



SAT[®] Teacher Resources Webinar

The Teacher Toolkit
SAT[®] Suite Question Bank

November 9-13, 2020



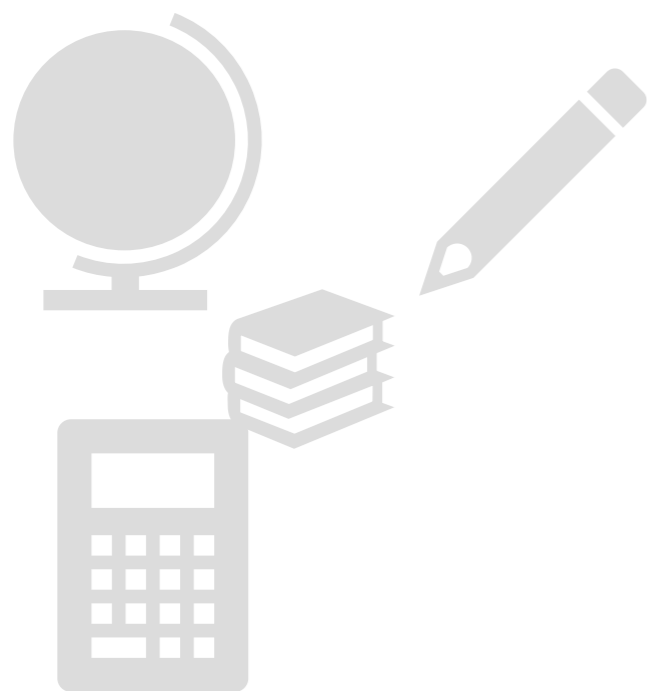
Agenda

Here's what we'll cover today:



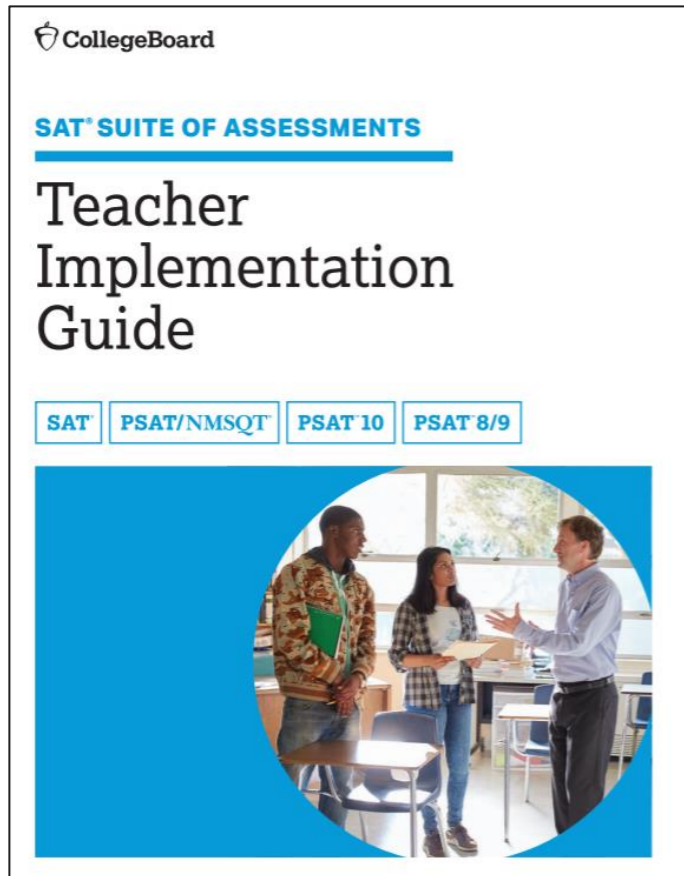
- Teacher Toolkit Contents
 - ELA
 - Math
 - Science
 - Social Studies
- Illinois Priority Standards and SAT[®] Subscore Alignment
 - ELA
 - Math
- SAT[®] Suite Question Bank

The SAT[®] Relates to Classroom Instruction



- Aligns to state standards
- Aligns to classroom instruction
- Contains no obscure vocabulary
- Uses rights-only scoring
- Focuses on the knowledge and skills most important for success after high school:
 - Defining words in context
 - Using evidence to support arguments
 - Using “Standard English Conventions” appropriately
 - Analyzing and utilizing data
 - Applying fundamental algebra concepts

Essential Prerequisites for College and Career Readiness



The College Board has concluded that students must be able to

- read, analyze, and use reasoning to comprehend challenging literary and informational texts, including texts about science and history/social studies topics, to demonstrate and expand their knowledge and understanding;
- revise and edit extended texts across a range of academic and career-related subjects for expression of ideas and show facility with a core set of grammar, usage, and punctuation conventions;
- show command of a focused but powerful set of knowledge, skills, and understandings in math and solve problems situated in science, social studies, and career-related contexts;
- make careful and deliberate use of evidence as they read and write;
- demonstrate skill in analyzing data, including data represented graphically in tables, graphs, charts, and the like, in reading, writing, and math contexts; and
- reveal an understanding of words in context and how word choice helps shape meaning and tone.

<https://collegereadiness.collegeboard.org/pdf/redesigned-sat-k12-teacher-implementation-guide.pdf>

Teacher Toolkit Contents

Test Specifications

Teacher Implementation Guide

Skills Insight

Official SAT[®] Practice Lesson Plans

The Teacher Toolkit

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

CollegeBoard

ELA Teachers

Help your students prepare for the **SAT**, **PSAT** 10, and **PSAT** 8/9 by utilizing College Board resources.

CollegeBoard

Math Teachers

Help your students prepare for the **SAT**, **PSAT** 10, and **PSAT** 8/9 by utilizing College Board resources.

CollegeBoard

Science Teachers

Help your students prepare for the **SAT**, **PSAT** 10, and **PSAT** 8/9 by utilizing College Board resources.

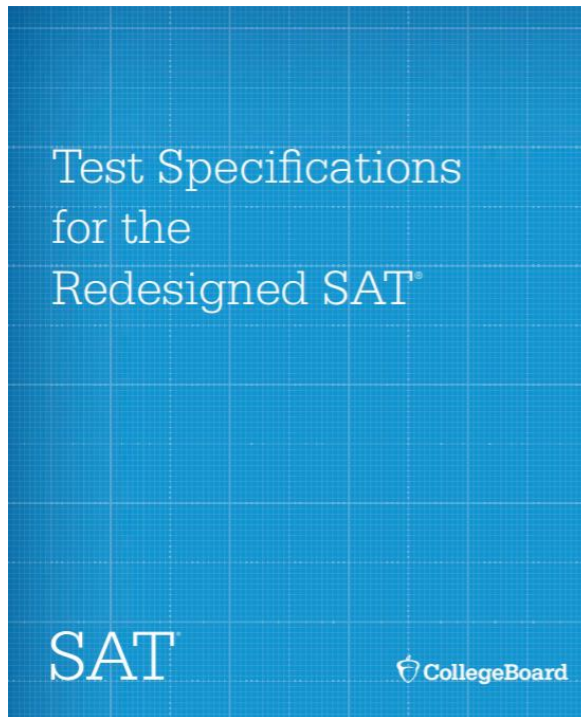
CollegeBoard

Social Studies Teachers

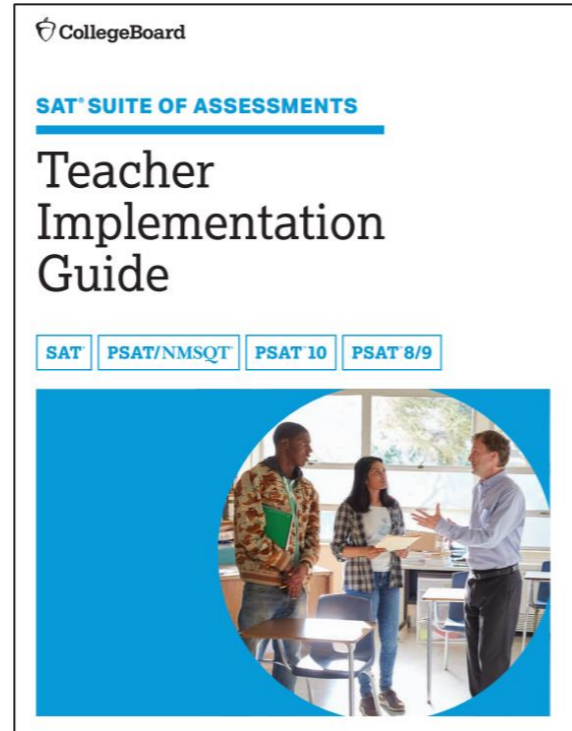
Help your students prepare for the **SAT**, **PSAT** 10, and **PSAT** 8/9 by utilizing College Board resources.

The Teacher Toolkit

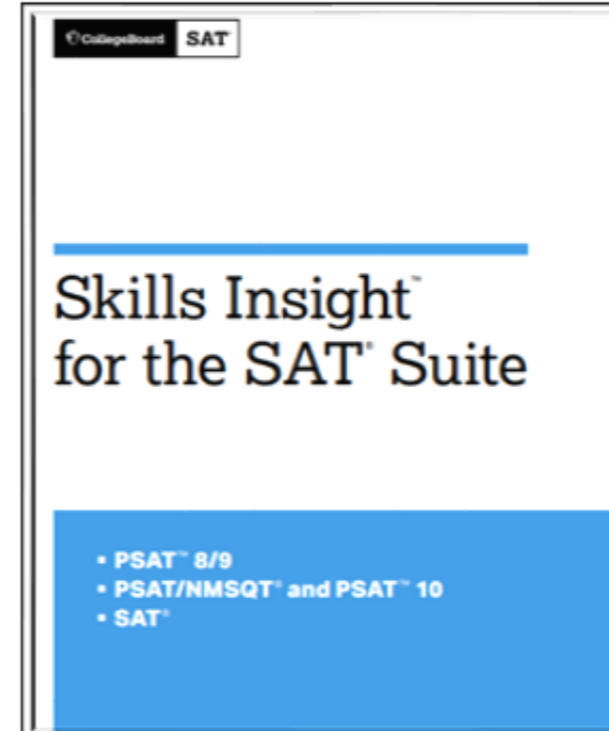
<https://www.isbe.net/Pages/sat-psat.aspx>



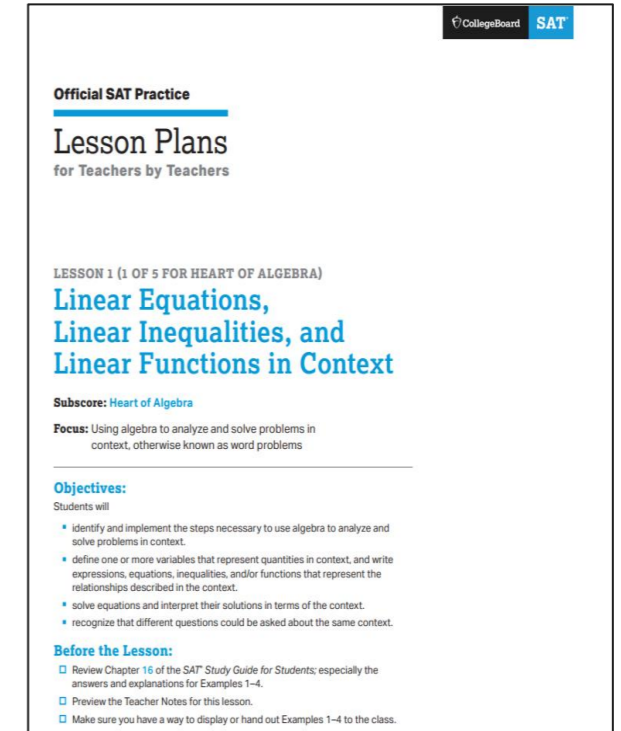
Test Specifications for the SAT



Teacher Implementation Guide



Skills Insight



Official SAT Practice Lesson Plans

Curriculum Review Worksheets

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

The Curriculum Review Worksheets are designed to help teachers

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

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

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

To request the full version of the curriculum worksheets for Reading, Writing & Language, and Math, please email ILSAT@collegeboard.org.

This thumbnail shows the top portion of the SAT Math Test Curriculum Review Worksheets page. It includes the CollegeBoard SAT logo, the title 'SAT® Math Test Curriculum Review Worksheets', and an 'Introduction' section. The introduction explains that the worksheets are designed to help educators understand the skills and knowledge assessed on the SAT Suite of Assessments Math Tests, review student performance, identify areas needing additional instruction, and develop implementation plans. It also lists the elements of each skill/knowledge table: name and definition, questions for placement, and statements of attainment with associated subscores.

This thumbnail is similar to the previous one but includes a sidebar on the right titled 'To use these worksheets, please review the following resources:'. The resources listed are: K-12 Score Reporting Portal data, District/school curriculum maps, Released SAT practice tests, Skills Insight for the SAT Suite (with a link to <https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf>), and The College and Career Readiness Benchmarks for the SAT Suite of Assessments (with a link to <http://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf>).

This thumbnail shows the top portion of the SAT Writing and Language Test Curriculum Review Worksheets page. It includes the CollegeBoard SAT logo, the title 'SAT Writing and Language Test Curriculum Review Worksheets', and an 'Introduction' section. The introduction explains that the worksheets are designed to help educators understand the skills and knowledge assessed on the SAT Suite of Assessments Writing and Language Tests, review student performance, identify areas needing additional instruction, and develop implementation plans. It also lists the elements of each skill/knowledge table: name and definition, questions for placement, and statements of attainment with associated subscores. A sidebar on the right provides resources for using the worksheets, including K-12 Score Reporting Portal data, District/school curriculum maps, Released SAT practice tests, Skills Insight for the SAT Suite (with a link to <https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf>), and The College and Career Readiness Benchmarks for the SAT Suite of Assessments (with a link to <http://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf>).



SAT[®] Suite Question Bank

Create custom, targeted question sets and improve instruction.



What Is the SAT[®] Suite Question Bank?

Enables Access

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

Informs Instruction

Educators can view the skills and knowledge that students need to be successful on any SAT[®] Suite Assessment.

Is Easy to Use

Questions can be sorted by subscores, cross-test scores, and content domains.

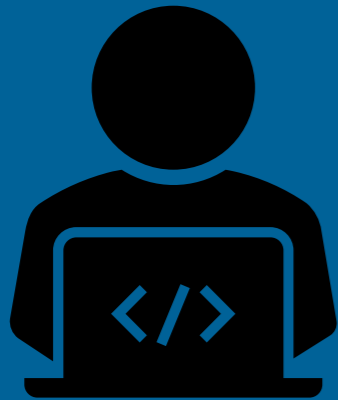
SAT[®] Suite Question Bank

Educators can search for questions by assessment, test, subscore, and cross-test score.

Each question provides the following:

- Level of Difficulty
- Primary, Secondary, and Tertiary Dimensions
- Passage Text Complexity Level
- Calculator/No-Calculator for Math Questions
- Answer Choices
- Answer Explanations

Accessing the SAT[®] Suite Question Bank



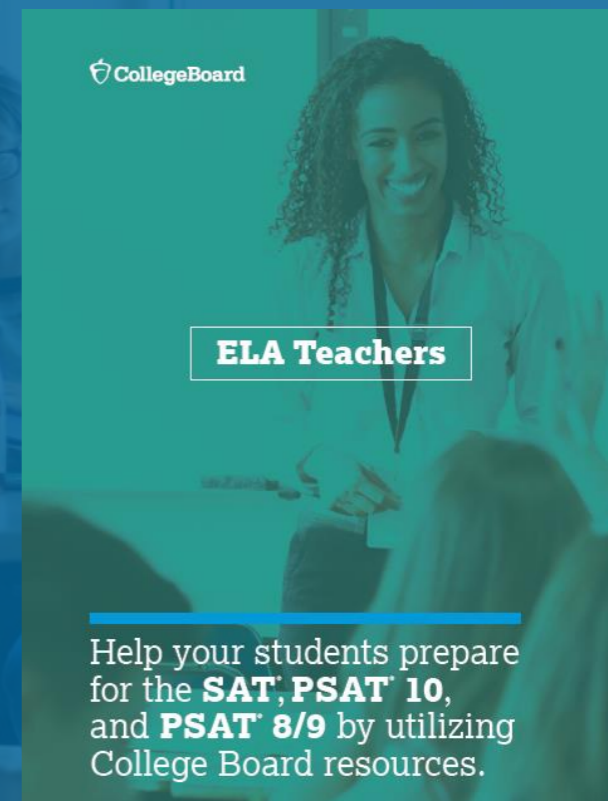
The SAT[®] Suite Question Bank May
Be Accessed at
<https://satsuitequestionbank.collegeboard.org>.

Open to the Public

No College Board Account or Access Code
Required

ELA Folder

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

A promotional graphic for College Board ELA Teachers. It features a teal background with a white-bordered box containing the text 'ELA Teachers'. Below this, a white-bordered box contains the text 'Help your students prepare for the SAT, PSAT 10, and PSAT 8/9 by utilizing College Board resources.' The background of the graphic shows a smiling woman with curly hair, likely a teacher, sitting at a table with students. The College Board logo is in the top left corner of the graphic.

CollegeBoard

ELA Teachers

Help your students prepare for the **SAT**, **PSAT** 10, and **PSAT** 8/9 by utilizing College Board resources.

ELA Folder Resources

Test Specifications

Here's how to get the most out of the resources included in the English Language Arts folder:

Step 1: Review the [SAT Reading Test Specifications](#) and the [SAT Writing and Language Test Specifications](#) in a department meeting. Talk with your colleagues about each skill/knowledge listed.

Discuss the following questions:

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

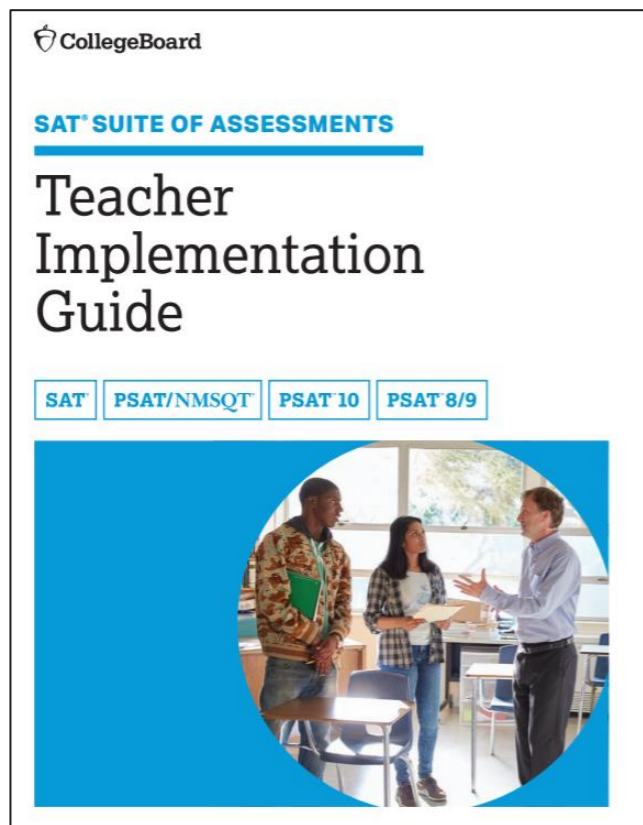
SAT READING DOMAIN	
Content Dimension	Description
Text Complexity	The passages/pair on the sat Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
Information and Ideas	These questions focus on the informational content of text.
Reading closely	These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.
Determining explicit meanings	The student will identify information and ideas explicitly stated in text.
Determining implicit meanings	The student will draw reasonable inferences and logical conclusions from text.
Using analogical reasoning	The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.
Citing textual evidence	The student will cite the textual evidence that best supports a given claim or point.
Determining central ideas and themes	The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.
Summarizing	The student will identify a reasonable summary of a text or of key information and ideas in text.
Understanding relationships	The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).
Interpreting words and phrases in context	The student will determine the meaning of words and phrases in context.
Rhetoric	These questions focus on the rhetorical analysis of text.
Analyzing word choice	The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.
Analyzing text structure	These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text.
Analyzing overall text structure	The student will describe the overall structure of a text.
Analyzing part-whole relationships	The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.
Analyzing point of view	The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.
Analyzing purpose	The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).
Analyzing arguments	These questions focus on analyzing arguments for their content and structure.
Analyzing claims and counterclaims	The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.
Assessing reasoning	The student will assess an author's reasoning for soundness.
Analyzing evidence	The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.
Synthesis	These questions focus on synthesizing multiple sources of information.
Analyzing multiple texts	The student will synthesize information and ideas from paired texts. (Note: All of the skills listed above may be tested with either single or paired passages.)
Analyzing quantitative information	The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.

ELA Folder Resources

Teacher Implementation Guide

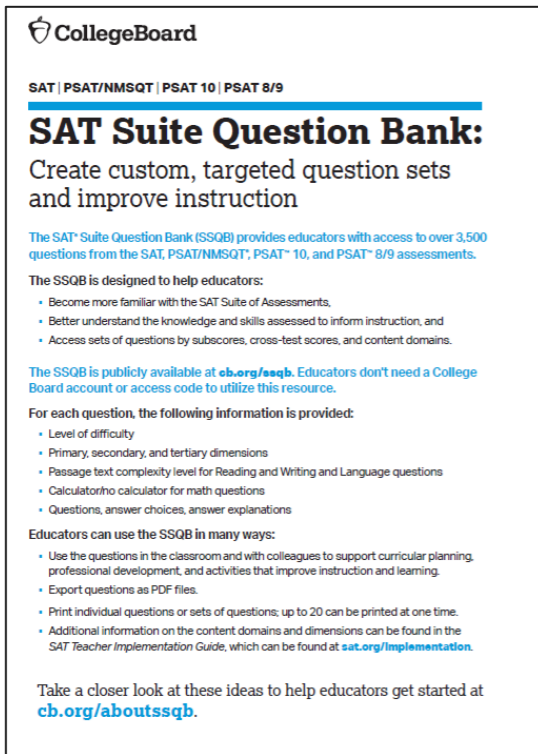
Step 2: Review practice questions to see how skills are assessed on the SAT. Practice questions included in the [Teacher Implementation Guide](#) identify the specific test content that is assessed, making it easy to connect questions with the skills in the test specifications.

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



ELA Folder Resources and Using the SAT[®] Suite Question Bank

<https://satsuitequestionbank.collegeboard.org>




The screenshot shows the top portion of the SAT Suite Question Bank website. At the top left is the CollegeBoard logo. Below it, the text reads 'SAT | PSAT/NMSQT | PSAT 10 | PSAT 8/9'. The main heading is 'SAT Suite Question Bank: Create custom, targeted question sets and improve instruction'. Below this, there is a paragraph explaining that the SSQB provides access to over 3,500 questions from various SAT assessments. A bulleted list follows, detailing the SSQB's design to help educators: becoming familiar with the SAT Suite, understanding assessed knowledge and skills, and accessing questions by subscores, cross-test scores, and content domains. Another paragraph states that the SSQB is publicly available at cb.org/ssqb and that no College Board account or access code is needed. A section titled 'For each question, the following information is provided:' lists details such as level of difficulty, dimensions, passage text complexity, calculator use, and question types. The final section, 'Educators can use the SSQB in many ways:', lists uses like classroom support, professional development, exporting as PDF, printing, and finding additional information in the SAT Teacher Implementation Guide.

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

- Review the *Instructional Planning Report*. Note average test scores, cross-test scores, and subscores.
- Hover over the question mark associated with each subscore. A description of the subscore and the associated Illinois Learning Standards will appear.
- Use the [SAT Suite Question Bank](#) to find questions that align to the Reading Test, specifically to the subscores:
 - Words in Context
 - Command of Evidence
 - Standard English Conventions
 - Expression of Ideas

ELA Folder Resources

Curriculum Review Worksheets

 SAT Evidence-Based Reading and Writing Section
Curriculum Review Worksheets

Introduction

This set of curriculum review worksheets is designed to help you

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

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

Each skill/knowledge table includes the following elements:

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

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

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

Subscores

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

To use these worksheets, please review the following resources:

- K-12 Score Reporting Portal data
- District/school curriculum maps
- Released SAT practice tests
- *Skills Insight for the SAT Suite* (sat.org/skillsinsights)
- *The College and Career Readiness Benchmarks for the SAT Suite of Assessments* (<https://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf>)

Step 4: Work through the Curriculum Review Worksheets with your colleagues. You've already reviewed the mean test scores for your school. Now see the level of performance your students demonstrate in each domain. Read through the skills at each level, and identify where they're included (or not included) in the curriculum to highlight adjustments your department may need to make.

Evidence-Based Reading and Writing & Illinois Priority Standard Alignment

A group of people are seated around a table in a meeting room, engaged in a discussion. The image is overlaid with a semi-transparent blue filter. The text is white and positioned on the left side of the image.

Subscores and the Illinois Learning Standards

Command of Evidence

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. The Command of Evidence score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

Related Standards:

RST.11-12.8	WHST.11-12.1b	W.CCR.4
W.CCR.5	W.11-12.4	WHST.11-12.2d
W.11-12.1a	W.11-12.2a	RI.11-12.9
RH.11-12.3	WHST.11-12.2a	W.11-12.2b
WHST.11-12.1a	RH.11-12.6	RL.11-12.1
W.CCR.2	W.11-12.3a	W.11-12.3b
RI.11-12.1	RH.11-12.1	RST.11-12.1
W.11-12.5	RI.11-12.8	WHST.11-12.2b
WHST.11-12.4	W.CCR.1	WHST.11-12.5
R.CCR.8	W.11-12.1b	R.CCR.1
W.CCR.3		

[See Standards](#)

Subscores and the Illinois Learning Standards

Illinois Department of Education Standards Alignment

Print
✕

Essay Standards

- Essay - Reading
- Essay - Analysis
- Essay - Writing

Evidence-Based Reading and Writing

- [Command of Evidence](#)
- Standard English Conventions
- Expression of Ideas
- Words in Context

Command of Evidence

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. The Command of Evidence score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

Related Standards:

RST.11-12.8	WHST.11-12.1b	W.CCR.4	W.CCR.5	W.11-12.4	WHST.11-12.2d	W.11-12.1a	
W.11-12.2a	RI.11-12.9	RH.11-12.3	WHST.11-12.2a	W.11-12.2b	WHST.11-12.1a	RH.11-12.6	
RL.11-12.1	W.CCR.2	W.11-12.3a	W.11-12.3b	RI.11-12.1	RH.11-12.1	RST.11-12.1	W.11-12.5
RI.11-12.8	WHST.11-12.2b	WHST.11-12.4	W.CCR.1	WHST.11-12.5	R.CCR.8	W.11-12.1b	
R.CCR.1	W.CCR.3						

Subscores and the Illinois Learning Standards

W.11-12.4

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.2d

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

W.11-12.1a

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Command of Evidence and Illinois Priority Standard Alignment

<https://www.isbe.net/Documents/Illinois-Priority-Learning-Standards-2020-21.pdf>

Subscore & IL Priority Standard Alignment

Reading Test: Command of Evidence

The screenshot shows the 'Introduction' section of the SAT Reading Test Curriculum Review Worksheets. It includes a logo for CollegeBoard SAT, the title 'SAT Reading Test Curriculum Review Worksheets', and an 'Introduction' heading. The text explains that the worksheets are designed to help users understand skills and knowledge assessed on the SAT Suite of Assessments Reading Tests, review student performance, identify skills needing additional instruction, and develop implementation plans. It also describes the structure of the worksheets, which include tables for skill/knowledge areas with specific elements like name/definition, guiding questions, and score ranges. A note mentions that statements are taken from 'Skills Insight for the SAT' and that some items are identified by dark gray bands due to inconsistent performance data. A final note explains that light gray bands indicate college and career readiness test-level benchmarks.

Subscore: Command of Evidence

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


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

Illinois Priority Learning Standard: 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.

Subscore & IL Priority Standard Alignment

Reading Test: Command of Evidence

 SAT

SAT Reading Test
Curriculum Review Worksheets

Introduction

This set of curriculum review worksheets is designed to help you

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

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

Each skill/knowledge table includes the following elements:

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

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

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

To use these worksheets, please review the following resources:

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

Illinois Priority Learning Standard: 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.

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

Subscore & IL Priority Standard Alignment

Reading Test: Command of Evidence



Illinois Priority Learning Standard: 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.

Score Range: 15-19

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

Suggestion for Improvement:

When you read, look for details in the text that provide support (evidence) for the inferences you draw. For example, if an author suggests that plastic bags are harmful to sea life, look for specific examples in the text that illustrate such harm, and be prepared to cite them as textual evidence in support of your inference. If you cannot find such examples, go back to the text and reconsider your inference.

Score Range: 20–24

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

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

Expression of Ideas and Illinois Priority Standard Alignment

<https://www.isbe.net/Documents/Illinois-Priority-Learning-Standards-2020-21.pdf>

Subscore & IL Priority Standard Alignment

Writing Test: Expression of Ideas

The screenshot shows the 'Introduction' section of the SAT Reading Test Curriculum Review Worksheets. It explains the purpose of the worksheets, lists resources for review, and details the elements included in each skill/knowledge table. A light gray band is highlighted in the text to indicate the college and career readiness test-level benchmark.

CollegeBoard SAT SAT Reading Test Curriculum Review Worksheets

Introduction

This set of curriculum review worksheets is designed to help you

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

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

Each skill/knowledge table includes the following elements:

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

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

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

To use these worksheets, please review the following resources:

- K-12 Score Reporting Portal data
- District/school curriculum maps
- Released SAT practice tests
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Subscore: Expression of Ideas

Questions that reflect the Expression of Ideas subscore focus on revision of text for topic development; organization, logic, and cohesion; and rhetorically effective use of language.

Students may be asked to do the following:

- Replace a sentence with one that states the main claim more clearly.
- Add evidence that supports an argument.
- Remove an example that's not relevant to the passage's central idea.
- Correct the writer's interpretation of the data presented in a graph.
- Ensure that information and ideas are presented in the clearest and most logical order.

Illinois Priority Learning Standard: W.9-10.5 & 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.

Subscore & IL Priority Standard Alignment

Writing Test: Expression of Ideas

CollegeBoard SAT

SAT Reading Test Curriculum Review Worksheets

Introduction

This set of curriculum review worksheets is designed to help you understand many of the skills and knowledge that are assessed on the SAT Suite of Assessments Reading Tests;

- review student performance;
- identify skills and knowledge that need additional instruction and support; and
- develop a plan for implementation.

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

Each skill/knowledge table includes the following elements:

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

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Illinois Priority Learning Standard: W.9-10.5 & 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.

Score Range	Subscore	Skill
20–24	EOI	Delete information or ideas that are obviously irrelevant to the main focus of a paragraph or passage (e.g., eliminating a detail that has no apparent relationship to a passage's topic).
25–29	EOI	Delete information or ideas that are clearly irrelevant to a paragraph or passage (e.g., eliminating a detail that interrupts an explanation or that significantly digresses from the main topic).
30–34	EOI	Sharpen the focus of a paragraph or passage by making a thoughtful decision about adding, revising, or deleting information or ideas (e.g., eliminating material that is broadly relevant to a topic but that is poorly placed or integrated).
35–40	EOI	Sharpen the focus of a paragraph or passage by making a sophisticated decision about adding, revising, or deleting information or ideas (e.g., adding or retaining optional but relevant material because it enhances meaning and clarity).

Subscore & IL Priority Standard Alignment

Writing Test: Expression of Ideas



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

Illinois Priority Learning Standard: W.9-10.5 & 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.

Score Range: 20–24

Skill: Delete information or ideas that are obviously irrelevant to the main focus of a paragraph or passage (e.g., eliminating a detail that has no apparent relationship to a passage’s topic).

Suggestion for Improvement:

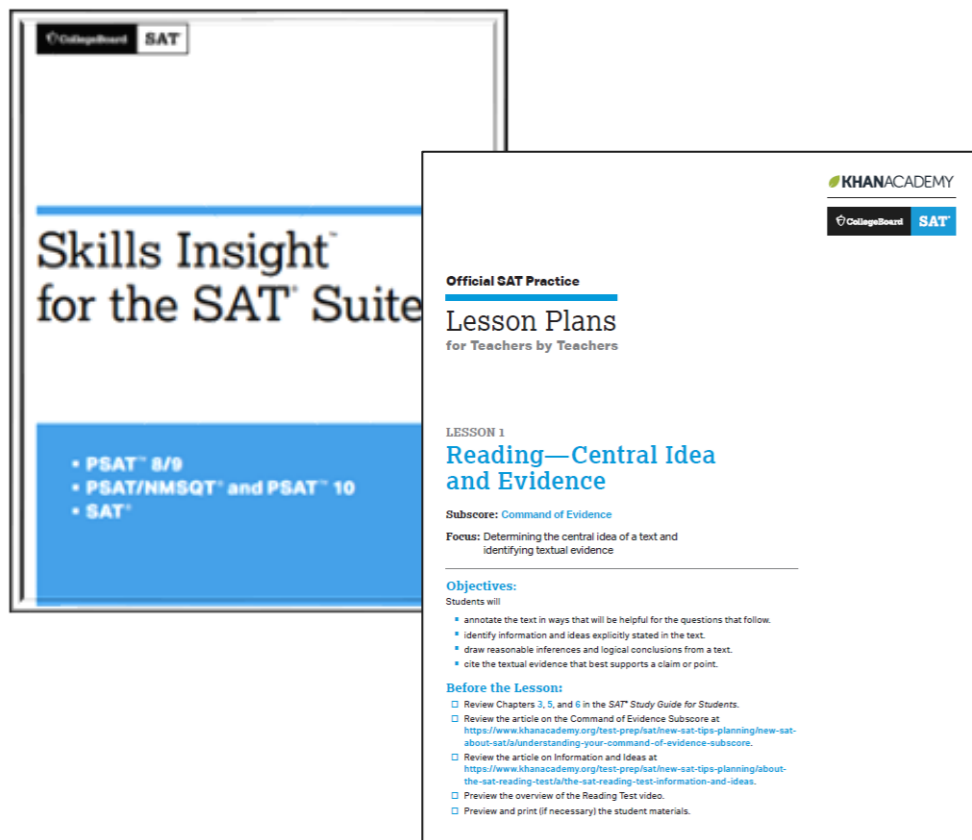
In drafting and revising, use supporting information to achieve a specific purpose, such as providing a cause for an effect or evidence for a claim.

Score Range: 25-29

Skill: Delete information or ideas that are clearly irrelevant to a paragraph or passage (e.g., eliminating a detail that interrupts an explanation or that significantly digresses from the main topic).

ELA Folder Resources

Skills Insight Official SAT Practice Lesson Plans



Step 5: Review sample lessons and strategies. Check [Skills Insight for the SAT Suite](#) to investigate the Suggestions for Improvement to advance to the next score range, and include some of them in your lessons. Review [Official SAT Practice Lesson Plans](#), which use resources such as [Official SAT Practice on Khan Academy](#)[®] to foster a classroom experience that leads to independent practice. In addition, the [Teacher Implementation Guide](#) suggests instructional strategies to include in your lessons. Used with your expertise, these sample lessons and strategies can enhance your teaching practice.

Step 6: Continue to measure student progress. You've already noted the current mean scores on the SAT Suite of Assessments. As you include passages and questions in your formative and summative assessments, track student progress.

Math Folder

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



Math Teachers

Help your students prepare for the **SAT**, **PSAT** **10**, and **PSAT** **8/9** by utilizing College Board resources.

Math Folder Resources

Test Specifications

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

Step 1: Review the [SAT Math Test Specifications](#) in a department meeting. Talk with your colleagues about each skill/knowledge listed. Discuss the following questions:

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

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

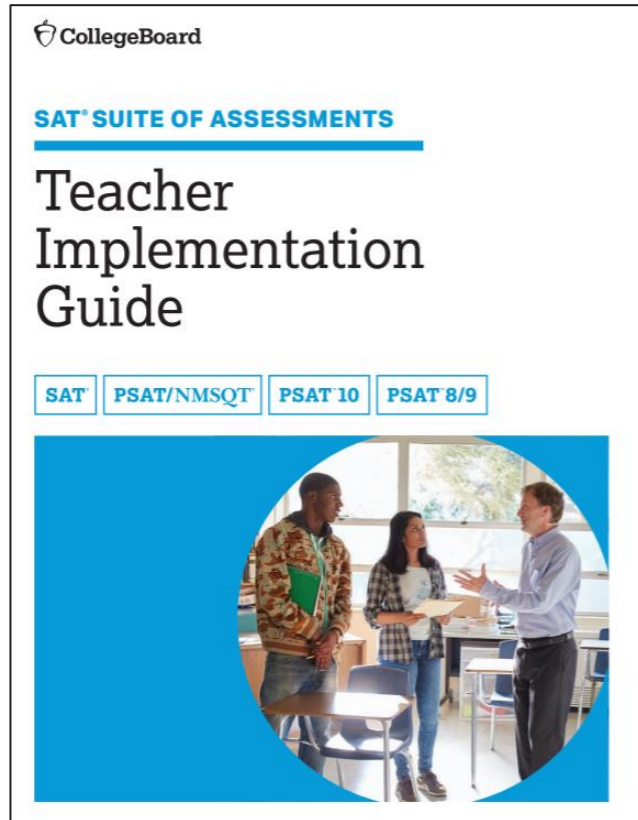
SAT PROBLEM SOLVING AND DATA ANALYSIS DOMAIN	
Content Dimension	Description
Ratios, rates, proportional relationships, and units	<p>Items will require students to solve problems by using a proportional relationship between quantities, calculating or using a ratio or rate, and/or using units, derived units, and unit conversion.</p> <ol style="list-style-type: none">1. Apply proportional relationships, ratios, rates, and units in a wide variety of contexts. Examples include but are not limited to scale drawings and problems in the natural and social sciences.2. Solve problems involving<ol style="list-style-type: none">a. derived units, including those that arise from products (e.g., kilowatt-hours) and quotients (e.g., population per square kilometer);b. unit conversion, including currency exchange and conversion between different measurement systems.3. Understand and use the fact that when two quantities are in a proportional relationship, if one changes by a scale factor, then the other also changes by the same scale factor.
Percentages	<ol style="list-style-type: none">1. Use percentages to solve problems in a variety of contexts. Examples include, but are not limited to, discounts, interest, taxes, tips, and percent increases and decreases for many different quantities.2. Understand and use the relationship between percent change and growth factor (5% and 1.05, for example); include percentages greater than or equal to 100%.
One-variable data: distributions and measures of center and spread	<ol style="list-style-type: none">1. Choose an appropriate graphical representation for a given data set.2. Interpret information from a given representation of data in context.3. Analyze and interpret numerical data distributions represented with frequency tables, histograms, dot plots, and boxplots.4. For quantitative variables, calculate, compare, and interpret mean, median, and range. Interpret (but don't calculate) standard deviation.5. Compare distributions using measures of center and spread, including distributions with different means and the same standard deviations and ones with the same mean and different standard deviations.6. Understand and describe the effect of outliers on mean and median.7. Given an appropriate data set, calculate the mean.
Two-variable data: models and scatterplots	<ol style="list-style-type: none">1. Using a model that fits the data in a scatterplot, compare values predicted by the model to values given in the data set.2. Interpret the slope and intercepts of the line of best fit in context.3. Given a relationship between two quantities, read and interpret graphs and tables modeling the relationship.4. Analyze and interpret data represented in a scatterplot or line graph; fit linear, quadratic, and exponential models.5. Select a graph that represents a context, identify a value on a graph, or interpret information on the graph.6. For a given function type (linear, quadratic, exponential), choose the function of that type that best fits given data.7. Compare linear and exponential growth.8. Estimate the line of best fit for a given scatterplot; use the line to make predictions.

Math Folder Resources

Teacher Implementation Guide

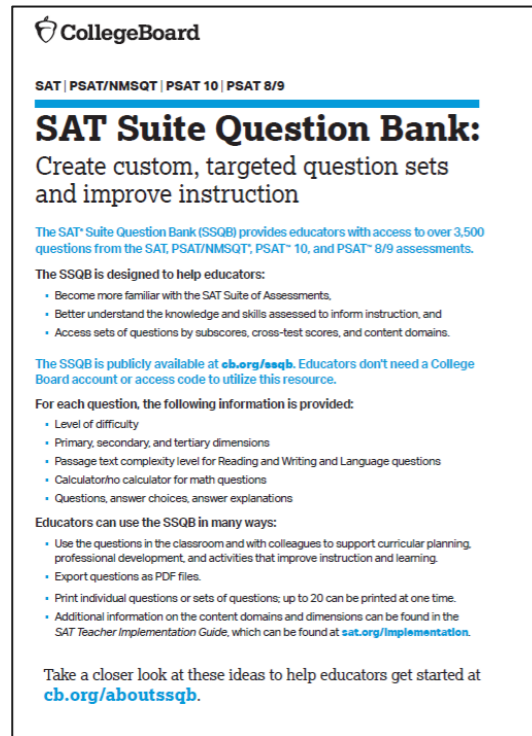
Step 2: Review practice questions to see how skills are assessed on the SAT. Practice questions included in the [Teacher Implementation Guide](#) identify the specific test content that is assessed, making it easy to connect questions with the skills in the test specifications.

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



Math Folder and Using the SAT[®] Suite Question Bank

<https://satsuitequestionbank.collegeboard.org>



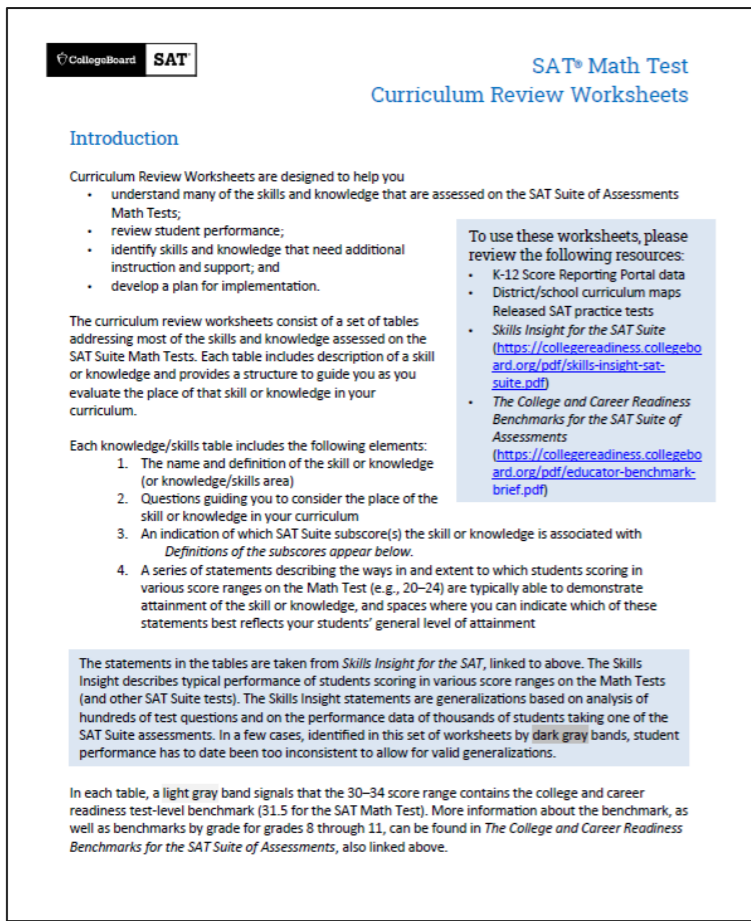
The screenshot shows the top portion of the SAT Suite Question Bank website. It features the CollegeBoard logo at the top left. Below the logo, the text reads 'SAT | PSAT/NMSQT | PSAT 10 | PSAT 8/9'. The main heading is 'SAT Suite Question Bank:' followed by the sub-heading 'Create custom, targeted question sets and improve instruction'. A blue link states 'The SAT Suite Question Bank (SSQB) provides educators with access to over 3,500 questions from the SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9 assessments.' Below this, a section titled 'The SSQB is designed to help educators:' lists three bullet points: 'Become more familiar with the SAT Suite of Assessments.', 'Better understand the knowledge and skills assessed to inform instruction, and', and 'Access sets of questions by subscores, cross-test scores, and content domains.' Another blue link states 'The SSQB is publicly available at cb.org/ssqb. Educators don't need a College Board account or access code to utilize this resource.' A section titled 'For each question, the following information is provided:' lists four bullet points: 'Level of difficulty', 'Primary, secondary, and tertiary dimensions', 'Passage text complexity level for Reading and Writing and Language questions', and 'Calculator/no calculator for math questions'. A section titled 'Educators can use the SSQB in many ways:' lists four bullet points: 'Use the questions in the classroom and with colleagues to support curricular planning, professional development, and activities that improve instruction and learning.', 'Export questions as PDF files.', 'Print individual questions or sets of questions; up to 20 can be printed at one time.', and 'Additional information on the content domains and dimensions can be found in the SAT Teacher Implementation Guide, which can be found at sat.org/implementation.' At the bottom, a blue link states 'Take a closer look at these ideas to help educators get started at cb.org/aboutssqb.'

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

- Review the *Instructional Planning Report*. Note average test scores, cross-test scores, and subscores.
- Use the [SAT Suite Question Bank](#) to find questions that align to the Math Test, specifically to the subscores:
 - Heart of Algebra
 - Problem-Solving Data Analysis
 - Passport to Advanced Math

Math Folder Resources

Curriculum Review Worksheets



The screenshot shows the top portion of a document titled "SAT® Math Test Curriculum Review Worksheets". It includes the CollegeBoard SAT logo, an introduction paragraph, a list of purposes for the worksheets, a list of resources to use, and a list of elements included in each knowledge/skills table. There are also two callout boxes: one listing resources and another explaining the source of the statements in the tables.

CollegeBoard SAT

SAT® Math Test
Curriculum Review Worksheets

Introduction

Curriculum Review Worksheets are designed to help you

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

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

Each knowledge/skills table includes the following elements:

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

To use these worksheets, please review the following resources:

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

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

In each table, a light gray band signals that the 30–34 score range contains the college and career readiness test-level benchmark (31.5 for the SAT Math Test). More information about the benchmark, as well as benchmarks by grade for grades 8 through 11, can be found in *The College and Career Readiness Benchmarks for the SAT Suite of Assessments*, also linked above.

Step 4: Work through the Curriculum Review Worksheets with your colleagues. You've already reviewed the mean test scores for your school. Now see the level of performance your students demonstrate in each domain. Read through the skills at each level, and identify where they're included (or not included) in the curriculum to highlight adjustments your department may need to make.

Math & Illinois Priority Standard Alignment

A group of people are seated around a table in a meeting or collaborative work environment. The image is overlaid with a semi-transparent blue filter. The people appear to be engaged in a discussion or working together on a project. There are papers, a water bottle, and a cup on the table.

Subscores and the Illinois Learning Standards

Heart of Algebra

This component of the SAT focuses on the assessment of students' skills with linear equations and systems of linear equations. The Heart of Algebra score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

Related Standards:

A-CED.2	A-REI.10	F-IF.7
F-LE.2	A-CED.1	F-IF.6
A-REI.6	F-IF.4	S-ID.7
A-REI.12	F-BF.1	F-BF.3
A-SSE.1	F-IF.2	F-IF.5
A-CED.3	G-GPE.5	F-LE.5
F-IF.1	8.EE.7	A-REI.3
F-LE.1	A-SSE.2	F-IF.9

[See Standards](#)

Subscores and the Illinois Learning Standards

Illinois Department of Education Standards Alignment

Print



Essay Standards

- Essay - Reading
- Essay - Analysis
- Essay - Writing

Evidence-Based Reading and Writing

- Command of Evidence
- Standard English Conventions
- Expression of Ideas
- Words in Context

Heart of Algebra

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F-BF.1	F-BF.3	A-SSE.1	F-IF.2	F-IF.5	A-CED.3	G-GPE.5	F-LE.5	F-IF.1	8.EE.7
A-REI.3	F-LE.1	A-SSE.2	F-IF.9						

A-CED.2

2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Subscores and the Illinois Learning Standards

A-REI.3

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

F-LE.1

1. Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

A-SSE.2

2. Use the structure of an expression to identify ways to rewrite it.

Heart of Algebra and Illinois Priority Standard Alignment

<https://www.isbe.net/Documents/Illinois-Priority-Learning-Standards-2020-21.pdf>

Subscore & IL Priority Standard Alignment

Heart of Algebra

The image is a screenshot of the 'SAT Math Test Curriculum Review Worksheets' introduction page. It features the CollegeBoard SAT logo at the top left. The page title is 'SAT Math Test Curriculum Review Worksheets'. Below the title is an 'Introduction' section. The text explains that the worksheets are designed to help users understand skills and knowledge assessed on the SAT Suite of Assessments Math Tests, review student performance, identify skills needing additional instruction, and develop implementation plans. It also describes the structure of the worksheets, which include descriptions of skills and knowledge, and provide a structure to evaluate the place of that skill or knowledge in the curriculum. A list of four elements is provided for each skill/knowledge table: 1. Name and definition of the skill or knowledge; 2. Questions guiding consideration of the skill's place in the curriculum; 3. Indication of which SAT Suite subscore(s) the skill is associated with; 4. A series of statements describing ways and extent to which students scoring in various score ranges demonstrate attainment of the skill or knowledge. A note mentions that definitions of subscores appear below. A highlighted box contains a disclaimer stating that statements are taken from 'Skills Insight for the SAT' and that 'Insight' describes typical performance of students scoring in various score ranges on the Math Tests (and other SAT Suite tests). The Skills Insight statements are generalizations based on analysis of hundreds of test questions and performance data of thousands of students. In a few cases, identified by dark gray bands, student performance has been too inconsistent to allow for valid generalizations. At the bottom, it notes that light gray bands signal the 30-34 score range contains the college and career readiness test-level benchmark (31.5 for the SAT Math Test), and more information about the benchmark, as well as benchmarks by grade for grades 8 through 11, can be found in 'The College and Career Readiness Benchmarks for the SAT Suite of Assessments'.

Subscore: Heart of Algebra

Heart of Algebra assesses students' ability to analyze, fluently solve, and create linear equations and inequalities. Students will also be expected to analyze and fluently solve equations and systems of equations using multiple techniques.

- To assess full command of the material, these problems will vary significantly in form and appearance.
- Problems may be straightforward fluency exercises or may pose challenges of strategy or understanding, such as interpreting the interplay between graphical and algebraic representations or solving as a process of reasoning.
- Students will be required to demonstrate both procedural skill and a deeper understanding of the concepts that undergird linear equations and functions to successfully exhibit a command of the Heart of Algebra.

Illinois Priority Learning Standard: A-REI.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Subscore & IL Priority Standard Alignment

Illinois Priority Learning Standard: A-REI.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Heart of Algebra

CollegeBoard SAT SAT[®] Math Test Curriculum Review Worksheets

Introduction

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- understand many of the skills and knowledge that are assessed on the SAT Suite of Assessments Math Tests;
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Score Range	Subscore	Skill
15–19	HOA	Create a simple expression in one variable that represents a context. Evaluate a one-variable expression by substituting a value for the variable.
20–24	HOA	Create an expression or equation in one variable that models a context.
25–29	HOA	Solve a linear equation in one variable. Interpret a term from a linear equation in one variable in the form $ax + b = c$.
30–34	HOA	Determine the conditions under which a linear equation in one variable has no solution, one solution, or infinitely many solutions. Solve a linear equation in one variable that requires computation with fractions or decimals.
35–40	HOA	Create and solve a linear equation in one variable representing a context, utilizing insight to identify the correct coefficients and constants in the equation. Make connections between different representations of linear equations in one variable; these representations often include symbolic representations, which may contain a variable constant.

Subscore & IL Priority Standard Alignment

Heart of Algebra



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

Illinois Priority Learning Standard: A-REI.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Score Range: 15-19

Skill: Evaluate a one-variable expression by substituting a value for the variable.

Suggested Improvement:

When reading a real-world problem, identify multiple quantities that vary and develop a linear equation or a linear function that defines their relationship.

Score Range: 20–24

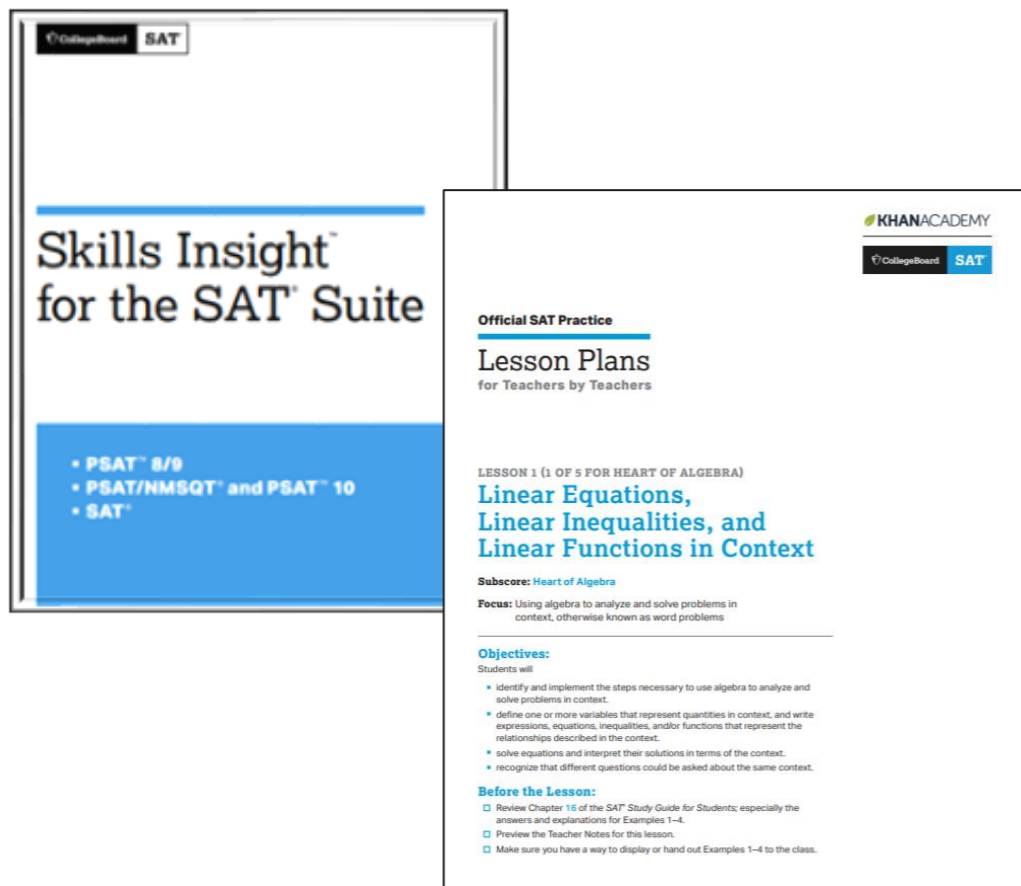
Skill: Solve a linear equation in one variable.

Score Range: 25-29

Skill: Interpret a term from a linear equation in one variable in the form $ax + b = c$.

Math Folder Resources

Skills Insight Official SAT Practice Lesson Plans



Step 5: Review sample lessons and strategies. Check [Skills Insight for the SAT Suite](#) to investigate the Suggestions for Improvement to advance to the next score range and include some of them in your lessons. Review [Official SAT Practice Lesson Plans](#), which use resources such as [Official SAT Practice on Khan Academy[®]](#) to foster a classroom experience that leads to independent practice. In addition, the [Teacher Implementation Guide](#) suggests instructional strategies to include in your lessons. Used with your expertise, these sample lessons and strategies can enhance your teaching practice.

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Science Folder

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

An advertisement for College Board resources for science teachers. It features a photograph of a male teacher with a beard and afro, wearing a blue shirt, standing in a science classroom. In the background, several students are seated at a table, working on their assignments. The College Board logo is in the top left corner of the image. A white box with a black border contains the text "Science Teachers". Below the image, a blue horizontal line is followed by text encouraging the use of College Board resources for SAT, PSAT 10, and PSAT 8/9 preparation.

CollegeBoard

Science Teachers

Help your students prepare for the **SAT**, **PSAT** 10, and **PSAT** 8/9 by utilizing College Board resources.

Science Folder Resources

Science Guide

The SAT and the Science Teacher

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

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

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

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

Disciplinary Literacy and Numeracy on the SAT

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

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

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

Step 1: Review the [Analysis in Science Guide](#) in a department meeting. Talk with your colleagues about the skills/knowledge listed for each test that are related to science instruction. Discuss the following questions:

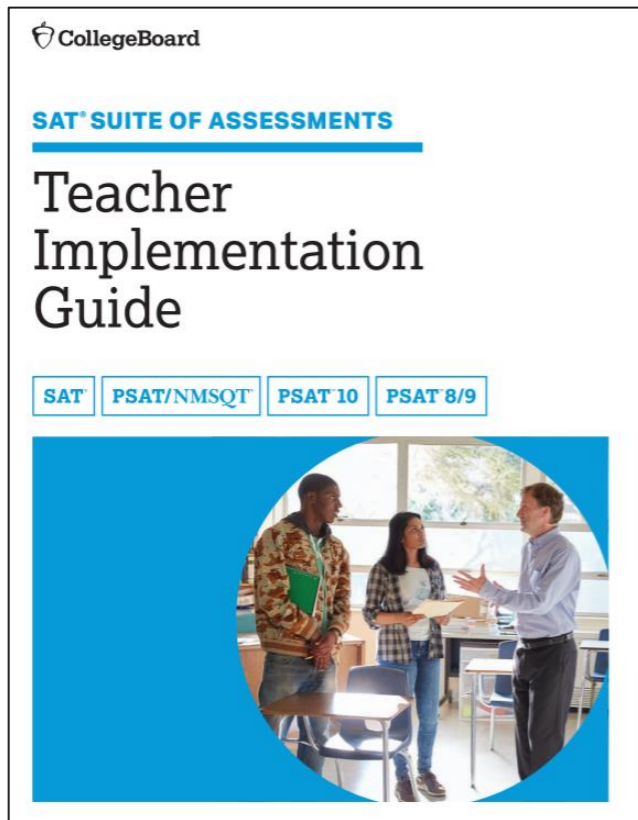
- Are there any skills or knowledge that aren't included in your curriculum?
- Which five skills will your students apply effectively on the SAT?
- Which three skills will your students struggle with on the SAT?

Science Folder Resources

Teacher Implementation Guide

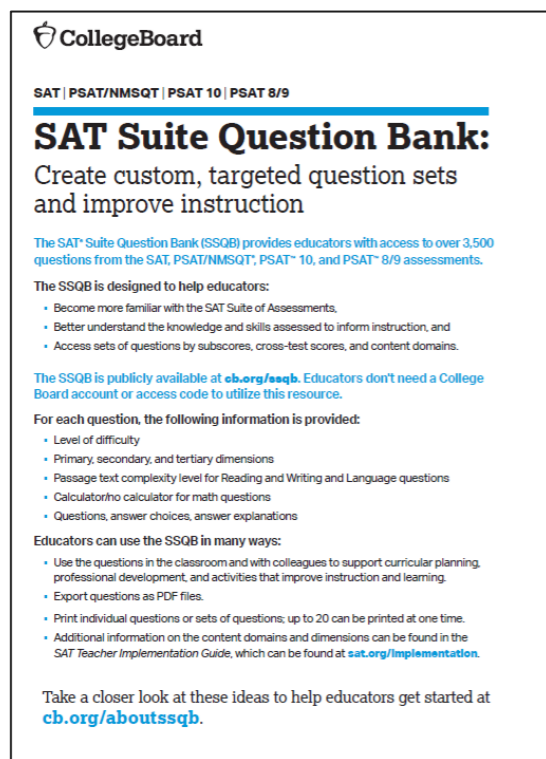
Step 2: Review practice questions to see how skills are assessed on the SAT. This Toolkit includes two sample passages and associated questions from the Reading Test, one passage and associated questions from the Writing and Language Test, and several sample Math Test questions.

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



Science and Using the SAT Suite Question Bank

<https://satsuitequestionbank.collegeboard.org>



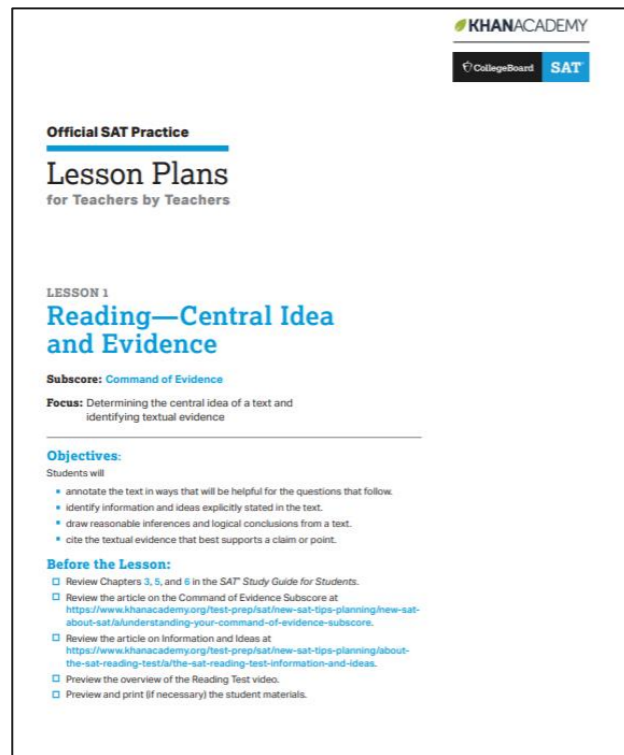
The screenshot shows the CollegeBoard logo at the top left. Below it, the text reads "SAT | PSAT/NMSQT | PSAT 10 | PSAT 8/9". The main heading is "SAT Suite Question Bank:" followed by the sub-heading "Create custom, targeted question sets and improve instruction". A blue bar highlights the heading. Below this, a paragraph states: "The SAT Suite Question Bank (SSQB) provides educators with access to over 3,500 questions from the SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9 assessments." This is followed by a bullet point: "The SSQB is designed to help educators:" with three sub-bullets: "Become more familiar with the SAT Suite of Assessments," "Better understand the knowledge and skills assessed to inform instruction, and" and "Access sets of questions by subscores, cross-test scores, and content domains." Another paragraph states: "The SSQB is publicly available at cb.org/ssqb. Educators don't need a College Board account or access code to utilize this resource." Below this, a section titled "For each question, the following information is provided:" lists: "Level of difficulty", "Primary, secondary, and tertiary dimensions", "Passage text complexity level for Reading and Writing and Language questions", "Calculator/no calculator for math questions", and "Questions, answer choices, answer explanations". A section titled "Educators can use the SSQB in many ways:" lists: "Use the questions in the classroom and with colleagues to support curricular planning, professional development, and activities that improve instruction and learning.", "Export questions as PDF files.", "Print individual questions or sets of questions; up to 20 can be printed at one time.", and "Additional information on the content domains and dimensions can be found in the SAT Teacher Implementation Guide, which can be found at sat.org/implementation." At the bottom, a paragraph says: "Take a closer look at these ideas to help educators get started at cb.org/aboutssqb."

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

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

Science Folder Resources

Official SAT Practice Lesson Plans



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

The Quantitative Texts Lesson Plan is included in this Toolkit.

Other lessons develop essential reading skills to help students do better in science. Review [Reading—Central Idea and Evidence](#) to get ideas for achieving strong reading skills.

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

Social Studies Folder

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

An advertisement for College Board resources for social studies teachers. It features a woman in a dark blazer standing in a classroom, smiling and talking to a group of students seated at a table. The background is a soft-focus classroom scene. The College Board logo is in the top left corner. A white box with a black border contains the text "Social Studies Teachers". Below this, a blue horizontal line is followed by the text: "Help your students prepare for the **SAT**, **PSAT** 10, and **PSAT** 8/9 by utilizing College Board resources."

CollegeBoard

Social Studies Teachers

Help your students prepare for the **SAT**, **PSAT** 10, and **PSAT** 8/9 by utilizing College Board resources.

Social Studies Folder Resources

Social Studies Guide

The SAT and the History/Social Studies Teacher

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

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

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

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

Disciplinary Literacy and Numeracy on the SAT

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

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

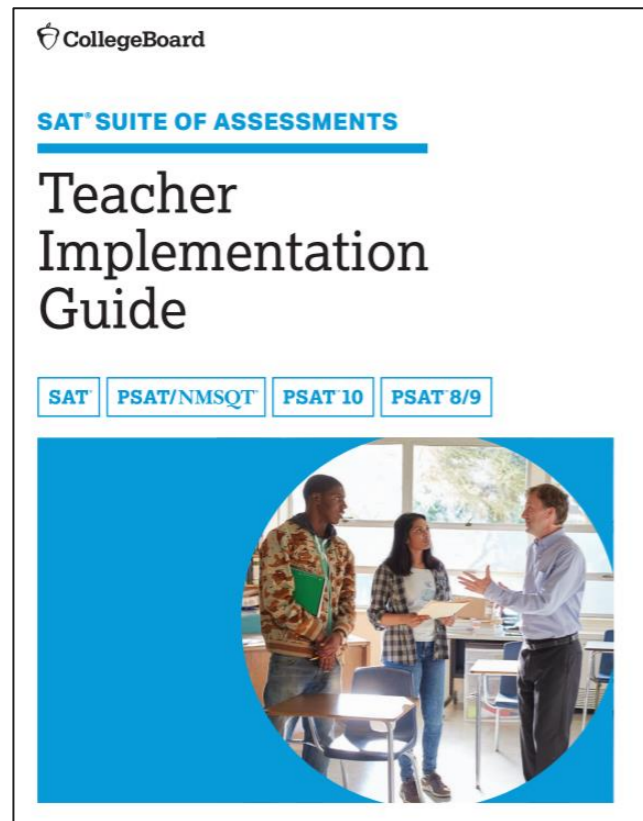
Here's how to get the most out of the resources included in the Social Studies folder:

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

- Are there any skills or knowledge that aren't included in your curriculum?
- Which five skills will your students apply effectively on the SAT?
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Social Studies Folder Resources

Teacher Implementation Guide

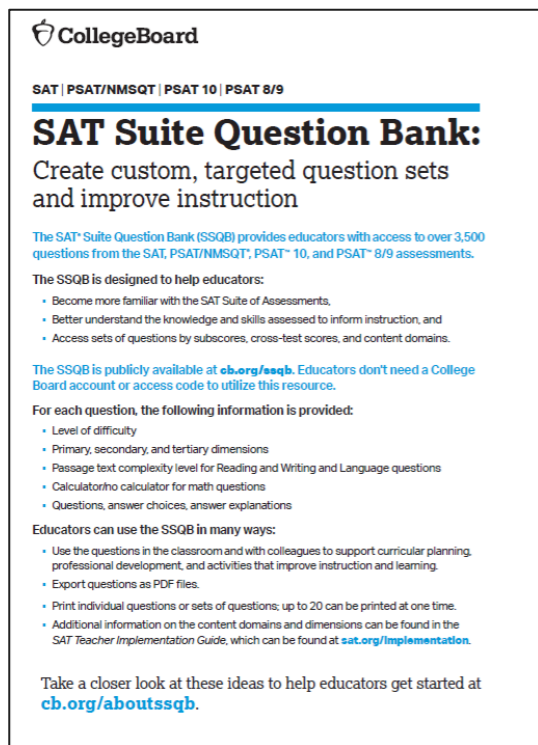


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More practice questions are available at sat.org/practice. Besides the eight SAT practice tests, you can review answer explanations and scoring guides to clarify the skills being assessed.

Social Studies and Using the SAT Suite Question Bank

<https://satsuitequestionbank.collegeboard.org>





The screenshot shows the top portion of the SAT Suite Question Bank website. It features the CollegeBoard logo at the top left, followed by navigation links for SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9. The main heading is "SAT Suite Question Bank:" in a large, bold font. Below this, there is a sub-heading "Create custom, targeted question sets and improve instruction" and a paragraph explaining that the SSQB provides access to over 3,500 questions from various SAT assessments. A bulleted list describes the benefits for educators, such as becoming more familiar with the SAT Suite and accessing questions by subscores. Another paragraph states that the SSQB is publicly available at cb.org/ssqb. A section titled "For each question, the following information is provided:" lists details like level of difficulty, dimensions, passage text complexity, and calculator use. A final section, "Educators can use the SSQB in many ways:", lists options like using questions in the classroom, exporting as PDFs, and printing. The page concludes with a link to cb.org/aboutssqb for more information.

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

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

Social Studies Folder Resources

Official SAT Practice Lesson Plans Essay Rubric

Official SAT Practice

Lesson Plans
for Teachers by Teachers

LESSON 11
Reading—Quantitative Texts

Subscore: Command of Evidence
Focus: Analyzing quantitative texts on the Reading Test

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

Before the Lesson:

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

SAT ESSAY RUBRIC

	Reading	Analysis	Writing
4	<p>Advanced: The response demonstrates thorough comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.</p> <p>The response is free of errors of fact or interpretation with regard to the text.</p> <p>The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p>	<p>Advanced: The response offers an insightful analysis of the source text 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 feature(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>Advanced: The response is cohesive and demonstrates a highly effective use and command of language.</p> <p>The response includes a precise central claim.</p> <p>The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.</p>
3	<p>Proficient: 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 with regard to the text.</p> <p>The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p>Proficient: The response offers an effective analysis of the source text 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>Proficient: The response is mostly cohesive and demonstrates effective use and control of language.</p> <p>The response includes a central claim or implicit controlling idea.</p> <p>The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has variety in sentence structures. The response demonstrates some precise word choice. 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>

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

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

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

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

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

How Can the SAT[®] Suite Question Bank Be Used?

How Can the SAT[®] Suite Question Bank Be Used?

- 1** In Instruction
- 2** With the SAT[®] Test Specifications
- 3** With Curriculum Review Worksheets

The SAT[®] Suite Question Bank (SSQB) and Instruction

Teachers can find questions that align with skills taught in class and use them in multiple ways.



Ask SSQB questions as bell ringers or exit tickets.



Engage in guided-level practice on difficult questions.

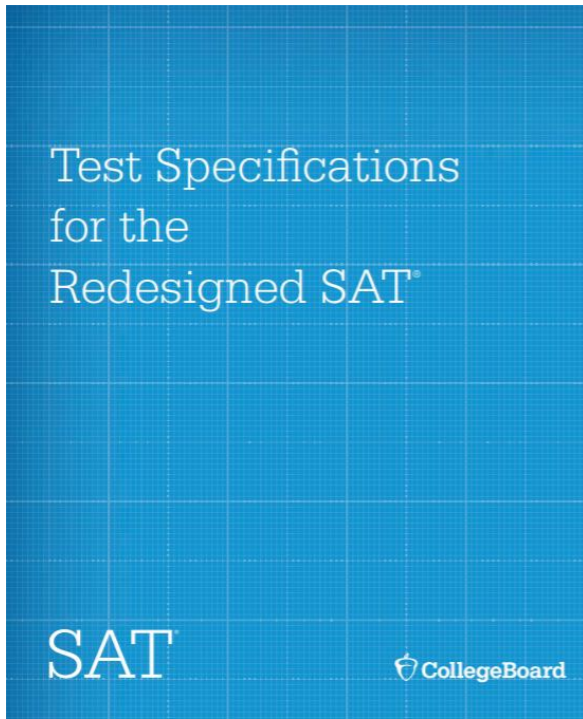


Use SSQB questions in group work/collaborative practice.



Use SSQB passages to build stamina for text complexity.

The SAT[®] Suite Question Bank (SSQB) and the SAT[®] Test Specifications Document



Test Specifications
for the SAT

1

Identify skills in Test Specifications.

Predict which skills students will likely apply successfully and those with which they may struggle.

2

Associate questions from the SSQB with the selected skill.

Read the passages and questions that assess the skills that were selected.

3

Use the SSQB to implement formative assessments and instructional interventions designed to improve student understanding.

4

Assess how closely the SAT[®] and local assessments are aligned.

Review skills and questions. Decide whether changes are needed in local assessments and develop necessary instructional interventions.

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

CollegeBoard SAT

SAT[®] Math Test Curriculum Review Worksheets

Introduction

Curriculum Review Worksheets are designed to help you

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

To use these worksheets, please review the following resources:

- K-12 Score Reporting Portal data
- District/school curriculum maps
- Released SAT practice tests
- Skills Insight for the SAT Suite (<https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf>)
- The College and Career Readiness Benchmarks for the SAT Suite of Assessments (<https://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf>)

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

CollegeBoard SAT

SAT Reading Test Curriculum Review Worksheets

Introduction

This set of curriculum review worksheets is designed to help you

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

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

Each skill/knowledge table includes the following elements:

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

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

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

CollegeBoard SAT

SAT Writing and Language Test Curriculum Review Worksheets

Introduction

This set of curriculum review worksheets is designed to help you

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

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

Each skill/knowledge table includes the following elements:

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

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

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



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



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

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



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

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



Include questions from the SSQB in the curriculum planning process.

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

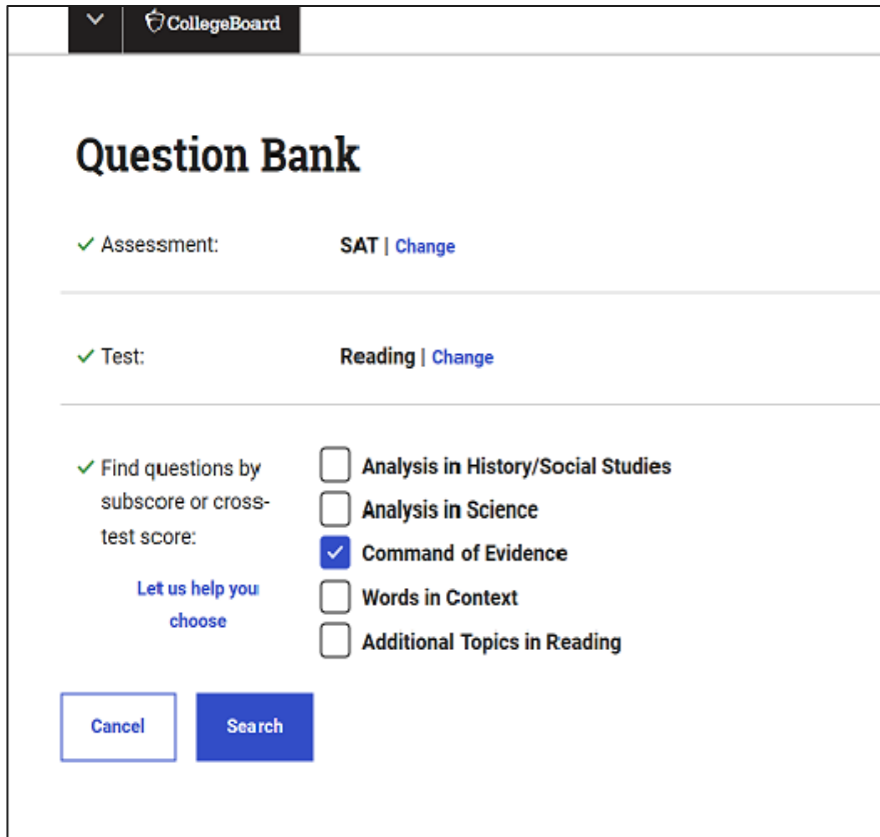
Utilizing the SAT[®] Suite Question Bank

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

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

To create a question set:

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



The screenshot shows the 'Question Bank' interface on the CollegeBoard website. At the top, there is a 'CollegeBoard' logo and a dropdown arrow. Below the title, there are three filter sections:

- Assessment:** SAT | [Change](#)
- Test:** Reading | [Change](#)
- Find questions by subscore or cross-test score:** [Let us help you choose](#)

The 'Find questions by subscore or cross-test score' section includes five checkboxes:

- Analysis in History/Social Studies
- Analysis in Science
- Command of Evidence
- Words in Context
- Additional Topics in Reading

At the bottom left, there are two buttons: 'Cancel' and 'Search'.

Filters: Level of Difficulty

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

Difficulty: ?
Please Select ^

Passage Text Complexity: ?
Please Select v

Primary Dimension: ?
Please Select v

Clear Filters

✓	Item ID	Progress	Test and Score	Primary Dimension ?	Secondary Dimension ?	Tertiary Dimension ?	Passage Text Complexity ?
<input type="checkbox"/>	5441685	■ ■ □	Command of Evidence	Expression of Ideas Development	Proposition	N/A	Grades 13-14
<input type="checkbox"/>	423182	■ ■ □	Command of Evidence	Expression of Ideas Development	Focus	N/A	Grades 9-10
<input type="checkbox"/>	18293	■ ■ □	Command of Evidence	Expression of Ideas Development	Support	N/A	Grades 11-CCR
<input type="checkbox"/>	5439716	■ ■ □	Command of Evidence	Expression of Ideas Development	Support	N/A	Grades 11-CCR
<input type="checkbox"/>	1473183	■ ■ □	Command of Evidence	Expression of Ideas Development	Support	N/A	Grades 13-14

Dimensions

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

Secondary Dimensions: subcategories of each primary dimension

Tertiary Dimensions: categories of each secondary dimension

Difficulty: ? Please Select v

Passage Text Complexity: ? Please Select v

Primary Dimension: ? Please Select ^

Information and ideas X

Information and Ideas
 Information and Ideas
 Rhetoric
 Synthesis

✓	ID #	Difficulty ?	Cross-Test and Subscore	Primary Dimension ?	Secondary Dimension		
<input type="checkbox"/>	423175	■ ■ ■	Command of Evidence	Information and Ideas	Citing textual evidence	N/A	Grades 9-10
<input type="checkbox"/>	421987	■ ■ ■	Command of Evidence	Information and Ideas	Citing textual evidence	N/A	Grades 11-CCR
<input type="checkbox"/>	4170181	■ ■ □	Command of Evidence	Information and Ideas	Citing textual evidence	N/A	Grades 11-CCR
<input type="checkbox"/>	1474439	■ ■ □	Command of Evidence	Information and Ideas	Citing textual evidence	N/A	Grades 11-CCR
<input type="checkbox"/>	422157	■ ■ ■	Command of Evidence	Information and Ideas	Citing textual evidence	N/A	Grades 13-14

Next Steps

Teacher Toolkit

- Share the Back-to-School Toolkit with staff at <https://www.isbe.net/Pages/sat-psat.aspx>.
- Contact ILSAT@collegeboard.org to request the full version of the curriculum worksheets for Reading, Writing and Language, and Math.

SAT[®] Suite Question Bank

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

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

Thank You

