

## Introduction

This set of curriculum review worksheets is designed to help you

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

The Curriculum Review Worksheets contain sets 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

To use these worksheets, please review the following resources:

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

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

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

### Text Complexity

Text complexity definitions are provided in the set of tables below for two main reasons. The first is that the skill/knowledge tables below make reference to passages (and passage pairs) of varying complexity levels. The second is that text complexity as a topic is worth careful consideration in its own right, as

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evidence indicates that students' developed ability to comprehend complex text is strongly associated with college and career readiness and success. Students taking the SAT see a consistent range of moderately challenging, complex, and highly complex texts, with the main focus on texts at the "complex" level.

## Subscores

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

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 (*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.*)

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

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.

## Procedure

The following is a step-by-step guide for using this set of worksheets.

1. **Understand how your students are performing on the SAT Suite.**
  - a. Review your school and district mean performance on the Reading Test and associated subscores (Command of Evidence and Words in Context). Record this performance data in the appropriate spaces in the "How Are Students Performing?" table, below.
  - b. Considering the performance data and the subscore definitions above, identify areas of potential improvement in the space below the table.
2. **Familiarize yourself with the Reading Test.**
  - a. Review Reading Test directions, passages, informational graphics, questions, and answer explanations from the released SAT practice test to better understand how skills and knowledge are assessed.
  - b. Use the subscore information in this document to better understand how Command of Evidence and Words in Context are measured on the test.

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3. **Analyze your curriculum.** Using this set of curriculum review worksheets and your curriculum maps, identify for each skill/knowledge in the tables below (e.g., Information and Ideas / Citing Textual Evidence)
- whether the skill/knowledge is **explicitly** taught in your curriculum;
  - (if “yes”) in which course(s)/grade level(s) the skill/knowledge is explicitly taught;
  - in which course(s)/grade level(s) students must demonstrate proficiency in this skill/knowledge; and
  - which of the (generally) five levels of performance described (e.g., at the 20–24 score range on the Reading Tests) best represents the **highest** level at which your students generally demonstrate understanding of the skill/knowledge (You may instead indicate that your students’ attainment is “below” the lowest level represented or “above” the highest level represented.)
4. **Develop an action plan.**
- Based on the data gathered above, identify three to five skills/knowledge to devote consistent attention to.
  - Use the Skills Insight Suggestions for Improvement as well as other resources to design instructional strategies to foster improvement.
  - Set a time line for implementation of the strategies.
  - List the resources needed for implementation.
  - Identify means of assessing, formally or informally, whether teaching and learning have improved in these areas.

*Explicit is stressed here because instruction often touches on skills/knowledge without directly addressing them, making student acquisition less certain.*

Use the Notes space to track questions, plans for addressing issues, and next steps.

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## How Are Students Performing?

In the spaces below record the **mean scores** at the school and district level for the Reading Test and for the associated subscores. (Definitions of the subscores can be found in the introductory materials for this set of curriculum review worksheets, and the skill/knowledge tables below show how individual skills/knowledge map onto the subscores. Note that not all skills and knowledge assessed on the Reading Test align to one of the subscores.) In the space below the table, identify opportunities for improvement.

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

Opportunities for improvement:

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**SAT Reading Test: Text Complexity**  
 This feature focuses on the level of textual challenge that students can handle independently (i.e., with little or no scaffolding and support).

<b>Text Complexity</b>		
Text complexity level	Description	Which of the below best describes the <b>highest</b> level of text complexity that your students can read <b>independently</b> ?
<b>Moderately Challenging</b>	<p>A passage (or passage pair) that likely poses <b>some challenge</b> for college- and career-ready students; typically associated with grades 9–10 texts</p> <p>Such texts commonly feature some or many of the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Relatively subtle central ideas or themes, either explicitly stated or relatively easy to infer</li> <li>• Moderately challenging information, ideas, and relationships, either explicitly stated or relatively easy to infer</li> <li>• Experiences and ideas sometimes unfamiliar to high school audiences</li> <li>• Abstract or theoretical concepts possible</li> <li>• Moderate information density; information conveyed at a fairly rapid pace</li> <li>• Relatively straightforward text structure</li> <li>• Moderately challenging syntax, including some complex sentences</li> <li>• Somewhat elevated diction that is somewhat distinct from everyday language</li> <li>• Moderate vocabulary demands</li> <li>• Moderate to moderately high demands on students’ knowledge of the world, culture, and/or subject matter</li> </ul>	
<b>Complex</b>	<p>A passage (or passage pair) that likely poses a <b>challenge</b> for college- and career-ready students; typically associated with grades 11–12 texts</p> <p>Such texts commonly feature some or many of the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Relatively subtle or complex central ideas or themes, either explicitly stated or relatively challenging to infer</li> <li>• Challenging information, ideas, and relationships, often implicit and relatively challenging to infer</li> <li>• Experiences or ideas often unfamiliar to high school audiences</li> <li>• Abstract or theoretical concepts likely</li> </ul>	

	<ul style="list-style-type: none"> <li>• Moderately high to high information density; information conveyed at a fairly rapid to rapid pace</li> <li>• Relatively intricate or complex text structure</li> <li>• Challenging syntax, including many complex sentences</li> <li>• Elevated diction that is distinct from everyday language</li> <li>• Moderately high vocabulary demands</li> <li>• Moderately high to high knowledge on students’ knowledge of the world, culture, and/or subject matter</li> <li>• May be some important connections to other texts (e.g., allusions, references to prior studies)</li> </ul>	
Highly Complex	<p>A passage (or passage pair) that poses <b>significant challenge</b> for college- and career-ready students; typically associated with texts found in college-entry, credit-bearing courses</p> <p>Such texts commonly feature some or many of the following:</p> <ul style="list-style-type: none"> <li>• Multiple subtle or complex purposes (informational text); multiple levels of meaning (literary text), an understanding of which is necessary to full comprehension</li> <li>• Subtle or complex central ideas or themes, either explicitly stated or challenging to infer</li> <li>• Highly challenging information, ideas, and relationships, frequently implicit and challenging to infer</li> <li>• Experiences or ideas frequently unfamiliar to high school audiences</li> <li>• Abstract or theoretical concepts highly likely</li> <li>• High to very high information density; information conveyed at a rapid to very rapid pace</li> <li>• Intricate or complex text structure</li> <li>• Highly challenging syntax, consisting mostly of complex sentences</li> <li>• Elevated diction that is sharply distinct from everyday language</li> <li>• High vocabulary demands</li> <li>• High to very high demands on students’ knowledge of the world, culture, and/or subject matter</li> <li>• Likely to be some critical connections to other texts (e.g., allusions, references to prior studies)</li> </ul>	
Notes		

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SAT Reading Test Academic Skills and Knowledge: Information and Ideas  
 This area focuses on the informational content of texts.

<b>Information and Ideas / Reading Closely:</b> The student will identify information and ideas explicitly stated in text and draw reasonable inferences and logical conclusions from text.				
Is this skill/knowledge <b>explicitly</b> 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?	
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		
35–40		Read a highly complex passage closely to identify explicitly stated information or ideas or to draw a reasonable inference		
Notes				

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<b>Information and Ideas: Citing Textual Evidence:</b> The student will cite the textual evidence that best supports a given claim or point.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Subscore - 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?	
15–19	COE	Determine the best textual evidence for a simple inference		
20–24	COE	Determine the best textual evidence for an inference when both evidence and inference are relatively obvious and direct (e.g., a clearly stated fact as evidence for a simple inference)		
25–29	COE	Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis		
30–34	COE	Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis and the inference requires close reading		
35–40	COE	Determine the best textual evidence for an inference when the evidence is subtle, abstract, or figurative and the inference requires multiple steps		
Notes				

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<b>Information and Ideas: Determining Central ideas and Themes:</b> The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Subscore - 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?	
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		
35–40		Determine the central idea or theme of a highly complex passage		
Notes				

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<b>Information and Ideas / Summarizing:</b> The student will identify a reasonable summary of a text or of key information and ideas in text.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Subscore, 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?	
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		<i>Students scoring in this range on the SAT Suite Reading Tests aren’t able to demonstrate consistent attainment of this skill/knowledge.</i>		
25–29		<i>Students scoring in this range on the SAT Suite Reading Tests aren’t able to demonstrate consistent attainment of this skill/knowledge.</i>		
30–34		Recognize an accurate summary		
35–40		<i>Students scoring in this range on the SAT Reading Tests consistently demonstrate attainment of this skill/knowledge in challenging contexts.</i>		
Notes				

## SAT Reading Test Curriculum Review Worksheets

<b>Information and Ideas: Understanding Relationships:</b> 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 <b>explicitly</b> taught in your curriculum?		Yes	No
Score range	Subscore, 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?
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)	
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<b>Information and Ideas: Interpreting Words and Phrases in Context:</b> The student will determine the meaning of words and phrases in context.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Subscore, 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?	
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		
Notes				

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

<b>Rhetoric / Analyzing Word Choice:</b> 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 <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Subscore, 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?	
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)		
Notes				

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<b>Rhetoric / Analyzing Text Structure / Analyzing Part-Whole Relationships:</b> The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.			
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?		Yes	No
Score range	Subscore if any	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
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	<i>Students scoring in this range on the SAT Suite Reading Tests aren’t able to demonstrate consistent attainment of this skill/knowledge.</i>		
25–29		Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole when the purpose is straightforward (e.g., providing an example or factual support)	
30–34		Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole	
35–40		Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole when the purpose is subtle or complex (e.g., an author using rhetorical questions to indicate self-evident truths)	
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<b>Rhetoric / Analyzing Point of View:</b> 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.			
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?		Yes	No
Score range	Subscore - 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?	
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		Identify the narrator's point of view in a literary passage; determine the author's perspective in a moderately challenging informational passage	
25–29		Draw a straightforward reasonable inference about point of view or perspective in a complex passage (e.g., identifying the impact of a technique the author uses to shape point of view in a literary passage; distinguishing among the multiple perspectives in an informational passage)	
30–34		Draw a 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)	
35–40		Draw a nuanced inference about point of view or perspective in a complex or highly complex passage (e.g., tracing a subtle shift in point of view in a literary passage; associating particular opinions with the individuals who hold them in an informational passage)	
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<b>Rhetoric / Analyzing Purpose:</b> 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).				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Subscore - 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?	
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		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		
25–29		Determine the main purpose of a complex passage		
30–34		Determine the main purpose of a complex passage or of one of its paragraphs		
35–40		Determine the main purpose of a highly complex passage or of one of its paragraphs		
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<b>Rhetoric / Analyzing Arguments / Analyzing Claims and Counterclaims, Assessing Reasoning:</b> The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text and assess an author’s reasoning for soundness.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Subscore - 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?	
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		<i>Students scoring in this range on the SAT Suite Reading Tests aren’t able to demonstrate consistent attainment of this skill/knowledge.</i>		
25–29		<i>Students scoring in this range on the SAT Suite Reading Tests aren’t able to demonstrate consistent attainment of this skill/knowledge.</i>		
30–34		Determine a claim or counterclaim in a complex argument; analyze a subtle argumentative technique (e.g., an application of a principle) or flaw (e.g., an author using weak reasoning in support of a claim)		
35–40		<i>Students scoring in this range on the SAT Reading Tests consistently demonstrate attainment of this skill/knowledge in challenging contexts.</i>		
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SAT Reading Test Academic Skills and Knowledge: **Synthesis**  
 This area focuses on synthesizing multiple sources of information.

<b>Synthesis / Analyzing Multiple Texts:</b> 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.)				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Subscore - 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?	
15–19		Recognize a straightforward similarity or difference in a pair of moderately challenging passages		
20–24		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)		
25–29		Establish a similarity or difference in how authors present information or ideas (e.g., in terms of point of view, structure, or relationships) in a pair of complex passages		
30–34		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)		
35–40		Compare two authors' positions in a pair of highly complex passages or in a simpler pair when the comparison is subtle or complex (e.g., determining the extent to which two authors agree or disagree philosophically)		
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<b>Synthesis / Analyzing Quantitative Information:</b> 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 <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Subscore - 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?	
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)		
35–40	COE	Make an accurate subtle or complex interpretation of data in an informational		

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	<p>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)</p>	
<p>Notes</p>		

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Skill to Develop	Strategy	Implementation Timeline	Resource(s) Needed