



# The SAT<sup>®</sup> Essay

## Resources for ELA Teachers



January 10 - 14, 2022

---

# Agenda

**What we will cover in today's webinar:**

- The SAT<sup>®</sup> Essay: Overview
- The SAT<sup>®</sup> Essay: Scoring and Rubric
- Skills Insight
- SAT<sup>®</sup> Essay Instructional Strategies
- Structure, Argumentation, and Rhetorical Analysis
- Connecting AP and the SAT<sup>®</sup> Essay
- Official SAT<sup>®</sup> Essay Practice on Khan Academy

# The SAT<sup>®</sup> Essay: Overview

# Overview

## The SAT<sup>®</sup> Essay

- appears at the conclusion of the required SAT<sup>®</sup> tests (Reading, Writing and Language, and Math);
- requires students to make purposeful, substantive use of textual evidence in a way that can be objectively evaluated;
- does not elicit students' subjective opinions; and
- uses the same essay prompt in all administrations of the SAT<sup>®</sup>.

### Essay Prompt:

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

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

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

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

# Overview



## The SAT<sup>®</sup> Essay

- mirrors college writing assignments;
- cultivates close reading, careful analysis, and clear writing; and
- promotes the practice of reading a wide variety of arguments and analyzing an author's work.

# Connection to the SAT<sup>®</sup> Essay

It is important to note that although the PSAT<sup>™</sup> 8/9 and PSAT<sup>™</sup> 10 do not have an essay component, many of the reading and writing skills found on these tests will help students with the SAT<sup>®</sup> Essay task.

---

# SAT<sup>®</sup> Essay: Test Features

- Publicly available common prompt
- Sources are arguments written for a broad audience
- Emphasis on analysis of the argument
- Expanded time for students to read, plan, write
- Analytic scoring

## SAT ESSAY DOMAIN

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



# SAT® Essay: Content Specifications

SAT® Essay Content Specifications		
	Number	Percentage of Test
<b>Time Allotted</b>	50 minutes	
<b>Total Items</b>		
Prompts	1	100%
Passage Based (each passage 650-750 words)	1	100%
<b>Passage Content</b>		
Arguments Written for a Broad Audience	1	100%
<b>Text Complexity</b>		
High School Reading Level (grades 9-12)	1	100%
<b>Analytic Scoring</b>		
Reading	1-4 rating scale; 2-8 reported scale	
Analysis	1-4 rating scale; 2-8 reported scale	
Writing	1-4 rating scale; 2-8 reported scale	

# The SAT<sup>®</sup> Essay: Scoring

---

# What the SAT® Essay Measures

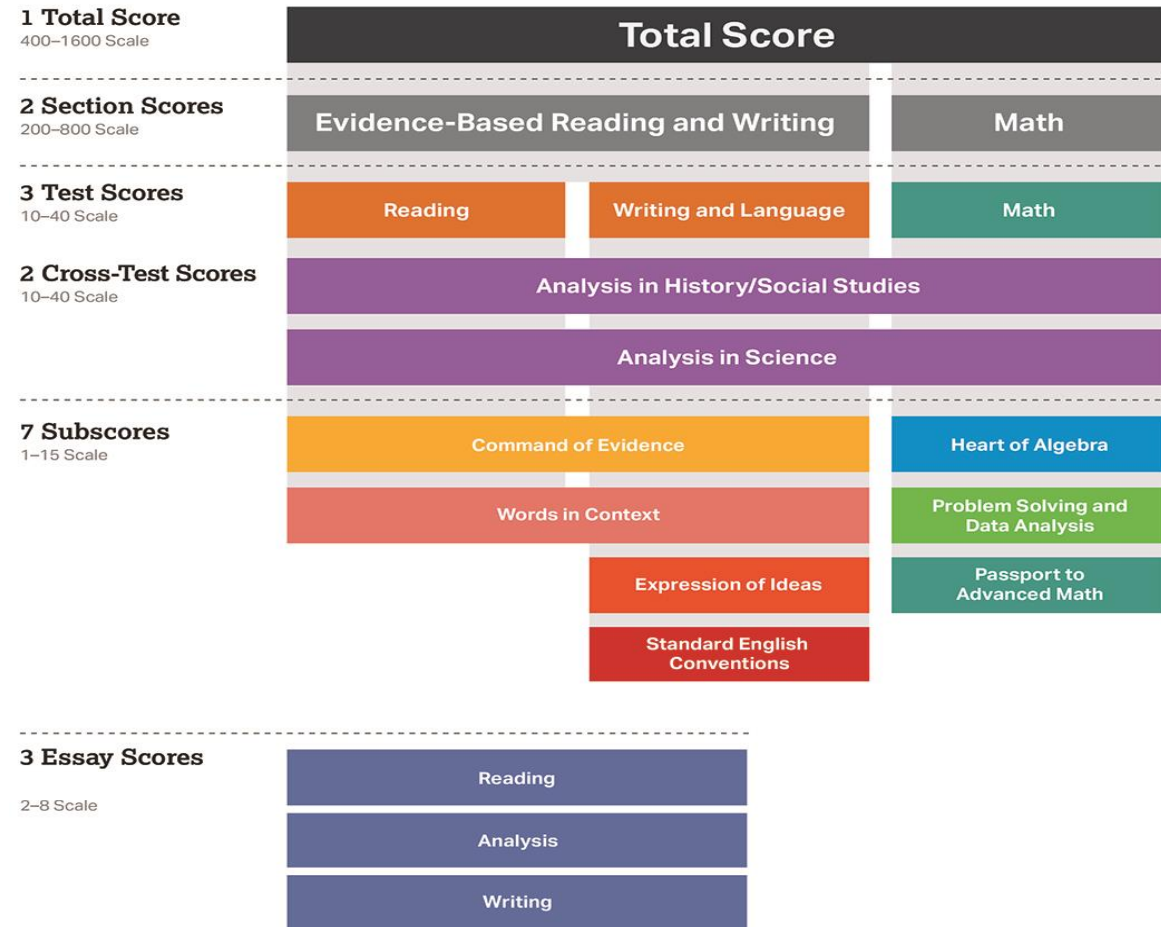
**Reading:** A successful essay shows that a student understands the passage, including the interplay of central ideas and important details. It also shows an effective use of textual evidence.

**Analysis:** A successful essay shows understanding of how the author builds an argument by

- examining the author's use of evidence, reasoning, and other stylistic and persuasive techniques; and
- supporting and developing claims with well-chosen evidence from the passage.

**Writing:** A successful essay is focused, organized, and precise, with an appropriate style and tone that varies sentence structure and follows the conventions of standard written English.

# SAT<sup>®</sup> Scores and Subscores



# SAT<sup>®</sup> Essay Scores

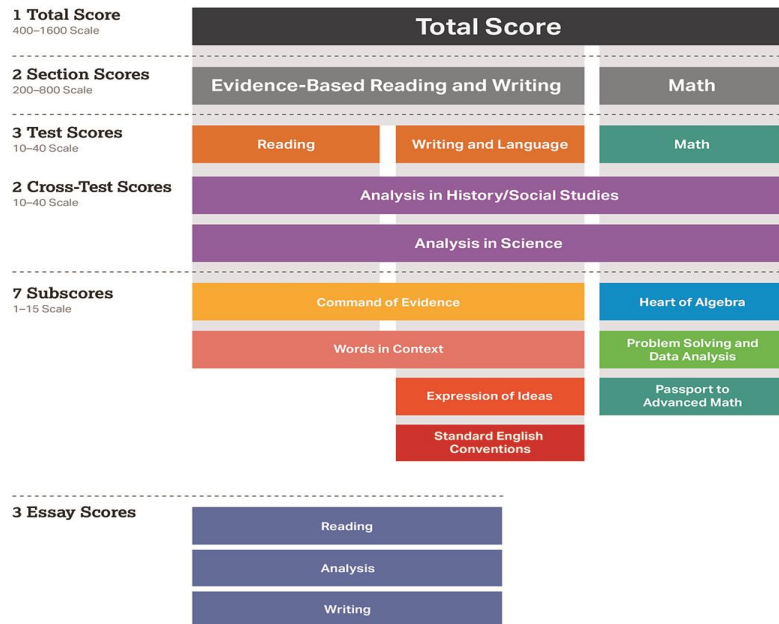
The SAT<sup>®</sup> Essay results in three scores:

- Reading
- Analysis
- Writing

The range for each score is 2 - 8.

Each essay is read by two readers who provide a score on a scale of 1 - 4.

Two readers' scores are added together for scores of 2 - 8.



# SAT<sup>®</sup> Essay Rubric: Reading

Score: 4	Score: 3	Score: 2	Score: 1
<p>The response demonstrates thorough comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s), most important details, and how they interrelate, demonstrating a comprehensive understanding of the text.</p> <p>The response is free of errors of fact or interpretation about the text.</p> <p>The response <b>makes skillful use of textual evidence</b> (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p>	<p>The response demonstrates effective comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) and important details.</p> <p>The response is free of substantive errors of fact and interpretation about the text.</p> <p>The response <b>makes appropriate use of textual evidence</b> (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p>The response demonstrates some comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) but not of important details.</p> <p>The response may contain errors of fact and/or interpretation with regard to the text.</p> <p>The response <b>makes limited and/or haphazard use of textual evidence</b> (quotations, paraphrases, or both), demonstrating some understanding of the source text.</p>	<p>The response demonstrates little or no comprehension of the source text.</p> <p>The response fails to show an understanding of the text’s central idea(s) and may include only details without reference to central idea(s).</p> <p>The response may contain numerous errors of fact and/or interpretation regarding the text.</p> <p>The response <b>makes little or no use of textual evidence</b> (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>

# SAT<sup>®</sup> Essay Rubric: Analysis

Score: 4	Score: 3	Score: 2	Score: 1
<p>The response offers an <b>insightful analysis of the source text</b> and demonstrates a sophisticated understanding of the analytical task.</p> <p>The response offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features(s) of the student's own choosing.</p> <p>The response contains relevant, sufficient and strategically chosen support for claim(s) or point(s) made.</p> <p>The response focuses consistently on those features of the text that are most relevant to addressing the task.</p>	<p>The response offers an <b>effective analysis of the source text</b> and demonstrates an understanding of the analytical task.</p> <p>The response competently evaluates the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>The response focuses primarily on those features of the text that are most relevant to addressing the task.</p>	<p>The response offers <b>limited analysis of the source text</b> and demonstrates only partial understanding of the analytical task.</p> <p>The response identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance.</p> <p>Or one or more aspects of the response's analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made.</p> <p>The response may lack a clear focus on those features of the text that are most relevant to addressing the task.</p>	<p>The response offers <b>little or no analysis or ineffective analysis of the source text</b> and demonstrates little or no understanding of the analytical task.</p> <p>The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing.</p> <p>Or numerous aspects of the response's analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>May not focus on features of the text that are relevant to addressing the task.</p> <p>The response offers no discernible analysis.</p>

# SAT<sup>®</sup> Essay Rubric: Writing

Score: 4	Score: 3	Score: 2	Score: 1
<p>The response is <b>cohesive and demonstrates a highly effective use and command of language.</b></p> <p>The response includes a precise central claim.</p> <p>The response includes a skillful introduction and conclusion.</p> <p>The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has a wide variety in sentence structures.</p> <p>The response demonstrates a consistent use of precise word choice.</p> <p>The response maintains a formal style and objective tone.</p> <p>The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.</p>	<p>The response is <b>mostly cohesive and demonstrates effective use and control of language.</b></p> <p>The response includes a central claim or implicit controlling idea.</p> <p>The response includes an effective introduction and conclusion.</p> <p>The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has variety in sentence structures.</p> <p>The response demonstrates some precise word choice.</p> <p>The response maintains a formal style and objective tone.</p> <p>The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.</p>	<p>The response demonstrates <b>little or no cohesion and limited skill in the use and control of language.</b></p> <p>The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.</p> <p>The response may include an ineffective introduction and/or conclusion.</p> <p>The response may demonstrate some progression of ideas within paragraphs but not throughout the response.</p> <p>The response has limited variety in sentence structures; sentence structures may be repetitive.</p> <p>The response demonstrates general or vague word choice; word choice may be repetitive.</p> <p>The response may deviate noticeably from a formal style and objective tone.</p> <p>The response shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.</p>	<p>The response demonstrates <b>little or no cohesion and inadequate skill in the use and control of language.</b></p> <p>The response may lack a clear central claim or controlling idea.</p> <p>The response lacks a recognizable introduction and conclusion.</p> <p>The response does not have a discernible progression of ideas.</p> <p>The response lacks variety in sentence structures; sentence structures may be repetitive.</p> <p>The response demonstrates general and vague word choice; word choice may be poor or inaccurate.</p> <p>The response may lack a formal style and objective tone.</p> <p>The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.</p>



# SAT<sup>®</sup> Essay Prompt

<https://collegereadiness.collegeboard.org/sample-questions/essay>

## Prompt

As you read the passage below, consider how Dana Gioia uses

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

## [Sample Passage]

(In this example, the passage is adapted from “Why Literature Matters” by Dana Gioia. ©2005 by The New York Times Company. Originally published April 10, 2005.)

Write an essay in which you explain how Dana Gioia builds an argument to persuade his audience that the decline of reading in America will have a negative effect on society. In your essay, analyze how Gioia uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Gioia’s claims, but rather explain how Gioia builds an argument to persuade his audience.

---

# SAT® Essay Prompt

## The SAT

---

# Practice Essay #1

---

**Make time to take the practice Essay.**  
It's one of the best ways to get ready  
for the SAT Essay.

- Adapted from former U.S. President Jimmy Carter, Foreword to *Arctic National Wildlife Refuge: Seasons of Life and Land, A Photographic Journey* by Subhankar Banerjee. ©2003 by Subhankar Banerjee.
- Adapted from Martin Luther King Jr., “Beyond Vietnam – A Time to Break Silence.” The speech was delivered at Riverside Church in New York City on April 4, 1967.
- Adapted from Eliana Dockterman, “The Digital Parent Trap.” ©2013 by Time Inc. Originally published August 19, 2013.
- Adapted from Paul Bogard, “Let There Be Dark.” ©2012 by Los Angeles Times. Originally published December 21, 2012.

<https://collegereadiness.collegeboard.org/sat/practice/full-length-practice-tests>

# Calibration Activity

## Sample Student Essays

Sample 1 Scores: 1/1/1

Sample 2 Scores: 2/2/2

Sample 3 Scores: 3/2/3

Sample 4 Scores: 3/3/3

Sample 5 Scores: 3/3/3

Sample 6 Scores: 3/3/4

Sample 7 Scores: 4/2/4

Sample 8 Scores: 4/3/4

Recommendations to understand the scoring of the SAT<sup>®</sup> Essay:

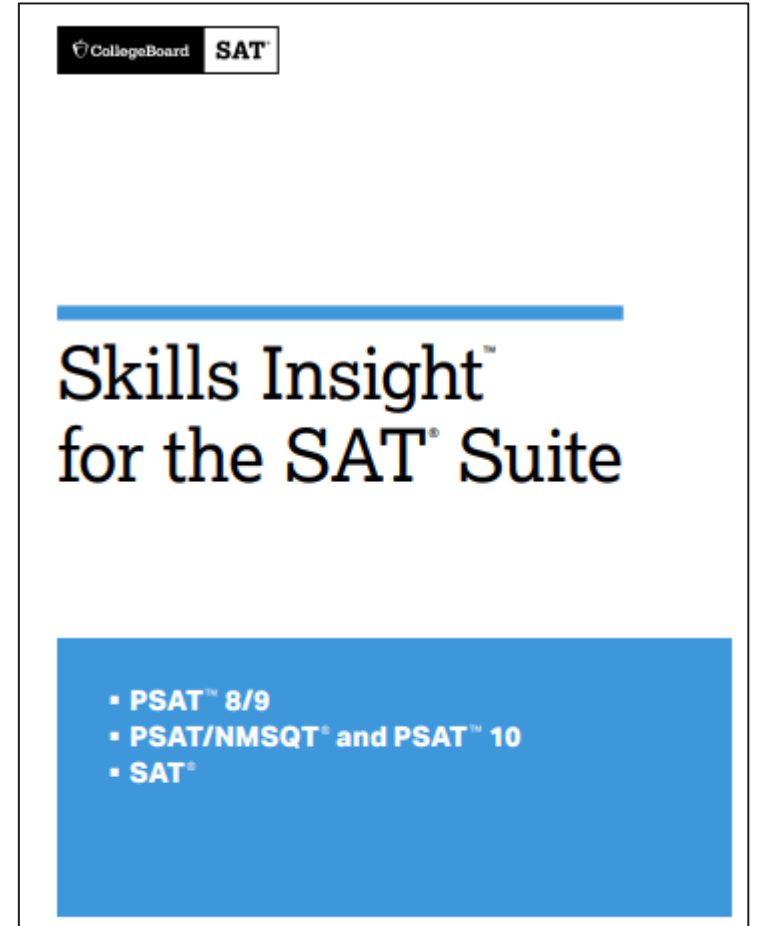
- Print out sample essays and scores.
- Have teachers score the essays to see if they scored the same way the SAT<sup>®</sup> Essay readers scored them.
- Encourage science and social studies teachers to participate in a calibration session with English teachers.

Sample student essays can be found in the Teacher Implementation Guide:

<https://collegereadiness.collegeboard.org/sample-questions/essay>

# SAT<sup>®</sup> Essay: Skills Insight

The Skills Insight document can be found at  
<https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf>



# SAT® Essay Score Range: Reading, Analysis, and Writing

## Essay Score Range 2–3

### Academic Skills

- Your essay demonstrated little understanding of the source text. Your essay included only details from the text without reference to the text's central idea(s) and made little or no use of textual evidence (quotations and/or paraphrases). [Reading]
- Your essay offered an ineffective analysis of the source text by identifying without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, or your essay was focused largely or exclusively on summarizing the text. [Analysis]
- Your essay demonstrated little or no cohesion, lacking a clear central claim to guide the organization of the essay, a recognizable introduction and conclusion, and a discernible progression of ideas. Your essay also showed weak control of the conventions of standard written English, with numerous errors that undermined the quality of writing. [Writing]

### Suggestions for Improvement

- Before focusing on smaller details in the source text, be sure to convey the text's central idea(s) so that readers know the author's main argument.
- Be sure to move beyond merely mentioning or summarizing what the author says. Identify and describe aspects of the author's use of evidence, reasoning, and/or stylistic or persuasive elements and then analyze how these elements contribute to the author's argument.
- Focus on including a clear central claim that guides the organization of your essay. Be sure to include an introduction and conclusion in your response and make sure your ideas connect logically from sentence to sentence and from paragraph to paragraph. Improve your control of the conventions of standard written English and proofread your essay for errors that can undermine your writing quality.

# SAT<sup>®</sup> Essay Score Range: Reading, Analysis, and Writing

## Essay Score Range 4–5

### Academic Skills

- Your essay demonstrated some comprehension of the source text by showing an understanding of the text's central idea(s) but not of important details. Your essay also made limited use of textual evidence (quotations and/or paraphrases) and may have contained errors of fact or interpretation with regard to the text. [Reading]
- Your essay offered a limited analysis of the source text by attempting to identify and describe the author's use of evidence, reasoning and/or stylistic or persuasive elements, but your essay only asserted the importance of these elements rather than fully explaining them or their use. [Analysis]
- Your essay demonstrated little or no cohesion, lacking a clear central claim that guided the organization of the essay. Your essay had an ineffective introduction and/or conclusion and some progression of ideas within paragraphs but not throughout the response. Sentence structures had little variety. Your essay may have also shown limited control of the conventions of standard written English with errors that detracted from the quality of writing. [Writing]

### Suggestions for Improvement

- Be sure to convey your understanding of the central idea(s) and important details from the source text and provide sufficient textual evidence (quotations and/or paraphrases) to demonstrate your understanding.
- Analyze the source text more effectively by moving beyond making undefended assertions. Evaluate and explain fully how the author uses evidence, reasoning, and/or stylistic and persuasive elements to build the argument.
- Focus on including a clear central claim and an effective introduction and conclusion in your essay. Make sure your ideas connect logically from sentence to sentence and from paragraph to paragraph. Vary the types and lengths of sentences and incorporate precise language whenever possible. Improve your control of the conventions of standard written English and proofread your essay for errors that can undermine your writing quality.

# SAT® Essay Score Range: Reading, Analysis, and Writing

## Essay Score Range 6–7

### Academic Skills

- Your essay demonstrated effective comprehension of the source text by showing an understanding of the text’s central idea(s) and important details while remaining free of substantive errors of fact or interpretation with regard to the text. Your essay also made appropriate use of textual evidence (quotations and/or paraphrases). [Reading]
- Your essay offered an effective analysis of the source text by competently evaluating the author’s use of evidence, reasoning, and/or stylistic and persuasive elements. Your essay contained relevant and sufficient support for claims made and focused primarily on those features of the text that were most relevant to addressing the task. [Analysis]
- Your essay was mostly cohesive. It included a clear central claim and an effective introduction and/or conclusion. Your essay also demonstrated a clear progression of ideas both within paragraphs and throughout the essay. Sentence structures were varied with some precise word choice. Your essay also showed good control of the conventions of standard written English and was free of significant errors that detract from the quality of the writing. [Writing]

### Suggestions for Improvement

- Demonstrate that you comprehend the nuances of the source text by showing an understanding of how the author’s central idea(s) and important details interrelate.
- Try to develop original, insightful ideas about the way the author builds the argument, using strategically chosen support for your claims. Be sure to focus consistently on the features of the text that are most relevant to addressing the task.
- Ensure that your essay is well organized and has a precise central claim. Provide a skillful introduction and conclusion and a clear and highly effective progression of ideas throughout the essay. Vary your sentence structures and use precise word choice consistently to express your ideas. Ensure that your essay is free from all but the most superficial conventions of standard written English.

# SAT<sup>®</sup> Essay Score Range: Reading, Analysis, and Writing

## Essay Score 8

### Academic Skills

- Your essay demonstrated thorough comprehension of the source text by showing an understanding of the text's central idea(s), most important details, and how they interrelate. Your essay made skillful use of textual evidence (quotations and/or paraphrases) and was free of errors of fact or interpretation with regard to the text. [Reading]
- Your essay offered an insightful analysis of the source text and a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements. Your essay also contained relevant, sufficient, and strategically chosen support for your claim(s) and focused consistently on the features of the text that were most relevant to addressing the task. [Analysis]
- Your essay was cohesive: it included a precise central claim and a skillful introduction and conclusion as well as a deliberate and highly effective progression of ideas throughout the essay. Sentence structures were varied and word choice was consistently precise. Your essay also showed a strong command of the conventions of standard written English and was free or virtually free of errors. [Writing]

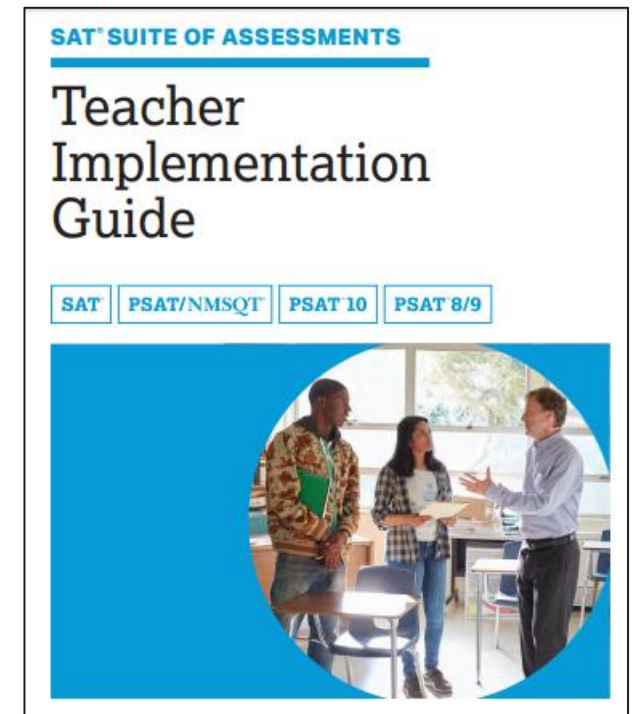
### Suggestions for Improvement

- This is the top Essay score, and students who score at this level will likely have mastered the skills listed in the Essay scoring rubric at all other levels. However, the ability to write well is a skill that must be practiced often. We encourage you to continue to engage in academic writing and explore the Official SAT Practice at [satpractice.org](https://satpractice.org).



# SAT<sup>®</sup> Essay: Instructional Strategies

For more information about the SAT<sup>®</sup> Essay, the Teacher Implementation Guide can be located at <https://collegereadiness.collegeboard.org/pdf/rede-signed-sat-k12-teacher-implementation-guide.pdf>



# SAT® Essay: Tips

## Elements

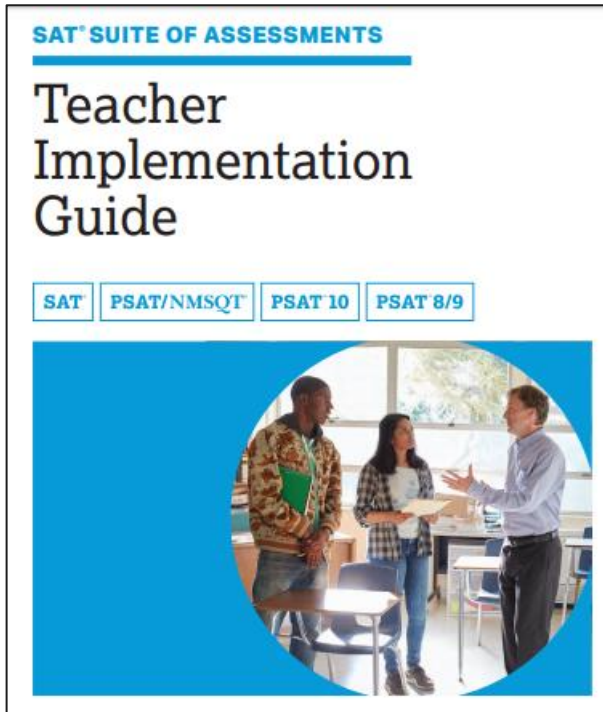
The SAT® asks how the author uses evidence, reasoning, and stylistic/persuasive elements to construct an argument.

- Explain how the author builds the argument to persuade the audience.
- Support the explanation with evidence from the passage.
- Include evidence (e.g., facts and examples) to support claims.
- Use reasoning to develop ideas and connect claims and evidence.
- Incorporate stylistic/persuasive elements (e.g., word choice or emotional appeal) to add power to the ideas expressed.

## Examples of elements:

- |                          |                   |
|--------------------------|-------------------|
| - Ethos/pathos/logos     | - Symbolism       |
| - Diction                | - Metaphors       |
| - Imagery                | - Similes         |
| - Parallel structure     | - Analogies       |
| - Sentence structure     | - Personification |
| - Tone, syntax, register | - Hyperbole       |
| - Anecdote               | - Understatements |
| - Relevant data          | - Euphemisms      |

# SAT® Essay: Instructional Strategies



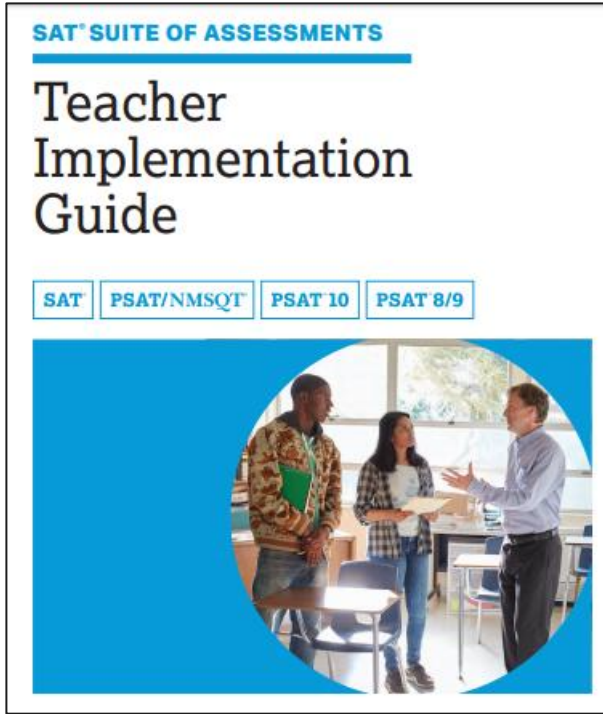
## Instructional Strategies for the SAT® Essay:

- Use the SAT® Essay prompt as a foundation for writing assignments in all content area classes.
- Provide students with a persuasive speech.
- Ask students to write a persuasive paragraph on a topic of their choice.
- Encourage students to work collaboratively in a writing group to add counterclaims, rhetorical devices, and appeals to logic to strengthen their arguments.

Ensure students do the following:

- Incorporate logical reasoning to strengthen their arguments.
- Make use of at least one rhetorical device and at least one counterclaim.
- Exchange their texts with a different writing group.
- Provide feedback to peers by celebrating successes and by suggesting ideas for improvement.

# SAT<sup>®</sup> Essay: Instructional Strategies



## Instructional Strategies for the SAT<sup>®</sup> Essay:

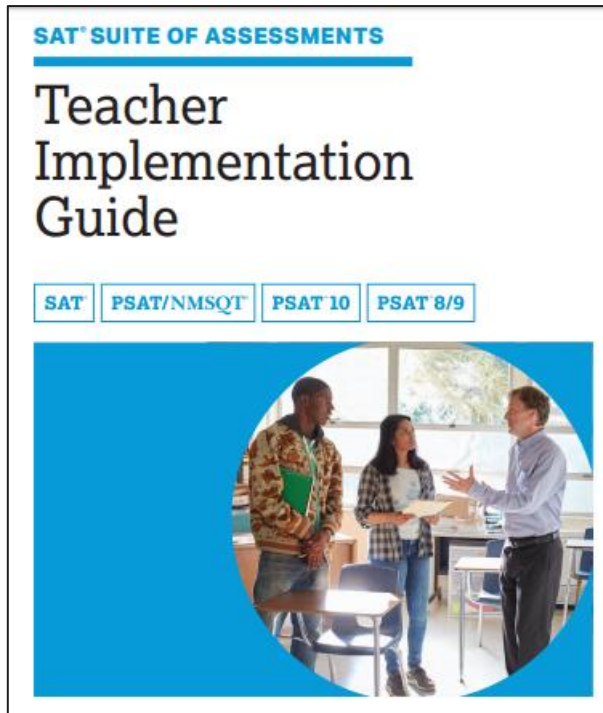
- Give students the opportunity to compare a rubric to their work and to the writing of their peers, evaluating areas in which they met the standards of the rubric and areas in which they need improvement.
- Use anchor papers to extend understanding of the SAT<sup>®</sup> Essay prompt.
- Guide students to notice components and characteristics common to the rubric in addition to analyzing and identifying areas for improvement.

# Structure

# Argumentation

# Rhetorical Analysis

# Understanding Structure

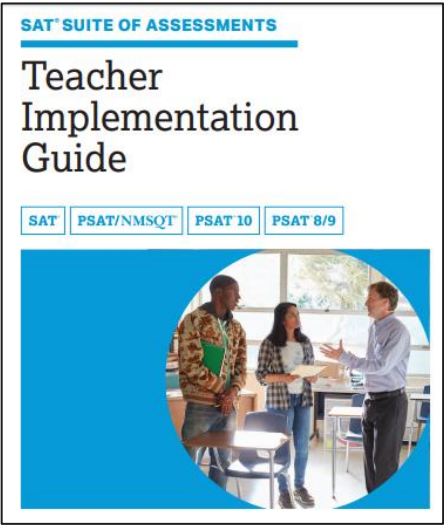


Help students understand the structure of text by providing some common categories or examples of words to look for:

- List: to begin with, first, second, next, then finally, most important, for instance, for example, another, lastly
- Chronology: on (date), not long after, now, as, before, after, when, in the end
- Compare and Contrast: either ... or, neither ... nor, while, although, unless, similarly, yet, however, but, as well as, not only, on the other hand
- Cause and Effect: therefore, as a result, this led to, since, because, if ... then, thus, nevertheless

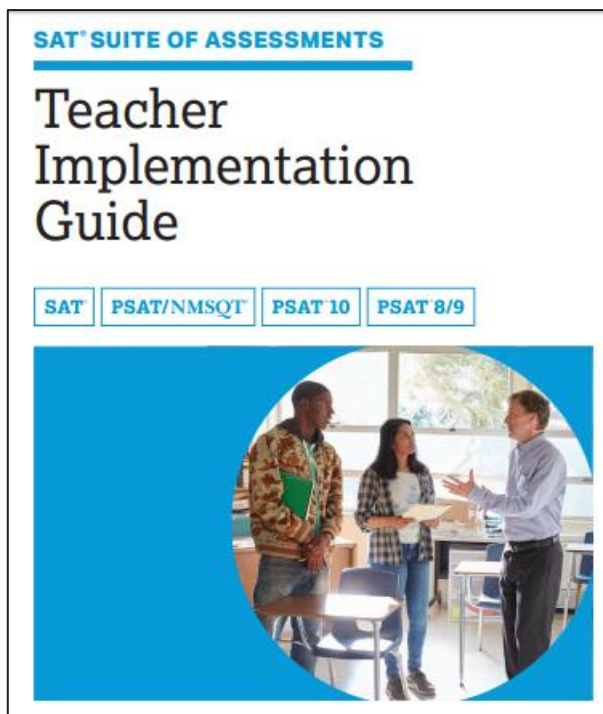
# Argumentation

This traditional form of discourse functions by convincing or persuading an audience or by proving or refuting a point of view or an issue.



Part I: Introductory Paragraph	Part II: Concession or Refutation	Part III: Confirmation Paragraphs	Part IV: Concluding Paragraph
<p>Catch the reader’s interest.</p> <p>Present the issue or topic (use concrete image or anecdote).</p> <p>Provide any relevant background information.</p> <p>Define any pertinent terms.</p> <p>State the claim or thesis statement.</p>	<p>Recognize the argument.</p> <p>Include a refutation.</p>	<p>Provide reasons and evidence of a writer’s claim.</p> <p>Develop the argument.</p>	<p>Restate the claim.</p> <p>Provide new appeal to the reader’s needs or values.</p> <p>Enrich with additional commentary.</p> <p>Voice a final plea for readers to take action or to change thinking.</p> <p>Refrain from repeating any new information.</p>

# Rhetorical Analysis



## Title of Selection

### Introduction

Issue and Image  
Background Information  
Definition of Terms  
Claim

### Reasons and Evidence

Reason 1: Type of Evidence  
Reason 2: Type of Evidence  
Reason 3: Type of Evidence

### Emotional Appeals

Need or Value 1  
Need or Value 2  
Need or Value 3

### Opposing Viewpoints

Opposing View 1: Concede/Refute  
Opposing View 2: Concede/Refute  
Opposing View 3: Concede/Refute

### Conclusion

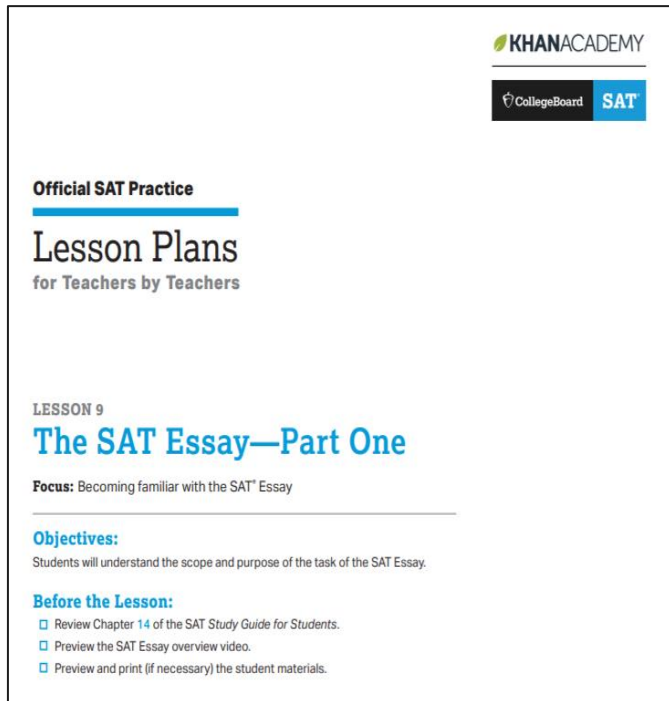
Restatement of Claim  
Revisit Image  
Urge Reader to Take Action



# SAT<sup>®</sup> Essay: Lesson Plans

# Official SAT® Practice Lesson Plans

<https://collegereadiness.collegeboard.org/sat/k12-educators/advising-instruction/official-sat-practice-lesson-plans>



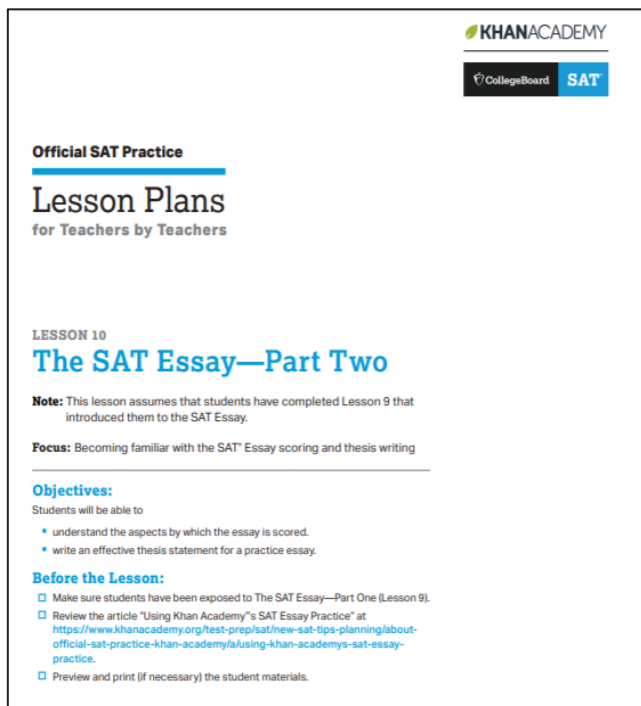
## Lesson 9: The SAT Essay—Part One

- Objective:
  - Students will understand the scope and purpose of the SAT® Essay
- Before the Lesson
- Introductory Activity
- Group/Pair Practice
- Independent Practice
- Homework

<https://collegereadiness.collegeboard.org/pdf/official-sat-practice-lesson-plan-essay-part-one.pdf>

# Official SAT<sup>®</sup> Practice Lesson Plans

<https://collegereadiness.collegeboard.org/sat/k12-educators/advising-instruction/official-sat-practice-lesson-plans>



## Lesson 10: The SAT Essay—Part Two

Focus: becoming familiar with the SAT<sup>®</sup> Essay scoring and thesis writing

<https://collegereadiness.collegeboard.org/pdf/official-sat-practice-lesson-plan-essay-part-two.pdf>

## Lesson 19: The SAT Essay—Part Three

Focus: taking a deeper look at the SAT<sup>®</sup> Essay

<https://collegereadiness.collegeboard.org/pdf/official-sat-practice-lesson-plan-essay-part-three.pdf>

## Lesson 20: The SAT Essay—Part Four

Focus: writing an SAT<sup>®</sup> Essay response and getting peer feedback

<https://collegereadiness.collegeboard.org/pdf/official-sat-practice-lesson-plan-essay-part-four.pdf>

# Connecting AP and the SAT<sup>®</sup> Essay

# Content Dimension Overlap

**Reading:** Use of textual evidence

**Analysis:** Focus on features of the text most relevant to addressing the task

- Analysis of the source text
- Support for claims made in the response

**Writing:** Use of central claim and use of effective organization/progression of ideas

## SAT

- Comprehension of text
- Understanding central ideas and their interrelationship
- Representation of accuracy in a text

## AP

- Formulation of a claim and arguing a position
- Selection and integration of appropriate and sufficient evidence with explanations
- Synthesizing at least three sources

# Official SAT<sup>®</sup> Essay Practice on Khan Academy

# Essay Feedback

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

## Essay practice

As you write these essays, our system will give you dynamic feedback on how to revise and improve your essay. This practice is untimed. You can also review your past essays and feedback.



Jimmy Carter, "Foreword to Arctic National Wildlife Refuge: Seasons of Life and Land, A Photographic Journey by Subhankar Banerjee"

[Review](#)

Martin Luther King Jr., "Beyond Vietnam — A Time to Break Silence"

[Review](#)

Eliana Dockterman, "The Digital Parent Trap"

[Review](#)

Todd Davidson, "Government Must Preserve National Parks"




[Continue](#)


Richard Schiffman, "Why We Should Work Less"

[Continue](#)

# Reading

## Signals


Analysis	Writing	Reading
		



**Reading**

Do I demonstrate effective comprehension of the source text? Do I address the central idea/s of the source text in my writing?

Stay focused on the strategies the author uses to persuade or affect readers. Find evidence of each of these strategies, quote that evidence in the essay, and explain why the author included these examples. How do these strategies help the author accomplish his or her purpose?



**Reading**

Do I demonstrate effective comprehension of the source text? Do I address the central idea/s of the source text in my writing?

Thoughtfully evaluate and explain the author's choices and strategies within the source text for purpose and effect on the reader. How do the strategies the author uses impact the central idea/s of the source text? Carefully examine your evidence and how each piece of evidence relates to one another, as well as the central idea/s. Does your essay fully explore each of these components?




# Analysis

## Signals

Analysis

Writing

Reading




**Analysis**

×

Do I choose the best evidence to analyze? Do I explain how that evidence works to support my claim?

Explain how the author tried to impact the readers. Choose evidence from the text that best illustrates the author's persuasive strategies. Then, clearly explain what each example shows readers about how the author is trying to convince, affect, or move people.



**Analysis**

Do I choose the best evidence to analyze? Do I explain how that evidence works to support my claim?

Demonstrate a sophisticated understanding of the task by analyzing the evidence skillfully. Explain not only which persuasive strategies the author employs, but why they were chosen. What effects do they have on the reader, and how do they support the author's purpose, ideas, or overall argument?


# Writing

## Signals

Analysis

Writing

Reading




**Writing**

×

Do I organize my ideas in a cohesive manner? Do I use language to effectively communicate?

Construct a clear claim in your introduction that identifies that strategies the author uses and the effects they have on the reader. Organize related ideas that support the claim into body paragraphs that present and explain relevant evidence from the text. Restate the claim in the conclusion and resolve why these issues are important. Be sure to use appropriate language and sentence structure to present these ideas in a way that is easy to follow.



**Writing**

Do I organize my ideas in a cohesive manner? Do I use language to effectively communicate?

Consider the "flow" of the essay: Are the ideas presented in a logical way? Use transitions and make connections not only between paragraphs, but among sentences, too. Play with different types of sentence structures (some long, some short, etc.) and more vivid, descriptive word choice to make the essay engaging to the reader.

# Khan Academy

## Essay Sample

Chicago." He believes this is a "cruel manipulation of the poor."

King states twice that he cannot "be silent" to the unjust war, but he shifts gears in the third

paragraph prior to saying it for the second time. After describing his experience in the ghettos

over the last three years, he comes to the conclusion that before he can truly help the wars that

are taking place at home, he must "raise his voice" against something much larger. He calls the

American government "the greatest purveyor of violence in the world today."

After careful analysis of King's argument and rhetoric, one can see his stance very clearly. He



### Writing



✓ Your writing here is good. Work on using vivid language and varied sentence structure throughout your essay.

Helpful? ☐ Yes ☐ No

☐ I took care of this.

# Khan Academy

## Essay Sample

Martin Luther King Jr. begins his speech by reminding the audience that he is a preacher to set the stage for his argument against the war in Vietnam, especially how unjust it is on the poor and people of color. His first of many reasons for bringing the war into his "moral vision" was seeing the poverty program he had high hopes for be "eviscerated" due to the war because America could not afford to fund both. "...I knew America would never invest the necessary funds or energies into the rehabilitation of the poor so long as adventures like Vietnam continued to draw men and skills and money like some demonic destructive suction tube." King shows his views of war by using a word like "demonic" and later states that "war is the enemy of the poor." Calling the



### Reading



✓ Nice job! Summarizing these ideas up front will help you build your analysis in the rest of your essay.

Helpful? ☐ Yes ☐ No

☐ I took care of this.

---

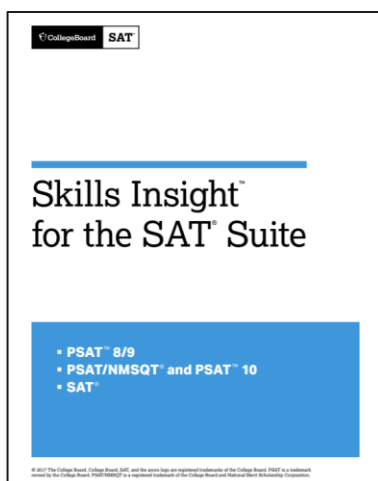
# Next Steps

- Share the instructional strategies with your colleagues.
- Review the sample essays that are available on Official SAT<sup>®</sup> Practice on Khan Academy.
- Review the [Skills Insight](#) document to understand the areas of improvement for each score.

# Instructional Strategy Supports

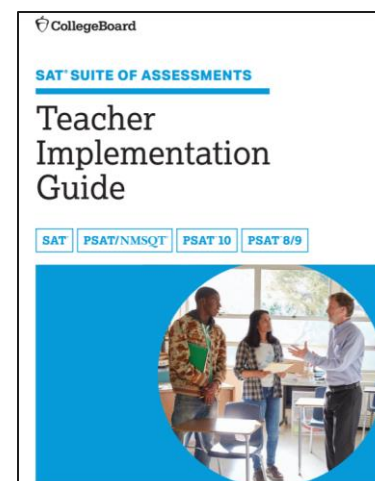
## [Skills Insight](#)

Educators can use Skills Insight to see the academic skills typically mastered at each score band and develop strategies for improvement. It also provides actionable suggestions for improving skills that help students gain additional practice.



## [Teacher Implementation Guide](#)

The Teacher Implementation Guide has been created for teachers and curriculum specialists to generate ideas about integrating SAT® practice and skill development into challenging coursework through curriculum and instruction.



# Thank you!

