG7

Content

Assignments

Activity

SAT

Roster

Settings

All courses

SAT practice activity

Download CSV

Time: All time

Showing data starting April 10, 2018

Time practiced updated an hour ago

STUDENTS	TIME PRACTICED	PERSONAL QUESTION GOAL	PRACTICED QUESTIONS		RECOMMENDED QUESTIONS		OTHER QUESTIONS	COLLEGE BOARD
Albert Einstein, Jr.	2 hrs 2 mins	2244 🏆 6	10	=	10	+	0	Not Linked
Grace Hopper	8 mins	20	5	=	5	+	0	Linked

Students who have not shared their SAT practice activity

Hide

Resend SAT data-sharing request >

Sarah Kent

Math lessons

State standards: Arizona

Search by name or standard (ex: HSA.CED.A.1)

Skills are ranked by your students' performance and how frequently they appear. View details for more information and related content.

RANK

SAT SKILL

CLASS SKILL LEVELS RANKED FROM NO LEVEL TO 4

1

Table data

View details and lessons

SAT[®] Tab: Time Practiced

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

SAT® Tab:

Number of Practiced Questions

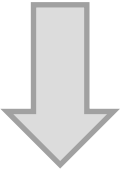
TIME PRACTICED	# OF PRACTICED QUESTIONS	% REC. MATH QUESTIONS		% REC. READING & WRITING QUESTIONS		COLLEGE BOARD
25 hrs 35 mins	216	<u>74.6%</u>	(88/118)	<u>67.3%</u>	(66/98)	Linked
1 min	0	<u>0%</u>	(0/0)	<u>0%</u>	(0/0)	Not Linked
1 hr 11 mins	27	<u>0%</u>	(0/5)	<u>0%</u>	(0/22)	Linked

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	<u>74.6%</u>	(88/118)	<u>67.3%</u>	(66/98)	Linked
1 min	0	<u>0%</u>	(0/0)	<u>0%</u>	(0/0)	Not Linked
1 hr 11 mins	27	<u>0%</u>	(0/5)	<u>0%</u>	(0/22)	Linked

SAT® Tab: Linkage



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

SAT[®] Tab: Select a Student

Courses Search **Khan Academy** Donate Kon Karathao

< BACK TO CLASS
Grace Hopper

SAT

Top recommended practice
These are the current recommended practice activities for Grace Hopper. Currently, coaches cannot assign SAT skill practice but can assign SAT videos and articles. [Learn more.](#)
Each time they complete a timed mini-section (it's always the final activity), we will generate a new four-item list of practice recommendations.

Math

- SKILL PRACTICE
Table data
- SKILL PRACTICE
Solving linear equations and linear inequalities
- 15 min
TIMED MINI-SECTION
Math (Calculator OK)

Reading & Writing

- SKILL PRACTICE
Reading: Science
- SKILL PRACTICE
Writing: Argument
- SKILL PRACTICE
Effective language use: Precision and concision
- 13 min
TIMED MINI-SECTION
Reading

Completed practice
November 4
CORRECT

Recent Activity
Time practiced updated an hour ago
Time: All time
COURSE TIME PRACTICED PRACTICED QUESTIONS
All courses 8 mins 5
Showing data starting April 10, 2018.
Select a time starting on or after April 21, 2018 to see Math and Reading & Writing data.

Practice plan
S M T W Th F Sa
NOV
DEC

Completed practice
November 4
CORRECT

Practice test scores
Practice is the process of growing.
We recommend evaluating students on how well they complete their classroom work and not on their practice test scores.
Additionally, the answers to the practice SAT tests are available online to students. So there's that.

Practice plan
S M T W Th F Sa
NOV
DEC

Test Date
Saturday, March 9 SAT
124 days away
Not registered

Overall levels
Math
Reading & Writing

CollegeBoard.org
Connected

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Grace Hopper ▾

SAT

Top recommended practice

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Math

SKILL PRACTICE
Table data

SKILL PRACTICE
Solving linear equations and linear inequalities

TIMED MINI-SECTION
Math (Calculator OK)

Reading & Writing

SKILL PRACTICE
Reading: Science

SKILL PRACTICE
Writing: Argument

SKILL PRACTICE
Effective language use: Precision and concision

TIMED MINI-SECTION
Reading

Completed practice

All | Math | Reading & Writing | Essay

November 4

CORRECT

SKILL PRACTICE

Recent Activity

🕒 Time practiced updated an hour ago

Time: All time ▾

COURSE	TIME PRACTICED	PRACTICED QUESTIONS
All courses	8 mins	5

Showing data starting April 10, 2018.

Select a time starting on or after April 21, 2018 to see Math and Reading & Writing data.

Practice plan


S M T W Th F Sa

NOV

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

SAT Practice

12 / 50

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

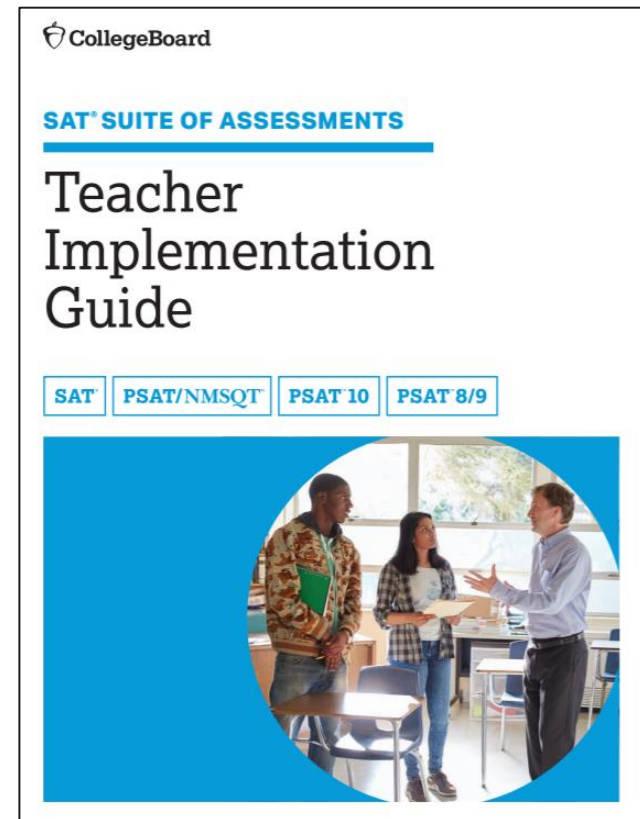
Sync with Google Classroom

☐ Sync with Google Classroom

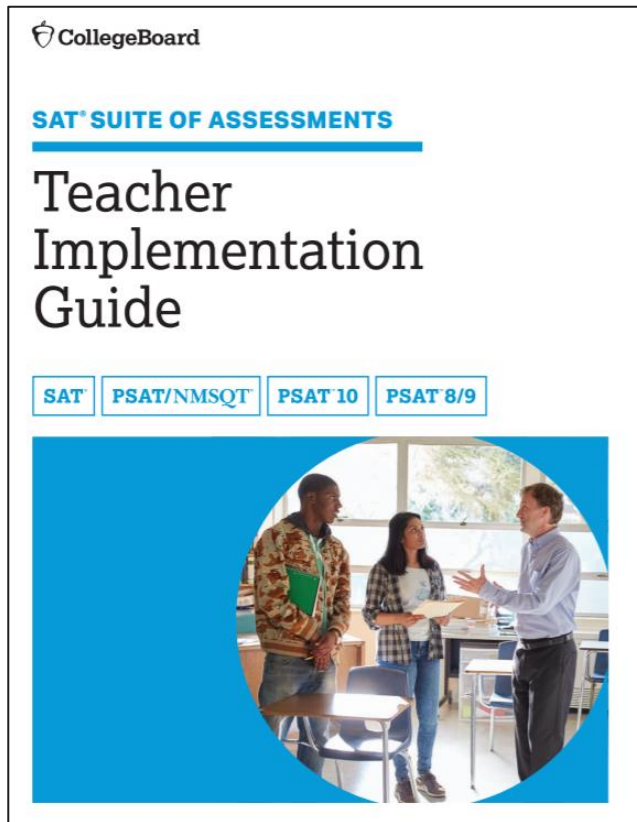
Email

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.



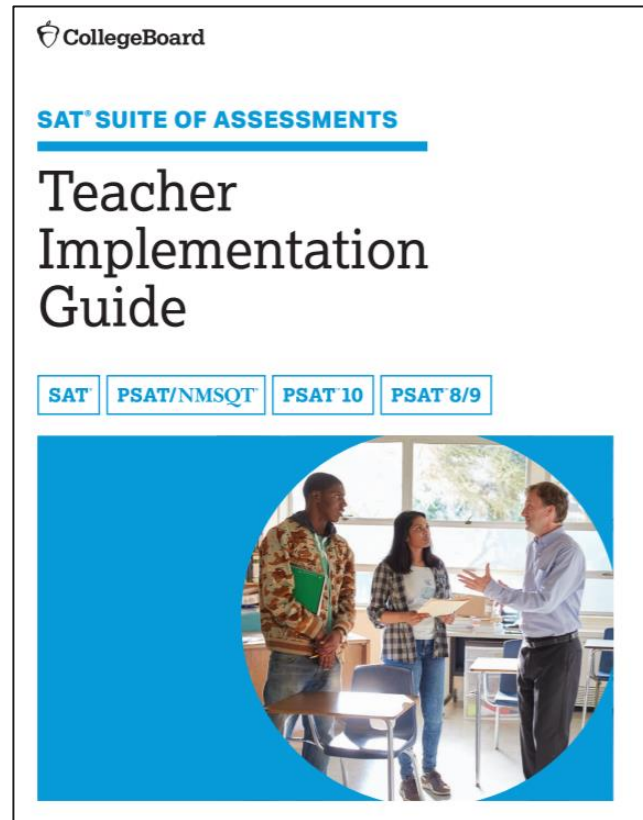
Skill-Building Strategies

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.



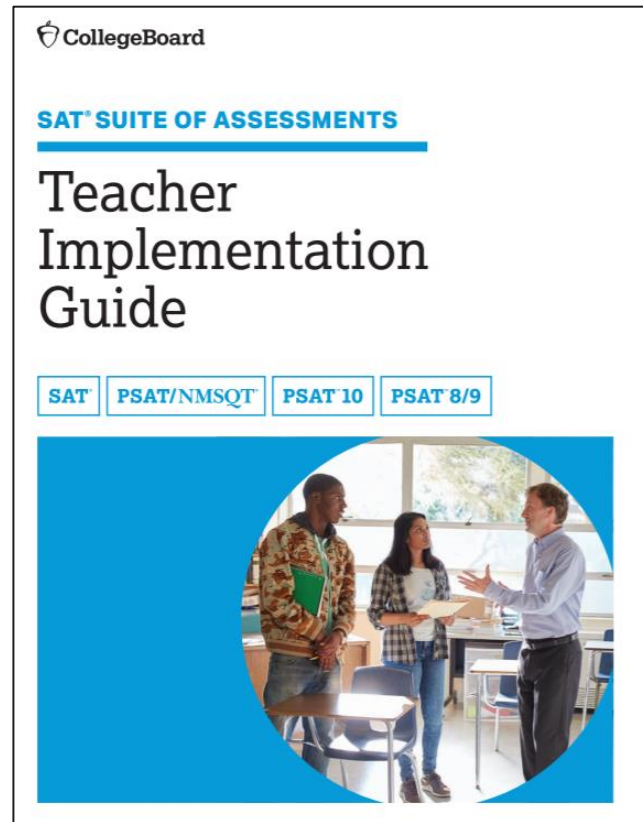
Skill-Building Strategies



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.

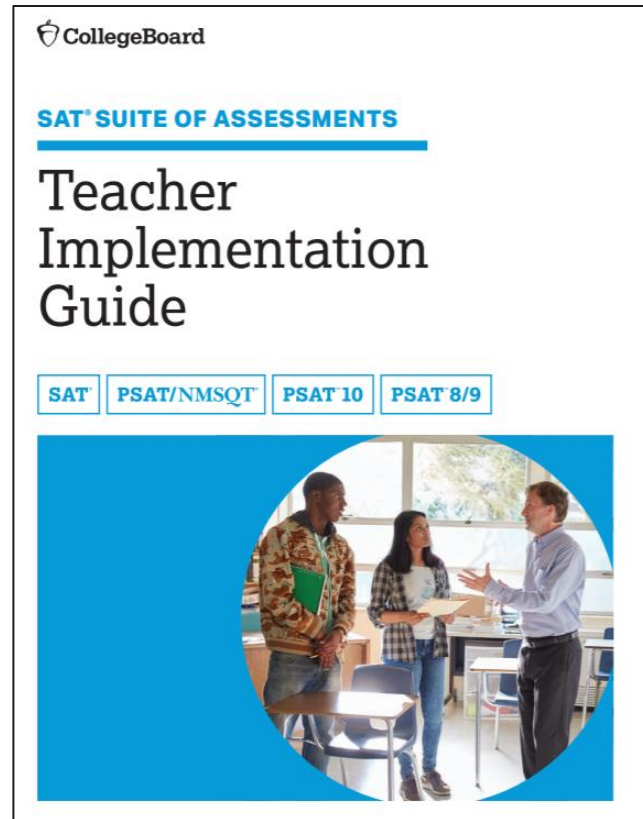
General Instructional Strategies



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.

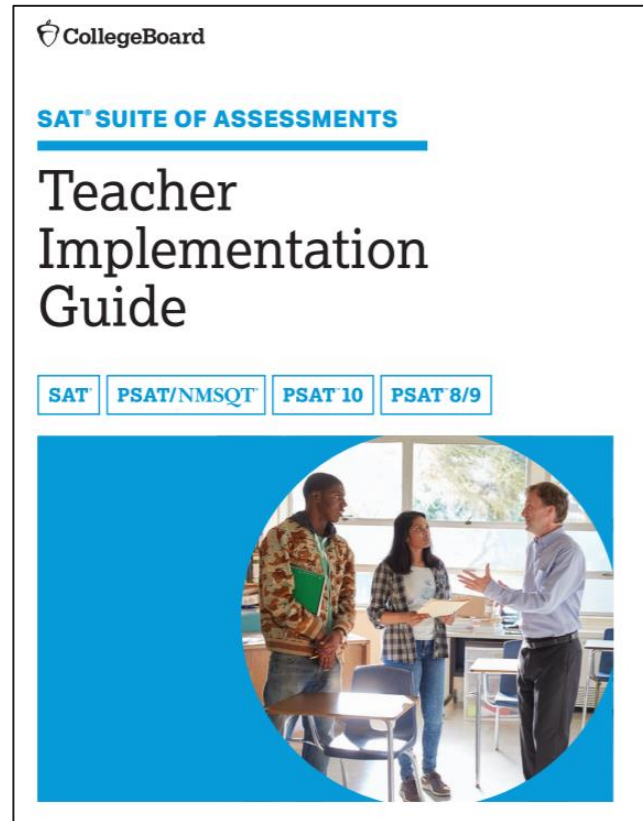
Skill-Building Strategies



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.

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.

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

