
Evidence-Based Reading and Writing Subscores Compared to Illinois Priority Standards

The Illinois Learning Standards aligned to the SAT Suite of Assessments subscores appear in the K-12 Assessment Reporting Portal. Educators can view the associated standards for each subscore within the portal. The complete list of standards can be exported as a PDF for more in-depth analysis outside of the portal.

For more information on the Reading Test subscores, Words in Context (WIC) and Command of Evidence (COE), visit sat.org/reading-subscores. For more information on the Writing and Language subscores, Standard English Conventions (SEC) and Expression of Idea (EOI), visit sat.org/writing-language-subscores.

The tables that follow display the **Illinois Priority Standards** associated with each Evidence-Based Reading and Writing subscore.

Words in Context (WIC)

This component of the SAT focuses on the assessment of students' ability to interpret words and phrases in context, analyze word choice rhetorically, and use language effectively in writing. This component is based on selected questions from the Reading Test and the Writing and Language Test.

Standard Number	Standard Language
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.3.3a	Choose words and phrases for effect.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.

Words in Context (WIC) *cont.*

Standard Number	Standard Language
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Command of Evidence (COE)

This component of the SAT focuses on the assessment of students' ability to understand, evaluate, and make use of textual evidence (facts, details, statistics, and the like).

This component is based on selected questions from the Reading Test and Writing and Language Test.

Standard Number	Standard Language
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard English Conventions (SEC)

This component of the SAT focuses on the assessment of students' ability to edit multiparagraph texts to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation.

Standard Number	Standard Language
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Expression of Ideas (EOI)

This component of the SAT focuses on the assessment of students' ability to revise multiparagraph texts for development, organization, and rhetorically effective language use.

Standard Number	Standard Language
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.