CollegeBoard

SAT® Teacher Resources Webinar

February 10-14, 2020

Agenda

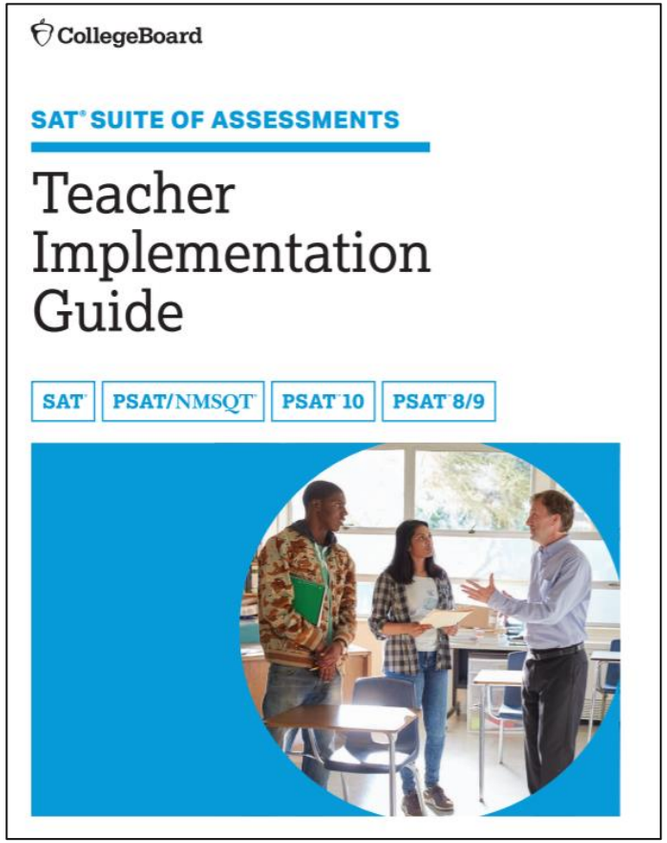
Here’s what we’ll cover today:

- SAT® and Classroom Alignment Review
- Teacher Toolkit Contents
- Review of Resources
  - ELA
  - Math
  - Social Studies
  - Science

The SAT® Relates to Classroom Instruction

- Aligns to state standards
- Aligns to classroom instruction
- Contains no obscure vocabulary
- Uses rights-only scoring
- Focuses on the knowledge and skills most important for success after high school:
  - Defining words in context
  - Using evidence to support arguments
  - Using “Standard English Conventions” appropriately
  - Analyzing and utilizing data
  - Applying fundamental algebra concepts

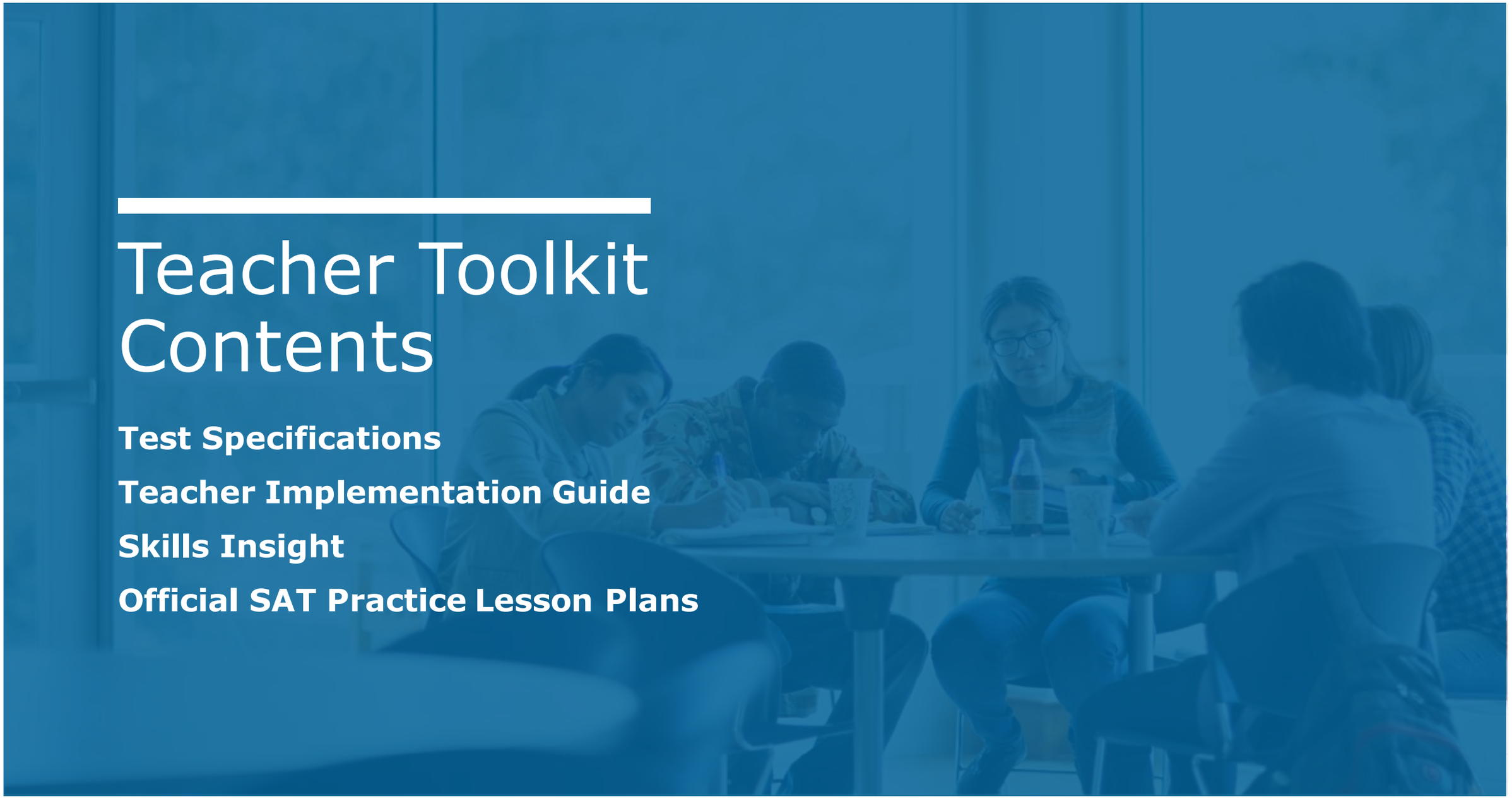
Essential Prerequisites for College and Career Readiness



College Board has concluded that students must be able to

- read, analyze, and use reasoning to comprehend challenging literary and informational texts, including texts about science and history/social studies topics, to demonstrate and expand their knowledge and understanding;
- revise and edit extended texts across a range of academic and career-related subjects for expression of ideas and show facility with a core set of grammar, usage, and punctuation conventions;
- show command of a focused but powerful set of knowledge, skills, and understandings in math and solve problems situated in science, social studies, and career-related contexts;
- make careful and deliberate use of evidence as they read and write;
- demonstrate skill in analyzing data, including data represented graphically in tables, graphs, charts, and the like, in reading, writing, and math contexts; and
- reveal an understanding of words in context and how word choice helps shape meaning and tone.

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



Teacher Toolkit Contents

Test Specifications

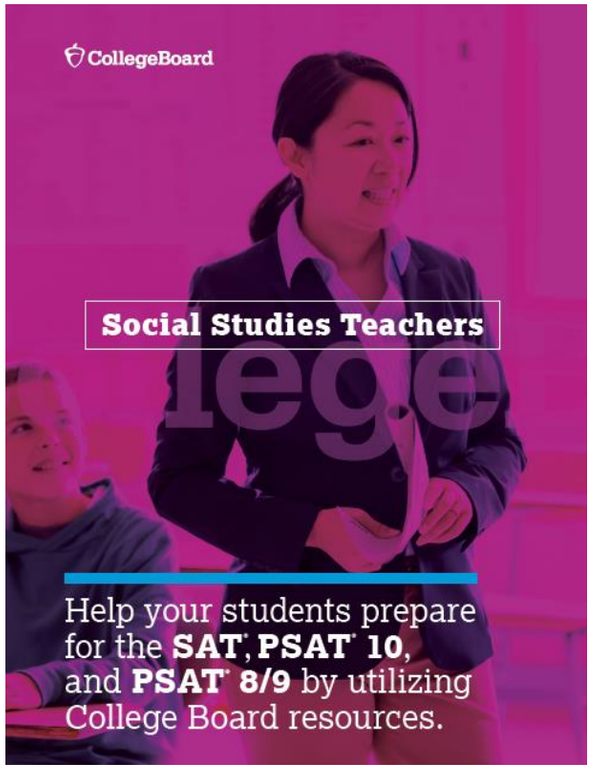
Teacher Implementation Guide

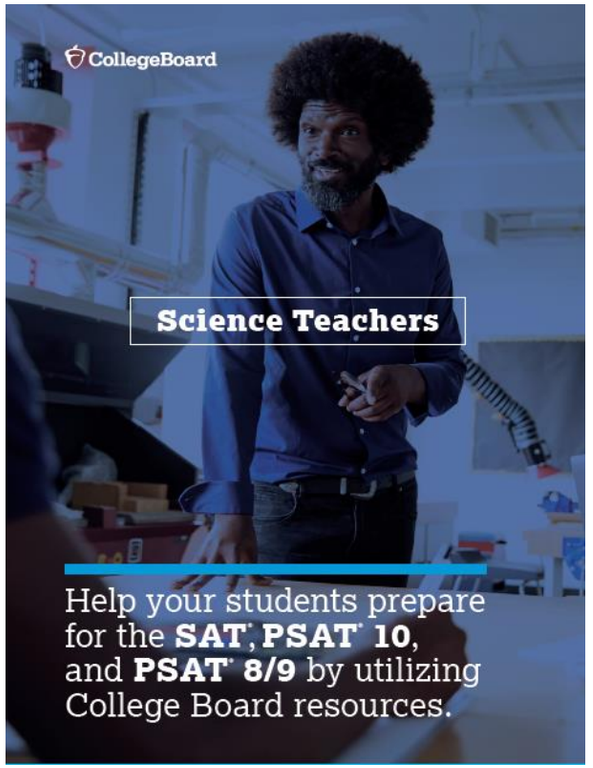
Skills Insight

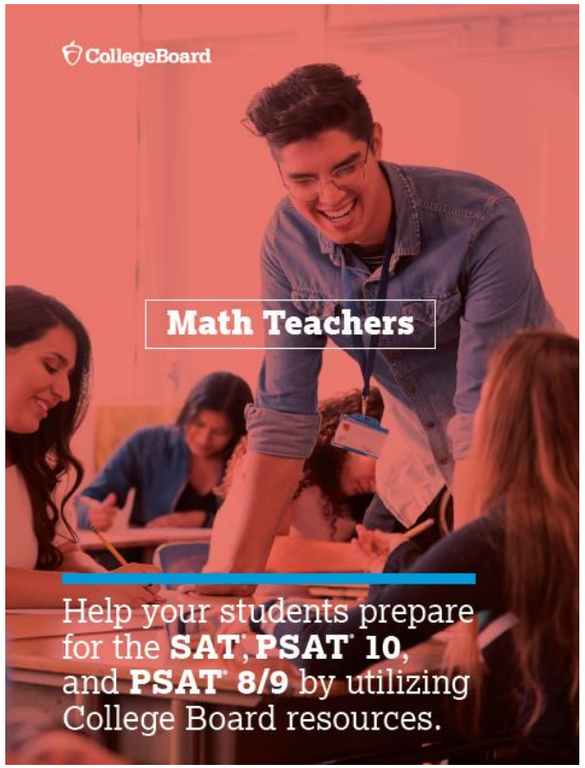
Official SAT Practice Lesson Plans

The Teacher Toolkit

https://www.isbe.net/Pages/sat-psat.aspx

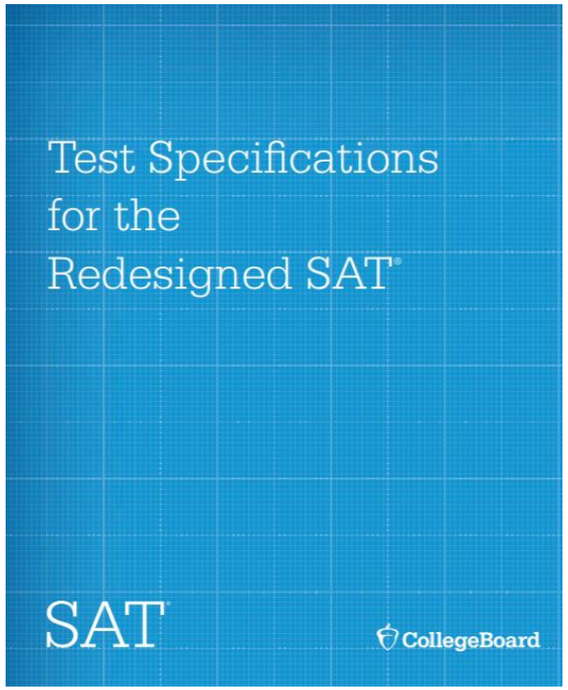




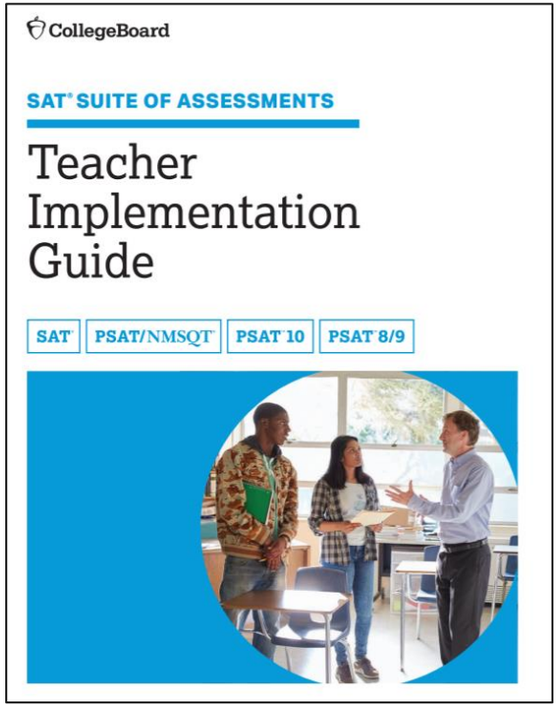


The Teacher Toolkit

https://www.isbe.net/Pages/sat-psat.aspx

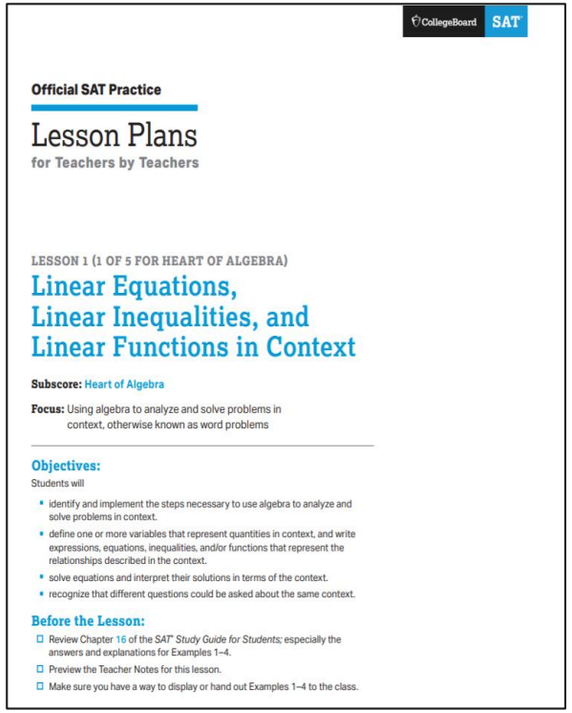


Test Specifications for the SAT



Teacher Implementation Guide

Skills Insight



Official SAT Practice Lesson Plans

Curriculum Review Worksheets

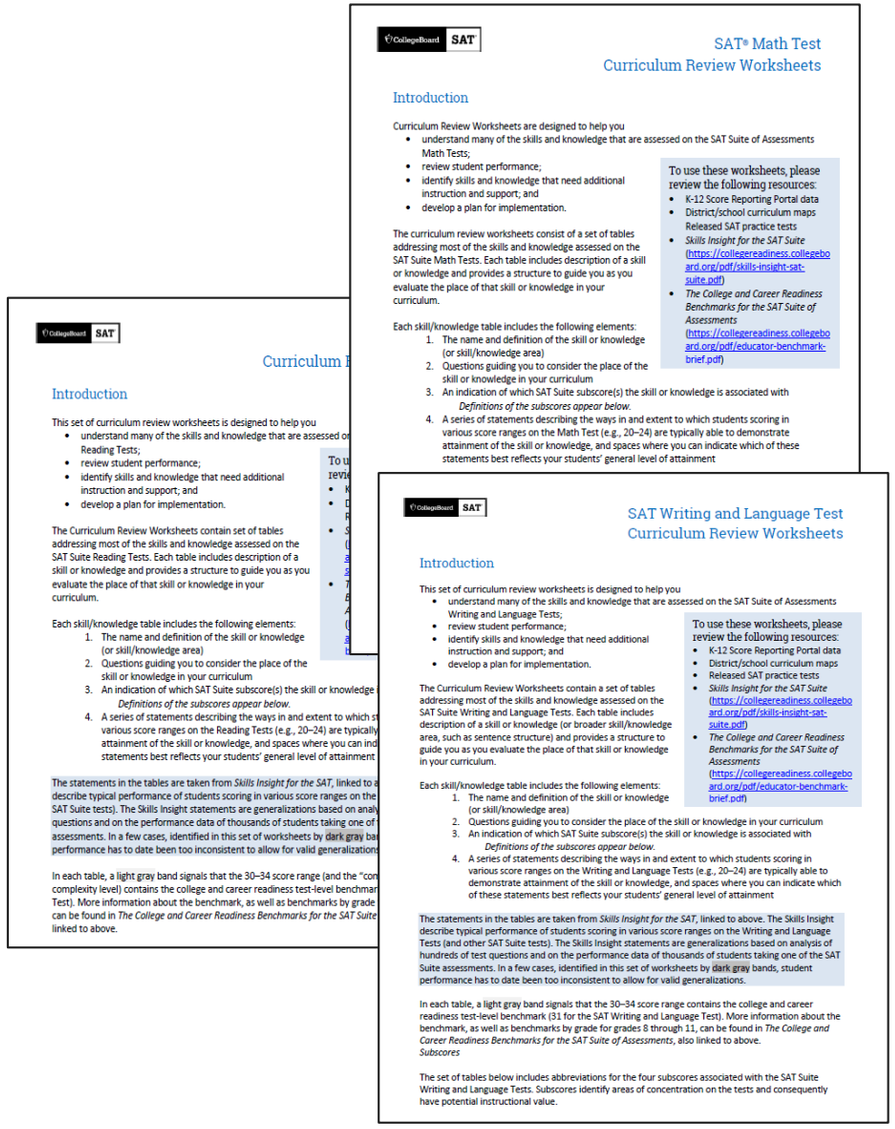
https://www.isbe.net/Pages/sat-psat.aspx

The curriculum review worksheets are designed to help teachers

- understand many of the skills and knowledge that are assessed on the PSAT™ 8/9, PSAT™ 10, and SAT®;
- review student performance;
- identify skills and knowledge that need additional instruction and support; and
- develop a plan for implementation.

The curriculum review worksheets contain sets of tables addressing most of the skills and knowledge assessed on the PSAT™ 8/9, PSAT™ 10, and SAT® (Reading, Writing and Language, and Math Tests).

Each table includes a description of a skill or knowledge and provides a structure to guide educators to evaluate the placement of that skill or knowledge within the curriculum.


SAT® Math Test
Curriculum Review Worksheets

Introduction

Curriculum Review Worksheets are designed to help you
- understand many of the skills and knowledge that are assessed on the SAT Suite of Assessments Math Tests;
- review student performance;
- identify skills and knowledge that need additional instruction and support; and
- develop a plan for implementation.

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 curriculum review worksheets consist of a set of tables addressing most of the skills and knowledge assessed on the SAT Suite Math Tests. Each table includes description of a skill or knowledge and provides a structure to guide you as you evaluate the place of that skill or knowledge in your curriculum.

Each skill/knowledge table includes the following elements:
1. The name and definition of the skill or knowledge (or skill/knowledge area)
2. Questions guiding you to consider the place of the skill or knowledge in your curriculum
3. An indication of which SAT Suite subscore(s) the skill or knowledge is associated with
   Definitions of the subscores appear below.
4. A series of statements describing the ways in and extent to which students scoring in various score ranges on the Math Test (e.g., 20–24) are typically able to demonstrate attainment of the skill or knowledge, and spaces where you can indicate which of these statements best reflects your students' general level of attainment

SAT Writing and Language Test
Curriculum Review Worksheets

Introduction

This set of curriculum review worksheets is designed to help you
- understand many of the skills and knowledge that are assessed on the SAT Suite of Assessments Writing and Language Tests;
- review student performance;
- identify skills and knowledge that need additional instruction and support; and
- develop a plan for implementation.

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 Curriculum Review Worksheets contain a set of tables addressing most of the skills and knowledge assessed on the SAT Suite Writing and Language Tests. Each table includes description of a skill or knowledge (or broader skill/knowledge area, such as sentence structure) and provides a structure to guide you as you evaluate the place of that skill or knowledge in your curriculum.

Each skill/knowledge table includes the following elements:
1. The name and definition of the skill or knowledge (or skill/knowledge area)
2. Questions guiding you to consider the place of the skill or knowledge in your curriculum
3. An indication of which SAT Suite subscore(s) the skill or knowledge is associated with
   Definitions of the subscores appear below.
4. A series of statements describing the ways in and extent to which students scoring in various score ranges on the Writing and Language Tests (e.g., 20–24) are typically able to demonstrate attainment of the skill or knowledge, and spaces where you can indicate which of these statements best reflects your students' general level of attainment

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

In each table, a light gray band signals that the 30–34 score range contains the college and career readiness test-level benchmark (31 for the SAT Writing and Language Test). More information about the benchmark, as well as benchmarks by grade for grades 8 through 11, can be found in *The College and Career Readiness Benchmarks for the SAT Suite of Assessments*, also linked to above.

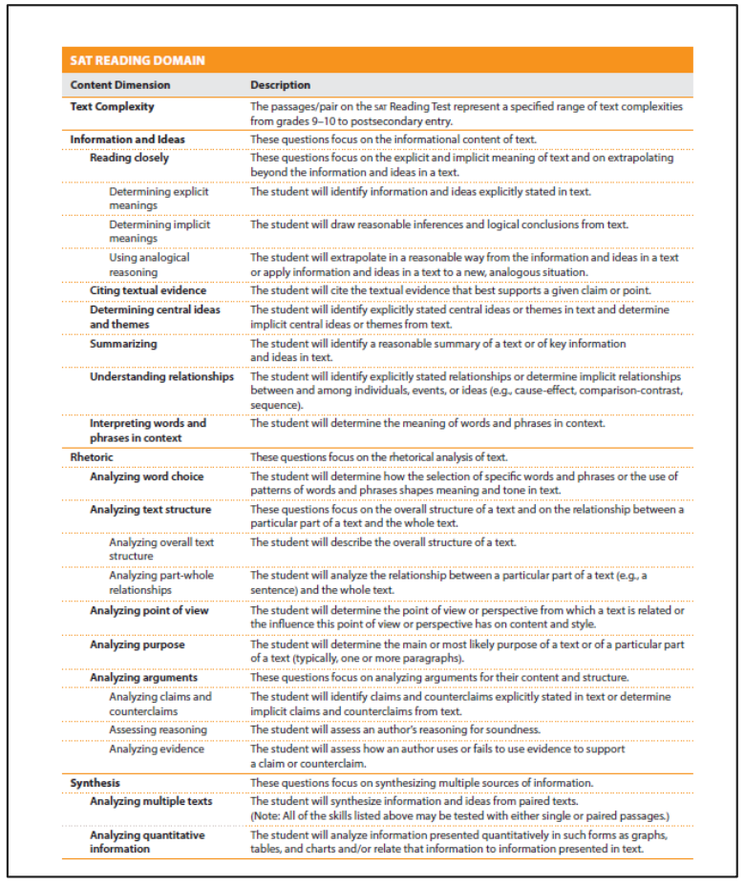
Subscores

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

ELA Folder

ELA Folder Resources

Test Specifications



SAT READING DOMAIN	
Content Dimension	**Description**
Text Complexity	The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
Information and Ideas	These questions focus on the informational content of text.
Reading closely	These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.
Determining explicit meanings	The student will identify information and ideas explicitly stated in text.
Determining implicit meanings	The student will draw reasonable inferences and logical conclusions from text.
Using analogical reasoning	The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.
Citing textual evidence	The student will cite the textual evidence that best supports a given claim or point.
Determining central ideas and themes	The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.
Summarizing	The student will identify a reasonable summary of a text or of key information and ideas in text.
Understanding relationships	The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).
Interpreting words and phrases in context	The student will determine the meaning of words and phrases in context.
Rhetoric	These questions focus on the rhetorical analysis of text.
Analyzing word choice	The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.
Analyzing text structure	These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text.
Analyzing overall text structure	The student will describe the overall structure of a text.
Analyzing part-whole relationships	The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.
Analyzing point of view	The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.
Analyzing purpose	The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).
Analyzing arguments	These questions focus on analyzing arguments for their content and structure.
Analyzing claims and counterclaims	The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.
Assessing reasoning	The student will assess an author's reasoning for soundness.
Analyzing evidence	The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.
Synthesis	These questions focus on synthesizing multiple sources of information.
Analyzing multiple texts	The student will synthesize information and ideas from paired texts. (Note: All of the skills listed above may be tested with either single or paired passages.)
Analyzing quantitative information	The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.

Here's how to get the most out of the resources included in the English Language Arts folder:

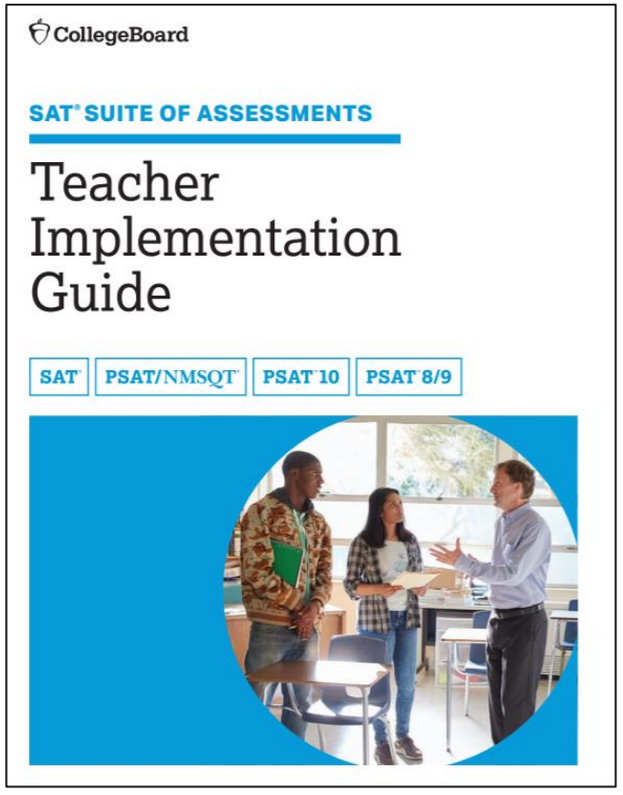
Step 1: Review the SAT Reading Test Specifications and the SAT Writing and Language Test Specifications in a department meeting. Talk with your colleagues about each skill/knowledge listed.

Discuss the following questions:

- Are there any skills or knowledge that aren't included in your ELA curriculum?
- Which five skills will your students apply effectively on the SAT?
- Which three skills will your students struggle with on the SAT?

ELA Folder Resources

Teacher Implementation Guide

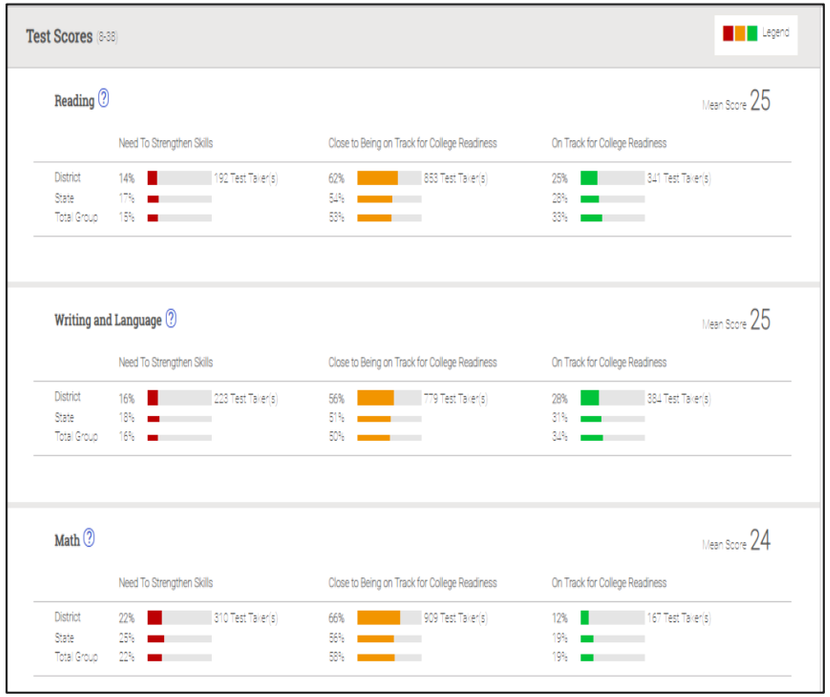


Step 2: Review practice questions to see how skills are assessed on the SAT. Practice questions included in the *Teacher Implementation Guide* identify the specific test content that is assessed, making it easy to connect questions with the skills in the test specifications.

More practice questions are available at sat.org/practice. Besides the eight SAT practice tests, you can review answer explanations and scoring guides to clarify the skills being assessed.

ELA Folder Resources

Instructional Planning Report

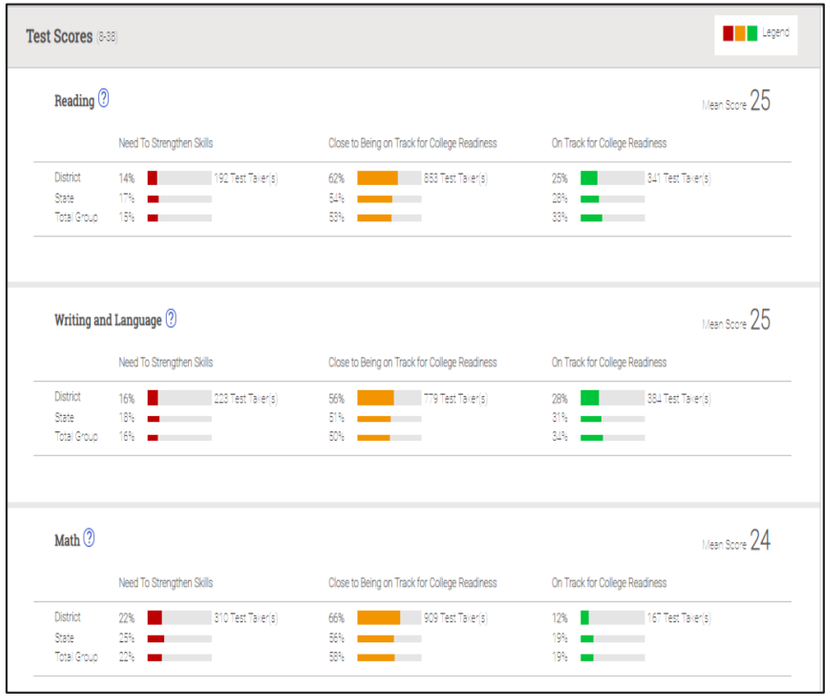


Step 3: Review your school's score data in the K-12 Score Reporting Portal, available at k12reports.collegeboard.org. The perfect way to get started with these skills is to see where your students are strong and where they need improvement.

- The instructional planning report may be used to pinpoint areas of strength and areas for growth in lesson planning and curriculum improvement.
- In the report, an educator will see benchmark data, including college and career readiness in Math and Evidence-Based Reading and Writing.
- Educators will also see color-coded test scores and subscore ranges showing which skills your students have mastered and which ones they need to strengthen.

ELA Folder Resources

Instructional Planning Report

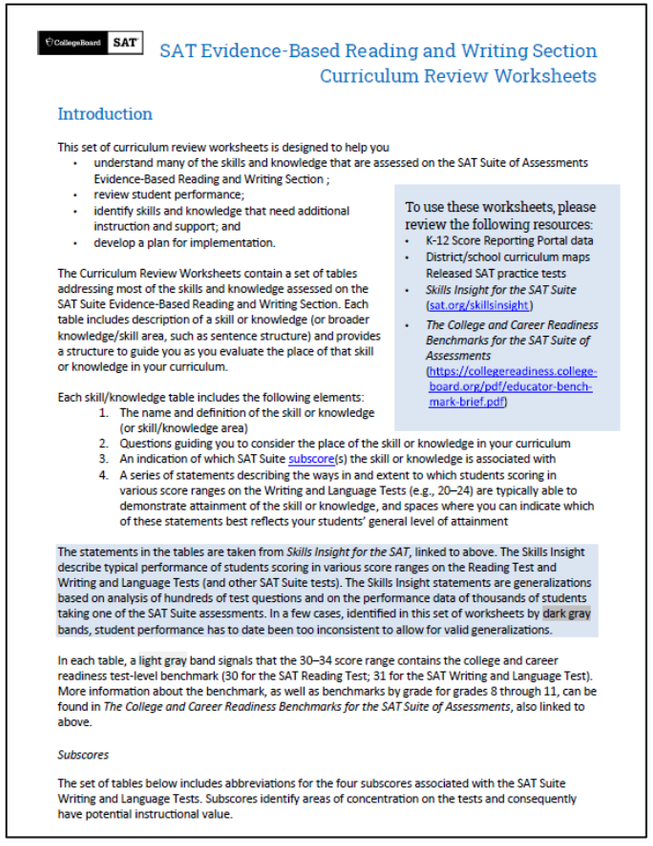


Step 3 (cont.):

Review the *Instructional Planning Report*. Note average test scores, cross-test scores, and subscores. Look for the percent of students who need to strengthen their skills for each subscore, and select an area of focus in your classroom. The *Question Analysis Report* shows you which questions related to each subscore and cross-test score students in your school found most difficult.

ELA Folder Resources

Curriculum Review Worksheets



CollegeBoard SAT

SAT Evidence-Based Reading and Writing Section
Curriculum Review Worksheets

Introduction

This set of curriculum review worksheets is designed to help you

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

The Curriculum Review Worksheets contain a set of tables addressing most of the skills and knowledge assessed on the SAT Suite Evidence-Based Reading and Writing Section. Each table includes description of a skill or knowledge (or broader knowledge/skill area, such as sentence structure) and provides a structure to guide you as you evaluate the place of that skill or knowledge in your curriculum.

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* (sat.org/skillsinsight)
- *The College and Career Readiness Benchmarks for the SAT Suite of Assessments* (https://collegereadiness.college-board.org/pdf/educator-bench-mark-brief.pdf)

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
4. A series of statements describing the ways in and extent to which students scoring in various score ranges on the Writing and Language Tests (e.g., 20–24) are typically able to demonstrate attainment of the skill or knowledge, and spaces where you can indicate which of these statements best reflects your students' general level of attainment

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

In each table, a light gray band signals that the 30–34 score range contains the college and career readiness test-level benchmark (30 for the SAT Reading Test; 31 for the SAT Writing and Language Test). More information about the benchmark, as well as benchmarks by grade for grades 8 through 11, can be found in *The College and Career Readiness Benchmarks for the SAT Suite of Assessments*, also linked to above.

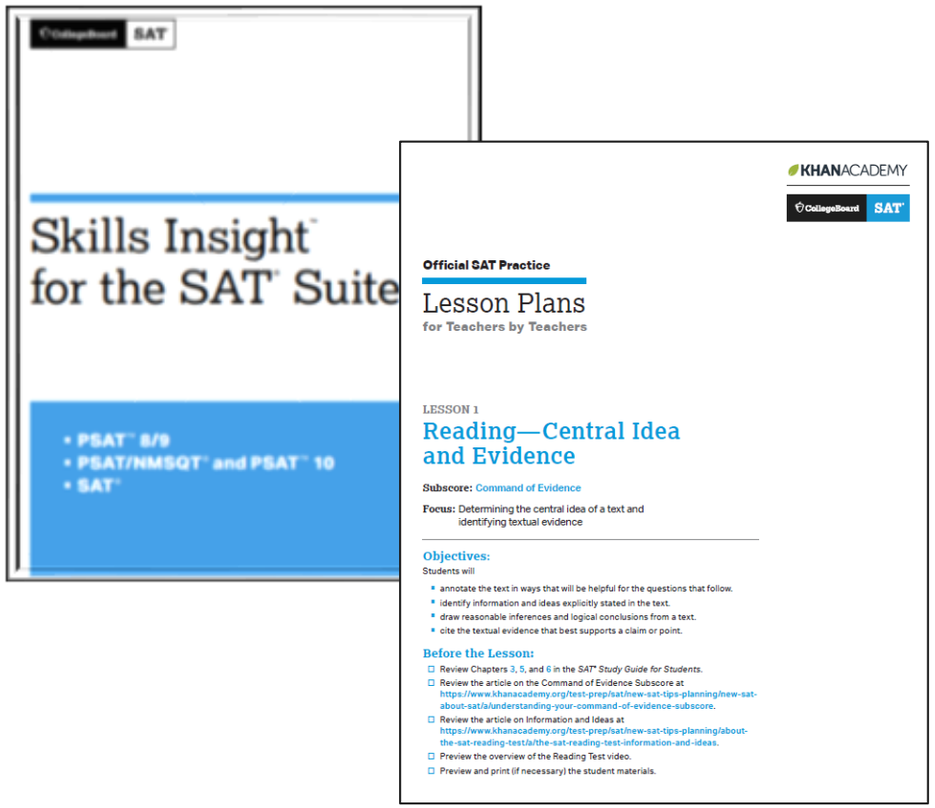
Subscores

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

Step 4: Work through the Curriculum Review Worksheets with your colleagues. You've already reviewed the mean test scores for your school. Now see the level of performance your students demonstrate in each domain. Read through the skills at each level, and identify where they're included (or not included) in the curriculum to highlight adjustments your department may need to make.

ELA Folder Resources

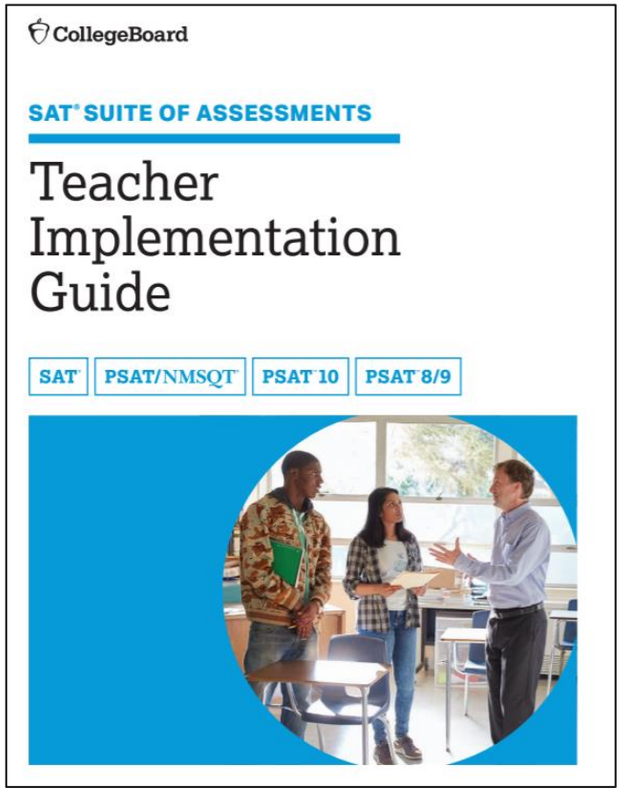
Skills Insight
Official SAT Practice Lesson Plans



Step 5: Review sample lessons and strategies. Check *Skills Insight for the SAT Suite* to investigate the Suggestions for Improvement to advance to the next score range, and include some of them in your lessons. Review Official SAT Practice Lesson Plans, which use resources such as Official SAT Practice on Khan Academy® to foster a classroom experience that leads to independent practice. In addition, the *Teacher Implementation Guide* suggests instructional strategies to include in your lessons. Used with your expertise, these sample lessons and strategies can enhance your teaching practice.

Step 6: Continue to measure student progress. You've already noted the current mean scores on the SAT Suite of Assessments. As you include passages and questions in your formative and summative assessments, track student progress.

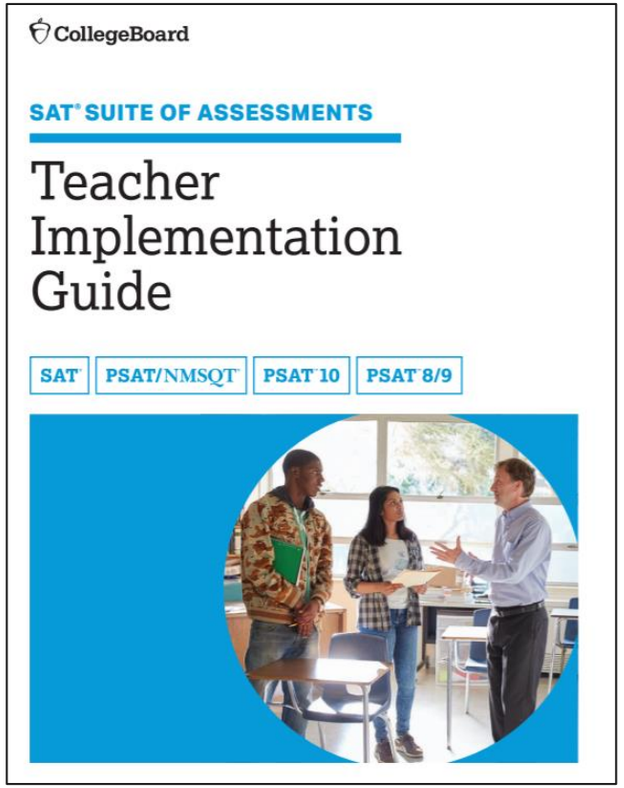
General Instructional Strategies



Instructional Strategies for Reading:

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

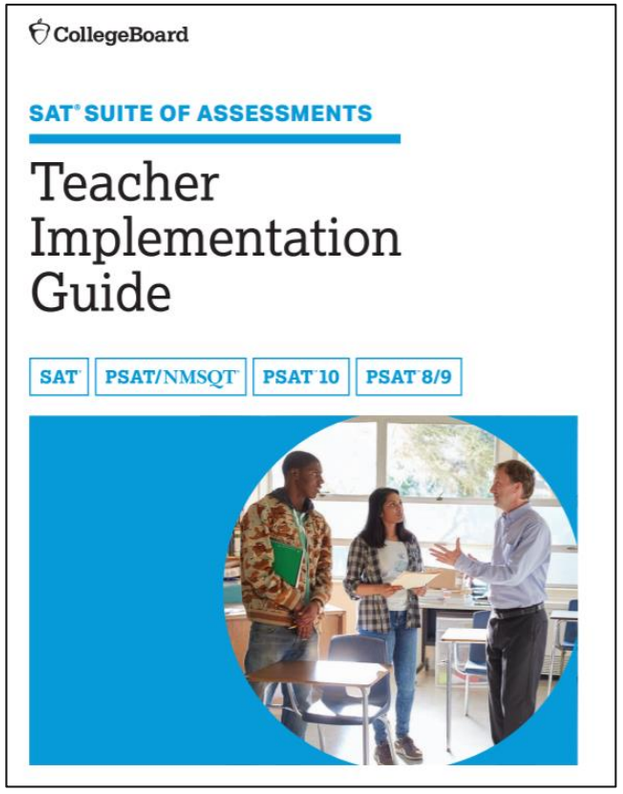
General Instructional Strategies



Instructional Strategies for Reading (continued):

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

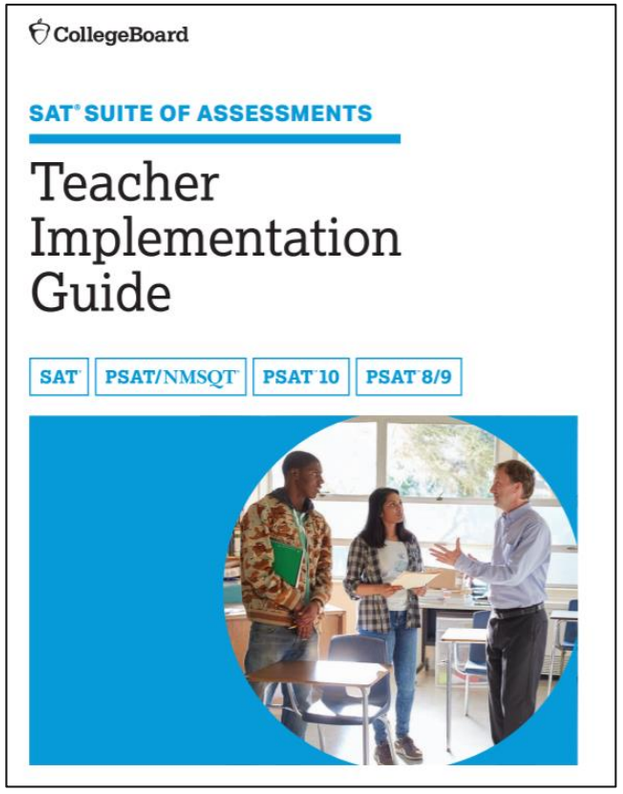
Skill Building Strategies



Skill Building Strategies for Reading:

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

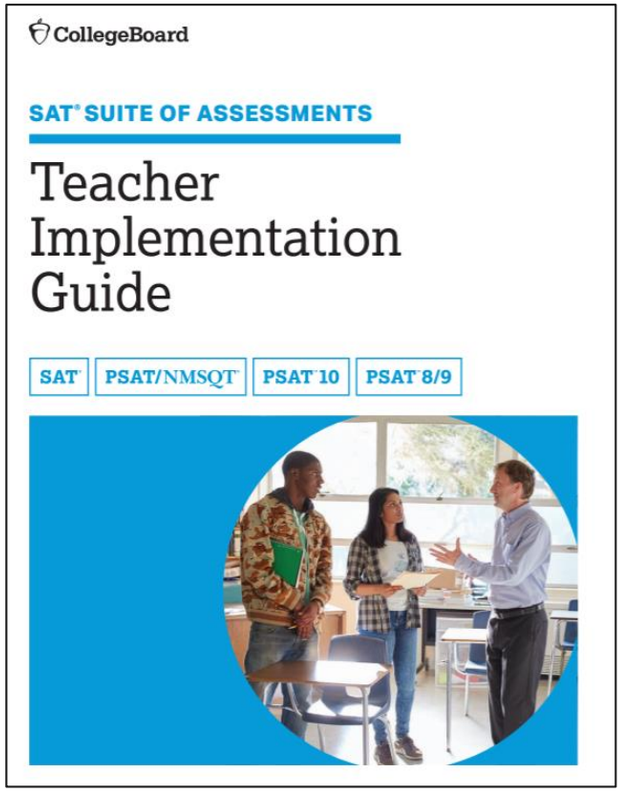
Skill Building Strategies



Skill Building Strategies for Reading (continued):

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

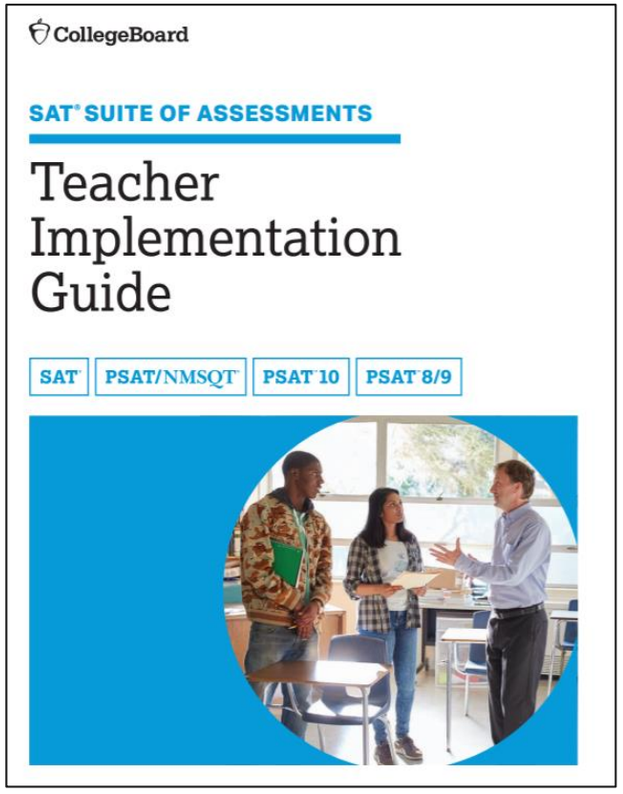
General Instructional Strategies



Instructional Strategies for Writing and Language:

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

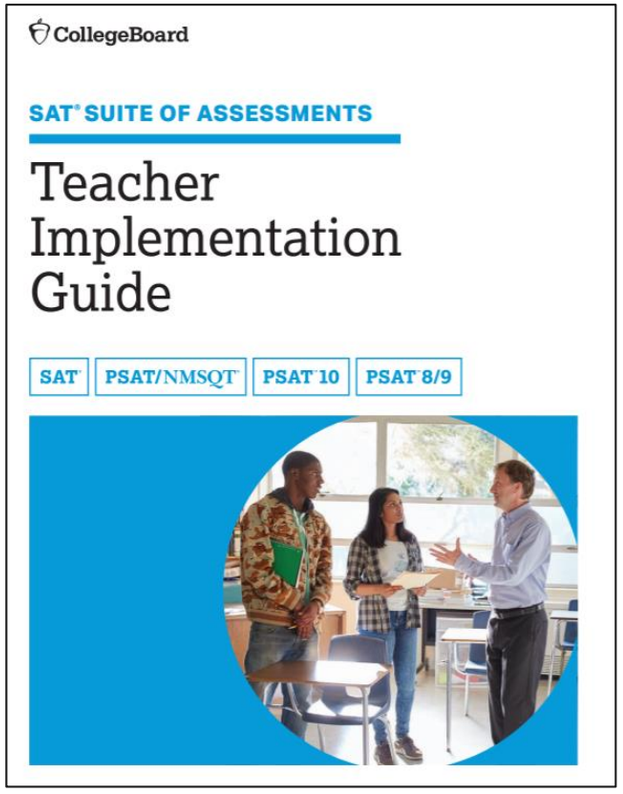
Skill Building Strategies



Skill Building Strategies for Writing and Language:

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

Skill Building Strategies



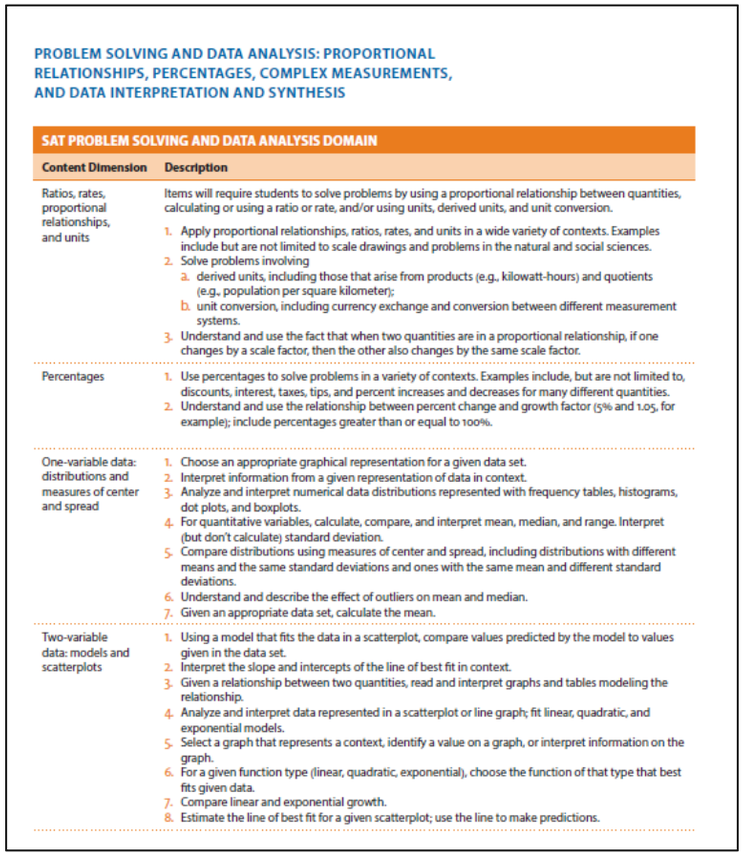
Skill Building Strategies for Writing and Language (continued):

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

Math Folder

Math Folder Resources

Test Specifications



PROBLEM SOLVING AND DATA ANALYSIS: PROPORTIONAL RELATIONSHIPS, PERCENTAGES, COMPLEX MEASUREMENTS, AND DATA INTERPRETATION AND SYNTHESIS

SAT PROBLEM SOLVING AND DATA ANALYSIS DOMAIN

Content Dimension	Description
Ratios, rates, proportional relationships, and units	Items will require students to solve problems by using a proportional relationship between quantities, calculating or using a ratio or rate, and/or using units, derived units, and unit conversion. 1. Apply proportional relationships, ratios, rates, and units in a wide variety of contexts. Examples include but are not limited to scale drawings and problems in the natural and social sciences. 2. Solve problems involving a. derived units, including those that arise from products (e.g., kilowatt-hours) and quotients (e.g., population per square kilometer); b. unit conversion, including currency exchange and conversion between different measurement systems. 3. Understand and use the fact that when two quantities are in a proportional relationship, if one changes by a scale factor, then the other also changes by the same scale factor.
Percentages	1. Use percentages to solve problems in a variety of contexts. Examples include, but are not limited to, discounts, interest, taxes, tips, and percent increases and decreases for many different quantities. 2. Understand and use the relationship between percent change and growth factor (5% and 1.05, for example); include percentages greater than or equal to 100%.
One-variable data: distributions and measures of center and spread	1. Choose an appropriate graphical representation for a given data set. 2. Interpret information from a given representation of data in context. 3. Analyze and interpret numerical data distributions represented with frequency tables, histograms, dot plots, and boxplots. 4. For quantitative variables, calculate, compare, and interpret mean, median, and range. Interpret (but don't calculate) standard deviation. 5. Compare distributions using measures of center and spread, including distributions with different means and the same standard deviations and ones with the same mean and different standard deviations. 6. Understand and describe the effect of outliers on mean and median. 7. Given an appropriate data set, calculate the mean.
Two-variable data: models and scatterplots	1. Using a model that fits the data in a scatterplot, compare values predicted by the model to values given in the data set. 2. Interpret the slope and intercepts of the line of best fit in context. 3. Given a relationship between two quantities, read and interpret graphs and tables modeling the relationship. 4. Analyze and interpret data represented in a scatterplot or line graph; fit linear, quadratic, and exponential models. 5. Select a graph that represents a context, identify a value on a graph, or interpret information on the graph. 6. For a given function type (linear, quadratic, exponential), choose the function of that type that best fits given data. 7. Compare linear and exponential growth. 8. Estimate the line of best fit for a given scatterplot; use the line to make predictions.

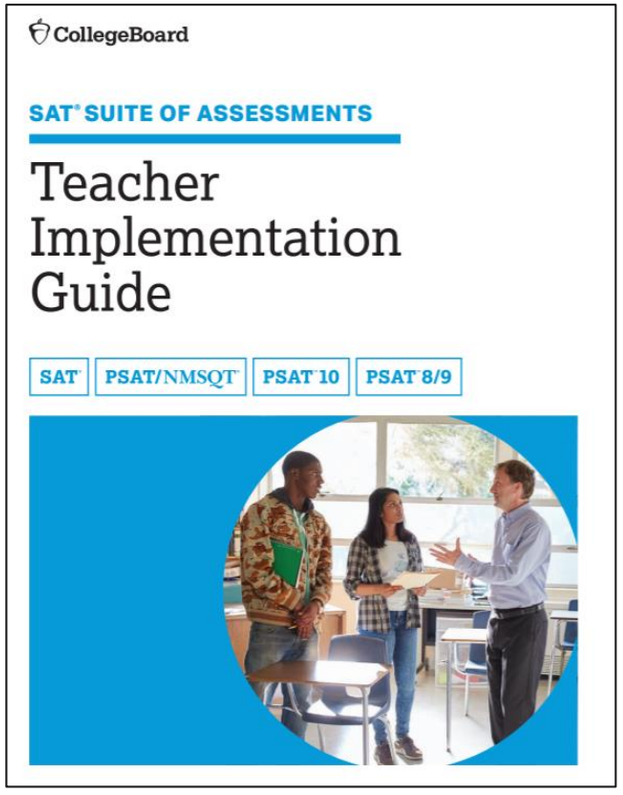
Here's how to get the most out of the resources included in the Math folder:

Step 1: Review the SAT Math Test Specifications in a department meeting. Talk with your colleagues about each skill/knowledge listed. Discuss the following questions:

- Are there any skills or knowledge that aren't included in your Math curriculum?
- Which five skills will your students apply effectively on the SAT?
- Which three skills will your students struggle with on the SAT?

Math Folder Resources

Teacher Implementation Guide

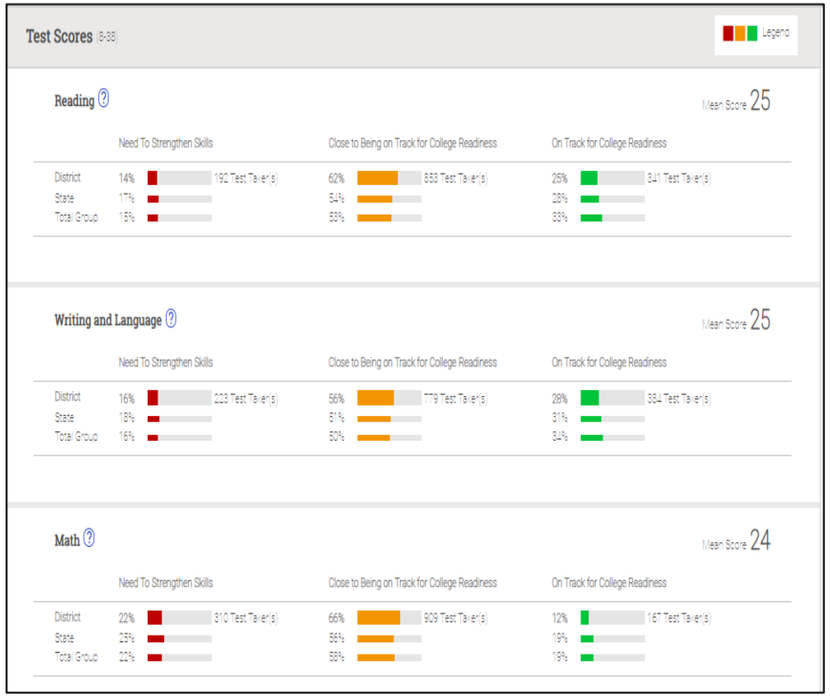


Step 2: Review practice questions to see how skills are assessed on the SAT. Practice questions included in the *Teacher Implementation Guide* identify the specific test content that is assessed, making it easy to connect questions with the skills in the test specifications.

More practice questions are available at sat.org/practice. Besides the eight SAT practice tests, you can review answer explanations and scoring guides to clarify the skills being assessed.

Math Folder Resources

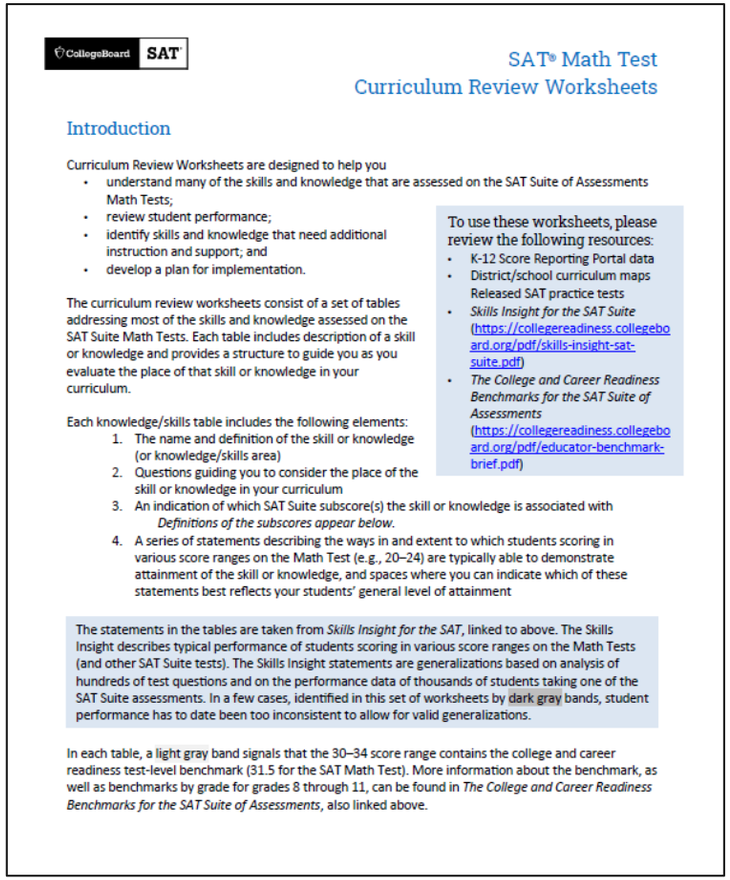
Instructional Planning Report



Step 3: Review your school's score data in the K-12 Score Reporting Portal, available at k12reports.collegeboard.org. The perfect way to get started with these skills is to see where your students are strong and where they need improvement.

Math Folder Resources

Curriculum Review Worksheets



CollegeBoard SAT

SAT® Math Test
Curriculum Review Worksheets

Introduction

Curriculum Review Worksheets are designed to help you

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

The curriculum review worksheets consist of a set of tables addressing most of the skills and knowledge assessed on the SAT Suite Math Tests. Each table includes description of a skill or knowledge and provides a structure to guide you as you evaluate the place of that skill or knowledge in your curriculum.

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)

Each knowledge/skills table includes the following elements:

1. The name and definition of the skill or knowledge (or knowledge/skills area)
2. Questions guiding you to consider the place of the skill or knowledge in your curriculum
3. An indication of which SAT Suite subscore(s) the skill or knowledge is associated with
   Definitions of the subscores appear below.
4. A series of statements describing the ways in and extent to which students scoring in various score ranges on the Math Test (e.g., 20–24) are typically able to demonstrate attainment of the skill or knowledge, and spaces where you can indicate which of these statements best reflects your students' general level of attainment

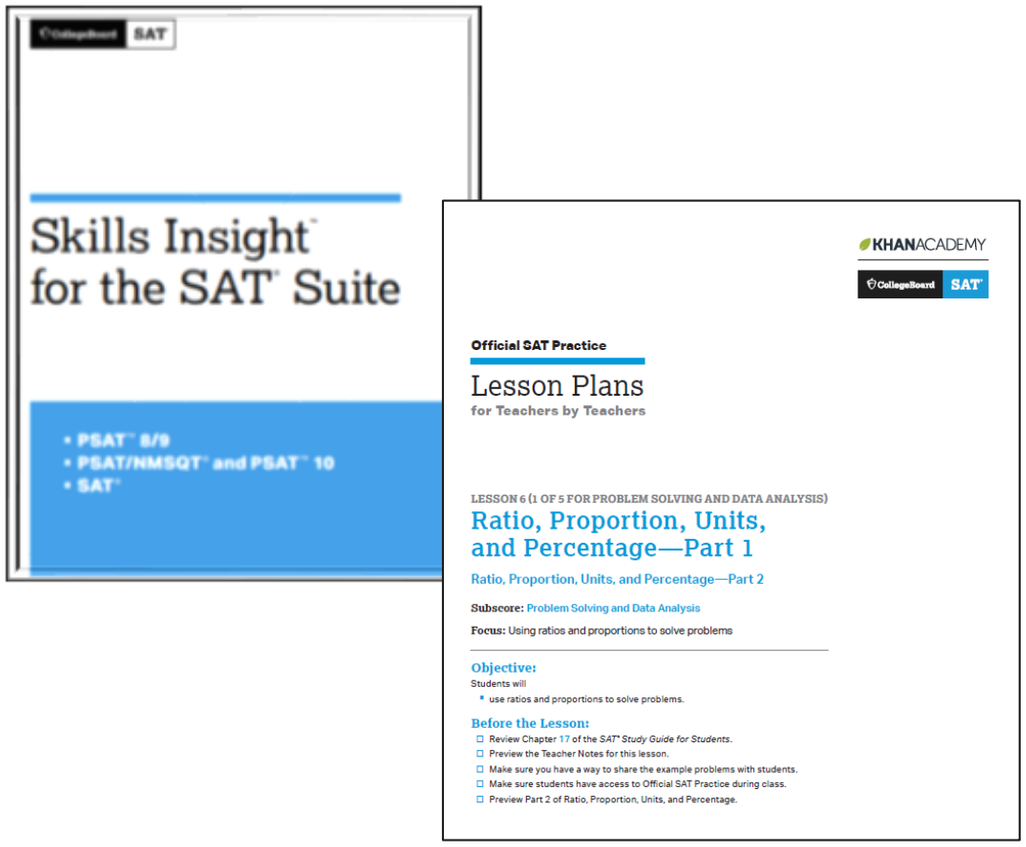
The statements in the tables are taken from *Skills Insight for the SAT*, linked to above. The Skills Insight describes typical performance of students scoring in various score ranges on the Math Tests (and other SAT Suite tests). The Skills Insight statements are generalizations based on analysis of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

In each table, a light gray band signals that the 30–34 score range contains the college and career readiness test-level benchmark (31.5 for the SAT Math Test). More information about the benchmark, as well as benchmarks by grade for grades 8 through 11, can be found in *The College and Career Readiness Benchmarks for the SAT Suite of Assessments*, also linked above.

Step 4: Work through the Curriculum Review Worksheets with your colleagues. You've already reviewed the mean test scores for your school. Now see the level of performance your students demonstrate in each domain. Read through the skills at each level, and identify where they're included (or not included) in the curriculum to highlight adjustments your department may need to make.

Math Folder Resources

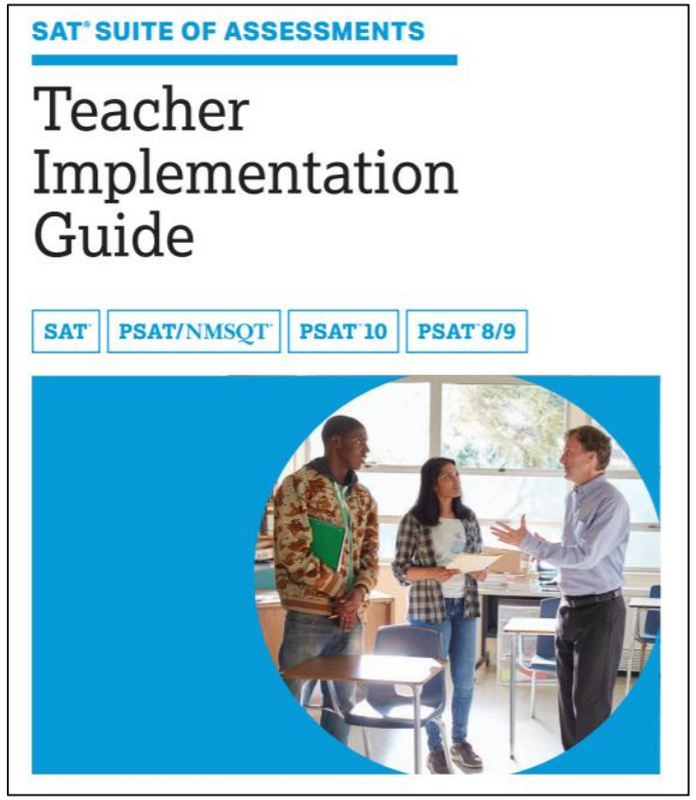
Skills Insight
Official SAT Practice Lesson Plans



Step 5: Review sample lessons and strategies. Check *Skills Insight for the SAT Suite* to investigate the Suggestions for Improvement to advance to the next score range, and include some of them in your lessons. Review Official SAT Practice Lesson Plans, which use resources such as Official SAT Practice on Khan Academy® to foster a classroom experience that leads to independent practice. In addition, the *Teacher Implementation Guide* suggests instructional strategies to include in your lessons. Used with your expertise, these sample lessons and strategies can enhance your teaching practice.

Step 6: Continue to measure student progress. You've already noted the current mean scores on the SAT Suite of Assessments. As you include questions in your formative and summative assessments, track student progress.

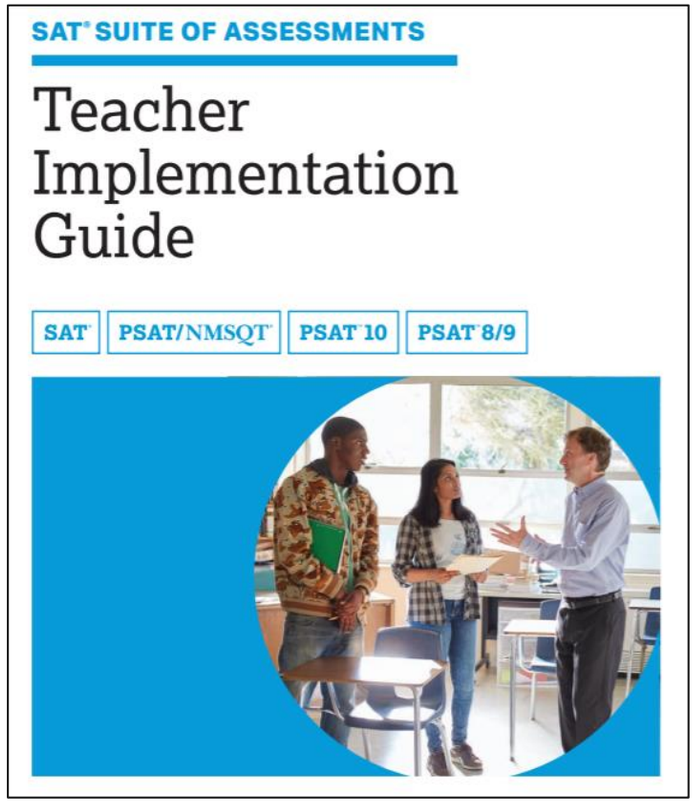
General Math Strategies



Instructional Strategies for Math:

- Ensure that students practice solving multistep problems.
- Encourage students to express quantitative relationships in meaningful words and sentences to support their arguments and conjectures.
- Separate students into small working groups. Ask them to discuss how to arrive at solutions.
- Vary the types of problems in assignments so that students aren't always using the same strategy to find solutions.
- Assign students math problems or create classroom-based assessments that do not allow the use of a calculator.
- Develop interest and facility in math by providing frequent opportunities for students to interpret and apply mathematical skills and concepts in real-world contexts, particularly in the sciences and social studies.

Math: Skill-Building Strategies



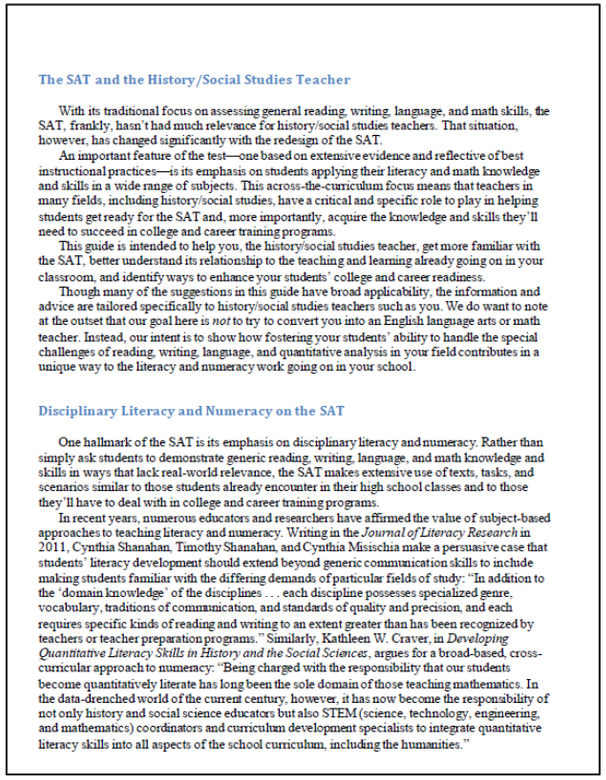
Skill-Building Strategies for Math:

- Provide students with explanations and/or equations that incorrectly describe a graph and ask them to identify errors.
- Ask students to create pictures, tables, graphs, lists, models, and/or verbal expressions to interpret text and/or data to help them arrive at a solution.
- Ask students to solve problems that require multiple steps to arrive at the solution.
- Facilitate discussions in which students communicate their own thinking and critique the reasoning of others as they work toward a solution.
- Ask open-ended questions.
- Direct students' attention to real-world situations to provide context for the problem.

Social Studies Folder

Social Studies Folder Resources

Social Studies Guide



The SAT and the History/Social Studies Teacher

With its traditional focus on assessing general reading, writing, language, and math skills, the SAT, frankly, hasn't had much relevance for history/social studies teachers. That situation, however, has changed significantly with the redesign of the SAT.

An important feature of the test—one based on extensive evidence and reflective of best instructional practices—is its emphasis on students applying their literacy and math knowledge and skills in a wide range of subjects. This across-the-curriculum focus means that teachers in many fields, including history/social studies, have a critical and specific role to play in helping students get ready for the SAT and, more importantly, acquire the knowledge and skills they'll need to succeed in college and career training programs.

This guide is intended to help you, the history/social studies teacher, get more familiar with the SAT, better understand its relationship to the teaching and learning already going on in your classroom, and identify ways to enhance your students' college and career readiness.

Though many of the suggestions in this guide have broad applicability, the information and advice are tailored specifically to history/social studies teachers such as you. We do want to note at the outset that our goal here is *not* to try to convert you into an English language arts or math teacher. Instead, our intent is to show how fostering your students' ability to handle the special challenges of reading, writing, language, and quantitative analysis in your field contributes in a unique way to the literacy and numeracy work going on in your school.

Disciplinary Literacy and Numeracy on the SAT

One hallmark of the SAT is its emphasis on disciplinary literacy and numeracy. Rather than simply ask students to demonstrate generic reading, writing, language, and math knowledge and skills in ways that lack real-world relevance, the SAT makes extensive use of texts, tasks, and scenarios similar to those students already encounter in their high school classes and to those they'll have to deal with in college and career training programs.

In recent years, numerous educators and researchers have affirmed the value of subject-based approaches to teaching literacy and numeracy. Writing in the *Journal of Literacy Research* in 2011, Cynthia Shanahan, Timothy Shanahan, and Cynthia Misischia make a persuasive case that students' literacy development should extend beyond generic communication skills to include making students familiar with the differing demands of particular fields of study: "In addition to the 'domain knowledge' of the disciplines . . . each discipline possesses specialized genre, vocabulary, traditions of communication, and standards of quality and precision, and each requires specific kinds of reading and writing to an extent greater than has been recognized by teachers or teacher preparation programs." Similarly, Kathleen W. Craver, in *Developing Quantitative Literacy Skills in History and the Social Sciences*, argues for a broad-based, cross-curricular approach to numeracy: "Being charged with the responsibility that our students become quantitatively literate has long been the sole domain of those teaching mathematics. In the data-drenched world of the current century, however, it has now become the responsibility of not only history and social science educators but also STEM (science, technology, engineering, and mathematics) coordinators and curriculum development specialists to integrate quantitative literacy skills into all aspects of the school curriculum, including the humanities."

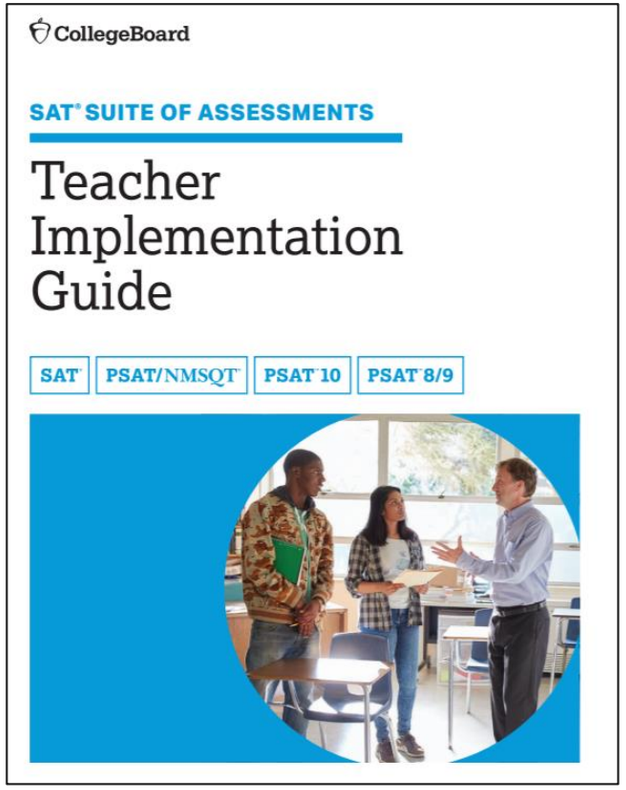
Here's how to get the most out of the resources included in the Social Studies folder:

Step 1: Review the *Analysis in Social Studies Guide* in a department meeting. Talk with your colleagues about the skills/knowledge listed for each test that are related to social studies instruction. Discuss the following questions:

- Are there any skills or knowledge that aren't included in your curriculum?
- Which five skills will your students apply effectively on the SAT?
- Which three skills will your students struggle with on the SAT?

Social Studies Folder Resources

Teacher Implementation Guide

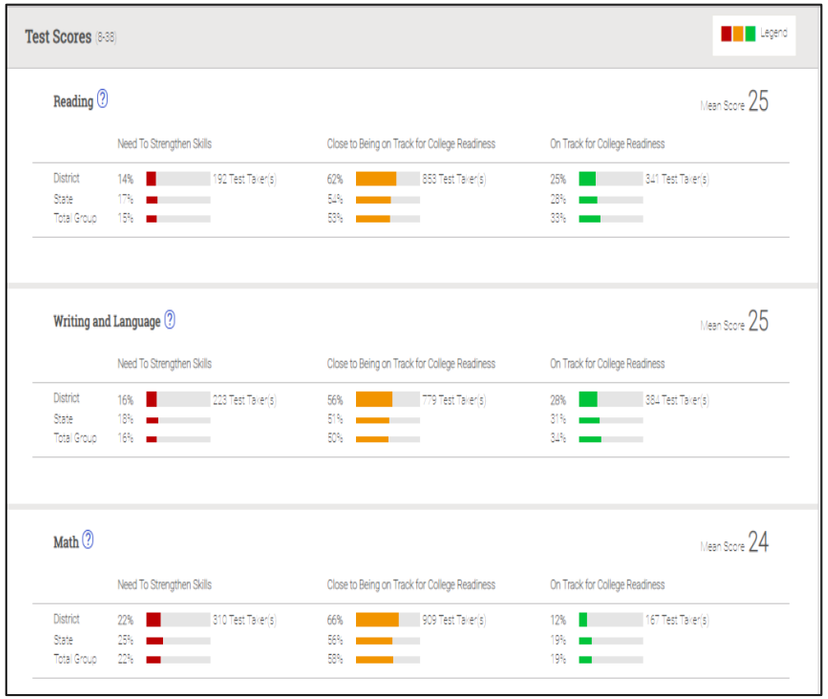


Step 2: Review practice questions to see how skills are assessed on the SAT. This Toolkit includes two sample passages and associated questions from the Reading Test, one passage and associated questions from the Writing and Language Test, and several sample Math Test questions.

More practice questions are available at sat.org/practice. Besides the eight SAT practice tests, you can review answer explanations and scoring guides to clarify the skills being assessed.

Social Studies Folder Resources

Instructional Planning Report

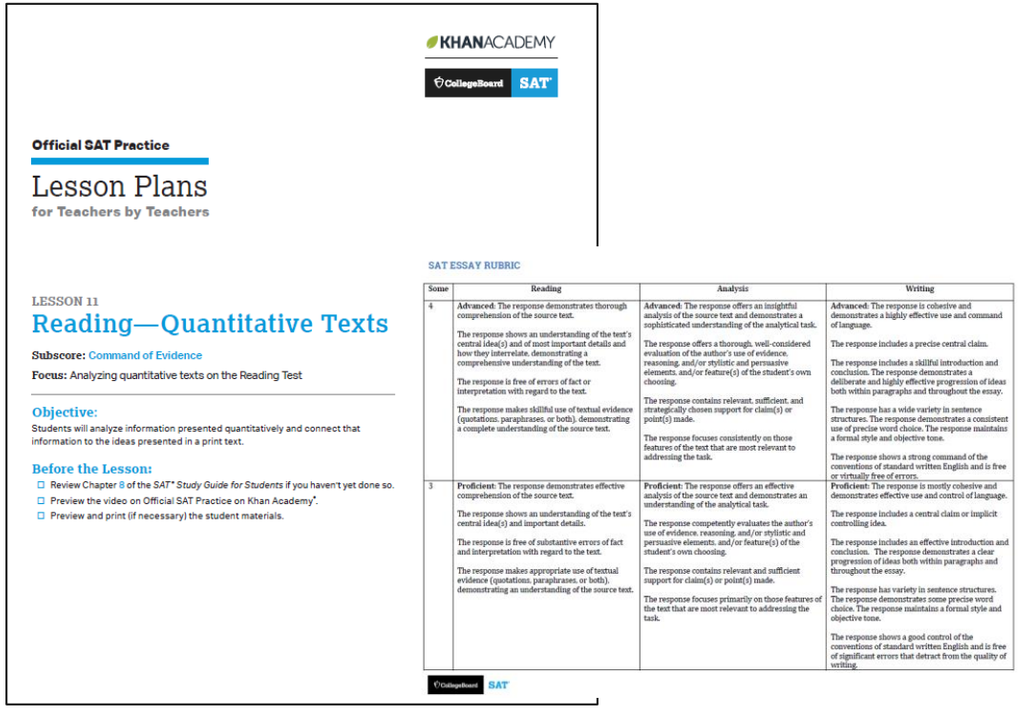


Step 3: Review your school's score data in the K-12 Score Reporting Portal, available at k12reports.collegeboard.org. The perfect way to get started with these skills is to see where your students are strong and where they need improvement.

- Review the *Instructional Planning Report*. Note average test scores, cross-test scores, and subscores, paying particular attention to the Analysis in History/Social Studies cross-test score.
- The *Question Analysis Report* shows you which questions contributed to the Analysis in History/Social Studies cross-test score and how your students performed on these questions.
- Determine whether they're having more difficulty with the Reading Test, Writing and Language Test, or Math Test questions in social studies contexts.

Social Studies Folder Resources

Official SAT Practice Lesson Plans
Essay Rubric



KHAN ACADEMY

CollegeBoard SAT

Official SAT Practice

Lesson Plans

for Teachers by Teachers

LESSON 11

Reading—Quantitative Texts

Subscore: Command of Evidence

Focus: Analyzing quantitative texts on the Reading Test

Objective:

Students will analyze information presented quantitatively and connect that information to the ideas presented in a print text.

Before the Lesson:

- ☐ Review Chapter 8 of the *SAT® Study Guide for Students* if you haven't yet done so.
- ☐ Preview the video on Official SAT Practice on Khan Academy®.
- ☐ Preview and print (if necessary) the student materials.

SAT ESSAY RUBRIC

Score	Reading	Analysis	Writing
4	**Advanced:** The response demonstrates thorough 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, demonstrating a comprehensive understanding of the text. The response is free of errors of fact or interpretation with regard to the text. The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.	**Advanced:** The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical 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 feature(s) of the student's own choosing. The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made. The response focuses consistently on those features of the text that are most relevant to addressing the task.	**Advanced:** The response is cohesive and demonstrates a highly effective use and command of language. The response includes a precise central claim. The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay. The response 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. The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.
3	**Proficient:** The response demonstrates effective comprehension of the source text. The response shows an understanding of the text's central idea(s) and important details. The response is free of substantive errors of fact and interpretation with regard to the text. The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.	**Proficient:** The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task. 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 relevant and sufficient support for claim(s) or point(s) made. The response focuses primarily on those features of the text that are most relevant to addressing the task.	**Proficient:** The response is mostly cohesive and demonstrates effective use and control of language. 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.

CollegeBoard SAT

Step 4: Review sample lessons and strategies. Investigate Official SAT Practice Lesson Plans, which use resources such as Official SAT Practice on Khan Academy® to foster a classroom experience that builds students' college and career readiness skills. Several lessons relate to social studies instruction.

The Quantitative Texts Lesson Plan is included in this Toolkit. Other lessons develop essential reading skills to help students do better in social studies. Review Reading—Central Idea and Evidence and Reading—Synthesis and Paired Passages to get ideas for achieving strong reading skills.

This Toolkit includes the SAT Essay Rubric and an Official SAT Practice Lesson Plan to introduce the Essay.

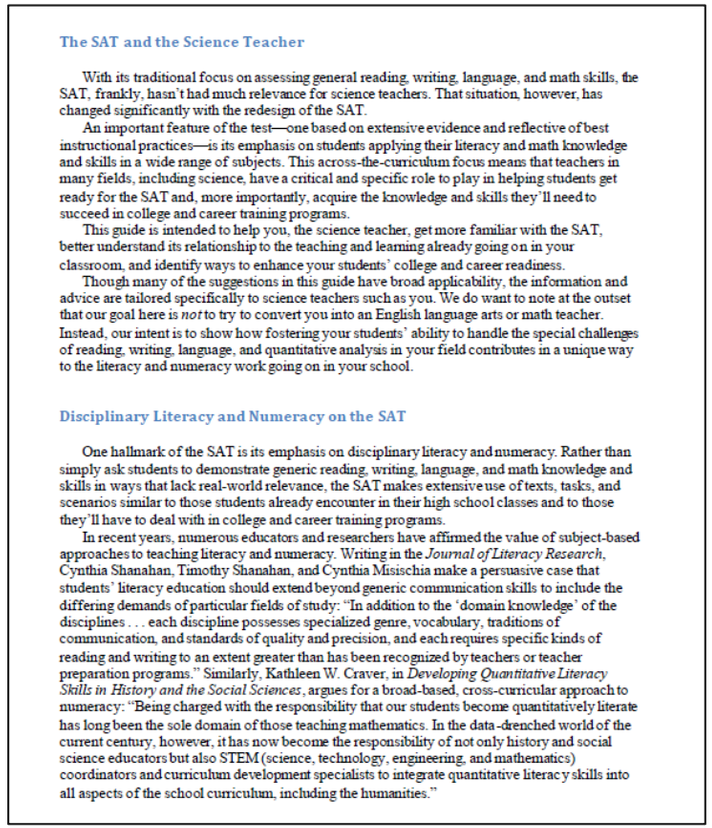
For more on the SAT Essay, the self-guided course on the Essay walks you through the essay prompt and offers an extra lesson plan.

Step 5: Continue to measure student progress. You've already noted the current Analysis in Social Studies Cross Test score on the SAT Suite of Assessments. As you include passages and questions in your formative and summative assessments, track student progress.

Science Folder

Science Folder Resources

Science Guide



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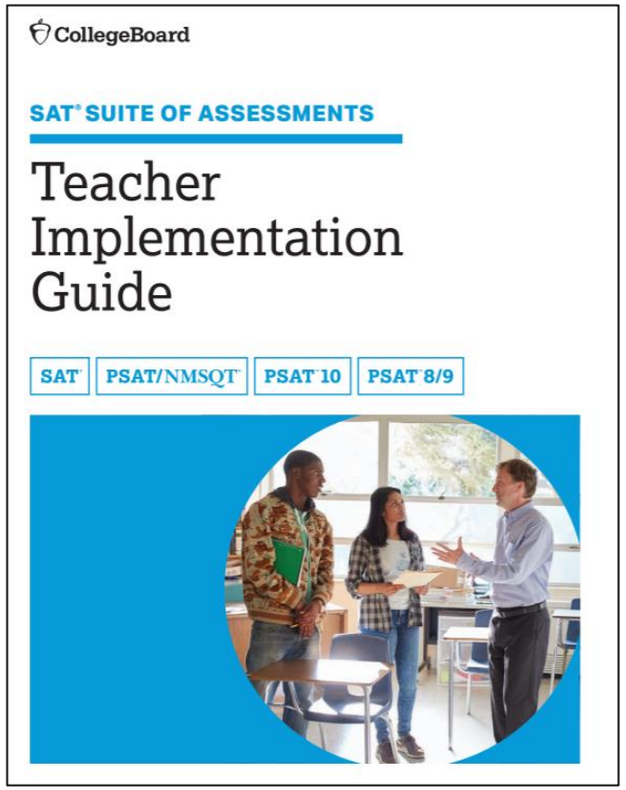
Here's how to get the most out of the resources included in the Science folder:

Step 1: Review the *Analysis in Science Guide* in a department meeting. Talk with your colleagues about the skills/knowledge listed for each test that are related to science instruction. Discuss the following questions:

- Are there any skills or knowledge that aren't included in your curriculum?
- Which five skills will your students apply effectively on the SAT?
- Which three skills will your students struggle with on the SAT?

Science Folder Resources

Teacher Implementation Guide



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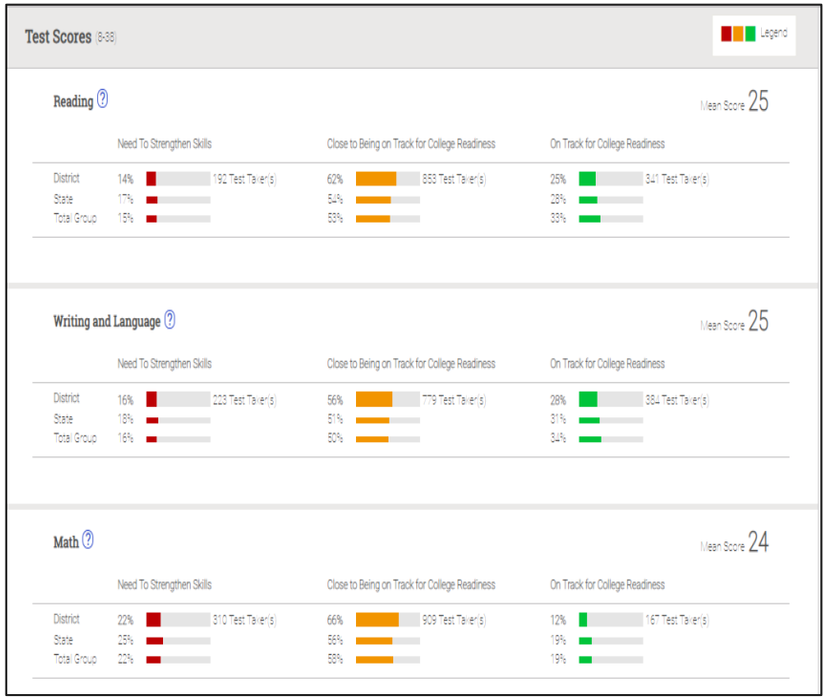
More practice questions are available at sat.org/practice. Besides the eight SAT practice tests, you can review answer explanations and scoring guides to clarify the skills being assessed.

Science Folder Resources

Instructional Planning Report

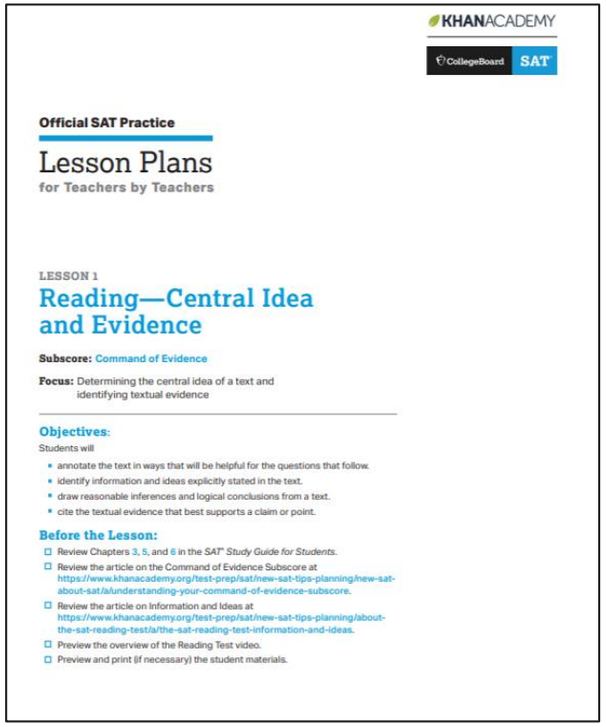


Step 3: Review your school's score data in the K-12 Score Reporting Portal, available at k12reports.collegeboard.org. The perfect way to get started with these skills is to see where your students are strong and where they need improvement.

- Review the *Instructional Planning Report*. Note average test scores, cross-test scores, and subscores, paying particular attention to the Analysis in Science cross-test score.
- The *Question Analysis Report* shows you which questions contributed to the Analysis in Science cross-test score and how your students performed on these questions.
- Determine whether they're having more difficulty with the Reading Test, Writing and Language Test, or Math Test questions in science contexts.

Science Folder Resources

Official SAT Practice Lesson Plans



KHANACADEMY

CollegeBoard SAT

Official SAT Practice

Lesson Plans

for Teachers by Teachers

LESSON 1

Reading—Central Idea and Evidence

Subscore: Command of Evidence

Focus: Determining the central idea of a text and identifying textual evidence

Objectives:

Students will

- annotate the text in ways that will be helpful for the questions that follow.
- identify information and ideas explicitly stated in the text.
- draw reasonable inferences and logical conclusions from a text.
- cite the textual evidence that best supports a claim or point.

Before the Lesson:

- ☐ Review Chapters 3, 5, and 6 in the *SAT® Study Guide for Students*.
- ☐ Review the article on the Command of Evidence Subscore at https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/new-sat-about-sat/a/understanding-your-command-of-evidence-subscore.
- ☐ Review the article on Information and Ideas at https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-reading-test/a/the-sat-reading-test-information-and-ideas.
- ☐ Preview the overview of the Reading Test video.
- ☐ Preview and print (if necessary) the student materials.

Step 4: Review sample lessons and strategies. Investigate Official SAT Practice Lesson Plans, which use resources such as Official SAT Practice on Khan Academy® to foster a classroom experience that builds students' college and career readiness skills. Several lessons relate to science instruction.

The Quantitative Texts Lesson Plan is included in this Toolkit.

Other lessons develop essential reading skills to help students do better in science. Review Reading—Central Idea and Evidence and Reading—Synthesis and Paired Passages to get ideas for achieving strong reading skills.

Step 5: Continue to measure student progress. You've already noted the current Analysis in Science Cross Test score on the SAT Suite of Assessments. As you include passages and questions in your formative and summative assessments, track student progress.

Thank you!

CollegeBoard