



SAT[®] Evidence Based Reading & Writing Webinar

Skills

Instructional Strategies

Question Analysis Report



Agenda

What we'll cover today

SAT[®] Evidence-Based Reading and Writing Overview (ERW)

Text Complexity

Reading Test: Skill Connections & Instructional Strategies

- Words in Context
- Interpretation of Data
- Paired Passages

Writing Test: Skill Connections & Instructional Strategies

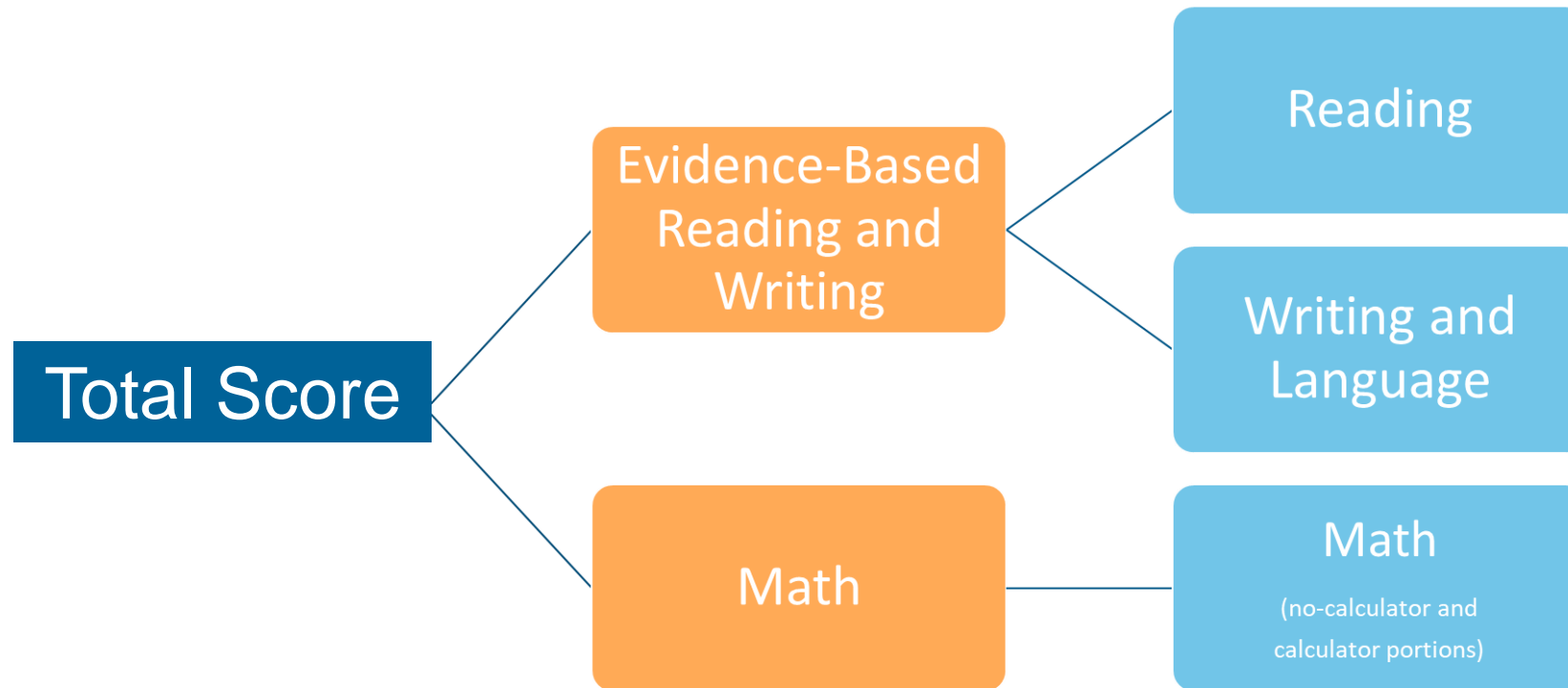
- Effective Language Use
- Quantitative Texts

K12 Score Reporting Portal Overview

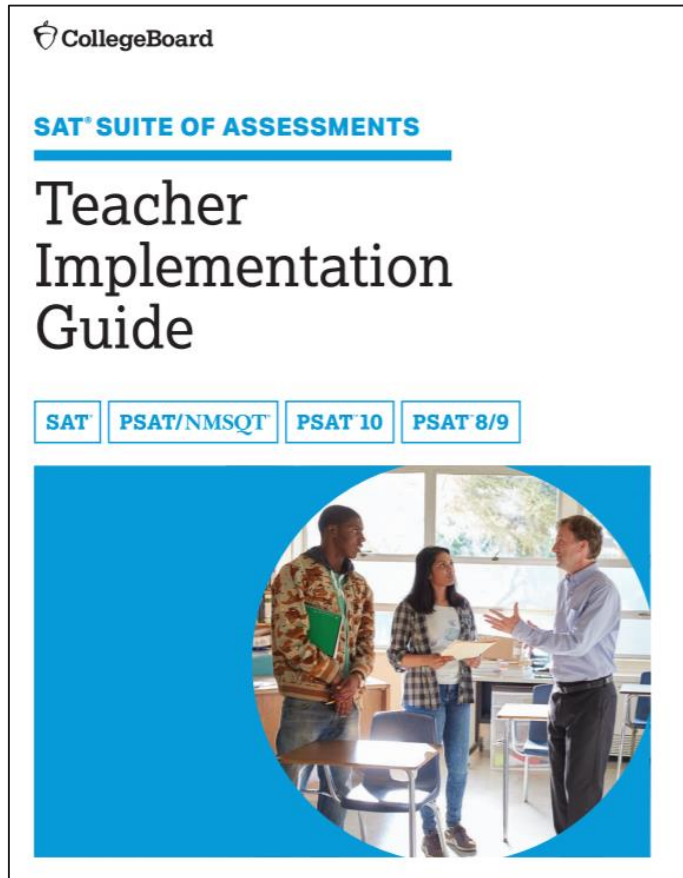
Instructional Planning Report

Question Analysis Report

About the SAT[®]



Essential Prerequisites for College and Career Readiness

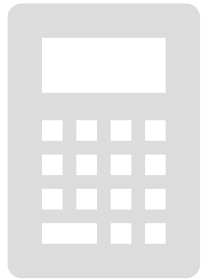
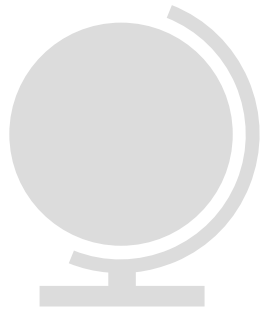


College Board has concluded that students must be able to:

- 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 to 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>

The SAT[®] Relates to Classroom Instruction



- Aligns to state standards
- Aligns to classroom instruction
- No obscure vocabulary
- Rights-only scoring
- Focused 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

SAT[®] Reading Test

Features

- Single and paired passages
- Cross-disciplinary contexts:
 - U.S. and world literature
 - History/social studies (founding documents/great global conversations)
 - Science
- Informational graphics
- Range of text complexity
- Focus on:
 - Words in context
 - Command of evidence

SAT[®] Writing and Language Test

Features

- Passage based
- Cross-disciplinary contexts:
 - Humanities
 - History/social studies
 - Science
 - Careers
- Informational graphics
- Multiple text types: argument, informative, nonfiction narrative
- Focus on:
 - Expression of ideas
 - Standard English conventions
 - Words in context
 - Command of evidence

Grade-Appropriate Reading

PSAT™ 8/9	PSAT™ 10 & PSAT/NMSQT®	SAT®
Draw fairly simple, one-step conclusions spelled out clearly in the text	Draw a more subtle inference to reach the right conclusion from a text	Perform several steps to draw the right conclusion from a text
Identify relationships based on multiple, fairly straightforward pieces of information stated in the text	Infer somewhat more complicated relationships based on more subtle pieces of information stated in the text	Infer more complex relationships from the text by piecing facts or incidents together
Determine explicit meaning from the graphic or text	Recognize trends in graphical data	Synthesize information from a graphic and passage

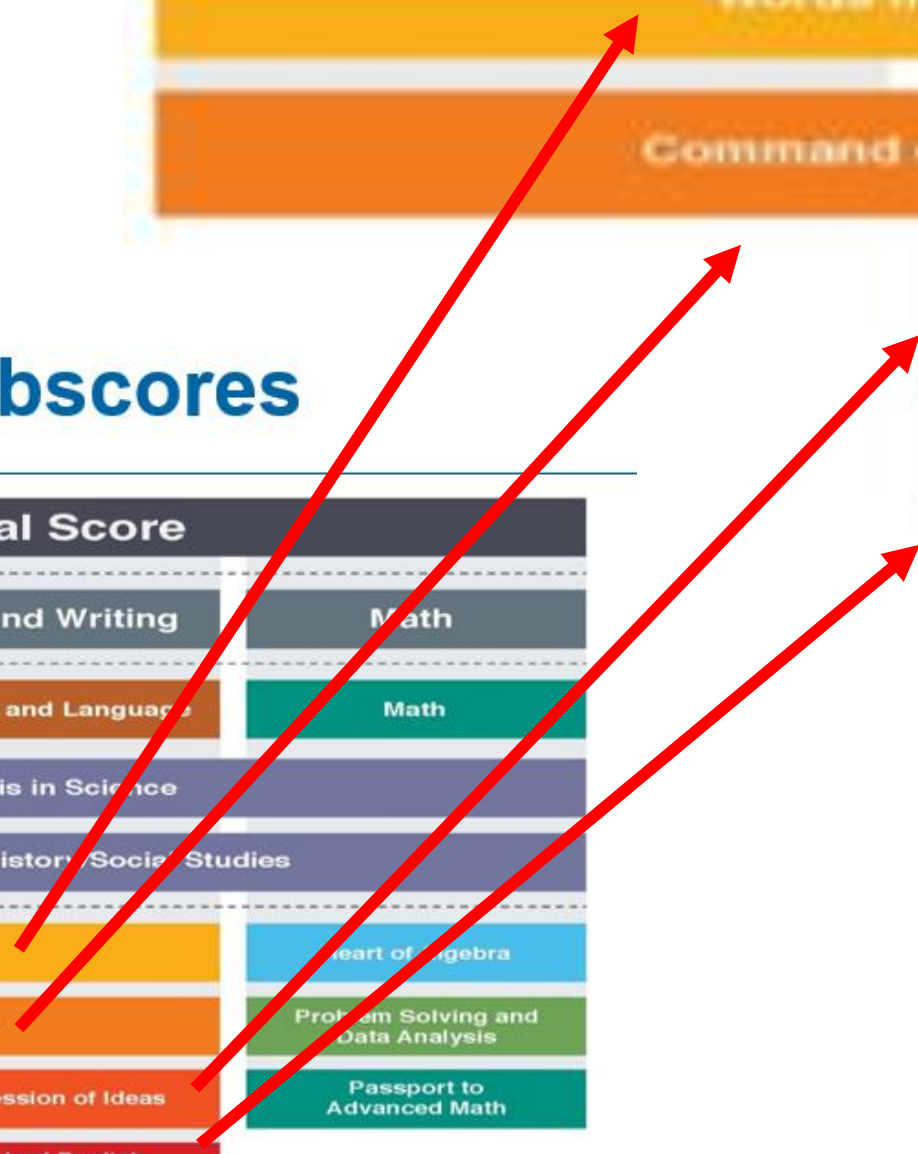
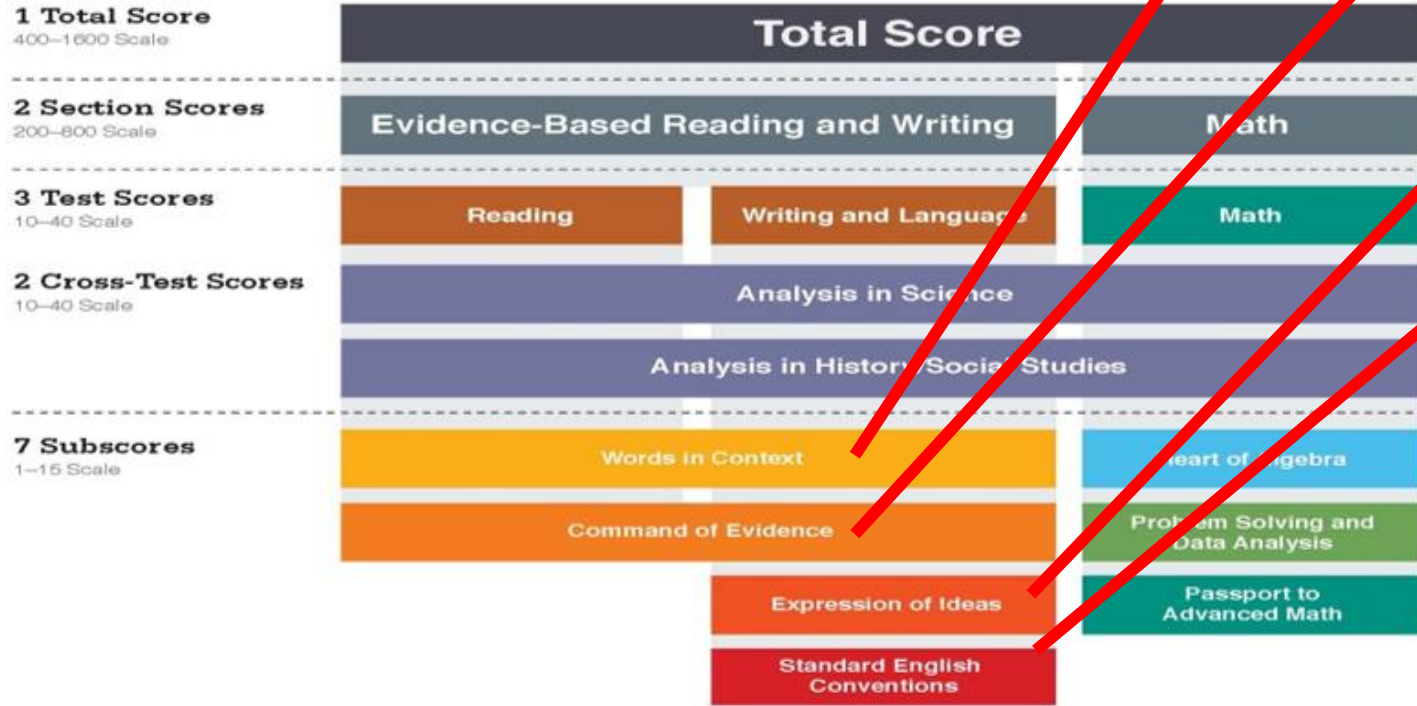
Grade-Appropriate Writing and Language

PSAT™ 8/9	PSAT™ 10 & PSAT/NMSQT®	SAT®
Use punctuation effectively in simple contexts, such as using commas to separate items in a list	Use punctuation effectively in somewhat challenging contexts, such as using a colon to introduce a list	Use punctuation effectively in challenging contexts, such as using a semicolon to link independent clauses
Edit straightforward sentences that pose some challenge, such as sentences with an introductory phrase	Edit compound and complex sentences, including sentences with introductory phrases and clauses	Edit syntactically challenging sentences, such as lengthy sentences that include several clauses
Accurately incorporate basic information from graphics into a text	Accurately incorporate somewhat detailed or nuanced information from graphics into a text	Accurately incorporate specific and complex information from graphics into a text

Scores

Evidence-Based Reading & Writing Subscores

SAT[®] Scores and Subscores



Reading Test: Subscores

Subscores identify areas of concentration on the tests and consequently have potential instructional value.

The two subscores associated with the Reading Test are as follows:

- **Command of Evidence** (COE): Questions that focus on finding and using textual evidence (e.g., facts, quotations, statistics) in reading and writing (This subscore also includes select questions from the SAT Suite Writing and Language Tests.)
- **Words in Context** (WIC): Questions that focus on determining the meaning of words and phrases in reading and on rhetorical word choice in reading and writing (This subscore also includes select questions from the SAT Suite Writing and Language Tests.)

Note that some Reading Test questions do not contribute to either subscore. This is not to suggest that those questions and the skills and knowledge they assess are unimportant; rather, those questions focus on general reading comprehension competencies that defy easy classification.

Writing & Language: Subscores

The four subscores associated with the Writing and Language Tests are as follows:

- **Command of Evidence** (COE): Questions that focus on finding and using textual evidence (e.g., facts, quotations, statistics) in reading and writing (This subscore also includes select questions from the SAT Suite Reading Tests.)
- **Words in Context** (WIC): Questions that focus on determining the meaning of words and phrases in reading and on rhetorical word choice in reading and writing (This subscore also includes select questions from the SAT Suite Reading Tests.)
- **Expression of Ideas** (EOI): Questions that focus on revising text for topic development, logic, cohesion, and rhetorically effective use of language.
- **Standard English Conventions** (SEC): Questions that focus on editing text for conformity to the conventions of standard written English sentence structure, usage, and punctuation.

All test questions contribute to either the Expression of Ideas or Standard English Conventions subscores. Select questions also contribute to either the Command of Evidence or Words in Context subscore.

The College Board decided to focus on these subscores based on the best available evidence about essential college and career readiness and success requirements.

Text Complexity

Passages and paired passages have varying text complexities. Evidence indicates that students' developed ability to comprehend complex text is strongly associated with college and career readiness success.

Text Complexity

A passage (or paired passage) that likely poses some challenge for college and career ready students; typically associated with grades 9-10 texts

Moderately challenging

Such texts commonly feature some or many of the following:

- A single, relatively straightforward purpose (informational text); one or possibly multiple levels of meaning (literary text); the understanding of which is useful to full comprehension
- Relatively subtle central ideas or themes, either explicitly stated or relatively easy to infer
- Moderately challenging information, ideas, and relationships, either explicitly stated or relatively easy to infer
- Abstract or theoretical concepts possible
- Moderate information density
- Relatively straightforward structure
- Moderately challenging syntax, including some complex sentences
- Somewhat elevated diction
- Moderate vocabulary demands

Text Complexity

A passage (or paired passage) that likely poses a challenge for college and career ready students; typically associated with grades 11-12 texts

Complex

Such texts commonly feature some or many of the following:

- One or more relatively subtle or complex purposes (informational text); multiple levels of meaning (literary text); the understanding of which is important to full comprehension
- Relatively subtle or complex central ideas or themes, either explicitly stated or relatively challenging to infer
- Challenging information, ideas, and relationships, often implicit and relatively challenging to infer
- Experiences or ideas often unfamiliar to high school audiences
- Abstract or theoretical concepts
- Moderately high to high information density
- Relatively intricate or complex text structure
- Challenging syntax, including many complex sentences
- Elevated diction that is distinct from everyday language
- Moderately high vocabulary demands
- May be some important connections to other texts (e.g., allusions, references to prior studies)

Text Complexity

A passage (or paired passage) that likely poses a challenge for college and career ready students; typically associated with texts found in college-entry, credit bearing classes

Highly Complex

Such texts commonly feature some or many of the following:

- Multiple subtle or complex purposes (informational text); multiple levels of meaning (literary text); the understanding of which is necessary to full comprehension
- Subtle or complex central ideas or themes, either explicitly stated or challenging to infer
- Experiences or ideas frequently unfamiliar to high school audiences
- Abstract or theoretical concepts
- High to very high information density
- Elevated diction that is sharply distinct from everyday language
- High vocabulary demands
- Likely to have critical connections to other texts (e.g., allusions, references to prior studies)

Skill Exploration: Domains & Dimensions

SAT Suite Domains

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.

SAT Suite Evidence-Based Reading & Writing Domains

Full *SAT Suite ERW Domains* are available as handouts.

Skill Exploration:

Locate the SAT Reading Domain.

Review the skills articulated in this section.

Highlight 3-5 skills that you focus on heavily in your curriculum, and 1-2 skills that are not addressed in your grade level curriculum.

What did you discover?

Overview- Reading Skills

There are six score ranges for Reading- Academic Skills in the Skills Insight document.

6-14

15-19

20-24

25-29

30-34

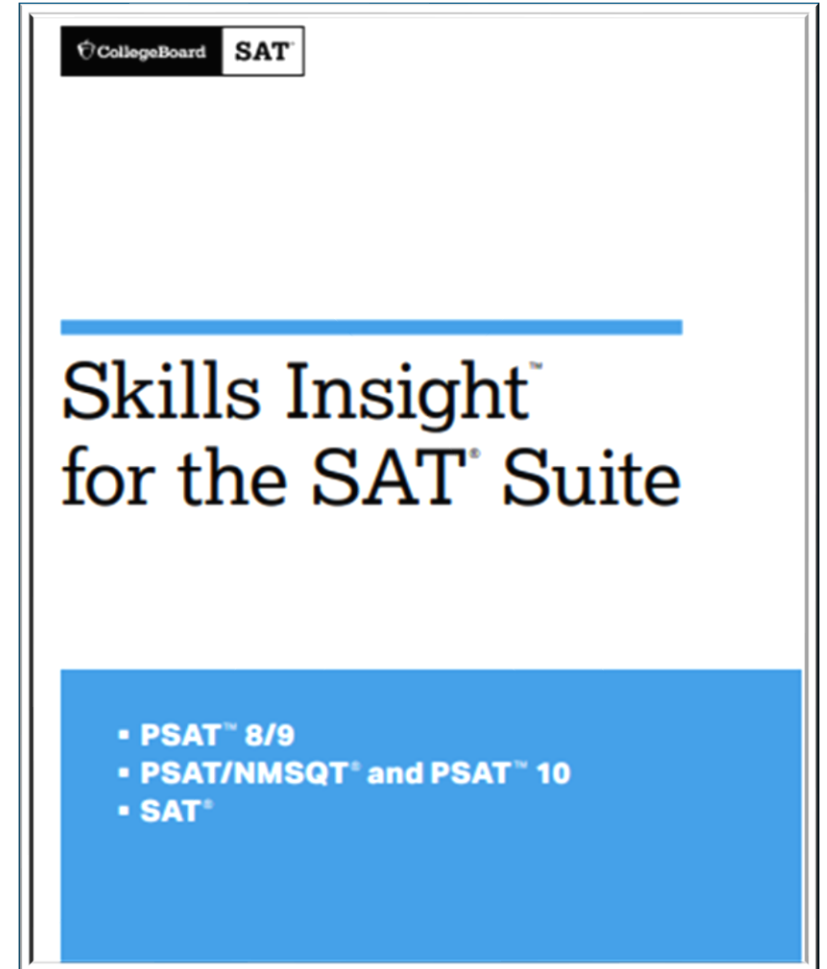
35-40

Reviewing score band 30-34 which would show a student to be college and career ready shows that a student should typically be able to do the following:

- Read a complex passage closely to draw a reasonable inference.
- Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis and the inference requires close reading.
- Determine the central idea or theme of a complex passage that features several important ideas.
- Determine a relationship between information, ideas, or people depicted in a passage (e.g., establishing cause-effect, comparison-contrast, or sequential relationship).
- Determine the main purpose of a portion of a passage (e.g., detail or metaphor) in relation to the passage as a whole.
- Draw a straightforward reasonable inference about point of view or perspective in a complex passage (e.g., identifying where point of view switches in a literary passage; distinguishing among conflicting perspectives in an informational passage).
- Determine the main purpose of a complex passage or one of its paragraphs.
- Determine a claim or counterclaim in a complex argument; analyze a subtle argumentative technique.

SAT[®] Skills Insight

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



Skill Progression

15-19

Read a moderately challenging passage closely *to identify explicitly stated* information or ideas.

20-24

Read a moderately challenging passage closely *to draw a reasonable inference.*

25-29

Read a complex passage closely *to identify explicitly stated information or ideas or to draw a relatively simple reasonable inference.*

30-34

Read a complex passage closely *to draw a reasonable inference.*

Skill Progression

15-19

Determine the best textual evidence *for a simple inference.*

20-24

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

25-29

Determine the best textual evidence *for an inference when the evidence requires some interpretation or analysis.*

30-34

Determine the best textual evidence *for an inference when the evidence requires some interpretation or analysis and inference requires close reading.*

Skill Progression

15-19 Identify the central idea or theme of a passage that has a single, clear purpose.	20-24 Determine the central idea or theme of a moderately challenging passage.	25-29 Determine the central idea or theme of a complex passage.	30-34 Determine the central idea or theme of a complex passage that features several important ideas.
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Using Skills Insight™ for the SAT Suite

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

Academic Skills at Each Score Band and Suggestions for Improvement

Reading Score Range 20–24

Academic Skills

A typical student in this score band can do the following:

- Read a moderately challenging passage closely to draw a reasonable inference
- 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) [COE]
- Determine the central idea or theme of a moderately challenging passage
- Determine a straightforward relationship between information, ideas, or people depicted in a passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a common high-utility academic word or phrase, especially when clear context clues are available (e.g., when the passage's topic suggests a likely definition); determine the meaning of a simple figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a moderately challenging passage [WIC]
- Identify the narrator's point of view in a literary passage; determine the author's perspective in a moderately challenging informational passage
- Determine the implicit main purpose of a moderately challenging passage or of one of its paragraphs; identify a clearly indicated main purpose of a complex passage
- Identify a similarity or difference in a pair of moderately challenging passages (e.g., recognizing that a particular detail appears in one passage but not in the other)
- Locate data or make a straightforward accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing the sizes of numerous bars; determining which of two lines, each revealing a clear trend, represents a generally higher value) [COE]

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- Spend time reading complex texts. These are texts that can be difficult to understand at first because their information, ideas, structure, purpose, and language are likely to be challenging, may be unfamiliar, and will require careful analysis. Read these texts closely and purposefully, rereading as necessary, and focus on identifying key information that is stated directly in the texts. Then, think about what reasonable inferences you can draw from the texts.
- When you read, look for the ideas, points, or claims the text is presenting, and look for and analyze details in the text that can support the inferences you draw about them. Determine what evidence provides the best support for a given inference. Check your interpretation by identifying all possible evidence and making sure you can determine what evidence stands out as providing particularly effective support for that inference. If you cannot find good, sufficient evidence, go back to the text and reconsider your inference.
- When you are reading complex texts, look closely at the key information and ideas, and then use them to help you determine the central idea or theme the authors want to convey.
- When you read, look for the connections the author draws between information, ideas, and people depicted in the text. Among the most important of these are cause-effect, comparison-contrast, and sequential relationships. Pay attention to words that signal such relationships, such as because, differs, and then.
- High-utility academic words and phrases—vocabulary found frequently in readings across a range of subjects—are especially valuable to know when trying to unlock the meaning of texts. Work on developing your vocabulary through reading, vocabulary lessons, and class discussions, paying particular attention to acquiring the meaning(s) of relatively common high-utility academic words and phrases and how their particular meaning is often shaped by the contexts in which they appear. Also, underline or highlight figurative (nonliteral) expressions in texts, and use context clues to help determine their meaning.
- When you are reading complex texts, pay close attention to the specific word and phrase choices authors make, and consider what purpose or effect is being sought. Keep in mind when reading texts of any sort that the purpose or effect of word and phrase choice may be somewhat subtle, such as when an author chooses words and phrases to express a particular emotion. For example, consider how the connotation changes if an author

- Demonstrates how the SAT Suite of Assessments is linked to the knowledge and skills taught in the classroom
- Describes the academic skills typically mastered at each score band and strategies for improvement
 - Use the **Instructional Planning Reports** to find the percent of students in each score band
- Provides actionable suggestions for improving skills that help students gain additional practice

K-12 Assessment Reporting Portal

K12 Assessment Reporting Portal

Multiple Levels of Access:

Reports Center – interactive reports showing student progress and performance

Summary access – overall, cohort and administration data

Detailed access – summary data + individual student data

Reports Available:

Demographic Report

Growth Report

Instructional Planning Report

Question Analysis Report

Roster Report

Scores and Benchmark Reports

Summary Report

Report Type	Description
Demographic Report:	<ul style="list-style-type: none"> Get a grade-level summary for each test your students took in an academic year. Only data for a test's intended grade is summarized. What You'll See <ul style="list-style-type: none"> Your institution's average total and section scores The percentage of students who met benchmarks Test taker counts
Growth Report:	<ul style="list-style-type: none"> Get a grade-level summary for each test your students took in an academic year. Only data for a test's intended grade is summarized. What You'll See <ul style="list-style-type: none"> Your institution's average total and section scores The percentage of students who met benchmarks Test taker counts
Instructional Planning Report (IPR):	<ul style="list-style-type: none"> Use this report to pinpoint areas of strength and weakness for lesson planning and curriculum improvement. What You'll See <ul style="list-style-type: none"> Benchmark data indicating college- and career-readiness in Math and Evidence-Based Reading and Writing Color-coded test score and subscore ranges showing which skills your students have mastered and which they need to strengthen.
Question Analysis Report (QAR):	<ul style="list-style-type: none"> This is a collection of reports that provides multiple choice, and essay score performance, as well as performance against the College and Career Readiness benchmarks. You can view aggregate and student level score performance, and compare overall performance of a school to their district, state, and total group.
Roster Report "Counselor Report":	<ul style="list-style-type: none"> Use these reports to see comprehensive data on all tests given in the year you select. What You'll See <ul style="list-style-type: none"> Data on all tests in the selected academic year Participation numbers and fee waiver data Average scores Benchmark data Registration information (SAT only) and scores Printable admission tickets (SAT only), PDF score reports, and labels Easy data export to Excel Access codes and registration numbers to help your students sign in to their online score reports
Scores and Benchmark:	<ul style="list-style-type: none"> This is a collection of reports that provides multiple choice, and essay score performance, as well as performance against the College and Career Readiness benchmarks. You can view aggregate and student level score performance, and compare overall performance of a school to their district, state, and total group.
Summary Report:	<ul style="list-style-type: none"> Get a grade-level summary for each test your students took in an academic year. Only data for a test's intended grade is summarized. What You'll See <ul style="list-style-type: none"> Your institution's average total and section scores The percentage of students who met benchmarks Test taker counts

K12 Assessment Reporting Portal

Centralized, cloud-based portal

Interactive Reports to address areas of need for students

Access to portal controlled by school

What Report Are You Looking For? [Let us help you choose](#)

Counsel Students Share scores with students and parents.	Improve Instruction Figure out who needs help and improve curriculum.	Track Progress Monitor and report on your institution and plan for the future.
Roster ?	Question Analysis ?	Summary ?
Scores and Benchmarks ?	Instructional Planning ?	Demographics ?
	Scores and Benchmarks ?	Scores and Benchmarks ?

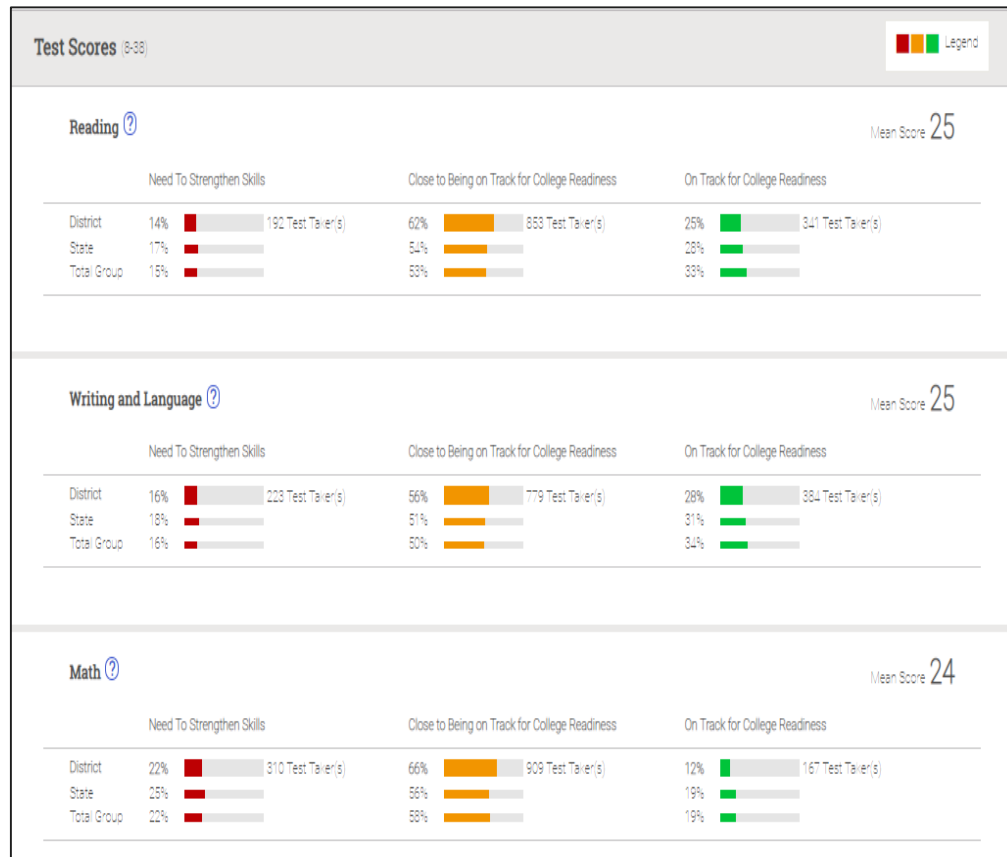
Instructional Planning Report

Instructional Planning Report

The instructional planning report may be used to pinpoint areas of strength and areas for growth in lesson planning and curriculum improvement.

In the report, an educator will see benchmark data, including college and career readiness in Math and Evidence-Based Reading and Writing.

Educators will also see color-coded test score and subscore ranges showing which skills your students have mastered and which ones they need to strengthen.



Curriculum Review – Skill Analysis

How Are Students Performing?

Instructional Planning Report

In the spaces below record the **mean scores** at the school and district level for the Reading Test and for the associated subscores.

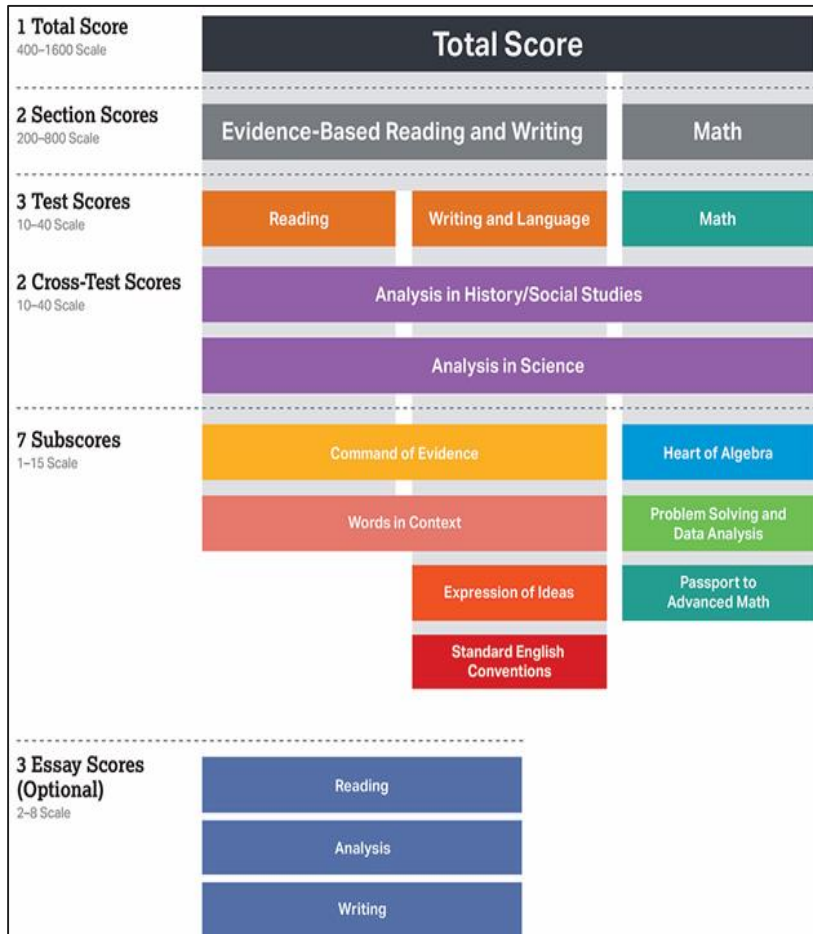
	Reading Test	Command of Evidence	Words in Context
<i>Range</i>	10-40	1-15	1-15
School Mean			
District Mean			

Reading

The two subscores associated with the Reading Tests are as follows:

Command of Evidence (COE): Questions that focus on finding and using textual evidence (e.g., facts, quotations, statistics) in reading and writing

Words in Context (WIC): Questions that focus on determining the meaning of words and phrases in reading and on rhetorical word choice in reading and writing



Words in Context

Interpretation of Data

Paired Passages

Words In Context

There are two academic reading skills from score range 30-34 which focus on one of the reading subscores: Words in Context.

- Determine the meaning of a relatively uncommon high-utility academic word or phrase in context; determine the meaning of a moderately challenging figurative expression.
- Determine the main purpose or effect of an author's word choice in a complex passage or in a simpler passage when the purpose or effect is fairly subtle or complex (an author using wordplay or parody).

Information and Ideas: Interpreting Words and Phrases in Context: The student will determine the meaning of words and phrases in context.				
Is this skill/knowledge explicitly taught in your curriculum?			Yes	No
Score range	Sub-score, if any	Skill/knowledge	If "yes," in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
			Below the 15–19 level	
15–19	WIC	Determine the meaning of a relatively common word or phrase using clear context clues		
20–24	WIC	Determine the meaning of a common high-utility academic word or phrase, especially when clear context clues are available (e.g., when the passage's topic suggests a likely definition); determine the meaning of a simple figurative expression		
25–29	WIC	Determine the meaning of a relatively common high-utility academic word or phrase in context; determine the meaning of a straightforward figurative expression		
30–34	WIC	Determine the meaning of a relatively uncommon high-utility academic word or phrase in context; determine the meaning of a moderately challenging figurative expression		
35–40	WIC	Determine the meaning of an uncommon high-utility academic word or phrase in context, including an archaic usage found in a text from an earlier time period; determine the meaning of a subtle or complex figurative expression		

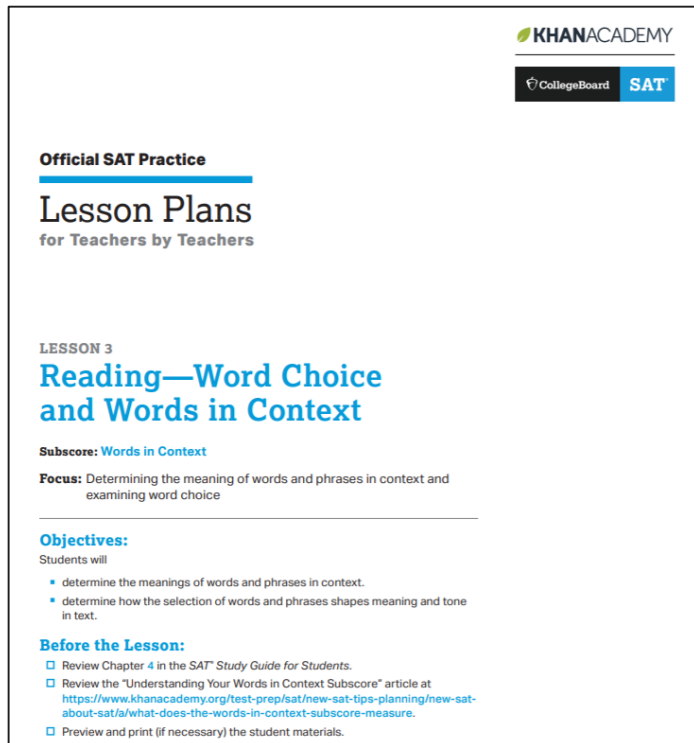
SAT Reading Test Academic Skills and Knowledge: Rhetoric
This area focuses on the rhetorical analysis of text.

Rhetoric / 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.

Is this skill/knowledge explicitly taught in your curriculum?			Yes	No
Score range	Sub-score, if any	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
			Below the 20–24 level	
15–19	<i>Students scoring in this range on the SAT Suite Reading Tests aren’t able to demonstrate consistent attainment of this skill/knowledge.</i>			
20–24	WIC	Determine the main purpose or effect of an author’s word choice in a moderately challenging passage		
25–29	WIC	Determine the main purpose or effect of an author’s word choice in a complex passage or in a simpler passage when the purpose or effect is somewhat subtle (e.g., an author using words to convey a particular emotion)		
30–34	WIC	Determine the main purpose or effect of an author’s word choice in a complex passage or in a simpler passage when the purpose or effect is fairly subtle or complex (e.g., an author using wordplay or parody)		
35–40	WIC	Determine the main purpose or effect of an author’s word choice in a highly complex passage or in a simpler passage when the purpose or effect is subtle or complex (e.g., an author establishing meaning chiefly through tone via understatement, exaggeration, or sarcasm)		

Official SAT® Practice Lesson Plans

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



The screenshot shows the top portion of a lesson plan page. At the top right are the Khan Academy, CollegeBoard, and SAT logos. The main heading is "Official SAT Practice Lesson Plans for Teachers by Teachers". Below this, it identifies "LESSON 3 Reading—Word Choice and Words in Context". The sub-score is "Words in Context". The focus is "Determining the meaning of words and phrases in context and examining word choice". The objectives section states that students will determine meanings of words and phrases in context and how word selection shapes meaning and tone. The "Before the Lesson" section includes a checklist of preparatory tasks such as reviewing a study guide, an article, and student materials.

Lesson Plan #3

- Objectives:
 - Students will determine the meanings of words and phrases in context.
 - Students will determine how the selection of words and phrases shapes meaning and tone in text.
- Before the Lesson
- Introductory Activity
- Group/Pair Discussion Activity
- Individual Application
- Homework

<https://collegereadiness.collegeboard.org/pdf/official-sat-practice-lesson-plan-reading-word-choice.pdf>

Interpretation of Data

Interpretation of data

Make an accurate, somewhat subtle or complex interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing results in terms of two variables; recognizing an implication of the values represented on a table);

Draw a supportable connection between a graphic and its accompanying passage (e.g., characterizing a broad trend exhibited in a graph using the concepts and language of the passage).

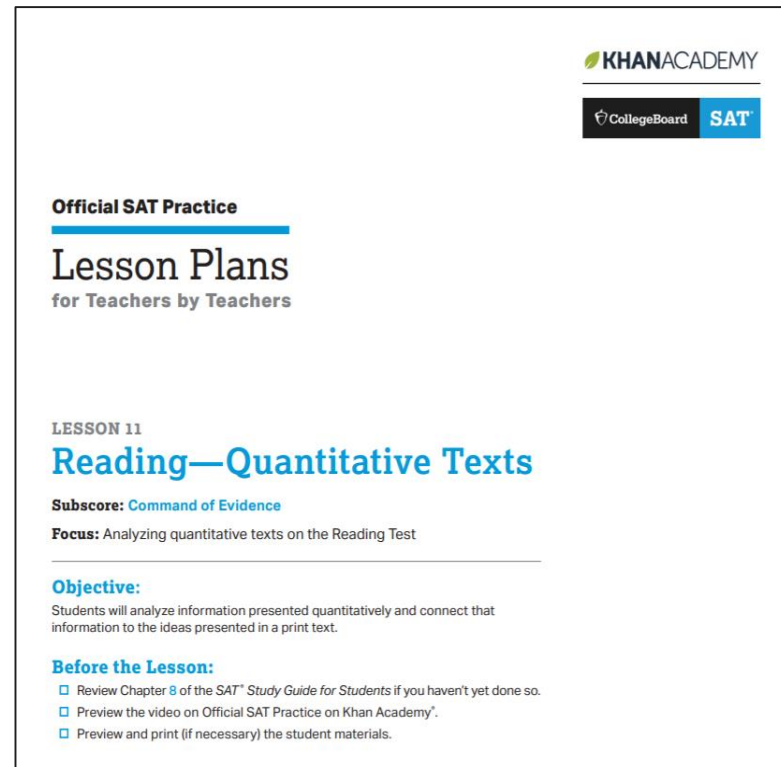
Synthesis / Analyzing Quantitative Information: The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.				
Is this skill/knowledge explicitly taught in your curriculum?			Yes	No
Score range	Sub-score, if any	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
			Below the 15–19 level	
15–19	COE	Locate data or make a simple accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing the size of two clearly labeled bars representing easy-to-interpret values)		
20–24	COE	Locate data or make a straightforward accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing the sizes of numerous bars; determining which of two lines, each revealing a clear trend, represents a generally higher value)		
25–29	COE	Locate data or make an accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., drawing a valid conclusion based on an understanding of a bar graph’s overall purpose; summarizing a clear trend from several data points); draw a straightforward supportable connection between a graphic and its accompanying passage (e.g., determining a graphic’s clear main purpose and finding a matching assertion in the passage)		

30–34	COE	Make an accurate, somewhat subtle or complex interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing results in terms of two variables; recognizing an implication of the values represented on a table); draw a supportable connection between a graphic and its accompanying passage (e.g., characterizing a broad trend exhibited in a graph using the concepts and language of the passage)	
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35–40	COE	Make an accurate subtle or complex interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing results in terms of three or more variables; determining which individual bars in a bar graph [“paid vacation,” “health insurance”] can reasonably be considered part of an overarching category [“job benefits”]); draw a subtle or complex supportable connection between a graphic and its accompanying passage (e.g., summarizing the results displayed in a table using the concepts and language of the passage)	
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Official SAT® Practice Lesson Plans

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



The screenshot shows the top portion of a lesson plan page. At the top right, there are logos for KHANACADEMY, CollegeBoard, and SAT. Below these, the text reads "Official SAT Practice" followed by "Lesson Plans for Teachers by Teachers". The main heading is "LESSON 11 Reading—Quantitative Texts". Underneath, it specifies the "Subscore: Command of Evidence" and the "Focus: Analyzing quantitative texts on the Reading Test". An "Objective" section states that students will analyze quantitative information and connect it to ideas in print text. A "Before the Lesson:" section includes three checklist items: reviewing Chapter 8 of the SAT Study Guide, previewing a Khan Academy video, and previewing/printing student materials.

- Lesson #11
- Objective:
 - Students will analyze information presented quantitatively and connect that information to the ideas presented in a print text.
- Before the Lesson
- Introductory Activity
- Group/Pair Discussion Activity
- Individual Application
- Homework

<https://collegereadiness.collegeboard.org/pdf/official-sat-practice-lesson-plan-reading-quantitative-texts.pdf>

Paired-Passages

Paired Passages

Compare two authors' positions in a pair of complex passages (e.g., determining the extent to which two authors agree or disagree about a claim).

Information and Ideas: 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).				
Is this skill/knowledge explicitly taught in your curriculum?			Yes	No
Score range	Sub-score, if any	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
			Below the 15–19 level	
15–19		Identify a simple relationship between information, ideas, or people depicted in a passage (e.g., recognizing a basic cause, effect, comparison, contrast, or sequence)		
20–24		Determine a straightforward relationship between information, ideas, or people depicted in a passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)		
25–29		Determine a relationship between information, ideas, or people depicted in a passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)		
30–34		Determine a relationship between information, ideas, or people depicted in a complex passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)		
35–40		Determine a relationship between information, ideas, or people depicted in a highly complex passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)		

Official SAT® Practice Lesson Plans

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

The screenshot shows the top portion of a lesson plan page. At the top right, there are logos for KHANACADEMY, CollegeBoard, and SAT. Below these, the text reads "Official SAT Practice" followed by "Lesson Plans for Teachers by Teachers". The main heading is "LESSON 4 Reading—Synthesis/ Paired Passages". Underneath, it states "Focus: Working with paired passages". The "Objective:" section says "Students will synthesize information and ideas from paired texts." The "Before the Lesson:" section includes three bullet points: "Review Chapter 8 of the SAT Study Guide for Students.", "Review the 'SAT' Reading Test: Synthesis' article at https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-reading-test/a/the-sat-reading-test-synthesis.", and "Preview and print (if necessary) the student materials."

Lesson #4

- Objective:
 - Students will synthesize information and ideas from paired texts.
- Before the Lesson
- Introductory Activity
- Group/Pair Discussion Activity
- Individual Application
- Homework

<https://collegereadiness.collegeboard.org/pdf/official-sat-practice-lesson-plan-reading-synthesis.pdf>

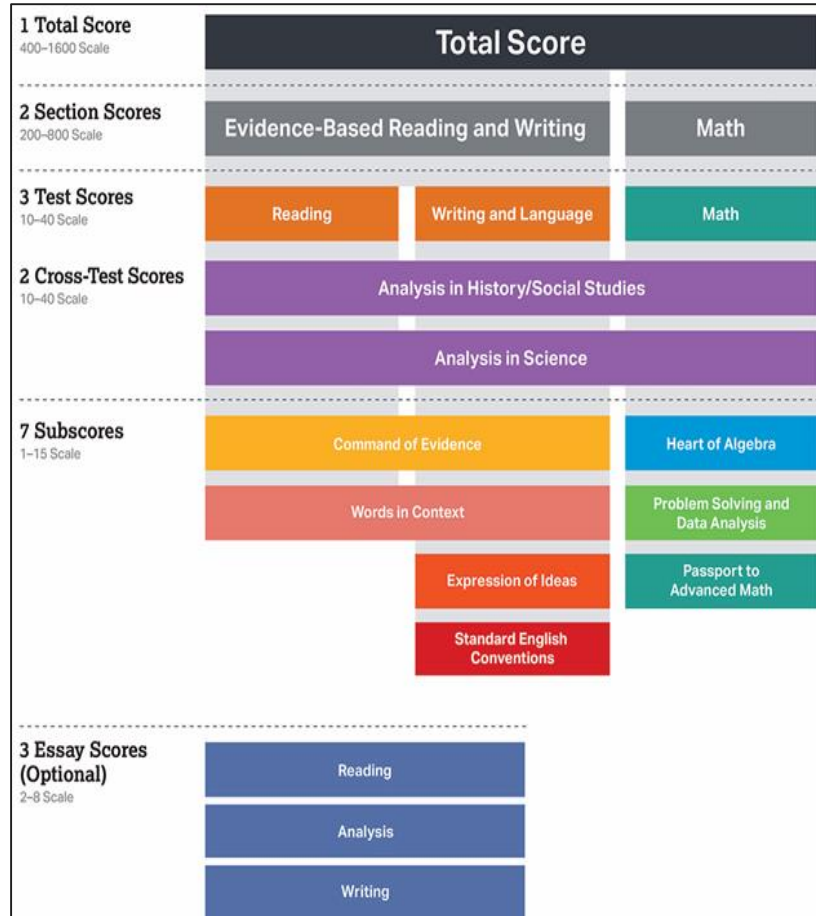
Effective Language Use

Quantitative Text

Writing & Language

The four subscores associated with the Writing and Language Tests are as follows:

- **Command of Evidence (COE):** Questions that focus on finding and using textual evidence (e.g., facts, quotations, statistics) in reading and writing
- **Words in Context (WIC):** Questions that focus on determining the meaning of words and phrases in reading and on rhetorical word choice in reading and writing
- **Expression of Ideas (EOI):** Questions that focus on revising text for topic development, logic, cohesion, and rhetorically effective use of language
- **Standard English Conventions (SEC):** Questions that focus on editing text for conformity to the conventions of standard written English sentence structure, usage, and punctuation



All test questions contribute to either the Expression of Ideas or Standard English Conventions subscores. Select questions also contribute to either the Command of Evidence or Words in Context subscore.

Effective Language Use

Expression of Ideas and Standard English Conventions

- Students revise and edit extended texts across a range of academic and career-related subjects:
 - Show facility with a core set of grammar, usage, and punctuation convention
- Questions focus on revision of text:
 - Topic development
 - Accuracy (consistency between text and graphic[s])
 - Logic
 - Cohesion
 - Rhetorically effective use of language
- Some passages are based in science and history/social studies:
 - Contribute to Analysis in Science and Analysis in History/Social Studies cross-test scores

SAT Writing and Language Test Academic Skills and Knowledge: Development
This area focuses on **topic development in relation to purpose.**

Development / Proposition: The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.

Is this skill/knowledge explicitly taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24				Below the 25–29 level
25–29	<i>Students scoring in this range on the SAT Suite Writing and Language Tests aren’t able to demonstrate consistent attainment of this skill/knowledge.</i>			
30–34	COE EOI	Clarify an aspect of the structure of a paragraph or passage (e.g., using a phrase to preview examples that follow in subsequent sentences)		
35–40	COE EOI	Establish and clarify the structure of a paragraph or passage (e.g., adding a sentence to frame a paragraph’s discussion or to present a claim that the paragraph subsequently supports)		
	COE EOI	Make a sophisticated decision relating to the structure of a paragraph or passage (e.g., using a clause to set up information when the content is complex, the language is challenging, and the linkage is subtle)		

SAT Writing and Language Test Academic Skills and Knowledge: **Effective Language Use**

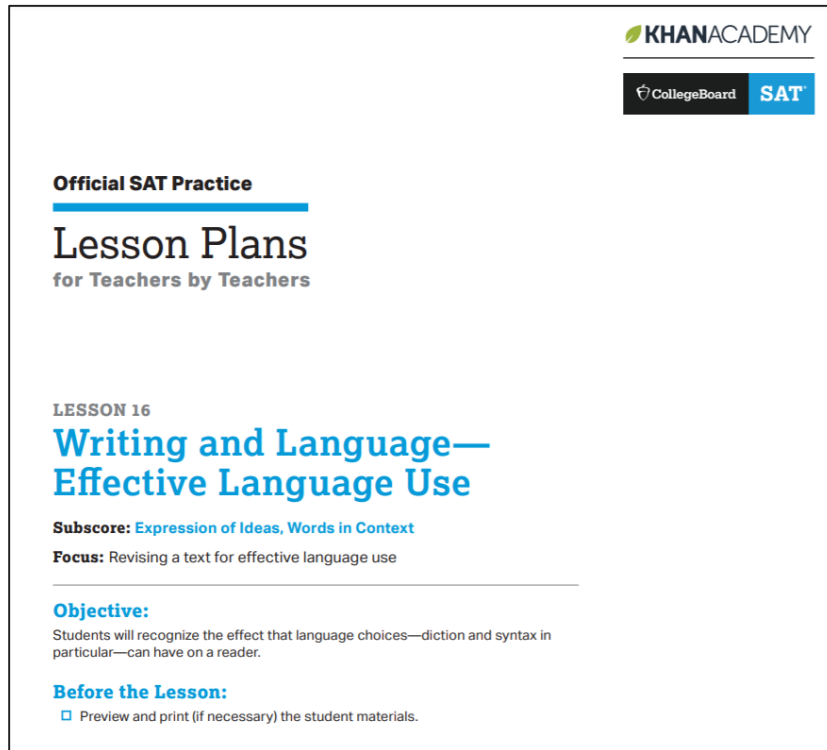
This area focuses on the use of language to accomplish particular rhetorical purposes.

Effective Language Use / Precision: The student will revise text as needed to improve the exactness or content appropriateness of word choice.

Is this skill/knowledge explicitly taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
			Below the 20–24 level	
20–24	WIC EOI	Make an effective word or phrase choice in a straightforward situation (e.g., using a common but still appropriate expression instead of an awkward or meaningless one)		
25–29	WIC EOI	Make an effective word or phrase choice based on vocabulary knowledge and an understanding of the context (e.g., recognizing when a particular adjective does or does not meaningfully describe a person or object)		
30–34	WIC EOI	Make a nuanced word or phrase choice based on well-developed vocabulary knowledge and an understanding of the context (e.g., distinguishing among relatively uncommon words that have similar denotations but differing connotations or uses)		
35–40	WIC EOI	Make a sophisticated word or phrase choice based on highly developed vocabulary knowledge and a thorough understanding of a challenging context (e.g., distinguishing among uncommon words that have similar denotations but differing connotations or uses when the distinctions are subtle)		

Official SAT® Practice Lesson Plans

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



The screenshot shows the top portion of a lesson plan page. At the top right, there are logos for KHANACADEMY and CollegeBoard SAT. Below these, the text reads "Official SAT Practice" followed by "Lesson Plans for Teachers by Teachers". The lesson title is "LESSON 16 Writing and Language—Effective Language Use". Below the title, it lists the "Subscore: Expression of Ideas, Words in Context" and the "Focus: Revising a text for effective language use". The "Objective:" section states that students will recognize the effect of language choices on a reader. The "Before the Lesson:" section includes a checkbox to "Preview and print (if necessary) the student materials."

Lesson #16

- Objective:
 - Students will recognize the effect that language choices—diction and syntax in particular—can have on a reader.
- Before the Lesson
- Introductory Activity
- Group/Pair Discussion Activity
- Individual Application
- Homework

<https://collegereadiness.collegeboard.org/pdf/official-sat-practice-lesson-plan-writing-language-effective-use.pdf>

Quantitative Text

Quantitative Text

These questions fall into three general types:

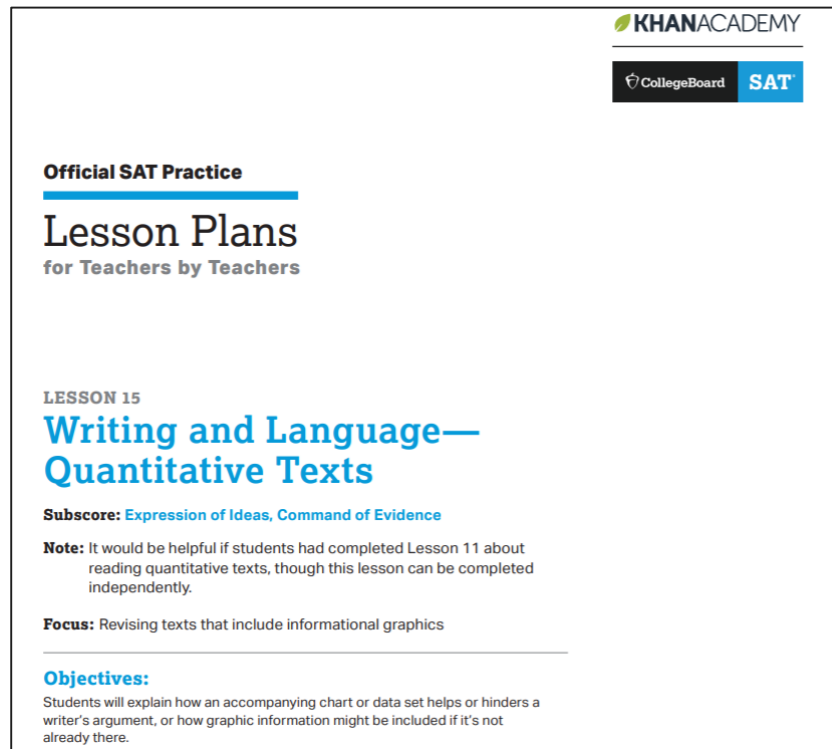
- Questions that ask students to locate information in one or more information graphics;
- Questions that ask students to draw reasonable conclusions from data presented in one or more graphics;
- Questions that ask students to connect the information displayed in one or more graphics with the information in the accompanying passage in the writing section of the SAT®

Development / Quantitative Information: The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.

Is this skill/knowledge explicitly taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24	<i>Students scoring in this range on the SAT Suite Writing and Language Tests aren’t able to demonstrate consistent attainment of this skill/knowledge.</i>			
25–29	COE EOI	Use a general understanding of an informational graphic, such as a table, graph, or chart, to revise a passage (e.g., drawing on knowledge of what a graph’s bars represent to improve the accuracy of a passage’s description of the graph)		
30–34	COE EOI	Locate or interpret data in an informational graphic, such as a table, graph, or chart, and incorporate them in a passage in an accurate, relevant way (e.g., identifying the value in a table that is associated with a particular condition; distinguishing between accurate and inaccurate interpretations and between information relevant and irrelevant to a particular question or issue)		
35–40	COE EOI	Interpret, paraphrase, or summarize data in an informational graphic, such as a table, graph, or chart, and incorporate them in a passage in an accurate, relevant way (e.g., encompassing multiple data points in a single relevant general statement)		

Official SAT® Practice Lesson Plans

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



The screenshot shows the top portion of a lesson plan page. At the top right, there are logos for KHANACADEMY, CollegeBoard, and SAT. Below these, the text reads "Official SAT Practice" followed by "Lesson Plans for Teachers by Teachers". The lesson title is "LESSON 15 Writing and Language—Quantitative Texts". Below the title, it lists the subscore "Expression of Ideas, Command of Evidence", a note about prerequisites, and the focus "Revising texts that include informational graphics". The objectives section begins with "Students will explain how an accompanying chart or data set helps or hinders a writer's argument, or how graphic information might be included if it's not already there."

Lesson #15

- Objective:
 - Students will explain how an accompanying chart or data set helps or hinders a writer's argument or how graphic information might be included if it's not already there.
- Before the Lesson
- Introductory Activity
- Group/Pair Discussion Activity
- Individual Application
- Homework

<https://collegereadiness.collegeboard.org/pdf/official-sat-practice-lesson-plan-writing-language-quantitative-texts.pdf>

Question Analysis Report

Question Analysis Report

K-12 Reporting Portal Reports Downloads Help

Run Reports Illinois Department of Education SEARCH

134,948 Test Taker(s) EXPORT

SAT School Day Apr 09, 2019, 11th grade - Question Analysis - Form R

18/96 Evidence-based Reading and Writing Questions 58 Math Questions

Correct Response %: All Difficulty: All Related Cross-test Scores and Subscores: Words in Context Subscores Reset Filters

[Print Questions](#)

<input type="checkbox"/> All	Test Portion	Question	Correct Answer	Percentage Correct by Group	Student Responses					Difficulty	Related Cross-test Scores and Subscores
					A%	B%	C%	D%	Omit%		
<input type="checkbox"/>	Reading	3	A	State Total Group 62%	62	21	9	8	0	Medium	Words in Context ?
<input type="checkbox"/>	Reading	10	C	State Total Group 84%	4	6	84	5	0		

Live Chat

Question Analysis Report

K-12 Reporting Portal

Run Reports Illinois Department of Education

✓ Institution:	Illinois Department of Education Change
✓ Report Type:	Question Analysis Change
✓ Assessment:	SAT Change
✓ Administration Date:	SAT School Day Apr 09, 2019 Change
✓ Grade:	11th Change
✓ Form:	Form R Change

Run Report

Question Analysis Report

[EXPORT](#)

SAT School Day March 2019 - April 2019, 11th grade - Question Analysis - Form R

96 Evidence-based Reading and Writing Questions

58 Math Questions

Correct Response % Difficulty Related Cross-test Scores and Subscores

All All All

[Print Questions](#) [Reset Filters](#)

<input type="checkbox"/> All	Test Portion	Question	Correct Answer	Percentage Correct by Group	Student Responses					Difficulty	Related Cross-test Scores and Subscores
					A%	B%	C%	D%	Omit%		

Question Analysis Report

SAT School Day March 2019 - April 2019, 11th grade - Question Analysis - Form R

96 Evidence-based Reading and Writing Questions | 58 Math Questions

Correct Response %: All | Difficulty: All | Related Cross-test Scores and Subscores: All | [Reset Filters](#)

Question	Correct Answer	Percentage Correct by Group	Student Responses					Difficulty	Related Cross-test Scores and Subscores
			A%	B%	C%	D%	Omit%		

Question Analysis Report

SAT School Day March 2019 - April 2019, 11th grade - Question Analysis - Form R

96 Evidence-based Reading and Writing Questions | 58 Math Questions

Correct Response %: All | Difficulty: All | Related Cross-test Scores and Subscores: All | [Reset Filters](#)

[Print Questions](#)

<input type="checkbox"/> All	Test Portion	Q	Percentage Correct by Group	Student Responses					Difficulty	Related Cross-test Scores and Subscores
				A%	B%	C%	D%	Omit%		

Question Analysis Report

SAT School Day March 2019 - April 2019, 11th grade - Question Analysis - Form R EXPORT

96 Evidence-based Reading and Writing Questions 58 Math Questions

Correct Response %: All | Difficulty: All | Related Cross-test Scores and Subscores: All Reset Filters

[Print Questions](#)

<input type="checkbox"/> All	Test Portion	Question	Correct Answer	Percentage	Difficulty	Related Cross-test Scores and Subscores
<input type="checkbox"/>	Reading	1	A			

- All
- Analysis in Science Cross-Test Scores
- Analysis in History/ Social Studies Cross-Test Scores
- Command of Evidence Subscores
- Words in Context Subscores
- Expression of Ideas Subscores
- Standard English Conventions Subscores

Question Analysis Report



0
0 Medium Words in Context ?

Words in Context

This component of the SAT focuses on the assessment of students' ability to interpret words and phrases in context, analyze word choice rhetorically, and use language effectively in writing. This component is based on selected questions from the Reading Test and the Writing and Language Test. The Words in Context score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and cannot be computed from other scores.

Related Standards:

L.6.3b-progressive	WH-ST.11-12.1d	L.11-12.5a
L.11-12.3a	R.CCR.4	W.CCR.3
L.11-12.5b	W.CCR.1	W.11-12.4
W.CCR.4	W.11-12.2e	L.CCR.3
RI.11-12.4	W.11-12.1d	RI.11-12.9
W.CCR.5	WH-ST.11-12.2d	RH.11-12.4
WH-ST.11-12.1c	WH-ST.11-12.4	RL.11-12.4
L.CCR.5	L.11-12.6	WH-ST.11-12.5
L.CCR.4	W.11-12.3d	L.7.3a-progressive
W.11-12.1c	L.CCR.6	L.11-12.4a
L.3.3a-progressive	W.CCR.2	W.11-12.5

[See Standards](#)

Question Analysis Report

Evidence-Based Reading and Writing

- Expression of Ideas
- Words in Context
- Additional Standards in Evidence-Based Reading and Writing
- Standard English Conventions
- Command of Evidence

Math

- Passport to Advanced Math
- Additional Standards in Math
- Problem Solving and Data Analysis
- Heart of Algebra

Words in Context

This component of the PSAT 10 and PSAT/NMSQT focuses on the assessment of students' ability to interpret words and phrases in context, analyze word choice rhetorically, and use language effectively in writing. This component is based on selected questions from the Reading Test and the Writing and Language Test. The Words in Context 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:

RH.9-10.4	RL.9-10.5	L.9-10.6	L.9-10.5a	RL.9-10.3	L.9-10.5b
RI.9-10.4	RL.9-10.4	L.6.3b-progressive		W.9-10.2e	WHST.9-10.5
WHST.9-10.2d	WHST.9-10.2e	W.9-10.2d	WHST.9-10.1c	W.9-10.4	
L.3.3a-progressive		L.9-10.6	L.6.3a-progressive		W.9-10.3d
WHST.9-10.4	L.9-10.1b	W.9-10.1c	L.7.3a-progressive		WHST.9-10.2c
L.9-10.5b	W.9-10.5	W.9-10.1d	W.9-10.2c	WHST.9-10.1d	
RH.9-10.4	RL.9-10.5	L.9-10.6	L.9-10.5a	RL.9-10.3	L.9-10.5b
RI.9-10.4	RI.9-10.4	W.9-10.1d	W.9-10.2c	WHST.9-10.1d	

Question Analysis Report

WHST.9-10.4

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

L.9-10.1b

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

W.9-10.1c

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Item Analysis: Words in Context

Reading Test

Words in Context

Spring 2019 – PSAT 8/9

Question Difficulty: Medium

Reading: Question 5

Questions 1-8 are based on the following passage.

This passage is adapted from Benjamin Alire Sáenz, *Aristotle and Dante Discover the Secrets of the Universe*. ©2012 by Benjamin Alire Sáenz. The narrator and Dante are fifteen-year-old boys. Dante’s father is an English professor.

5 As used in [line 30](#), “real” most nearly means

- A. genuine.
- B. complete.
- C. factual.
- D. stable.

He got up from the chair and put the book down. He walked up to me and shook my hand. “I’m Sam,” he said. “Sam Quintana.”

“Nice to meet you, Mr. Quintana.”

I’d heard that phrase, *nice to meet you*, a thousand times.

When Dante had said it to me, he’d sounded real. But when I said it, I felt stupid and unoriginal. I wanted to hide somewhere.

“You can call me Sam,” he said.

“I can’t,” I said. I wanted to hide.

Reading Test

Words in Context

Spring 2019 – PSAT 10

Question Difficulty: Medium

Reading: Question 3

Questions 1-9 are based on the following passage.

This passage is adapted from Dorothy West, “The Richer, The Poorer.” ©1995 by Dorothy West. Originally published in 1958. In the story, Bess returns from Europe following the death of her husband to stay at the home of her sister, Lottie.

3 As used in [line 33](#), “suffered” most nearly means

- A. endured.
- B. worsened.
- C. experienced.
- D. grieved.

She went to the door, and Bess stood before her. Stiffly she suffered Bess’s embrace, her heart racing harder, her eyes suddenly smarting from the onrush of cold air.

“Oh, Lottie, it’s good to see you,” Bess said, but saying nothing about Lottie’s splendid appearance. Upstairs Bess, putting down her shabby suitcase, said, “I’ll sleep like a rock tonight,” without a word of praise for her lovely room. At the lavish table, top-heavy

Reading Test

Words in Context

Spring 2019 – SAT® School Day

Question Difficulty: Medium

Reading: Question 3

Questions 1-10 are based on the following passage.

This passage is adapted from Cristina Henríquez, *The Book of Unknown Americans*. ©2014 by Cristina Henríquez.

3 When Celia tells the narrator not to let Quisqueya “put you off” (line 29), she most nearly means that the narrator should not

- A. be offended by Quisqueya.
- B. be deceived by Quisqueya.
- C. let Quisqueya avoid her.
- D. let Quisqueya impose on her.

which was hardly news—I had assumed as much when I met her. “It’s the most unnatural shade of red,” Celia said. “Rafael says it looks like she dumped a pot of tomato sauce on her head.” She chortled. “Quisqueya is a busybody, but it’s only because she’s so insecure. She doesn’t know how to connect with people. Don’t let her put you off.”

Instructional Strategies: Reading

Close Reading Strategies

Be a Close Reader Yourself

As you teach close reading, it's important that you know the text backwards and forwards. Every time you raise an issue or ask a question for discussion (e.g., "How do we know that Macbeth feels guilty?"), you'll know how to help your students find the textual evidence and where it's located in the text.

Teach "Stretch Texts"

As you choose texts to use with your students, think about your purpose behind each text. Look for stories or articles that raise authentic questions and could be interpreted differently depending on each student's background knowledge or prior reading. If you're working with a novel, focus on a section that lends itself to ambiguity and interpretation.

General Instructional Strategies

Instructional Strategies for Reading:

- Require students to practice reading and analyzing extended passages of text at varied levels of text complexity. The Reading Test passages span a range of difficulty from the early high school to early postsecondary (college-entry, credit-bearing) levels of reading.
- Use multiple reading passages to explore ideas in both fiction and nonfiction, giving students the opportunity to practice analysis and synthesis of texts.
- Include graphs, tables, and charts in reading assignments. The Reading Test includes two passages accompanied by one or two related informational graphics. Students will be asked to interpret graphics and make connections between graphics and passages. (They will not need to use mathematical computation to answer the questions.)


General Instructional Strategies

CollegeBoard

SAT[®] SUITE OF ASSESSMENTS

Teacher Implementation Guide

SAT PSAT/NMSQT[™] PSAT[™] 10 PSAT[™] 8/9



OPTIC	
O — Overview Write Overview notes about the informational graphic.	
P — Parts Zoom in on the Parts of the visual and describe important details.	
T — Title Record the Title .	
I — Interrelationships Identify Interrelationships among elements of the graphic.	
C — Conclusions Draw Conclusions about the graphic as a whole.	

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

General Instructional Strategies

Instructional Strategies for Reading (continued):

- Ask students to investigate the way authors use word choice, structure, and other techniques to create a desired effect in both fiction and nonfiction passages.
- Direct students to analyze history and social studies passages from the U.S. Founding Documents and texts in the great global conversation. Reading selections from such texts helps prepare students for the rigors of making meaning from challenging, often abstract texts on serious topics such as rights, duties, and freedoms.
- All of the information needed to answer the associated Reading Test questions is found in the passages themselves—the test does not assume that students will have read these passages previously. When useful, a historical note will be provided to contextualize the reading for students.

Skill Building Strategies

Skill Building Strategies for Reading:

- Assign a range of reading passages that includes some longer and more difficult selections, and provide students with needed scaffolding and support so that they can develop the needed independence in reading such pieces.
- Select a particularly meaningful or powerful word or phrase from a reading selection, and then substitute another word or phrase of similar meaning.
- Discuss how it is uncommon for two words or phrases to have exactly the same impact, nuance, or connotation even when they have similar dictionary definitions.
- When reading literature passages, primary sources, or current event publications, ask students to use the SOAPSTone method to analyze the text.

Skill Building Strategies

Skill Building Strategies for Reading (continued):

- Ask students to write questions that investigate understanding of a lesson or unit.
- Ask students to practice identifying meaningful and relevant information in order to create high-quality questions for their peers to answer.
- Require students to provide supporting evidence when answering peers' questions.
- Ask students to identify similarities and differences in multiple passages.
- Ask students to locate and present additional texts that support an author's conclusion and to defend their choices by citing textual evidence (e.g., quotations) from the additional texts. This allows students to practice both synthesizing and supporting their ideas with evidence.

Instructional Strategies: Writing and Language

General Instructional Strategies

Instructional Strategies for Writing & Language:

- Instruct students to provide quotations from passages, data from graphs, tables, or charts, or other relevant text as evidence to support conclusions in class discussions and on assignments.
- Teach students in all classes to practice writing and language analysis skills—effective language use, expression of ideas, and the proper use of Standard English Conventions—to develop their analyses of social studies, science, and career related passages.
- Practice revising and editing during class by asking students to refine their own work, as well as the work of their peers, to build analysis skills related to grammatical conventions, word choice, and sentence structure in extended contexts.
- Give students the opportunity to correct mistakes, both in carefully constructed errors you provide and in their own work. They will be asked to make corrections in word choice, conventions of usage and punctuation, organization, sentence structure, and analysis of graphical data on the SAT Suite of Assessments.

Skill Building Strategies

Skill Building Strategies for Writing & Language:

- Peer editing can be an important part of the writing process and a useful teaching and learning activity for both the writer and the editor.
- Provide students with a reading passage containing several sentences in need of correction. Ask students to improve the sentences, focusing their attention on the context of the errors, their effect on the sentence, and the meaning of the sentence within the passage.
- After students make corrections, ask them to explain their reasoning. Students are thus simultaneously practicing using language conventions and supporting their answers with evidence.

Skill Building Strategies

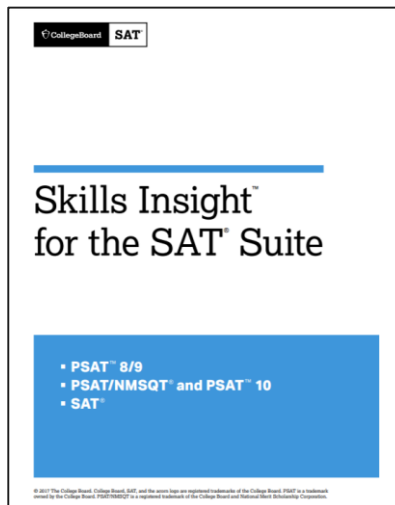
Skill Building Strategies for Writing & Language (continued):

- Encourage students to attend to errors in the application of Standard English Conventions. Use released student essay samples from the College Board to practice analyzing text for strength of proposition, support, focus, and effective language use.
- Ask students to review text messages and then correct grammatically incomplete sentences, problems with end-of-sentence punctuation and punctuation within sentences, and cases of nonstandard expression (when words and phrases are used in a way not typical of Standard Written English) according to Standard English Conventions. Discuss how these changes influence the tone and meaning of the messages.
- Familiarize students with the analysis of data, graphs, and charts in conjunction with text. Using the informational graphics in a textbook or periodical, provide students with inaccurate interpretations of data and ask them to correct the error(s).
- Have them explicitly describe the data they used to make each correction.

Instructional Strategy Supports

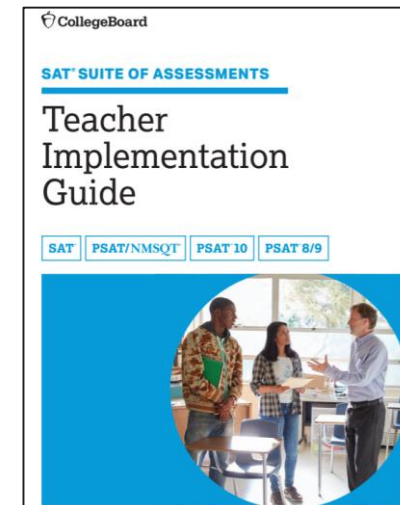
[Skills Insight](#)

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



[Teacher Implementation Guide](#)

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



Curriculum Worksheets

The curriculum review worksheets are designed to help teachers

- understand many of the skills and knowledge that are assessed on the SAT Suite of Assessments;
- 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 SAT Suite Tests: (Reading, Writing & Language, and Math).

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.

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 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 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>)

CollegeBoard SAT SAT® 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 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* state 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 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>)

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 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.

Thank you!