



# ROE Capacity Builder Session

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Question Analysis Report  
SAT<sup>®</sup> Suite Question Bank  
Standard Alignment

**February 22, 2021**



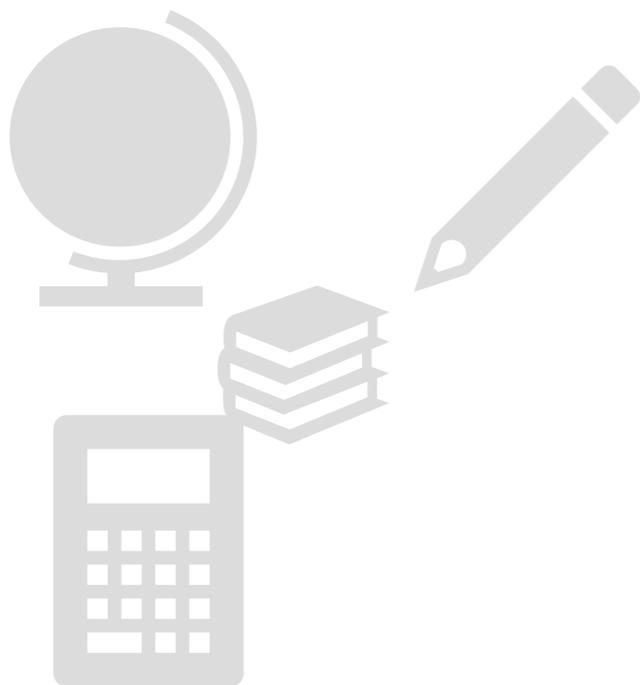
# Agenda

Here's what we'll cover today:

- Question Analysis Report: Illinois Learning Standards
- Illinois Priority Standards and SAT<sup>®</sup> Subscore Alignment
  - ELA
  - Math
- SAT<sup>®</sup> Suite Question Bank

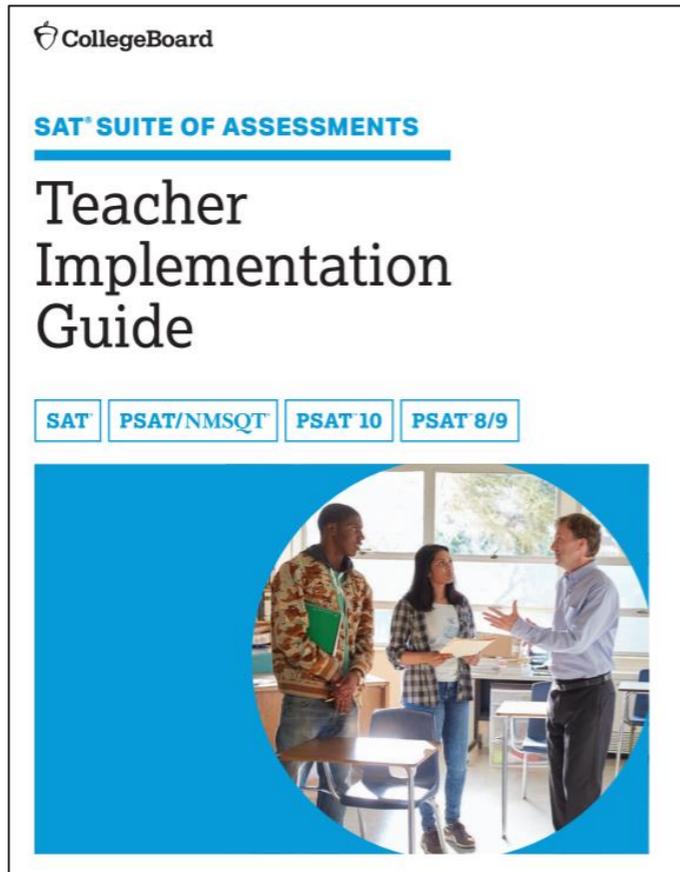


# The SAT<sup>®</sup> Relates to Classroom Instruction



- 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

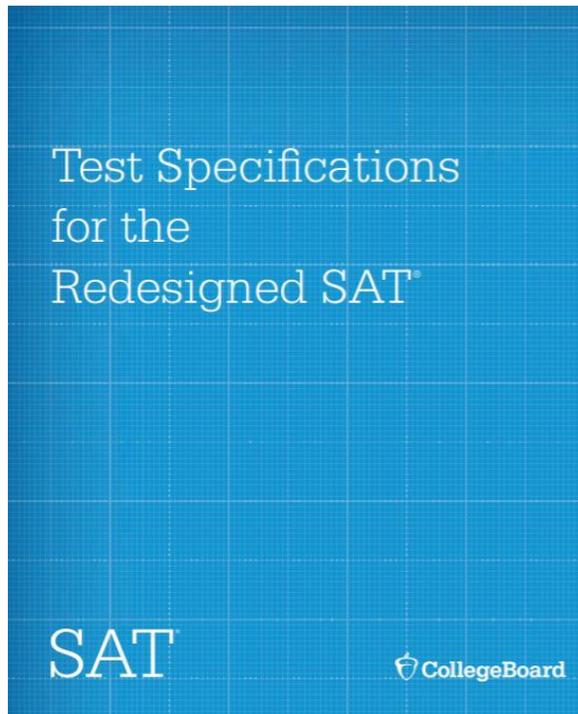


The College Board has concluded that students must be able to

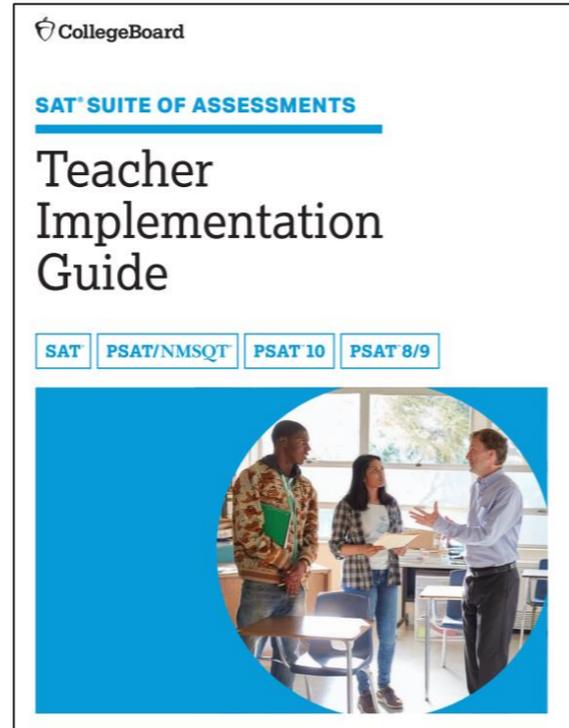
- read, analyze, and use reasoning to comprehend challenging literary and informational texts, including texts about science and history/social studies topics, to demonstrate and expand their knowledge and understanding;
- revise and edit extended texts across a range of academic and career-related subjects 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>

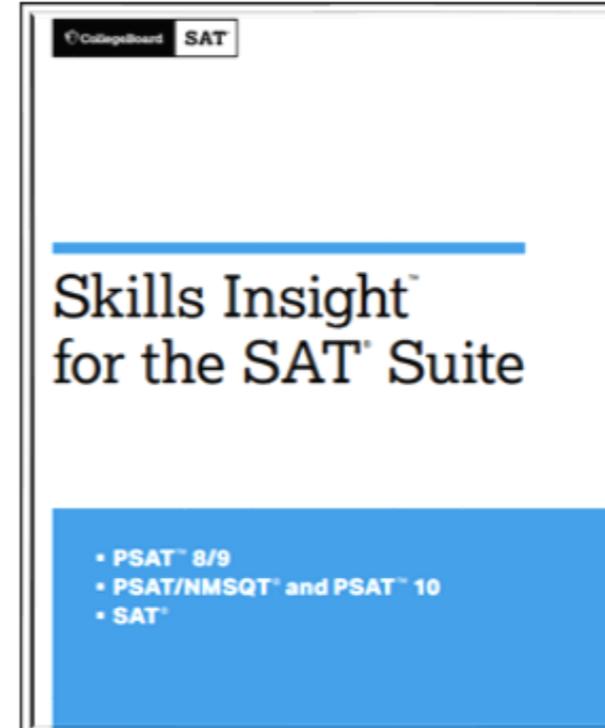
# College Board Resources



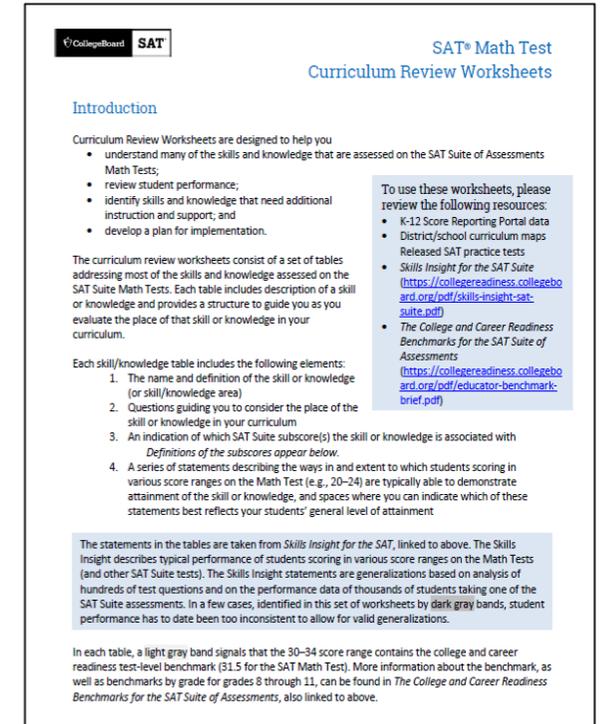
Test Specifications for the SAT



Teacher Implementation Guide



Skills Insight



Curriculum Review Worksheets

# 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](mailto: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 teachers 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 describing ways and extent of attainment.

This thumbnail is similar to the previous one but includes a 'To use these worksheets, please review the following resources:' section. 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 <https://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf>).

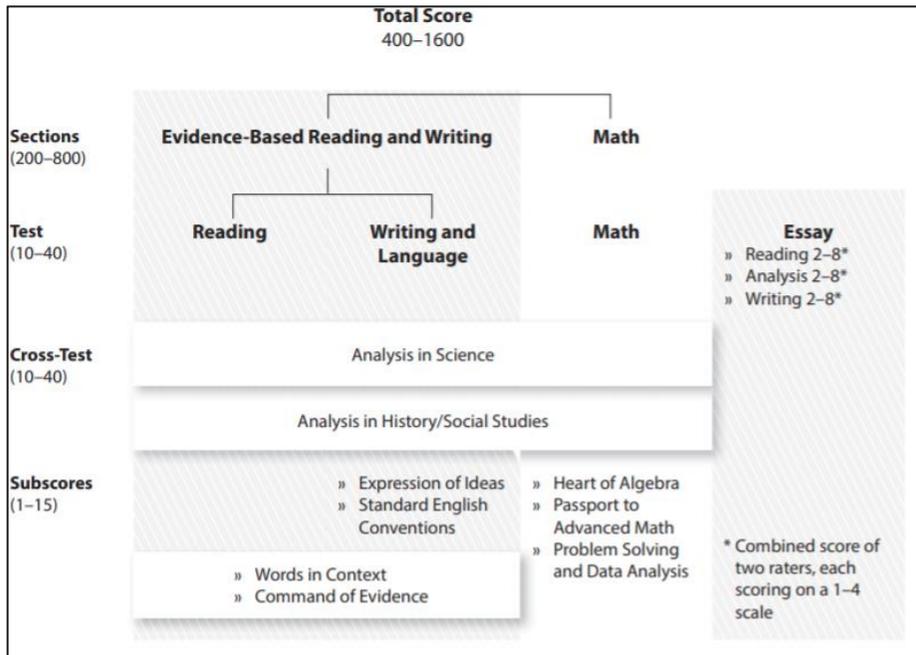
This thumbnail shows the top portion of the SAT Writing and Language Test Curriculum Review Worksheets page. It includes the CollegeBoard SAT logo, the title 'SAT Writing and Language Test Curriculum Review Worksheets', and an 'Introduction' section. The introduction explains that the worksheets are designed to help teachers 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 describing ways and extent of attainment. A note mentions that the statements are taken from Skills Insight for the SAT, linked to above.

# Subscore Alignment to ISBE Priority Standards

The subscore performance from the graduating class of 2020 show that students are demonstrating a **strong understanding** on standards aligned to Command of Evidence and Passport to Advanced Math, while are **challenged** by standards associated with Standard English Conventions and Heart of Algebra.

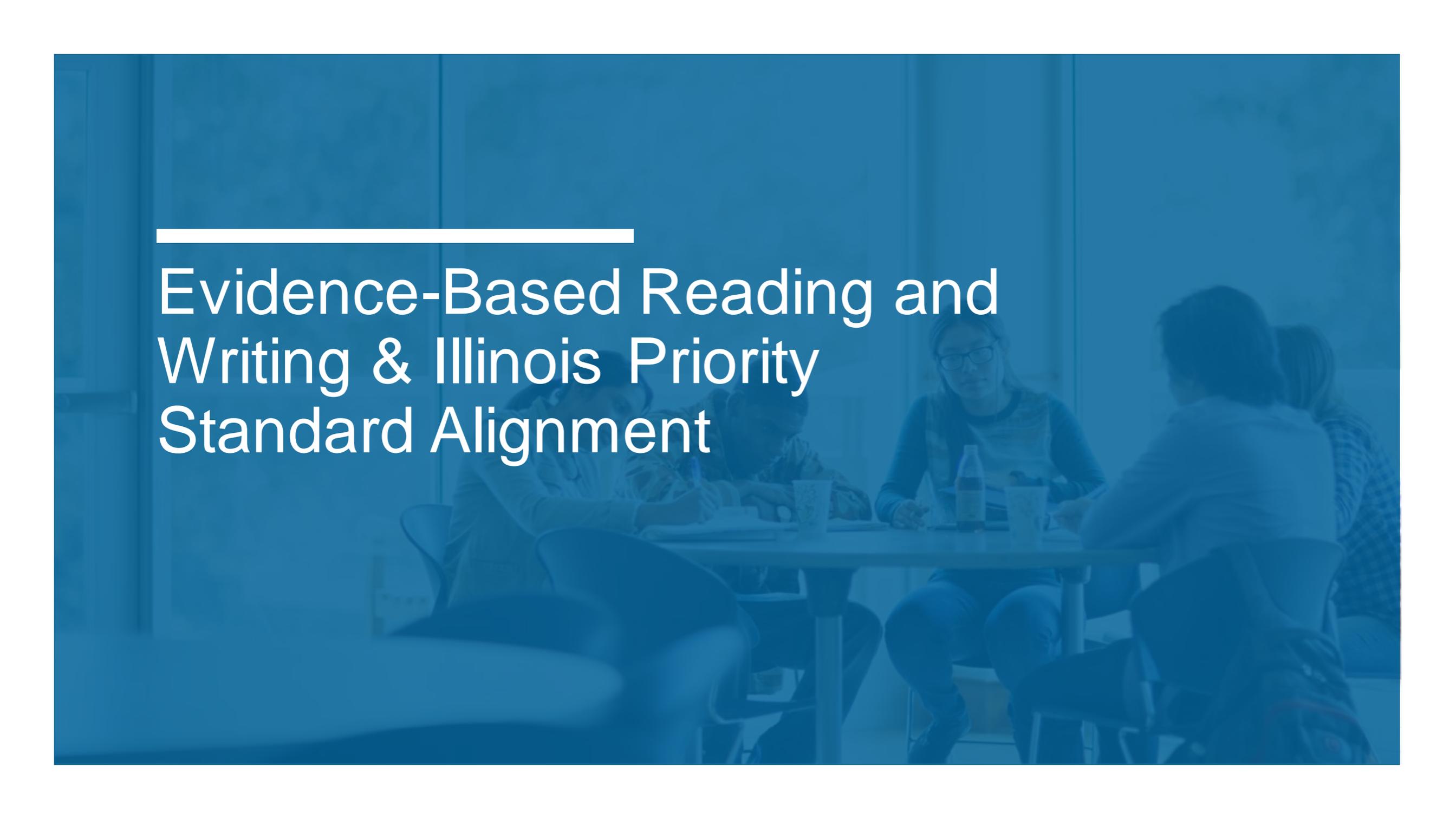
Since ISBE has published a list of [priority standards](#) to address this academic year, a crosswalk analysis of those standards to the ones aligned to the subscores on the SAT Suite of Assessments ERW section shows that primary focus can be placed on Reading Informational Text (RI.11-12.1), along with skills associated with developing and producing clear and coherent writing (W.11-12.4 & W.11-12.5).

For Math, there is strong alignment between the standards on all three math subscores to the [priority standards](#), but most attention should be given to the standards associated with the Heart of Algebra and Problem Solving Data Analysis subscores: equations and systems of inequalities (A.CED.1-3) and interpreting functions as related to statistics and probability (S.ID.1-3).



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# Evidence-Based Reading and Writing & Illinois Priority Standard Alignment

A group of people are seated around a table in what appears to be a meeting or collaborative work environment. 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
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**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

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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	
RI.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**

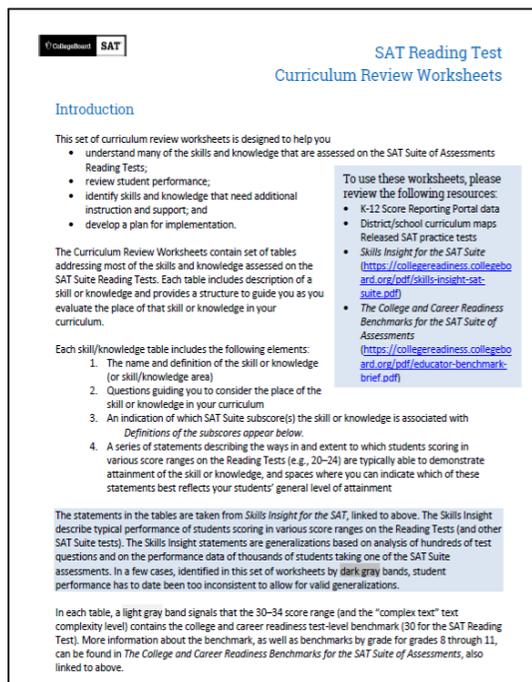
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create 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, 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>)
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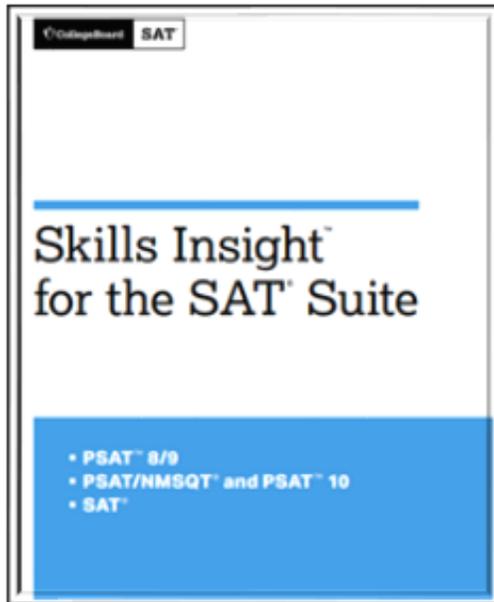
## Illinois Priority Learning Standard: RI.11-12.1

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

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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

 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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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.

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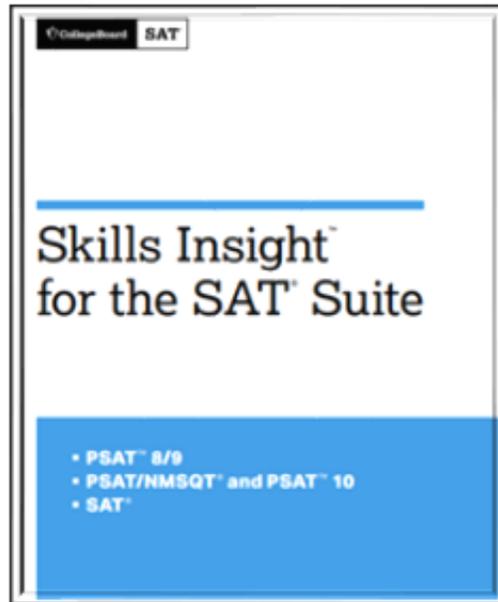
## Illinois Priority Learning Standard: W.9-10.5 & W.11-12.5

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).

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# Math & Illinois Priority Standard Alignment

A group of people are seated around a table in what appears to be a meeting or collaborative work environment. The image is overlaid with a semi-transparent blue filter. The people are engaged in discussion or work, with some looking at documents or devices on the table. The background shows a bright, possibly windowed area.

# 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](#)

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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.

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# 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'. Under the 'Introduction' heading, it explains that the worksheets are designed to help users understand skills assessed on the SAT Suite of Assessments Math Tests, review student performance, identify skills needing additional instruction, and develop implementation plans. It notes that the worksheets consist of tables describing skills and knowledge assessed on the SAT Suite Math Tests. A list of four elements is provided for each skill/knowledge table: 1. Name and definition of the skill or knowledge; 2. Questions for curriculum consideration; 3. Association with SAT Suite subscores; 4. Statements describing student performance. A note mentions that statements are taken from 'Skills Insight for the SAT'. A final note states that light gray bands indicate the college and career readiness test-level benchmark (31.5 for the SAT Math Test) and that benchmarks for grades 8-11 are 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<sup>®</sup> Math Test Curriculum Review Worksheets

**Introduction**

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- 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 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

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 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>)

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  $ax + b = c$ .

# How Can the SAT<sup>®</sup> Suite Question Bank Be Used?

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# How Can the SAT<sup>®</sup> Suite Question Bank Be Used?

- 1** In Instruction
- 2** With the SAT<sup>®</sup> Test Specifications
- 3** With Curriculum Review Worksheets

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# The SAT<sup>®</sup> 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.**

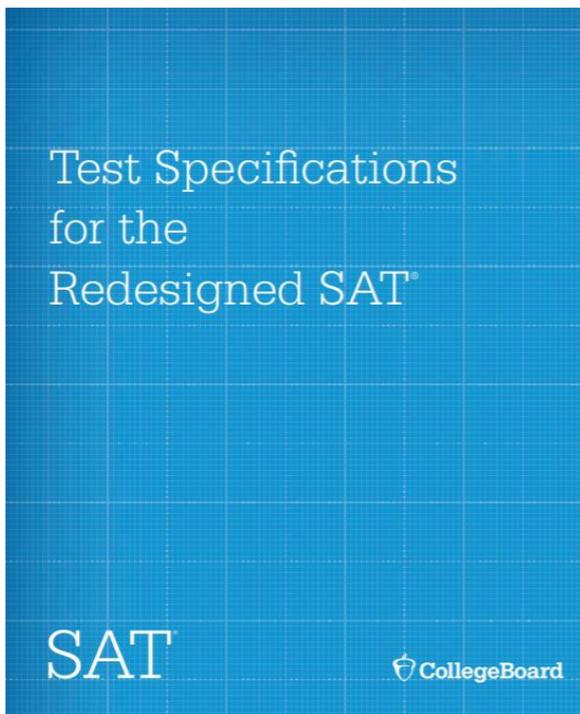


**Use SSQB questions in group work/collaborative practice.**



**Use SSQB passages to build stamina for text complexity.**

# The SAT<sup>®</sup> Suite Question Bank (SSQB) and the SAT<sup>®</sup> 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<sup>®</sup> and local assessments are aligned.**

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

# The SAT<sup>®</sup> Suite Question Bank (SSQB) and Curriculum Review Worksheets



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.

**CollegeBoard SAT**

### SAT<sup>®</sup> 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 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:

1. The name and definition of the skill or knowledge (or skill/knowledge area)
2. Questions guiding you to consider the place of that 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 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:

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 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 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 (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.



# SAT<sup>®</sup> Suite Question Bank

Create custom, targeted question sets and improve instruction.



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# What Is the SAT<sup>®</sup> Suite Question Bank?

## **Enables Access**

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

## **Informs Instruction**

Educators can view the skills and knowledge that students need to be successful on any SAT<sup>®</sup> Suite Assessment.

## **Is Easy to Use**

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

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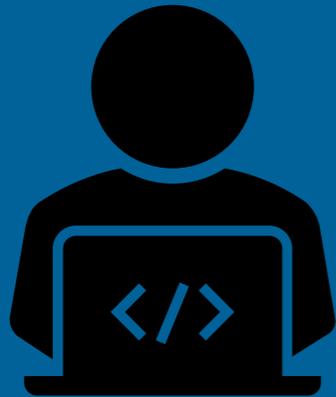
# SAT<sup>®</sup> Suite Question Bank

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<sup>®</sup> Suite Question Bank



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

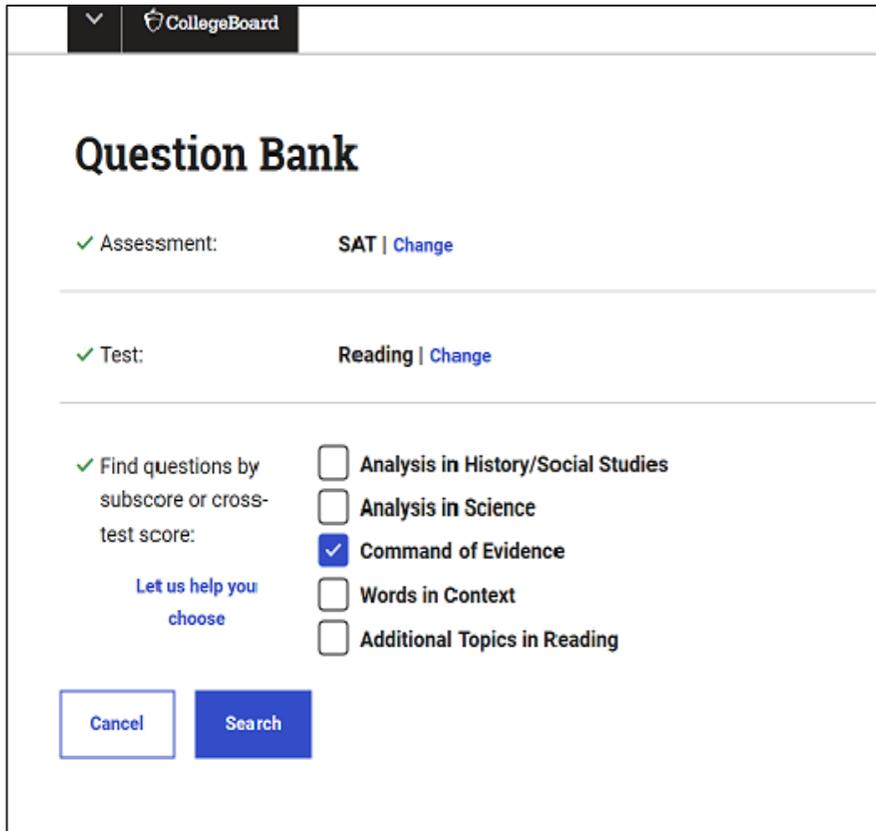
Open to the Public

No College Board Account or Access Code  
Required

# Utilizing the SAT<sup>®</sup> Suite Question Bank

# How to Create a Question Set within the SAT<sup>®</sup> Suite Question Bank

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



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'.

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.

# 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

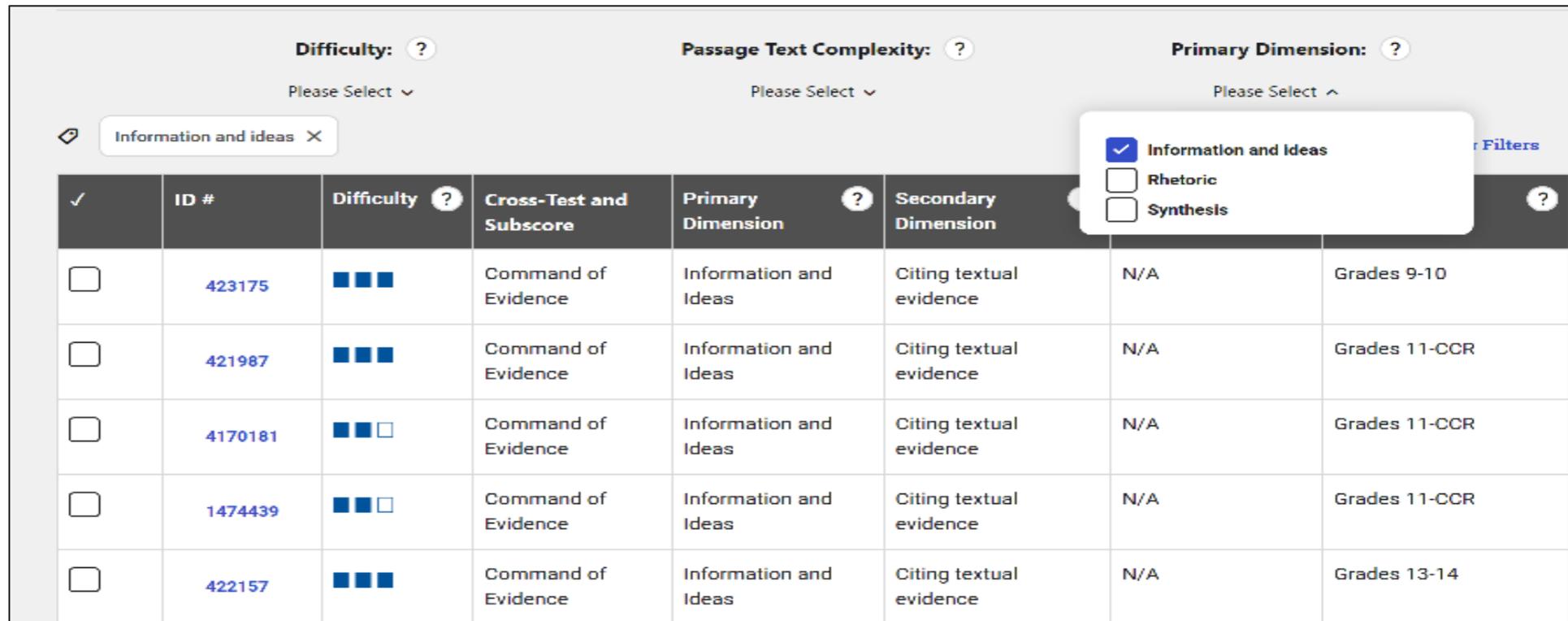
✓	Item ID	Progress	Test and Score	Primary Dimension ?	Secondary Dimension ?	Tertiary Dimension ?	Passage Text Complexity ?
<input type="checkbox"/>	5441685	■ ■ □	Command of Evidence	Expression of Ideas   Development	Proposition	N/A	Grades 13-14
<input type="checkbox"/>	423182	■ ■ □	Command of Evidence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

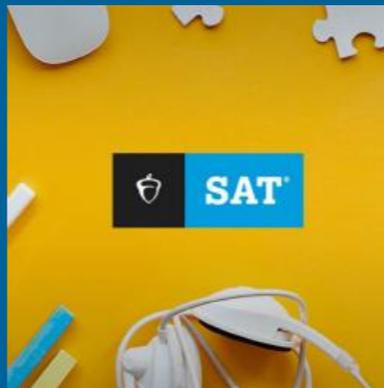


The screenshot shows a filter interface for test items. At the top, there are three filter sections: "Difficulty: ?" with a "Please Select" dropdown, "Passage Text Complexity: ?" with a "Please Select" dropdown, and "Primary Dimension: ?" with a "Please Select" dropdown. Below these is a search bar containing "Information and ideas" with a close button. A table of items is displayed below the search bar. The table has columns for a checkmark, ID #, Difficulty, Cross-Test and Subscore, Primary Dimension, Secondary Dimension, and a tertiary dimension. A dropdown menu is open over the "Primary Dimension" column, showing three options: "Information and Ideas" (checked), "Rhetoric", and "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

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# Thank You



 CollegeBoard