



SAT[®] Essay



Agenda

What we will cover in today's webinar:

- SAT® Essay Overview
- SAT® Essay Scoring
- Access to Essays in the K-12 Assessment Reporting Portal
- Skills Insight
- SAT® Essay Instructional Strategies & Lesson Plans
- Structure, Argumentation and Rhetorical Analysis
- Connection to AP
- Official SAT® Practice on Khan Academy: Essay Practice

The SAT[®] Essay Overview

Essay Analyzing a Source



The SAT[®] Essay:

- Mirrors college writing assignments
- Cultivates close reading, careful analysis, and clear writing
- Promotes the practice of reading a wide variety of arguments and analyzing an author's work

SAT[®] Essay Overview

Essay Prompt:

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

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

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

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

The SAT[®] Essay:

- Appears at the conclusion of the required SAT[®] tests (Reading, Writing and Language, and Math)
- Requires students to make purposeful, substantive use of textual evidence in a way that can be objectively evaluated
- Does not elicit students' subjective opinions
- Uses the same essay prompt in all administrations of the SAT[®]

Connection to the SAT[®] Essay

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

SAT® Essay Test Features

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

SAT ESSAY DOMAIN

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

SAT® Essay Content Specifications

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

What the SAT® Essay Measures

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

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

- Examining the author’s use of evidence, reasoning, and other stylistic and persuasive techniques
- Supporting and developing claims with well-chosen evidence from the passage

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

SAT® Essay Prompt

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

1

Prompt

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

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

2

[Sample Passage]

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

3

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

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

SAT® Essay Prompts

The SAT® Practice Essay #1

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

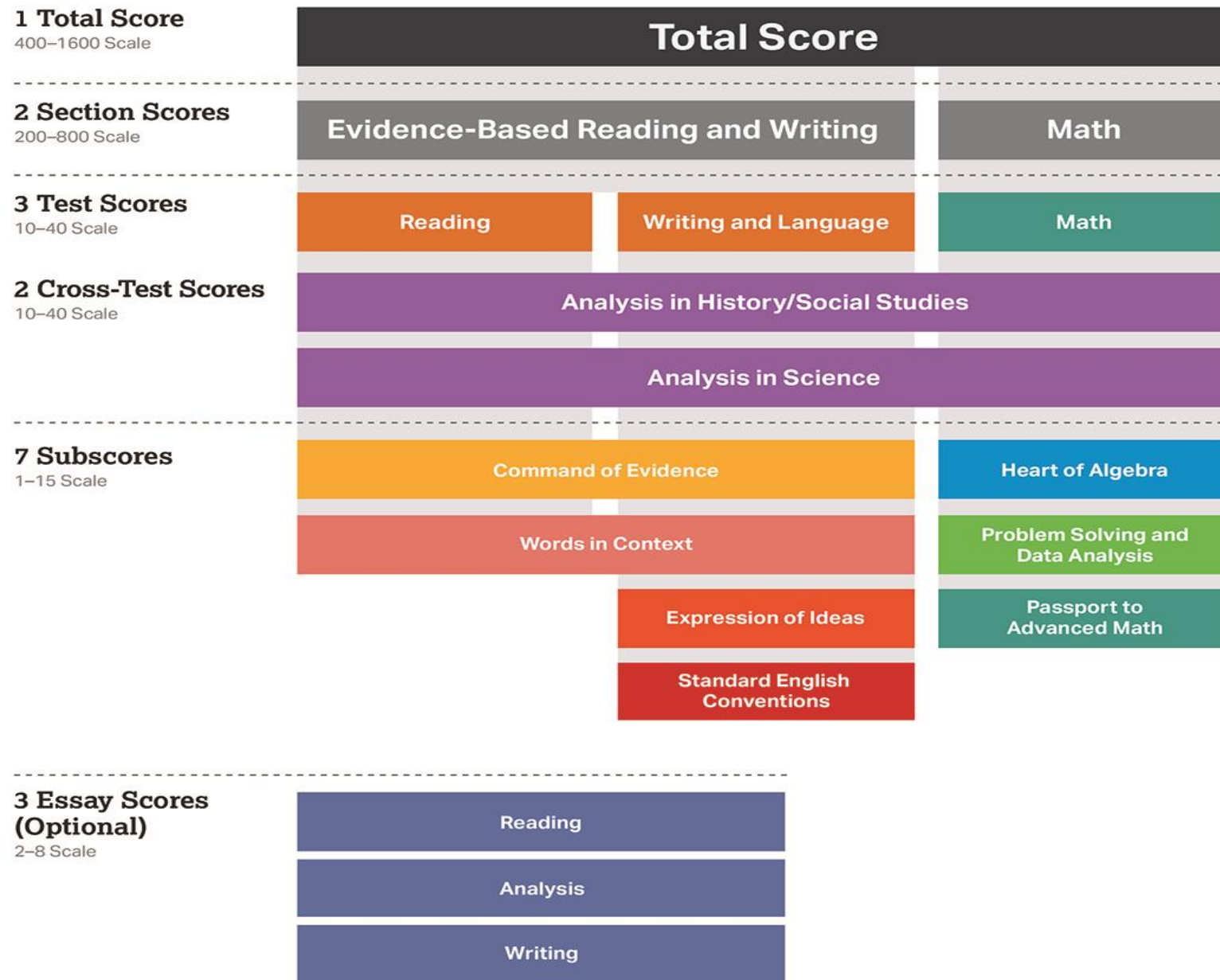
For information on scoring your essay, view
the SAT Essay scoring rubric at sat.org/essay.

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

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

The SAT[®] Essay Scoring

SAT[®] Scores and Subscores



SAT[®] Essay Scores

The SAT[®] Essay results in 3 scores:

- Reading score
- Analysis score
- Writing score

The range for each score is 2-8.

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

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

SAT® Essay Rubric: Reading

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

SAT® Essay Rubric: Analysis

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

SAT® Essay Rubric: Writing

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

The SAT[®] Essay Scores in the K-12 Assessment Reporting Portal

K-12 Assessment Reporting Portal

Reports Center – interactive reports showing student progress and performance

Summary access – overall, cohort, and administration data

Detailed access – summary data + individual student data

Available Reports:

- Demographic Report
- Growth Report
- **Instructional Planning Report**
- **Question Analysis Report**
- Roster Report
- Scores and Benchmarks Reports
- Summary Report

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"> • Use this report to track the growth of a group of students from test to test and to project their performance on a future test. *This report is a PDF delivered within 24 hours. • What You'll See <ul style="list-style-type: none"> ◦ Mean scores for every test taken ◦ Projected mean scores for a future test ◦ Benchmarks to help you put scores in perspective
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

K-12 Assessment Reporting Portal

What Report Are You Looking For?

Let us help you choose

Counsel Students

Share scores with students and parents.

Roster?

Scores and Benchmarks?

Improve Instruction

Figure out who needs help and improve curriculum.

Question Analysis?

Instructional Planning?

Scores and Benchmarks?

Track Progress

Monitor and report on your institution and plan for the future.

Summary?

Demographics?

Scores and Benchmarks?



K-12 Assessment Reporting Portal

SAT School Day March 2019 - April 2019, 11th grade - Scores & Benchmarks

EXPORT

Scores by Students		Benchmarks by Students		Essay Scores by Students
Group	Percent of SAT with Essay Test Takers	Mean Reading Score 2-8	Mean Analysis Score 2-8	Mean Writing Score 2-8
School	100% 541 of 542	4	3	4
District	100% 2,650 of 2,658	4	3	5
State	100% 138,642 of 139,036	4	3	5
Total Group	59% 567,949 of 960,731	4	3	5

CollegeBoardAssessment Reporting

K-12 Reporting Portal

Run ReportsSample School 1

✓ Institution:Sample School 1

✓ Report Type:Scores & Benchmarks | Change

✓ Assessment:SAT | Change

✓ Administration Date:SAT School Day Apr 10, 2018 | Change

✓ Grade:11th | Change

Run ReportCancel

Essay Scores by Students

SAT School Day Apr 10, 2018, 11th - Scores & Benchmarks					EXPORT
Scores by Students		Benchmarks by Students		Essay Scores by Students	
Group	Percent of SAT with Essay Test Takers	Mean Reading Score 2-8	Mean Analysis Score 2-8	Mean Writing Score 2-8	
School	100% 367 of 367	4	3	5	
District	100% 760 of 760	4	4	5	
			3	5	
			3	5	

Reading Score 2-8	Analysis Score 2-8	Writing Score 2-8
4	2	4
5	2	6
5	3	5
5	3	5
2	2	3
3	2	4

Student View

Student Score Reports

[Dashboard](#) [My Score Reports](#) [AP Potential](#) [Popular Tools](#) [End Demo](#) [? Help](#)

Score Report for SAT with Essay
November 5, 2016

Download Report

Report Details

Essay Details

Skills Insight

Score Sends

Essay - Reading

4 | 2 to 8

Essay - Analysis

4 | 2 to 8

Essay - Writing

4 | 2 to 8

[Essay Skills Insight](#)

Essay image, Page 1 of 4

BEGIN YOUR ESSAY HERE.

In Paul Bogard's essay "Let there be Dark" he emphasizes the importance of natural darkness. Bogard begins his argument by first providing a story from his personal experience, appealing to the reader by adding imagery. "I knew night skies in which meteors left smoky trails across sugary spreads of stars." In this sentence, Bogard depicts the beauty of natural darkness using detail. Bogard continues with comparing his personal perspective in the present. "Today,

Calibration Activity

SAMPLE STUDENT ESSAY (300–600 words)

The following essay is reprinted exactly as it was originally written (in response to the prompt above), including grammatical mistakes. An explanation of why the essay received the score it was given follows the essay. Find more sample student essays, the essay rubric, and score explanations in [Appendix C](#).

Bogard builds a very persuasive argument when he talks about all of the effects of light pollution. First, he starts out by telling a story from his youth and how he loved the darkness then goes on to say how things have changed. He uses different facts to support his claim that not having enough natural darkness is a very bad thing for not only the human population but also for animals and other species living on the planet. Finally, after listing consequences of the problem he starts to say what different nations are starting to do about it.

To support the theory that Bogard has on light pollution he lists some facts about it. He says things like different species of fish, reptiles, insects, mammals and birds need the darkness to survive. However, animals aren't the only things that depend on darkness, humans do also. As everyone knows sleep is a very important thing and, usually, darkness is a key part in sleep. This is important because, according to Bogard, sleep disorders have been linked to many diseases including depression and diabetes. Also, the darkness can offer some peace and quiet in today's busy world.

Also in this article the author gives some statistics on how our already bright world is just getting brighter. One of the facts that is stated is that the amount of light in the sky at night is increasing, on average, 6% per year. Alongside those facts he tells us some things that we wouldn't have if it wasn't for very dark nights like Van Gogh's "Starry Night". If the world had been lit as much at night as it is now that painting would not exist and generations of people would miss out on seeing it.

Although much of this article is stating facts about the problem, Bogard does give some good news about what certain nations are starting to do to help it. For example, he says that many cities in North America and Europe are changing to LED streetlights to try and cut down on wasted energy. Some communities are turning off lights after midnight. And even one of the busiest cities in the world, Paris, is requiring shops to turn off lights after two a.m.

All of the things that Bogard mentions in his article make it very persuasive. He did a very good job on building an argument to show why light pollution is such a bad thing. He did this by explaining how things used to be, telling how it affects all of the different species living on the planet. How things changed and how they could be different. And finally, he tells us what other people are doing about the problem. Which, all put together make a very persuasive article and help build an argument that makes readers want to go and help the issue.

Recommendations to understand the scoring of the SAT® Essay:

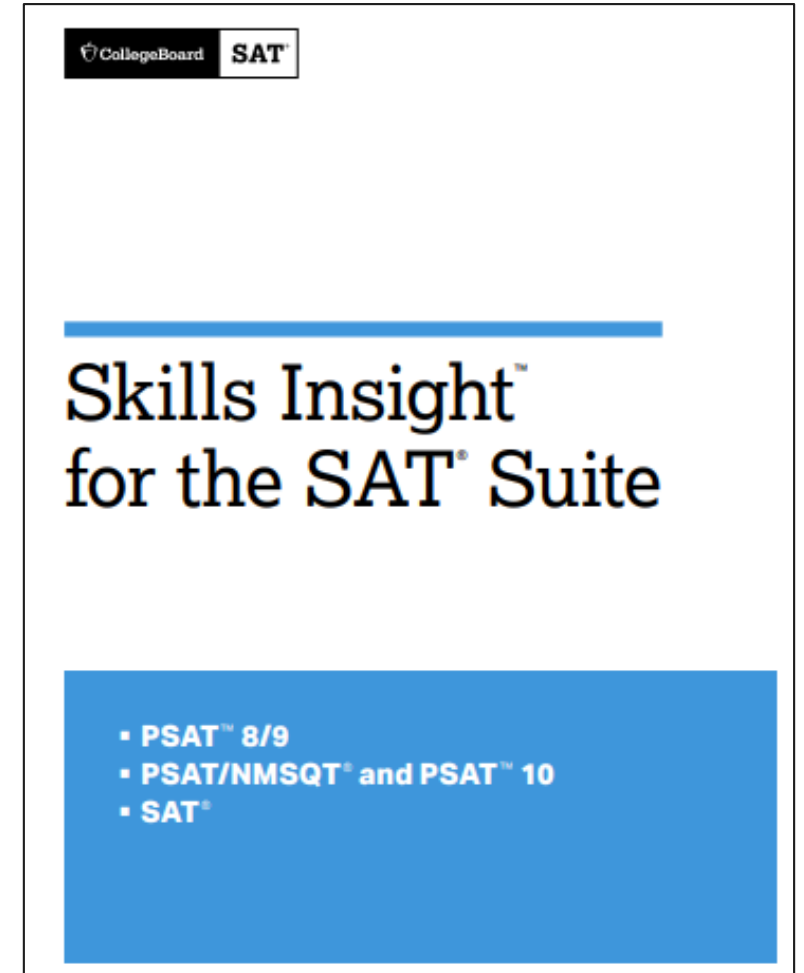
- Print out sample essays and scores and have teachers score the essays to see if they scored them the same way the SAT® Essay readers scored them.
- Encourage science and social studies teachers to participate in a calibration session with English teachers.

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

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

SAT[®] Essay: Skills Insight

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



SAT[®] Essay Score Range: Reading, Analysis, & Writing

Essay Score Range 2–3

Academic Skills

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

Suggestions for Improvement

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

SAT® Essay Score Range: Reading, Analysis, & Writing

Essay Score Range 4–5

Academic Skills

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

Suggestions for Improvement

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

SAT® Essay Score Range: Reading, Analysis, & Writing

Essay Score Range 6–7

Academic Skills

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

Suggestions for Improvement

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

SAT® Essay Score Range: Reading, Analysis, & Writing

Essay Score 8

Academic Skills

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

Suggestions for Improvement

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

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

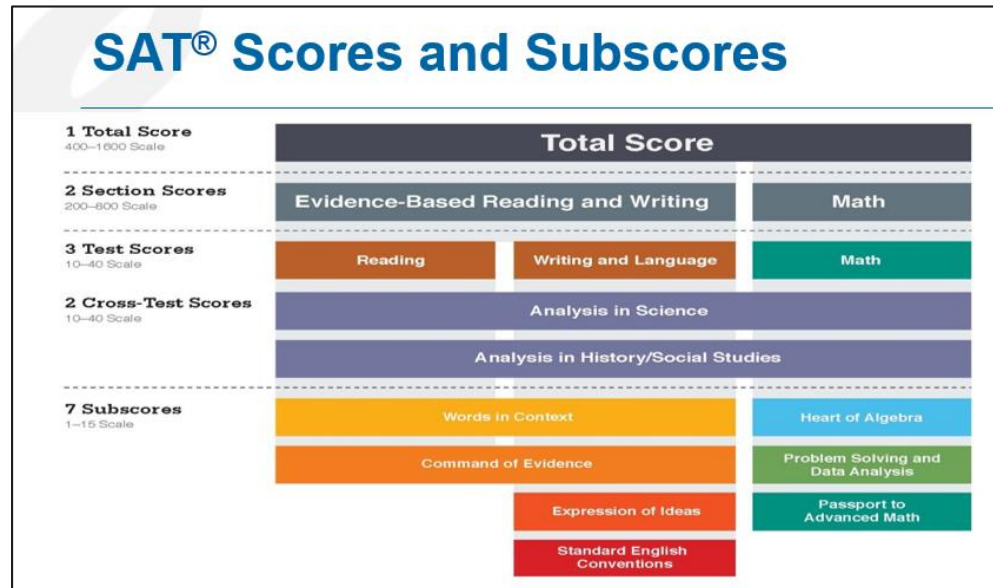
Reviewing score band 30-34, which would show a student to be college and career ready, shows that a student should typically be able to do the following:

- 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.

Words in Context

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

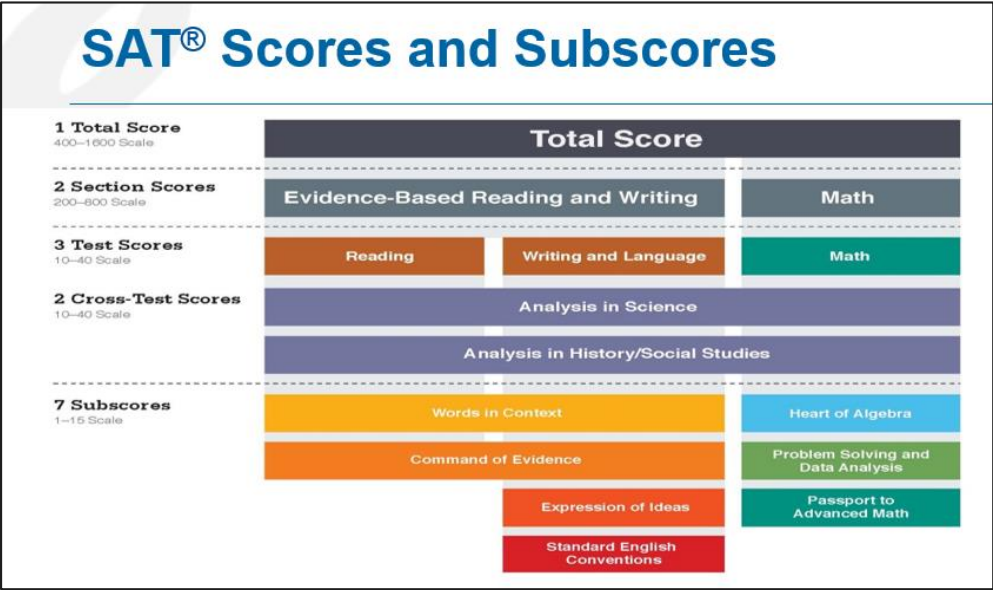
- Determine the meaning of a relatively uncommon, high-utility academic word or phrase in context.
- Determine the meaning of a moderately challenging figurative expression.
- Determine the main purpose or effect of an author's word choice in a complex passage or in a simpler passage when the purpose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



Command of Evidence

The **Command of Evidence** subscore on the SAT[®] is based on questions from both the Reading and Writing and Language Test.

- The questions are designed to see whether students understand how authors present and develop their ideas, claims, and points.
- Students will have to determine the best evidence, understand how an argument uses evidence, and improve a passage’s structure, support, and focus.
- All of these skills will also be assessed on the SAT[®] Essay as the task centers on how an author builds an argument to persuade an audience.

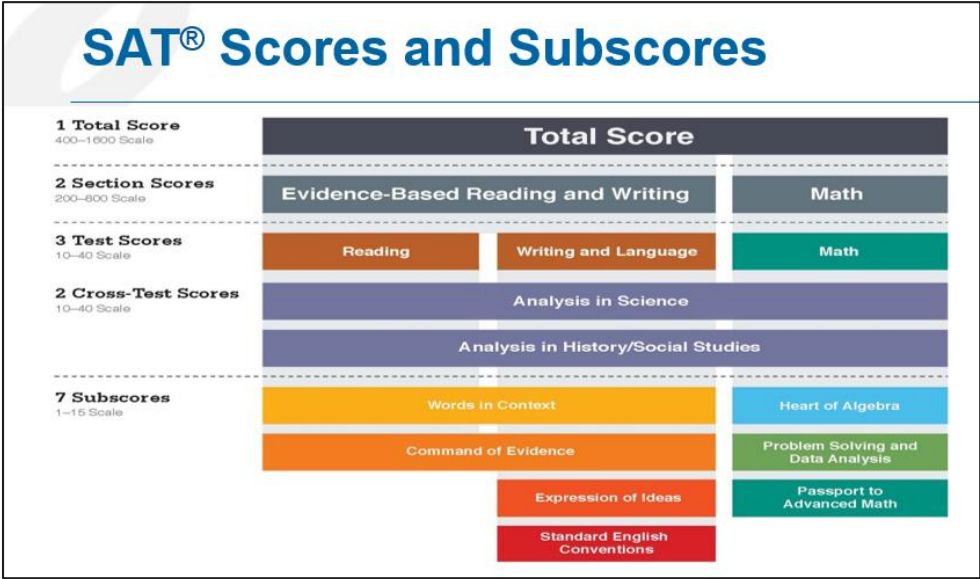


Expression of Ideas & Standard English Conventions

The Writing and Language Test measures students' ability to revise and edit texts about different subjects and at different levels of text complexity.

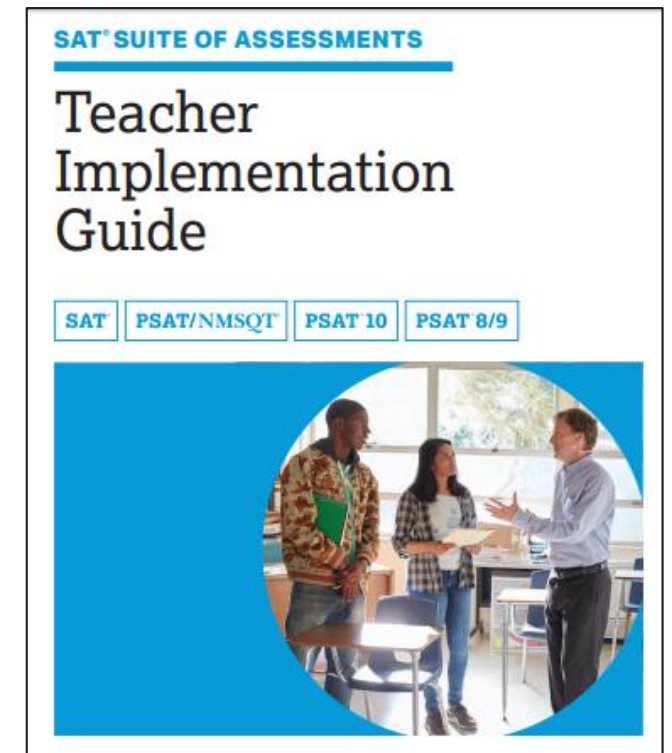
Expression of Ideas: Focuses on improving the development, organization, and language of a passage.

Standard English Conventions: Focuses on editing multi-paragraph passages to correct problems with sentence structure, usage, and punctuation.

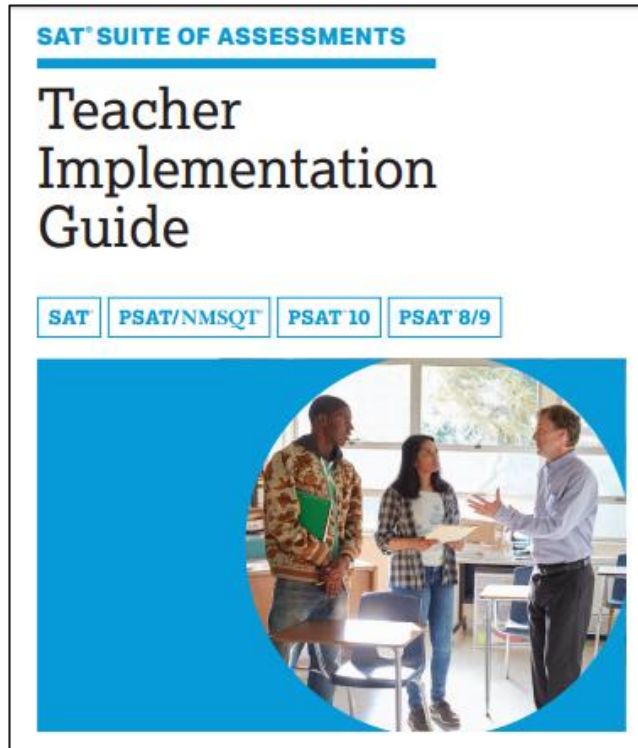


SAT[®] Essay: Instructional Strategies

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



SAT® Essay Tips



Elements

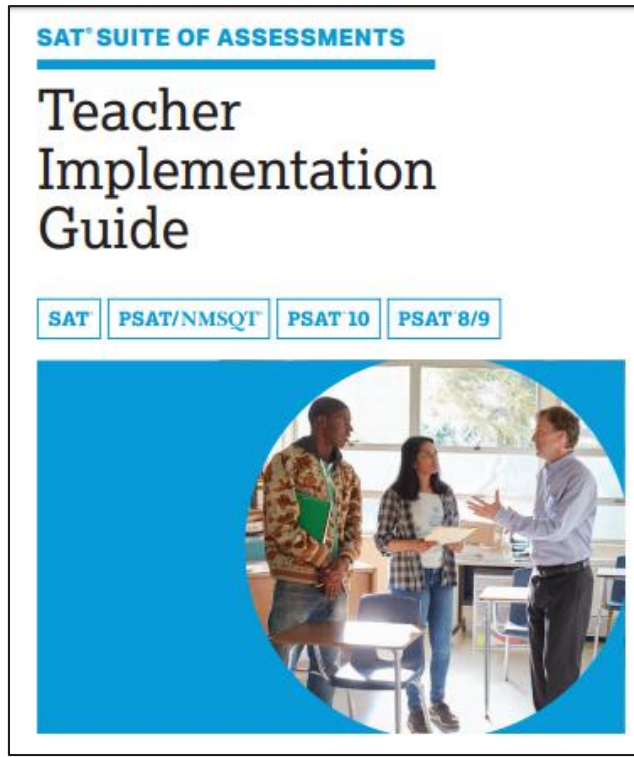
The SAT® asks how the author uses evidence, reasoning, and stylistic/persuasive elements to construct an argument.

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

Examples of elements:

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

SAT® Essay Instructional Strategies



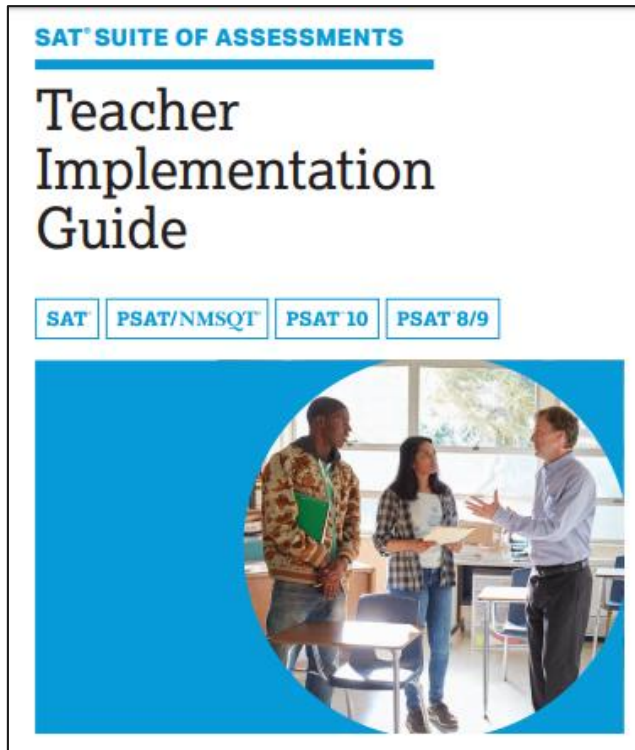
Instructional Strategies for the SAT® Essay:

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

Ensure students do the following:

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

SAT[®] Essay Instructional Strategies



Instructional Strategies for the SAT[®] Essay:

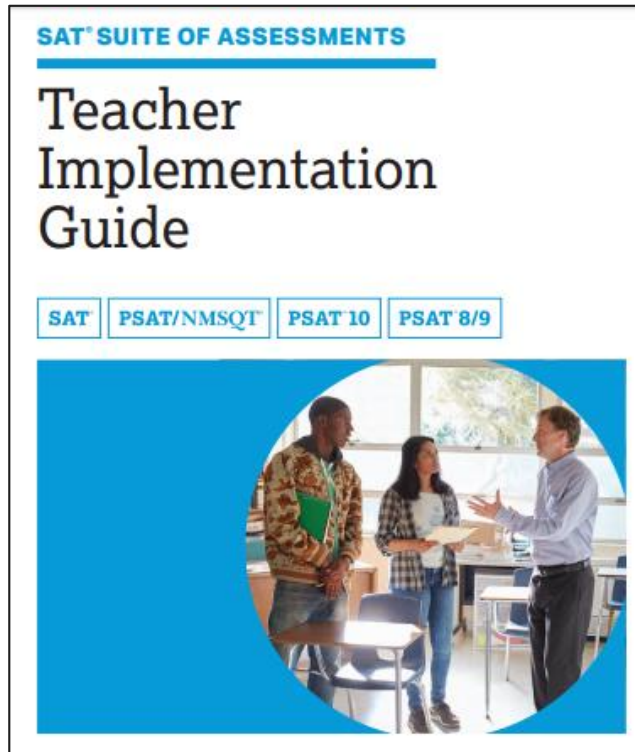
- Give students the opportunity to compare a rubric to their work and to the writing of their peers, evaluating areas in which they met the standards of the rubric and areas in which they need improvement.
- Use anchor papers to extend understanding of the SAT[®] Essay prompt.
- Guide students to notice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

Structure

Argumentation

Rhetorical Analysis

Understanding Structure

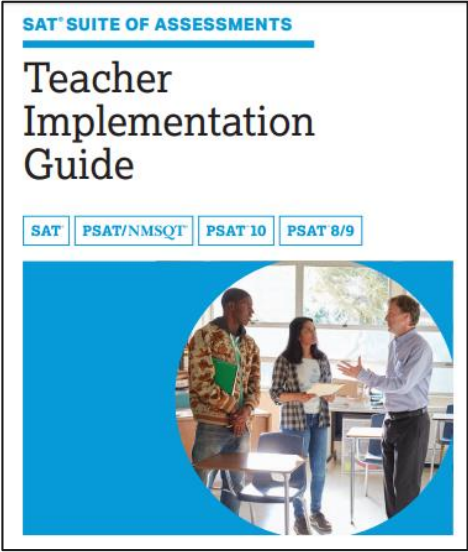


Help students understand the structure of text by providing some common categories or examples of words to look for:

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

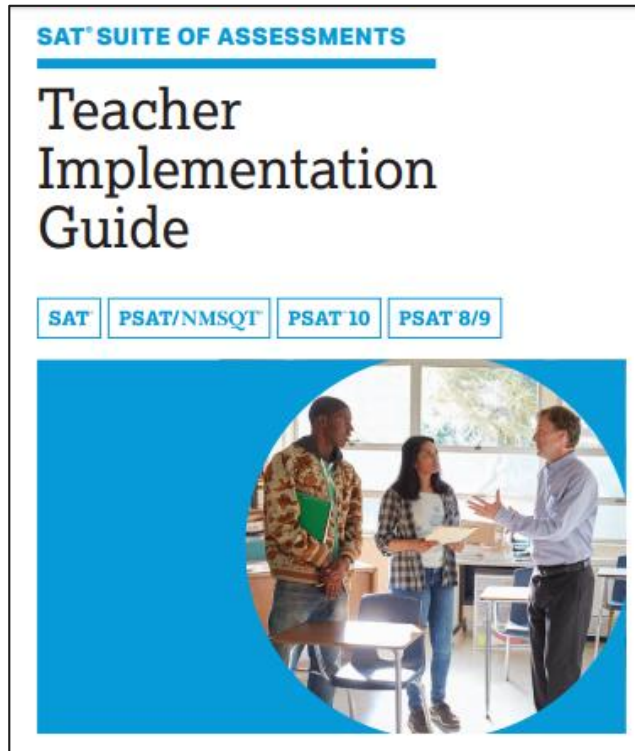
Argumentation

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



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

Rhetorical Analysis



Title of Selection

Introduction

Issue and Image
Background Information
Definition of Terms
Claim

Reasons and Evidence

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

Emotional Appeals

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

Opposing Viewpoints

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

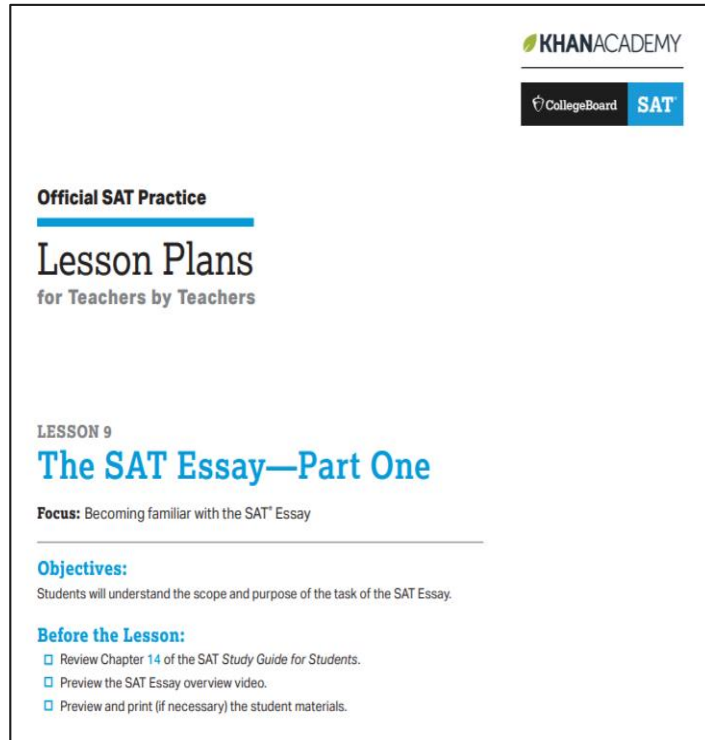
Conclusion

Restatement of Claim
Revisit Image
Urge Reader to Take Action

SAT[®] Essay Lesson Plans

Official SAT[®] Practice Lesson Plans

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



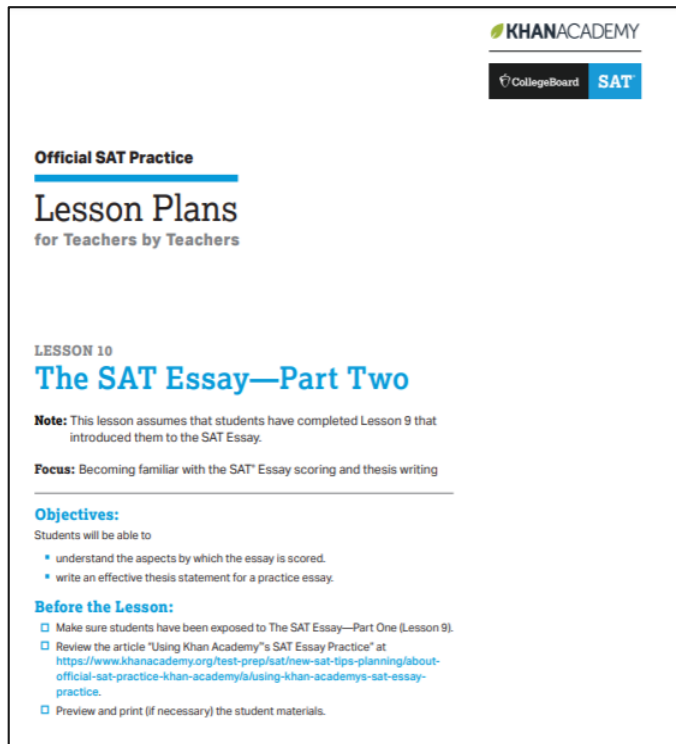
Lesson Plan #9: Part 1

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

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

Official SAT[®] Practice Lesson Plans

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



Lesson Plan #10: Part 2

Focus: Becoming familiar with the SAT[®] Essay scoring and thesis writing.

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

Lesson Plan #19: Part 3

Focus: Taking a deeper look at the SAT[®] Essay.

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

Lesson Plan #20: Part 4

Focus: Writing an SAT[®] Essay response and getting peer feedback.

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

Making Connections Between AP and the SAT[®] Essay

Content Dimension Overlap

Reading: Use of textual evidence

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

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

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

SAT

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

AP


- Formulation of a claim and arguing a position
- Selection and integration of appropriate and sufficient evidence with explanations
- Synthesizing at least 3 sources

Official SAT[®] Essay Practice on Khan Academy

Essay Feedback

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Dashboard

Practice

Tips and Strategies

Full Tests

Review

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MATH


READING & WRITING

ESSAY


Practice for the optional essay

As you write these essays, our system will give you dynamic feedback on how to revise and improve your essay. These practices are untimed and focused on building your writing skills.


Available

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


Practice

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

Practice




 Eliana Dockterman, "The Digital Parent Trap"


Practice

Essay practice powered by  revision assistant™

Reading


Signals

Analysis	Writing	Reading
		

**Reading**×

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

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

**Reading**

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

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

Analysis

Signals

Analysis

Writing

Reading




Analysis

×

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

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



Analysis

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

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


Writing

Signals

Analysis

Writing

Reading




Writing

×

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

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



Writing

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

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

Khan Academy

Essay Sample

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

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

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

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

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

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

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



Writing



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

Helpful? ☐ Yes ☐ No

☐ I took care of this.

Khan Academy Essay Sample

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



Reading



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

Helpful? ☐ Yes ☐ No

☐ I took care of this.

Next Steps

- Share the instructional strategies with your colleagues.
- Review the sample essays that are available on Official SAT® Practice on Khan Academy.
- Review the ‘Skills Insight’ document to understand the areas of improvement for each score.
- Encourage students to review their Essay from SAT® School Day.

Instructional Strategy Supports

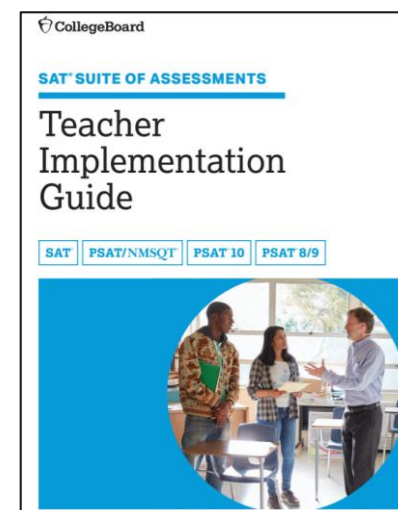
[Skills Insight](#)

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



[Teacher Implementation Guide](#)

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



Thank you!