SAT® Essay Best Practices



Agenda

What we will cover in today's webinar

- Essay Overview
- Essay Scoring
- Skills Insight
- Essay Strategies
- Khan Essay Practice

The SAT® Essay Overview

Essay Analyzing a Source



- The Essay:
 - Closely 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

SAT[®] Essay Overview:

- Offered at the conclusion of the required SAT® tests (Reading, Writing & Language, and Math)
- Requires students to make purposeful, substantive use of textual evidence in a way that can be objectively evaluated
 - Not designed to elicit student's subjective opinions
- Connects reading and writing in a manner that both embodies and reinforces the interdependency of these ELA/literacy skills
- Uses the same essay prompt in all administrations of the SAT[®].
 - The passage for analysis will differ from administration to administration

SAT® Essay Test Features

- Common prompt: publicly available
 - Represents sound instructional model
- Sources are arguments written for a broad audience.
- Emphasis on analysis of the argument (not opinion)
- Expanded time for students to read, plan, write (50 minutes)
- Analytic scoring

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

The SAT® Essay shows how well students understand the passage and use it as the basis for a well-written, thought-out discussion.

- 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



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 here]

(In this example, 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 listed in the box above (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.

The SAT® Essay Scoring

SAT® Essay Scores

The SAT® Essay receives three scores:

- Reading score
- Analysis score
- Writing score

The range for each score is 2-8.

- Each essay will be read by two readers who will score on a scale of 1-4.
- Two readers' scores will be added together for scores of 2-8.

SAT® Essay Rubric

Reading

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

SAT® Essay Rubric

Analysis

Score: 4	Score: 3	Score: 2	Score: 1
The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.	The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.	The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.	Offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.
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.	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. The response contains	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	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. Or numerous aspects of the response's analysis are
The response contains relevant, sufficient and strategically chosen support	relevant and sufficient support for claim(s) or point(s) made.	Or one or more aspects of the	unwarranted based on the text.
for claim(s) or point(s) made.	The response focuses primarily on those features of	response's analysis are unwarranted based on the	Contains little or no support for claim(s) or point(s) made,
The response focuses consistently on those features	the text that are most relevant to addressing the task.	text.	or support is largely irrelevant. May not focus on features of
of the text that are most relevant to addressing the task.		The response contains little or no support for claim(s) or point(s) made.	the text that are relevant to addressing the task.
		The response may lack a clear	Or the response offers no discernible analysis (e.g., is
		focus on those features of the text that are most relevant to addressing the task.	largely or exclusively summary).

SAT® Essay Rubric

Writing

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

SAT® Essay Skills Insight



Skills Insight for the SAT Suite

- PSAT™ 8/9
- PSAT/NMSQT® and PSAT™ 10
- SAT

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.

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.

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.

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.

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' SUITE OF ASSESSMENTS

Teacher Implementation Guide

SAT PSAT/NMSQT PSAT 10 PSAT 8/9



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 audience.
 - Support 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

- Diction

- Imagery

- Parallel structure

- Sentence structure

- Tone, syntax, register

- Anecdote

- Relevant data

- Symbolism

- Metaphors

- Similes

- Analogies

- Personification

- Hyperbole

- Understatements

- Euphemisms

SAT® Essay Instructional Strategies

- 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.
- Have them work collaboratively in a writing group to add counterclaims, rhetorical devices, and appeals to logic to strengthen their arguments.
- Be sure they:
 - Incorporate logical reasoning to strengthen their arguments.
 - Make use of at least one rhetorical device and at least one counterclaim.

After drafting, students can exchange their texts with a different writing group. They can mark the texts they receive to identify the use of logic and rhetorical devices, providing feedback by celebrating successes and by suggesting ideas for improvement.

SAT® Essay Instructional Strategies

- 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. Help students notice components and
 characteristics common to all, in addition to analyzing and
 identifying areas for improvement.

Understanding Structure

- The SAT® passage will have plenty of details students can use to support their claim, yet finding the important details that most clearly point out the author's argument and how it is crafted are essential.
- Help students understand structure of text by providing some common categories or examples of words to look for:
 - List- students should look for words such as: 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

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
Catch interest Present the issue or topic (use concrete image or anecdote) Provide any relevant background information Define any pertinent terms State claim or thesis statement	The concession briefly recognizes the argument. Then it is followed by the refutation, whereby 'but' is commonly used.	The confirmation is the most important and the longest section of the argument for it provides the reasons and evidence of a writer's claim. The confirmation section is the body of the essay that shows the logical development of the argument.	Restate the claim Provide new appeal to needs or values Enrich with additional commentary Voice a final plea for readers to take action or to change thinking Refrain from repeating any new information

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

Making Connections Between AP and the SAT® Essay

AP Strategies

Reading Strategy

S – sender-receiver relationship

M – message

E – emotional strategies

L – logical strategies

L – language

The acronym SMELL helps students remember five questions.

- What is the sender-receiver relationship? Who are the images and language meant to attract? Describe the speaker of the text.
- What is the message? Summarize the statements made in the text.
- What is the desired effect and how are emotional strategies used by the author?
- What logic is operating? How does it (or its absence) affect the message?
- What does the language of the text describe? How does it affect the meaning and effectiveness of the writing?

AP Strategies

Reading Strategies

Advise students to address each of the following when reading the prompt and writing the essay:

- **T**-tone
- **W** word choice
- I- Imagery and detail
- **S** style
- **T** theme

AP Strategy

Writing Strategy

Teach students how to incorporate citations into their writing.

Try an easy acronym.

Show a variety of examples in writing, and have students attempt multiple examples when citing.

- I- Introduce the citation.
- **D** Directly quote or paraphrase.
- E- Elaborate or explain meaning/purpose.
- **A** Analyze how citation supports claim/thesis.

The SAT®
Essay scores
in the K-12
Reporting
Portal

Which Reports Will Help You the Most?

Student Intervention

Scores by Institution

Roster Reports

Student Reports

Curriculum and Instruction Review

Scores by Institution

Essay Scores by Institution

Instructional Planning

Question Analysis

School Improvement

Scores by Demographics

Essay Scores by Demographics

Benchmarks by Demographics

K-12 Assessment Reporting Portal

- Access a wide array of standard reports.
- Configure interactive, actionable reports that inform instruction

My College Board Professional Account

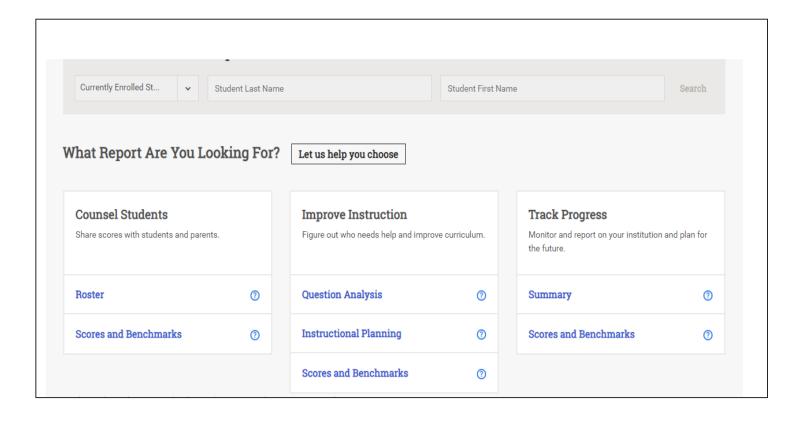
My Tools And Services

Tool or Service	My Role	Expires* ?	Manage Access
AP Potential™ ▶	AP Potential Region	31-Dec-2018	edit
AP® Online Reports ▶	OSR Regional Staff	24-Jun-2018	edit
AP® Teacher Community ▶	N/A	N/A	
K-12 Assessment Reporting ▶	multiple roles	multiple dates	edit
Test Ordering ▶	multiple roles	multiple dates	edit
College Board Institutional Ordering ▶	N/A	N/A	
Managing Access to support K-12 Assessment Reporting ▶	multiple roles	multiple dates	edit
Test Administration Training for the SAT Suite of Assessments ▶	N/A	N/A	

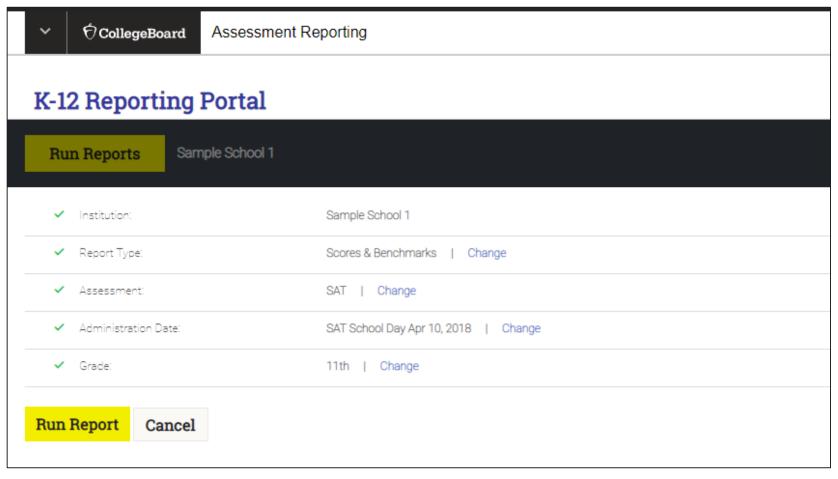


K-12 Assessment Reporting Home Screen

Click Scores and Benchmarks



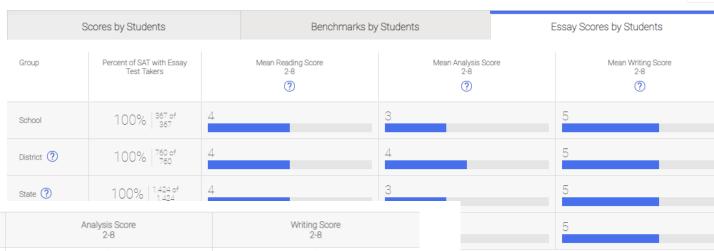
K-12 Assessment Reporting





Essay Scores by Students

SAT School Day Apr 10, 2018, 11th - Scores & Benchmarks

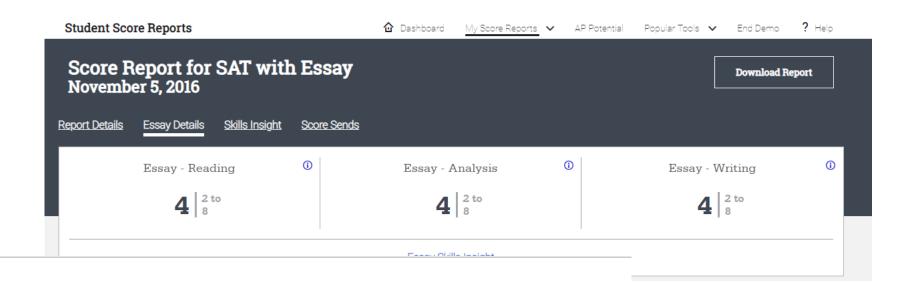


Student	Reading Score 2-8	Analysis Score 2-8	Writing Score 2-8	
\$	÷	÷	÷	
Adams, Daniel E. 82977	4	2	4	
Adams, Michael P. 38218	5	2	6	
Adams, Steven A 304888	5	3	5	
Allen, Barbara 38638	5	3	5	
Allen, Christopher K. 330535	2	2	3	
Allen, James M. 628886	3	2	4	



EXPORT

Click on a student to student view



Essay image, Page 1 of 4

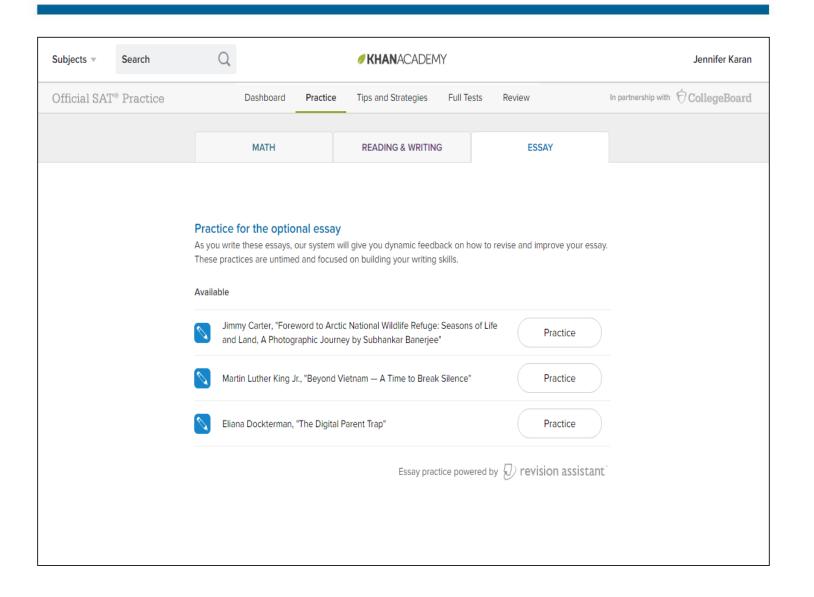
BEGIN YOUR ESSAY HERE.

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 know night skies in which meteors left smoky traik across sugary spreads of stors." In this sentence, Bogard depicts the beauty of natural darkness using detail. Bogard continues with comparing his porsonal perspective in the present. "Today,

Official SAT® Essay Practice on Khan Academy

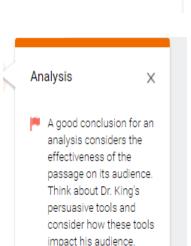
Essay Feedback

Virtual. Reliable. Instant.

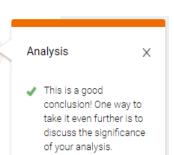


Analysis

Signals



Helpful? Yes No



Writing Space







Back to Prewriting

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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?

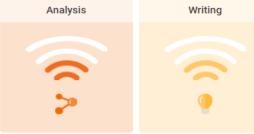
Demonstrate a sophisticated understanding of the task by analyzing the evidence skillfully. Explain not only which persuasive strategies the author employs, but why they were chosen. What effects do they have on the reader, and how do they support the author's purpose, ideas, or overall argument?



Reading

Signals

Writing Space Back to Prewriting







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?



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Writing

Signals

Writing

Using the right kinds of transition phrases in your conclusion can help

you sum things up. Think about using "Considering the evidence I've offered...," or "Ultimately this analysis shows us

that..." to help end your

essay.

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Writing Space











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.



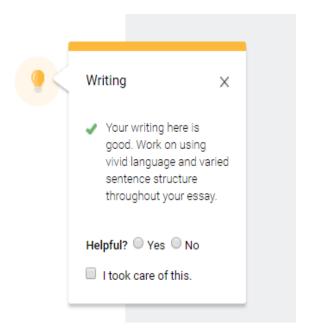
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Khan Essay Sample

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

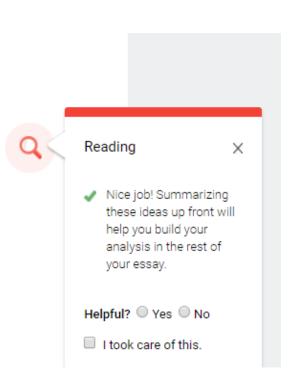
paragraph prior to saying it for the second time. After describing his experience in the ghettos over the last three years, he comes to the conclusion that before he can truly help the wars that are taking place at home, he must "raise his voice" against something much larger. He calls the American government "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 believes it is "incandescently clear" that the effects of war should not be ignored. His word



Khan 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



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

Thank You!

 Questions or comments about this presentation or to request College Board support for your school or district, please email:

ILSAT@collegeboard.org