

PROFESSIONAL  
DEVELOPMENT  
MODULE

1

FACILITATOR'S  
GUIDE

# The SAT<sup>®</sup> Suite of Assessments

## Key Features

The **SAT® Suite of Assessments**, one component of the College Board Readiness and Success System, comprises the **PSAT™ 8/9**, **PSAT™ 10**, **PSAT/NMSQT®**, and **SAT**, and focuses on the few, durable skills that evidence shows matter most for college and career success. The tests included in the SAT Suite of Assessments are connected by the same underlying content continuum of knowledge and skills, providing schools with the ability to align vertical teams and create cross-subject tasks.

The SAT Suite of Assessments is aligned with classroom instruction. At the College Board, we know that the best way to prepare students for college and career is through excellent instruction aligned with college and career ready content and skills, and we have the opportunity to support excellent instruction by designing assessments that measure the skills that matter most for college and career readiness. We are committed to partnering with teachers and school and district leaders to help students build the necessary skills that will ensure their success at their chosen college, university, or career training program.

The purpose of the *Professional Development Modules for Educators* is to build a deep understanding of the content and skills assessed on the SAT Suite of Assessments, and to support educators as they identify the natural points of alignment across the SAT Suite, classroom instruction, and curriculum. Each professional development module contains descriptions of the assessment content, sample questions, and suggestions for helping students master content and prepare for the assessments in the SAT Suite. The modules are flexible; they are designed for download and presentation in various meetings and professional development sessions, for individual or group use. The presentations can be viewed in one sitting or broken into shorter chunks over time. Each module suggests interactive activities for groups and teams, but the content can be reviewed by individuals. There is no one right way to engage in this professional development; it is our hope that individuals, schools, and districts will use the presentations and handouts in ways that maximize effectiveness in a variety of situations.

**WE WANT TO HEAR ABOUT YOUR EXPERIENCE WITH THE MODULES!**

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## What's in the Modules?

- » **Module 1** – *Key Features* is the broad overview of the SAT Suite of Assessments. It includes general information about each test, an overview of scores and reports, and suggestions for helping students practice for the SAT Suite of Assessments. Modules 2–5 are focused on the content assessed for the seven subscores reported with the SAT Suite.
- » **Module 2** – *Words in Context and Command of Evidence*
- » **Module 3** – *Expression of Ideas and Standard English Conventions*
- » **Module 4** – *Math that Matters Most: Heart of Algebra and Problem Solving and Data Analysis*
- » **Module 5** – *Math that Matters Most: Passport to Advanced Math and Additional Topics in Math*
- » **Module 6** – *Using Scores and Reporting to Inform Instruction*
- » **Module 7** – *Connecting History/Social Studies Instruction with the SAT Suite of Assessments*
- » **Module 8** – *Connecting Science Instruction with the SAT Suite of Assessments*
- » **Module 9** – *The SAT Essay*

Each module is independent and can be viewed alone, although we strongly recommend becoming familiar with Module 1 before reviewing any of the other modules.

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## What's in this Facilitator's Guide?

Each module is accompanied by a Facilitator's Guide like this, which includes suggested discussion points, pacing guide, handouts and activities. Each Facilitator's Guide lists the approximate length of time needed for each slide and activity. In addition, the guide suggests section breaks (chapters) to allow for a more succinct, targeted review of the content.

## What Are the Suggestions for Module Presentations?

1. Review the complete Facilitator's Guide with handouts and the PowerPoint presentation to get familiar with the suggested talking points, activities, and handouts in the presentation.
2. Provide a paper or electronic copy of the PowerPoint presentation to all participants for personal review and note-taking.
3. Print or email all handouts at the end of this Facilitator's Guide for each participant.
4. Review the suggested timing for each slide and activity, and choose activities that fit in the time frame allotted for your meeting. For example, in Module 1:
  - a. Rather than using a jigsaw activity, Key Features (slide 8) can be read to participants.
  - b. Standard reports can be read in Module 1, and then used as an activity in a later module.
5. Each module assumes a new group of participants is present. If the participants have engaged in other modules, a facilitator may adjust and remove content that is repetitive.
6. Please follow up each presentation with an email to participants that contains a link to the online exit survey. Your feedback is valuable and will be used to improve the modules!

## What Are the Follow-Up Activities?

Module 1 professional development is meant to be a starting point. Modules 2 through 9 include suggestions for follow-up activities to continue the learning beyond the presentation. Look for suggestions at the end of each Facilitator's Guide in Modules 2–9.

If you have questions, comments, or suggestions about the presentations, the materials, or the SAT Suite of Assessments, please email [SATinstructionalsupport@collegeboard.org](mailto:SATinstructionalsupport@collegeboard.org) for personalized attention. We look forward to hearing from you!

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PREPARING YOUR PRESENTATION FOR THE TIME ALLOTTED*			
How Much Time Do You Have?	Use These Slides	Use These Activities	Use These Handouts (some handouts will be used without the accompanying activity to meet time limitations)
30 minutes	1–12, 16, 19–21, 25–28, 30–38	Q&A » Exit Survey	1. <i>Test Length and Timing</i> 2. <i>Key Features of the SAT Suite (without activity)</i> 3. <i>Score Reporting on the SAT Suite of Assessments</i> 4. <i>Tips for Success on the SAT</i>
60 minutes	1–12, 16, 19–21, 25–27, 28, 32–38	» Eight Key Features of the SAT Suite » Explore Khan Academy® » Questions for Reflection	1. <i>Test Length and Timing</i> 2. <i>Key Features of the SAT Suite (with activity)</i> 3. <i>Score Reporting on the SAT Suite of Assessments</i> 4. <i>Tips for Success on the SAT</i> 5. <i>Questions for Reflection</i>
90 minutes	All Slides	» Key Features of the SAT Suite » All Sample Questions » Explore Khan Academy » Questions for Reflection	1. <i>Test Length and Timing</i> 2. <i>Key Features of the SAT Suite (with activity)</i> 3. <i>Score Reporting on the SAT Suite of Assessments</i> 4. <i>Tips for Success on the SAT</i> 5. <i>Questions for Reflection</i>

\*Please note: The time estimations are approximate and will be influenced by the engagement of participants and the pace of the facilitator.

## Suggested Discussion Points/Handouts/Activities

SLIDE 1	ESTIMATED TIME (IN MINUTES): 1
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Welcome the participants to Module 1 of the SAT Suite of Assessments.



## Suggested Discussion Points/Handouts/Activities

SLIDE 2	ESTIMATED TIME (IN MINUTES): 1
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This is the first of nine modules that explain the features of the SAT Suite of Assessments and its connection to classroom instruction. All modules can be accessed online or downloaded for internal use. Share titles of additional modules.



### Professional Development Modules for the SAT Suite of Assessments

<b>Module 1</b>	<b>Key Features</b>
<b>Module 2</b>	Words in Context and Command of Evidence
<b>Module 3</b>	Expression of Ideas and Standard English Conventions
<b>Module 4</b>	Math that Matters Most <ul style="list-style-type: none"> <li>▶ Heart of Algebra</li> <li>▶ Problem Solving and Data Analysis</li> </ul>
<b>Module 5</b>	Math that Matters Most <ul style="list-style-type: none"> <li>▶ Passport to Advanced Math</li> <li>▶ Additional Topics in Math</li> </ul>
<b>Module 6</b>	The SAT Suite of Assessments: Using Scores and Reporting to Inform Instruction
<b>Module 7</b>	Connecting History/Social Studies Instruction with the SAT Suite of Assessments
<b>Module 8</b>	Connecting Science Instruction with the SAT Suite of Assessments
<b>Module 9</b>	The SAT Essay



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## Suggested Discussion Points/Handouts/Activities

SLIDE 3	ESTIMATED TIME (IN MINUTES): 1
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Describe the objectives of Module 1.

*Ask the participants what they hope to learn from this module and what questions they would like to have answered.*

**SAT**

CHAPTER  
**1** | **What is the Purpose of Module 1?**

- ▶ Describe the structure and content of the SAT Suite of Assessments
- ▶ Introduce scores and reports
- ▶ Provide information to share with students about practice and preparation

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## Suggested Discussion Points/Handouts/Activities

SLIDE 4	ESTIMATED TIME (IN MINUTES): 4
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What are the skills and content you believe are most important for post-high-school success?

*Ask the participants to think about and share the knowledge, skills, and understandings they believe are most needed for post-high-school success and then share with the group.*

Research has been the driving force behind the SAT Suite of Assessments. The College Board examined what the best available evidence indicated were the **“essential prerequisites” in reading, writing, language, and mathematics for readiness for and success in college and career.** Through our research, the College Board has identified a critical set of knowledge, skills, and understandings that predict student success in college and workforce training programs.

- › Read, analyze, and use reasoning to comprehend challenging literary and informational texts, including texts on science and history/social studies topics, to demonstrate and expand knowledge and understanding.
- › Revise and edit extended texts across a range of academic and career-related subjects for expression of ideas and to show facility with a core set of grammar, usage, and punctuation conventions.
- › Show command of a focused but powerful set of knowledge, skills, and understandings in math and apply that ability to solve problems situated in science, social studies, and career-related contexts.
- › Make careful and considered use of evidence in reading and writing.
- › Demonstrate skill in analyzing data, including data represented graphically in tables, graphs, charts, and the like, in reading, writing, and math contexts.

SAT

## What Do Students Need to Know for Post-High School Success?

The College Board has identified a critical set of knowledge, skills, and understandings that predict student success in college and workforce training programs:

- ▶ Comprehend challenging literary and informational texts
- ▶ Revise and edit extended texts
- ▶ Show command of math, especially algebra and data analysis
- ▶ Use evidence in reading and writing
- ▶ Analyze data
- ▶ Use and understand words in context

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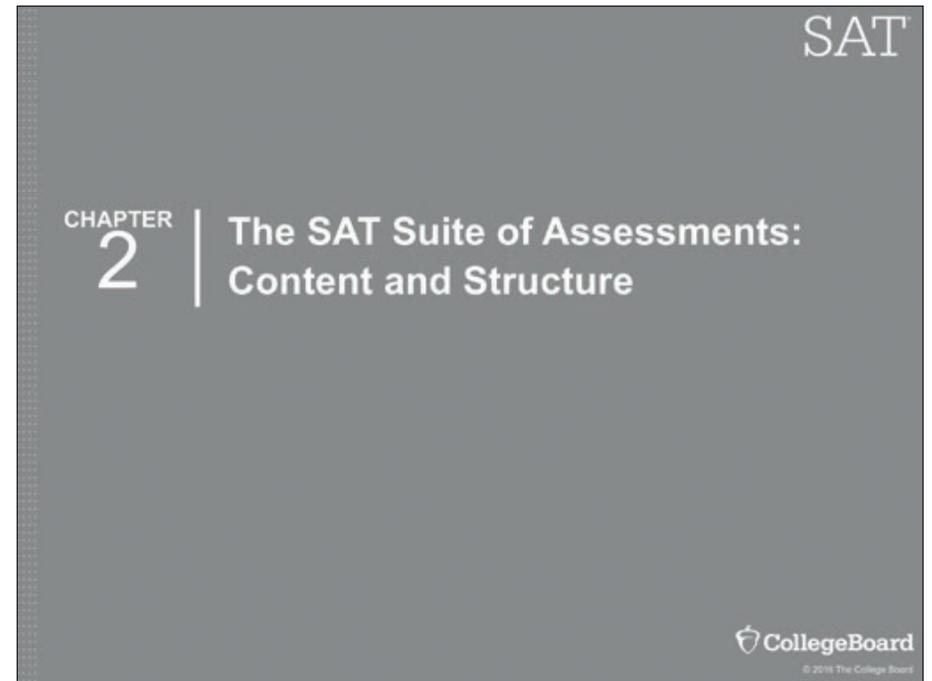


- › Reveal an understanding of words in context and how word choice helps shape meaning and tone.

## Suggested Discussion Points/Handouts/Activities

SLIDE 5	ESTIMATED TIME (IN MINUTES):
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This section discusses the format and timing of the SAT Suite of Assessments.



## Suggested Discussion Points/Handouts/Activities

SLIDE 6	ESTIMATED TIME (IN MINUTES): 1
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*Ask: What do you know about the SAT?* This is an opportunity to learn about participants' prior knowledge.

The assessments in the SAT Suite have two sections: The Evidence-Based Reading and Writing section, and the Math section. The Evidence-Based Reading and Writing section comprises two tests: the Reading Test and the Writing and Language Test. The Math section has two portions: a portion in which students are allowed to use a calculator and a portion in which they are not allowed to use a calculator. The SAT Essay is optional, only available on the SAT (not on the PSAT/NMSQT, PSAT 10, or PSAT 8/9) and earns scores separate from the 1600 scale.

The SAT Essay is optional for two main reasons: First, while the writing work that students do in the Evidence-Based Reading and Writing section of the test is strongly predictive of college and career readiness and success, one single essay historically has not contributed significantly to the overall predictive power of the test. Second, feedback from hundreds of member admission officers was divided: some respondents found the essay useful, but others did not.

SAT

## What Is the Format of the SAT Suite of Assessments?

- ▶ Evidence-Based Reading and Writing Section
  - Reading Test
  - Writing and Language Test
- ▶ Math Section
  - Math Test: Calculator portion
  - Math Test: No-calculator portion
- ▶ SAT only: Optional SAT Essay


  
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## Suggested Discussion Points/Handouts/Activities

<b>SLIDE 7</b>	<b>ESTIMATED TIME (IN MINUTES): 1</b>
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Test Length and Timing (p. 44).



## Test Length and Timing

	Total Length	Reading Test		Writing and Language Test		Math Test				Essay	
		Total Questions	Time Allotted (in minutes)	Total Questions	Time Allotted (in minutes)	Calculator		No Calculator		Total Questions	Time Allotted (in minutes)
						Total Questions	Time Allotted (in minutes)	Total Questions	Time Allotted (in minutes)		
<b>SAT</b>	3 hours (+50 minutes, optional Essay)	52	65	44	35	38	55	20	25	1	50
<b>PSAT/NMST and PSAT 10</b>	2 hours, 45 minutes	47	60	44	35	31	45	17	25	N/A	N/A
<b>PSAT 8/9</b>	2 hours, 25 minutes	42	55	40	30	25	40	13	20	N/A	N/A

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## Suggested Discussion Points/Handouts/Activities

SLIDE 8

ESTIMATED TIME (IN MINUTES): 20 WITH ACTIVITY

### Handout: Key Features of the SAT Suite of Assessments

**Activity:** *Using a jigsaw strategy,\* assign groups to read and discuss each key feature and share their information with the group. Ask teams to identify which feature will be most challenging for students, and which feature will generate the most positive response from students.*

**Outcome:** Participants become familiar with the key features by describing them in their own words.

*\*Jigsaw Strategy: Divide the participants into groups, and assign each group a different task (read a portion of a document or answer a set of questions). Once the group has completed their task, ask them to share what they have learned with the whole group so that everyone benefits from each group's information.*

### Explanations of key features (on handout):

#### Words in Context

The SAT Suite focuses on the meanings of words, dependent on how they're used. Students are asked to interpret the meaning of words based on the context of the passage in which they appear. This is demanding but rewarding work. These are words that students will use throughout their lives — in high school, college, and beyond.

#### Command of Evidence

When students take the Evidence-Based Reading and Writing section they are asked to demonstrate their ability to interpret, synthesize, and use evidence found in a wide range of sources. These sources include informational graphics and multiparagraph passages excerpted from literature and literary nonfiction; texts in the humanities, science, history, and social studies; and career-related sources.

For every passage students read in the Reading Test, there is at least one question asking them to select a quote from the text that best supports the answer they have chosen in response to the preceding question. Some passages are paired with informational graphics, and students are asked to integrate the information conveyed through each to find the best answer.

SAT

## Key Features of the SAT Suite of Assessments

1. Words in Context
2. Command of Evidence
3. Essay Analyzing a Source
4. Math That Matters Most
5. Problems Grounded in Real-World Contexts
6. Analysis in Science and Analysis in History/Social Studies
7. U.S. Founding Documents and the Great Global Conversation
8. No Penalty for Guessing

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Questions on the Writing and Language Test also focus on command of evidence. Students are asked to analyze sequences of paragraphs to make sure they are correct, grammatically and substantively. In some questions, students are asked to interpret graphics and edit the accompanying passages so that they accurately convey the information in the graphics.

The optional SAT Essay requires students to demonstrate command of evidence. Students are asked to analyze a provided source text to determine how the author builds an argument to persuade an audience through the use of evidence, reasoning, and/or stylistic and persuasive devices and then to write a cogent and clear analysis supported by critical reasoning and evidence drawn from the source.

#### Essay Analyzing a Source

On the optional SAT Essay, students read a passage and explain how the author builds an argument to persuade an audience. Students may analyze such aspects of the passage as the author's use of evidence, reasoning, and stylistic and persuasive elements. This task more closely mirrors college writing assignments.

(continued on next page)

The optional SAT Essay is designed to support high school students and teachers as they cultivate close reading, careful analysis, and clear writing. It promotes the practice of reading a wide variety of arguments and analyzing how authors do their work as writers.

Though the SAT Essay will be an optional component of the SAT, some school districts and colleges will require it.

### **Math that Matters Most**

The Math test focuses in depth on three essential areas of math: Problem Solving and Data Analysis, the Heart of Algebra, and Passport to Advanced Math. Problem Solving and Data Analysis is about being quantitatively literate. It includes using ratios, percentages, and proportional reasoning to solve problems in science, social science, and career contexts. The Heart of Algebra focuses on the mastery of linear equations and systems, which helps students develop key powers of abstraction. Passport to Advanced Math focuses on the student's familiarity with more complex equations and the manipulation they require.

Current research shows that these areas most contribute to readiness for college and career training. They're used in a wide range of majors and careers. In addition to these areas, the SAT, PSAT/NMSQT, and PSAT 10 sample additional topics in math, including the kinds of geometric and trigonometric skills that are most relevant to college and careers.

### **Problems Grounded in Real-World Contexts**

Throughout the SAT Suite, students engage with questions grounded in the real world — questions directly related to the work performed in college and career.

In the Evidence-Based Reading and Writing section, reading questions include literature and literary nonfiction, but also feature charts, tables, graphs, and passages like the ones students are likely to encounter in science, social science, and other majors and careers. Students are asked to do more than correct errors; they are asked to edit and revise to improve texts from the humanities, history, social science, and career contexts.

The Math section features multistep applications to solve problems in science, social science, career scenarios, and other real-life contexts. Students are presented with a scenario and then asked several

questions about it. This allows students to dig into a situation and think about it, then model it mathematically.

### **Analysis in Science and Analysis in History/Social Studies**

When students take any assessment in the SAT Suite, they are asked to apply their reading, writing, language, and math skills to answer questions in science, history, and social studies contexts. They will use these skills — in college, in their jobs, and in their lives — to make sense of recent discoveries, political developments, global events, and health and environmental issues.

Students encounter challenging texts and informational graphics that pertain to issues and topics like these in the Evidence-Based Reading and Writing section and the Math section. Questions require them to read and comprehend texts, revise texts to be consistent with data presented in graphics, synthesize information presented through texts and graphics, and solve problems based in science and social science.

### **U.S. Founding Documents and the Great Global Conversation**

The U.S. founding documents, including the Declaration of Independence, the Bill of Rights, and the Federalist Papers, have helped inspire a conversation that continues to this day about the nature of civic life. While the U.S. founding documents originated in the early American context, over time authors, speakers, and thinkers from the United States and around the world, including Edmund Burke, Mary Wollstonecraft, and Mohandas Gandhi, have broadened and deepened the conversation around such vital matters as freedom, justice, and human dignity. Every time students take an assessment in the SAT Suite, they will encounter a passage from one of the U.S. founding documents or a text from the great global conversation. In this way, the SAT Suite will inspire a close reading of these rich, meaningful, often profound texts, not only as a way to develop valuable college and career readiness skills, but also as an opportunity to reflect on and deeply engage with issues and concerns central to informed citizenship.

### **No Penalty for Guessing**

The SAT Suite of Assessments removes the correction for wrong answers. Students earn points for the questions they answer correctly. Rights-only scoring encourages students to give the best answer they have to every question.

## Suggested Discussion Points/Handouts/Activities

SLIDE 9	ESTIMATED TIME (IN MINUTES): 3
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*This question can be broadened/repeated to ask about most impact on curriculum, most impact on instruction, etc. Open for discussion or have participants discuss with a partner or in a small group.*



**Which Key Feature will have the most impact on students?**



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## Suggested Discussion Points/Handouts/Activities

SLIDE 10	ESTIMATED TIME (IN MINUTES):
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Participants will now begin looking at sample questions from the Reading Test, the Writing and Language Test, and the Math Test. The sample questions in this module are SAT questions. PSAT/NMSQT, PSAT 10, and PSAT 8/9 questions have a similar format, but are designed at a level of complexity appropriate for each grade level.

SAT

CHAPTER  
3

The SAT Suite of Assessments:  
Content and Sample Questions

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## Suggested Discussion Points/Handouts/Activities

SLIDE 11	ESTIMATED TIME (IN MINUTES): 1
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These are some important features of the Reading Test and Writing and Language Test (together, the Reading Test and Writing and Language Test form the Evidence-Based Reading and Writing section):

- › **Text Complexity:** SAT – ranges from ninth grade through first-year post-high-school; PSAT/NMSQT and PSAT 10 – range from grades nine and 10; PSAT 8/9 – ranges from grades 6–10.
- › Emphasizes **source analysis and use of evidence.**
- › Incorporates **data and informational graphics.**
- › Focuses on **words in context** and on **word choice for rhetorical effect.**
- › Includes **texts in literature, science, and social studies.**

SAT

## Evidence-Based Reading and Writing Overview

- ▶ **Evidence-Based Reading and Writing Section comprises the Reading Test and the Writing and Language Test.**
- ▶ **Text complexity:**
  - ▶ SAT: range from 9<sup>th</sup> grade through first year post-high school
  - ▶ PSAT/NMSQT and PSAT 10: range from 9<sup>th</sup> to 10<sup>th</sup> grade
  - ▶ PSAT 8/9: range from 6<sup>th</sup> to 10<sup>th</sup> grade
- ▶ Emphasizes **source analysis and use of evidence**
- ▶ Incorporates **data and informational graphics**
- ▶ Focuses on **words in context** and on **word choice for rhetorical effect**
- ▶ Includes **texts in literature, science and social studies**

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## Suggested Discussion Points/Handouts/Activities

SLIDE 12	ESTIMATED TIME (IN MINUTES): 1
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The overall aim of the Reading Test is to determine whether students can demonstrate college and career readiness proficiency in **comprehending a broad range of high-quality, appropriately challenging literary and informational texts** in the content areas of U.S. and world literature, history/social studies, and science.

The test comprises a series of **passages and associated multiple-choice questions**. Some question sets will refer to **paired passages**, others will refer to only one passage.

Students must refer to the specific language in the passages and use **careful reasoning to draw supportable inferences**.

## Reading Test Overview

- ▶ The overall aim of the Reading Test is to determine whether students can demonstrate college and career readiness proficiency in **comprehending a broad range of high-quality, appropriately challenging literary and informational texts** in the content areas of U.S. and world literature, history/social studies, and science.
- ▶ The test comprises a series of **passages and associated multiple-choice questions**. Some question sets will refer to **paired passages**, others will refer to only one passage.
- ▶ Students must refer to the specific language in the passages and use **careful reasoning to draw supportable inferences**.

## Suggested Discussion Points/Handouts/Activities

SLIDE 13	ESTIMATED TIME (IN MINUTES): 2
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These are the first 10 lines of a 70 line passage. This passage is adapted from a speech delivered by Congresswoman Barbara Jordan of Texas on July 25, 1974, as a member of the Judiciary Committee of the United States House of Representatives. In the passage, Jordan discusses how and when a United States president may be impeached, or charged with serious offenses, while in office. Jordan’s speech was delivered in the context of impeachment hearings against then President Richard M. Nixon.

On the Reading Test, the lines are numbered as they are here for reference in questions.

**Activity:** Give participants time to read the prompt and read it aloud to them. Ask them to answer the question on the next slide.

### Reading Test Sample Question – Passage (abbreviated)

- 1 Today, I am an inquisitor. An hyperbole would not be fictional and would not overstate the solemnness that I feel right now. My faith in the Constitution is whole; it is complete; it is total. And I am not going to sit here and be
- 5 an idle spectator to the diminution, the subversion, the destruction, of the Constitution.
- “Who can so properly be the inquisitors for the nation as the representatives of the nation themselves?” “The subjects of its jurisdiction are those offenses which
- 10 proceed from the misconduct of public men.”

## Suggested Discussion Points/Handouts/Activities

SLIDE 14

ESTIMATED TIME (IN MINUTES): 3

Read this question and answer choices. It may be helpful to flip back to the previous slide for participants to review the passage again. The answer and explanation are on the next slide.

**Activity:** Give participants the opportunity to answer the question prior to providing the answer. Ask them to explain their choice. Then go through the answer explanations (next slide).

SAT

## Reading Test Sample Question

The main rhetorical effect of the series of three phrases in lines 5–6 (“the diminution, the subversion, the destruction”) is to

- A) convey with increasing intensity the seriousness of the threat Jordan sees to the Constitution.
- B) clarify that Jordan believes the Constitution was first weakened, then sabotaged, then broken.
- C) indicate that Jordan thinks the Constitution is prone to failure in three distinct ways.
- D) propose a three-part agenda for rescuing the Constitution from the current crisis.

*Content: Rhetoric / Analyzing word choice*

*Objective: Students must determine the main rhetorical effect of the speaker’s choice of words.*

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## Suggested Discussion Points/Handouts/Activities

SLIDE 15	ESTIMATED TIME (IN MINUTES): 2
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### You may want to share the answer explanations:

**Choice A** is the best answer because the quoted phrases — building from “diminution” to “subversion” to “destruction” — suggest the increasing seriousness of the threat Jordan sees to the Constitution.

**Choice B** is not the best answer because the passage offers no evidence that the quoted phrases refer to three different events that happened in a strict sequence. It is more reasonable to infer from the passage that Jordan sees “diminution,” “subversion,” and “destruction” as differing degrees to which the Constitution could be undermined. Moreover, the passage suggests that Jordan sees these three things as products of the same action or series of actions, not as three distinct stages in a process.

**Choice C** is not the best answer because the passage offers no evidence that the quoted phrases refer to three distinct ways in which the Constitution is prone to failure. It is more reasonable to infer from the passage that Jordan sees “diminution,” “subversion,” and “destruction” as differing degrees to which the Constitution could be undermined. Moreover, the passage suggests that Jordan sees these three things as products of the same action or series of actions, not as three distinct “ways.”

**Choice D** is not the best answer because the passage offers no evidence that the quoted phrases refer to three unique elements of a proposal to resolve a crisis. It is more reasonable to infer from the passage that Jordan sees “diminution,” “subversion,” and “destruction” as differing degrees to which the Constitution could be undermined. Moreover, the passage suggests that Jordan sees these three things as products of the same action or series of actions, not as three distinct “parts.”

More Reading Test sample items are available in PD Modules 2 and 3 at [www.collegereadiness.collegeboard.org](http://www.collegereadiness.collegeboard.org) and in the *Redesigned SAT Teacher Implementation Guide*.

## Reading Test Sample Question Explanation

A) convey with increasing intensity the seriousness of the threat Jordan sees to the Constitution. Choice A is the best answer because the quoted phrases — building from “diminution” to “subversion” to “destruction” — suggest the increasing seriousness of the threat Jordan sees to the Constitution.

## Suggested Discussion Points/Handouts/Activities

SLIDE 16

ESTIMATED TIME (IN MINUTES): 1

The Writing and Language Test assesses college and career readiness proficiency in revising and editing a range of texts

- › Assesses development, organization, and effective language use.
- › Assesses conformity to the conventions of Standard Written English grammar, usage, and punctuation.
- › Assesses ability to make revising and editing decisions to passages in light of information and ideas conveyed graphically. Some passages are accompanied by representations of data in tables, charts, or graphs.
- › The Writing and Language Test does not require students to provide written responses — it consists of multiple-choice questions only.
- › All passages are written specifically for the assessment. Errors (rhetorical or mechanical problems) are introduced, asking students to select the best correction.

SAT

## Writing and Language Test Overview

- ▶ Assesses college and career readiness proficiency in **revising and editing** a range of texts.
- ▶ **Does not require students to provide written responses** -- multiple-choice questions only.
- ▶ Attends to a **core set of standard English language conventions** and to **effective written expression**.
- ▶ Some passages and/or questions will be accompanied by representations of data — **tables, charts, graphs**, etc.
- ▶ All passages will be written **specifically for the test**.
- ▶ The most common question format will require students to **choose the best of three alternatives** to an indicated part of the passage (often an underlined portion) or to determine that the **version presented in the passage is the best option**.

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## Suggested Discussion Points/Handouts/Activities

SLIDE 17	ESTIMATED TIME (IN MINUTES): 3
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This is one paragraph of the four-paragraph text. Question #2 refers to the shaded “2” in line 4 of the paragraph.

**NOTE:** *There is no question stem. Many questions will offer three answer options in addition to the “NO CHANGE” option.*

**Activity:** *Give participants time to read the prompt and read it aloud to them. Ask them to answer the question.*

Answer explanations are on the following slide.

## Writing and Language Test Sample Question

A 1954 documentary about renowned watercolor painter Dong Kingman shows the artist sitting on a stool on Mott Street in New York City’s Chinatown. A crowd of admiring spectators watches as Kingman squeezes dollops of paint from several tubes into a tin watercolor [2] box. From just a few primary colors, Kingman creates dozens of beautiful hues as he layers the translucent paint onto the paper on his easel. Each stroke of the brush and dab of the sponge transforms thinly sketched outlines into buildings, shop signs, and streetlamps. The street scene Kingman begins composing in this short film is very much in keeping with the urban landscapes for which he is best known.

2.

- A) NO CHANGE
- B) box. From just a few primary colors,
- C) box from just a few primary colors,
- D) box, from just a few primary colors

*Content: Standard English Conventions/Conventions of Punctuation*

*Objective: Students must create two grammatically complete and standard sentences.*

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## Suggested Discussion Points/Handouts/Activities

SLIDE 18

ESTIMATED TIME (IN MINUTES): 1

Choice B is the best answer because it provides punctuation that creates two grammatically complete and standard sentences.

Choice A is not the best answer because it results in a comma splice as well as some confusion about what the prepositional phrase “from just a few primary colors” modifies.

Choice C is not the best answer because it results in a run-on sentence as well as some confusion about what the prepositional phrase “from just a few primary colors” modifies.

Choice D is not the best answer because it results in a comma splice.

More Writing and Language Test sample questions are available in PD Modules 2 and 3 at [collegereadiness.collegeboard.org](http://collegereadiness.collegeboard.org) and in the *Redesigned SAT Teacher Implementation Guide*.

SAT

### Writing and Language Test Sample Question Explanation

B) box. From just a few primary colors,

Choice B is the best answer because it provides punctuation that creates two grammatically complete and standard sentences.

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## Suggested Discussion Points/Handouts/Activities

SLIDE 19

ESTIMATED TIME (IN MINUTES): 1

The SAT Essay is offered on the SAT only; the PSAT/NMSQT, PSAT 10, and PSAT 8/9 do not offer an essay component.

- » On the optional SAT Essay, students are required to make purposeful, substantive use of textual evidence in a way that can be objectively evaluated.
- » The SAT Essay is not designed to elicit students' subjective opinions.
- » The prompt is consistent for all administrations of the SAT; only the writing passages will change.
- » Students receive three scores of 2–8 in Reading, Writing, and Analysis.

The SAT Essay is rated by two scorers using a 1–4 range in each area: reading, writing, and analysis. The two ratings are added together to arrive at the score of 2–8.

SAT

## Optional Essay Overview

- ▶ Students who opt to take the SAT Essay are required to make purposeful, substantive use of textual evidence in a way that can be objectively evaluated.
- ▶ The essay is not designed to elicit students' subjective opinions.
- ▶ The prompt will remain consistent for all administrations of the SAT; only the writing passages will change.
- ▶ Students will receive three scores of 2-8 in Reading, Writing, and Analysis.

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## Suggested Discussion Points/Handouts/Activities

SLIDE 20

ESTIMATED TIME (IN MINUTES): 3

This is the prompt that is used for all administrations of the optional SAT Essay. On the actual assessment, students will see the body of the source text, which is 650–750 words. The second part of the prompt will be populated with the author’s name, the title of the passage, and the proper pronouns. See PD Module 9 for more information on the SAT Essay.

Read aloud to the participants.

**Activity:** *Ask participants to consider how this prompt can be used in content area classes.*

SAT

### Optional Essay Prompt

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

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

Source Text

Write an essay in which you explain how [the author] builds an argument to persuade [his/her] audience that [author’s claim]. In your essay, analyze how [the author] uses one or more of the features listed above (or features of your own choice) to strengthen the logic and persuasiveness of [his/her] argument. Be sure that your analysis focuses on the most relevant aspects of the passage. Your essay should not explain whether you agree with [the author’s] claims, but rather explain how [he/she] builds an argument to persuade [his/her] audience.

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## Suggested Discussion Points/Handouts/Activities

SLIDE 21	ESTIMATED TIME (IN MINUTES): 1
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The Math Test assesses fluency with, understanding of, and ability to apply mathematical concepts:

- › Algebra and linear equations;
- › Problem solving and data analysis;
- › Advanced mathematical practices, including geometry and trigonometry, and quadratic equations.

Certain key elements are woven throughout the Math Test:

- › Emphasis on mathematical application and reasoning;
- › Includes problems from a range of disciplines addressing real-world problems drawn from science, social studies, and careers;
- › Includes both calculator and no-calculator sections and attention to the use of a calculator as a tool.

In the calculator portion of the Math Test, students can use their calculators to make computations more efficiently, enabling them to focus on complex modeling and reasoning. However, the calculator is a tool that students must use strategically, deciding when to use it — and when not to. There are some questions in the calculator portion that can be answered more efficiently without a calculator. In these cases, students who make use of structure or their ability to reason will most likely reach the solution more rapidly than students who use a calculator.

On student-produced response questions, students grid in their answers, which often allows for multiple correct responses and solution processes. Such items allow students to freely apply their critical thinking skills when planning and implementing a solution.

SAT

### Math Test Overview

- ▶ Focus on **content that matters most** for college and career readiness:
  - Assesses fluency with, understanding of, and ability to apply mathematical concepts
    - Algebra and linear equations
    - Problem solving and data analysis
    - Advanced mathematical practices
- ▶ Certain key elements are woven throughout the Math Test:
  - Emphasis on **mathematical application and reasoning**
  - Problems from a **range of disciplines** addressing real-world problems drawn from science, social studies, and careers
  - Inclusion of both **calculator and no-calculator portions** as well as attention to the use of a calculator as a tool
  - Includes both **multiple choice questions and student-produced response questions**

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Student-produced response questions on the SAT Suite measure the complex knowledge and skills that require students to deeply think through the solutions to problems. Set within a range of real-world contexts, these questions require students to make sense of problems and persevere in solving them; make connections between and among the different parts of a stimulus; plan a solution approach, as no scaffolding is provided to suggest a solution strategy; abstract, analyze, and refine an approach as needed; and produce and validate a response. These types of questions require the application of complex cognitive skills.

## Suggested Discussion Points/Handouts/Activities

SLIDE 22	ESTIMATED TIME (IN MINUTES): 1
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This is an example of a “student-produced response” question. Students are not given answer choices. Instead, they fill in the grid with their answers. Approximately 20% of the Math Test contains student-produced response questions.

Many more sample items from each of the math domains are available in PD Modules 4 and 5 at [www.collegereadiness.collegeboard.org](http://www.collegereadiness.collegeboard.org) and in the *Redesigned SAT Teacher Implementation Guide*.

### Math Test Sample Question (No Calculator portion)

What is one possible solution to the equation  $\frac{24}{x+1} - \frac{12}{x-1} = 1$ ?

This example, from the no-calculator portion of the test, requires students to look at the structure of the expression and find a way to rewrite it, again showing the link between fluency and mathematical practices. The student must transform the expression without a calculator, for example by multiplying both sides of the equation by a common denominator as a first step to find the solution.

\*This is an example of a “Student-Produced Response” or grid-in question. Students will not be given answer choices. Instead, they fill in the grid with their answers. Approximately 20% of the math test contains student-produced response questions.

Content: Passport to Advanced Math

## Suggested Discussion Points/Handouts/Activities

SLIDE 23	ESTIMATED TIME (IN MINUTES): 2
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*Ask a participant to talk through the answer, or read the slide to the participants.*

SAT

### Math Test Sample Question - Solution (No Calculator portion)

$$\frac{24}{x+1} - \frac{12}{x-1} = 1?$$

In this problem, multiplying both sides of the equation by the common denominator  $(x + 1)(x - 1)$  yields  $24(x - 1) - 12(x + 1) = (x + 1)(x - 1)$ . Multiplication and simplification then yields

$$12x - 36 = x^2 - 1, \text{ or}$$

$$x^2 - 12x + 35 = 0.$$

Factoring the quadratic gives  $(x - 5)(x - 7) = 0$ , so the solutions occur at  $x = 5$  and  $x = 7$ , both of which should be checked in the original equation to ensure that they are not extraneous. In this case, both values are solutions.

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## Suggested Discussion Points/Handouts/Activities

SLIDE 24	ESTIMATED TIME (IN MINUTES):
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For more information about SAT Suite scores, reports, and data:

1. The SAT Suite of Assessments: Using Scores and Reporting to Inform Instruction (guide).
2. Module 6 – Using Scores and Reporting to Inform Instruction (PPT and facilitator’s guide).

The slide features a dark grey background with the SAT logo in the top right corner. The title 'CHAPTER 4 Scores and Reporting' is prominently displayed in the upper left. Below the title, there is a list of resources for further information: 'Professional Development Module 6 – Using Scores and Reporting to Inform Instruction' and 'SAT Suite of Assessments: Using Scores and Reporting to Inform Instruction'. The CollegeBoard logo and copyright notice are located in the bottom right corner.

## Suggested Discussion Points/Handouts/Activities

SLIDE 25	ESTIMATED TIME (IN MINUTES): 2
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### Handout: Score Reporting on the SAT Suite of Assessments (p. 48).

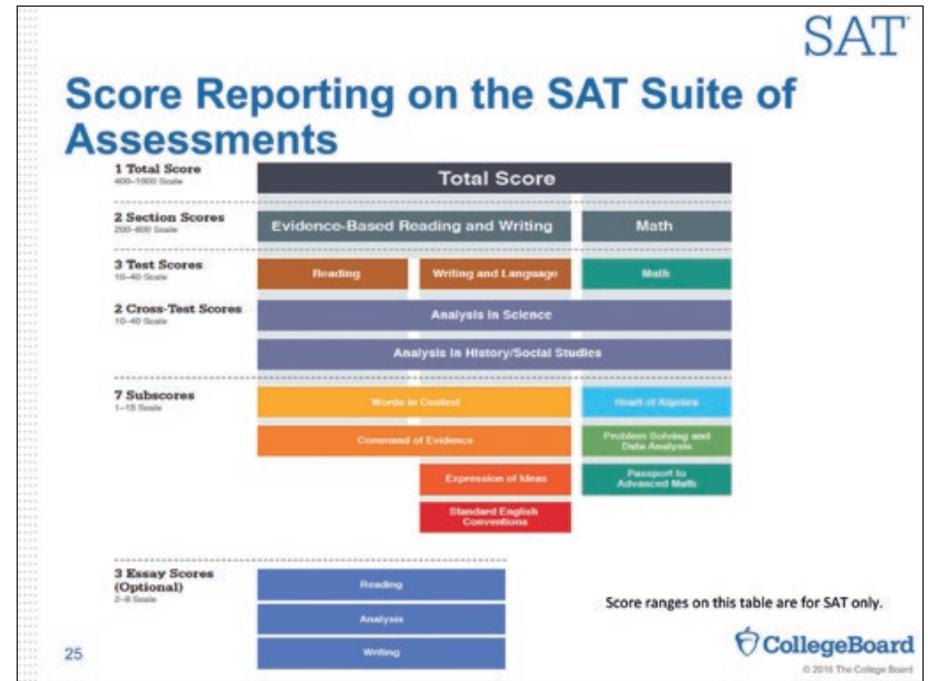
This is an important table for understanding the scores that will be generated from the SAT Suite of Assessments. To build the connection between the SAT Suite, classroom instruction, and college and career readiness, students and educators receive more scores than ever before. These scores provide detailed information about students' strengths and areas in which they need to strengthen their skills. Each box on this slide represents a score students receive when they take any assessment in the SAT Suite.\*

Direct participants' attention to the three test scores in the middle of the table: Reading, Writing and Language, and Math. These are the three tests students will take on each assessment in the SAT Suite.

Direct attention to the second row, which contains the section scores. This table shows that the Evidence-Based Reading and Writing section score encompasses both the Reading Test and the Writing and Language Test because they're in the same column. Math is in the same column as the Math Test, demonstrating that the Math section score is derived from the Math Test, but note that the scores are on a different scale. The two section scores are added together for one total score.

In the middle of the table, point out that the cross-test scores are in all columns because they are derived from questions on all three tests.

At the bottom of the table are the seven subscores. The three subscores listed below Math are derived from the Math Test. Words in Context and Command of Evidence subscores are derived from the Reading Test and the Writing and Language Test. Expression of Ideas and Standard English Conventions subscores are derived from the Writing and Language Test only.



The optional SAT Essay scores are separate from the rainbow of scores in this table. The three essay scores for reading, analysis, and writing are not included in the Total Score (1600 on the SAT).

\*PSAT 8/9 does not offer the Passport to Advanced Math subscore.

## Suggested Discussion Points/Handouts/Activities

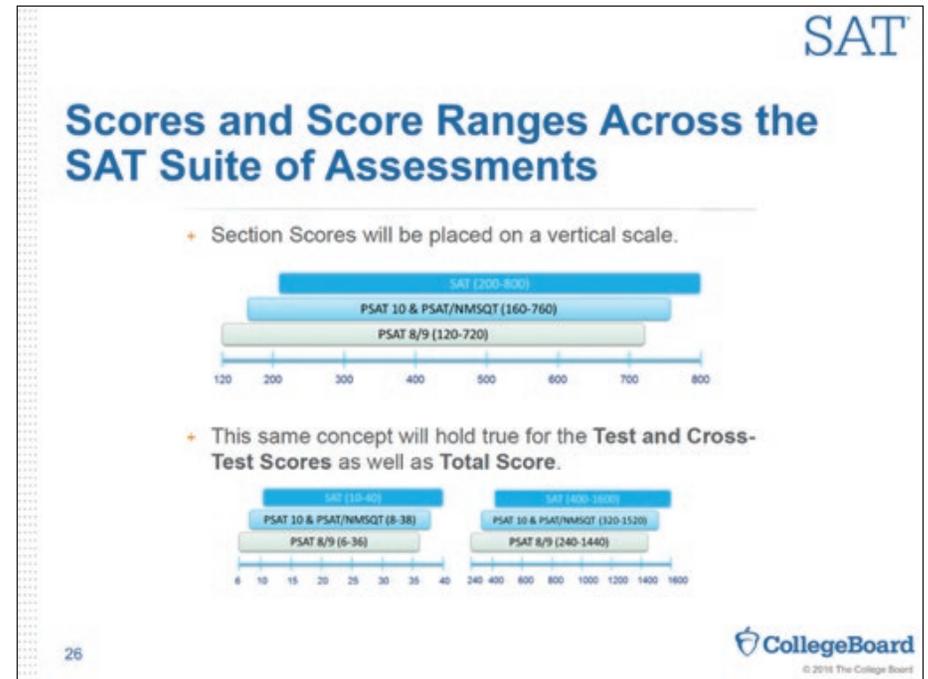
SLIDE 26

ESTIMATED TIME (IN MINUTES): 3

All of the tests in the SAT Suite of Assessments will include the same score categories: Total score, section scores, test scores, cross-test scores, and subscores. (Notable exceptions: SAT only will have Essay scores, and the PSAT 8/9 will not have a subscore in Passport to Advanced Math.) In this system, by design, the assessments are created to cover a slightly different range of content complexity that increases from PSAT 8/9 to PSAT/NMSQT to SAT. This increase in content complexity also corresponds to an increase in the difficulty level of each test. As one could easily imagine, the PSAT/NMSQT is more difficult/challenging than the PSAT 8/9, and the SAT is more difficult than the PSAT/NMSQT. To support these differences in test difficulty, and to also support a common metric against which students can be measured over time, the test scores and cross-test scores will be **vertically equated** across the SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9. Vertical equating refers to a statistical procedure whereby tests designed to differ in difficulty are placed on a common metric. This allows the tests to function as a system where student performance over time can consistently be measured against a common metric, allowing us to show growth over time for a student (or at an aggregate).

The min-max scores vary from assessment to assessment to show the difference in complexity of knowledge on the different tests. Theoretically, if a student were to take the PSAT 8/9, PSAT 10, and SAT on the same day, they would score the same on each assessment, but if they scored “perfectly” on all three, they would only get a 720 versus an 800 for Math in PSAT 8/9 versus SAT – because the difficulty of questions is that much harder on the SAT.

To see how this plays out across the tests we have summarized in the graphic on the slide the effect on **Section Scores** (the 200–800 score for



Math and Evidence-Based Reading and Writing that is most commonly referenced in the SAT).

As you see on the slide, scores on the SAT will be represented across a 200–800 point range. For the PSAT/NMSQT and PSAT 10, scores will range from 160–760. And the PSAT 8/9 scores will range from 120–720. Scores across the tests can be thought of as equivalent. In other words, a 600 on the PSAT 8/9 is equivalent to a 600 on the SAT.

**NOTE:** *Subscores are not vertically scaled; therefore you would not be able to show growth for a student or aggregate from assessment to assessment at the subscore level.*

## Suggested Discussion Points/Handouts/Activities

SLIDE 27

ESTIMATED TIME (IN MINUTES): 1

**Cross-Test scores** will include a score for Analysis in Science and Analysis in History/Social Studies.

- › Some passages used for analysis on the Reading Test and the Writing and Language Test have foundations in science and history/social studies.
- › At least one text used on the Reading Test for analysis is a U.S. founding document or from the great global conversation and contributes to the Analysis in History/Social Studies cross-test score.
- › Tables, graphs, and data accompanying some passages relate to topics in science and/or history/social studies.
- › Some Math problems have science or social science contexts.

Questions from all tests that have contexts in science or history/social studies will contribute to the cross-test scores.

Review PD Modules 7 and 8 for more information about the cross-test scores.

SAT

## How Does the SAT Suite Relate to Instruction in Science and History/Social Studies Courses?

- ▶ **Cross-test scores** include scores for Analysis in Science and Analysis in History/Social Studies.
  - Some passages used for analysis on the Reading Test and the Writing and Language Test have foundations in science and history/social studies.
  - One passage used on the Reading Test will be a U.S. founding document or from the great global conversation.
  - Tables, graphs, and data accompanying some passages relate to topics science and/or history/social studies.
  - Some math questions will have science or social science contexts.

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## Suggested Discussion Points/Handouts/Activities

<b>SLIDE 28</b>	<b>ESTIMATED TIME (IN MINUTES): 15 WITH ACTIVITY</b>
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Reports from the SAT Suite of Assessments provide several data points that help teachers pinpoint what students need, both individually and in groups, for additional support to become college and career ready.

The K–12 Assessment Reporting Tool online score reporting portal supports effective decision making with a variety of standard reports that can be configured in multiple ways. The tool generates score reports based on student demographics, including means and trends among demographic groups, and this information can be compared with the performance of students in the district and at the state level. Instructional Planning and Question Analysis reports allow teachers to drill down to the student level and analyze the questions students encountered on the actual assessment, as well as content and skill gaps.

In the K–12 Assessment Reporting Tool, educators can analyze score data from every assessment in the SAT Suite. As each new assessment rolls out, the reporting portal will grow to include its reports: A single sign-in will grant access to all score data from the SAT, SAT Subject Tests™, PSAT/NMSQT, PSAT 10, and PSAT 8/9.

The K–12 Assessment Reporting Tool generates rich score reports that connect student results to classroom work. The reports provide benchmarks and consistent feedback to help teachers encourage and accelerate students.

To support the alignment of curriculum and assessments, the K–12 Assessment Reporting Tool includes links to each state’s standards. This resource provides teachers and curriculum specialists with additional tools for analyzing strengths and weaknesses in curriculum and instruction.



## Standard Reporting for the SAT Suite

Standard Reports	Report Content
<b>Scores by Institution Report</b>	Provides aggregate scores for your school as well as scores for all students in your school for each assessment, test administration or cohort, and grade.
<b>Benchmarks by Institution Report</b> <small>(by school/district and by demographic groups)</small>	Lists overall district/school benchmark performance.
<b>Scores by Demographics Report</b>	Provides aggregate scores for demographic groups of students in your school for each assessment, administration or cohort, and grade
<b>Question Analysis Report</b>	Provides information about correct and incorrect answers selected by individual students.  Compares students’ performance on a given question to the performance of all students in the .state or nation.
<b>Instructional Planning Report</b>	Compares the subscore performance among user-created groups  Mapped to state standards and linked to the actual assessment questions.

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## Suggested Discussion Points/Handouts/Activities

SLIDE 29

ESTIMATED TIME (IN MINUTES): 1

The K–12 Assessment Reporting Tool tracks students' progress for all assessments they take, tracking how students are demonstrating the development of their college and career readiness skills over time. If a student demonstrated that he or she was on track to meet the grade-level benchmark on the PSAT 8/9 but did not meet the grade-level benchmark on the PSAT/NMSQT, teachers can work with the student to determine his or her current needs for building the knowledge and skills required for college and career success and SAT readiness. In addition, if a larger group of students demonstrates that same lack of year-over-year growth, teachers can work with colleagues and administrators to analyze current curriculum and instructional strategies and look for ways to ensure that students are engaged in learning activities that build the needed skills.

In addition to the standard online score reports, in the K–12 Assessment Reporting Tool, educators can configure reports with filters, and they will be able to export information to Excel® or a PDF for additional uses. Educators can filter by student-provided information, such as race/ethnicity or highest level of parental education, or they can define their own comparison groups of students and organize student performance records according to their analysis needs. For example, teachers can configure a report that includes only the students in their U.S. History class, allowing them to hone in on skills that are strong and skills that may need to be an additional focus of instruction in their classroom.

SAT

### K12 Assessment Reporting Tool

- ▶ Accesses a wide array of standard reports.
- ▶ Provides benchmarks and consistent feedback to help teachers encourage and accelerate students over time.
- ▶ Allows educators to drill down to the student level.
- ▶ Can be configured to create personalized reports
  - Filter by student-provided information
  - Create reporting groups based on user criteria

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## Suggested Discussion Points/Handouts/Activities

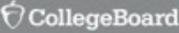
SLIDE 30	ESTIMATED TIME (IN MINUTES): 1
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The most important thing students can do to prepare for the SAT is to take the most challenging courses available to them, do their best work, and benefit from daily instruction that prepares them for college and career. The single best way teachers can prepare students is to continue to develop and focus on the college and career readiness skills they are already teaching in their discipline.

With this in mind, we realize that teachers and their students will want some help to prepare for the SAT.



CHAPTER  
**5** | How To Help Students Prepare  
for the SAT



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## Suggested Discussion Points/Handouts/Activities

<b>SLIDE 31</b>	<b>ESTIMATED TIME (IN MINUTES): 1</b>
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For the first time ever, all students have access to the best SAT practice available, regardless of educational background or ability to pay for preparation.

Together, the College Board and Khan Academy have developed comprehensive practice materials that are personalized, interactive, and engaging.

It is powered by thousands of practice problems, developed by Khan Academy and approved by the College Board. Practice programs are individually targeted to address each student’s greatest areas of need (based on diagnostic assessment on [khanacademy.org](http://khanacademy.org)).

When students create their accounts with Khan Academy, they can take diagnostic assessments that allow Khan Academy to evaluate a student’s results and create a practice program that is individually targeted to address that student’s greatest areas of need. They can choose to link their College Board and Khan Academy accounts, and Khan Academy will use their results from the SAT Suite of Assessments to tailor their SAT practice to their individual needs.

If time allows, click the link to the Khan Academy Official SAT Practice website.

SAT

### Practice with Khan Academy®

- ▶ The College Board and Khan Academy have partnered to provide online SAT practice resources entirely free of charge.
- ▶ Features include:
  - Thousands of practice problems
  - Personalized tutorials on test content
  - Official SAT practice questions and full-length tests
  - Comprehensive reporting for students
  - Access anytime, anywhere — for free
- ▶ The College Board is working with educators, community groups, college access organizations, and parents to provide the necessary resources to propel students to college success.
- ▶ Practice programs are individually targeted to address each student’s greatest areas of need (based on diagnostic assessment on [khanacademy.org](http://khanacademy.org)).
- ▶ [www.satpractice.org](http://www.satpractice.org)





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## Suggested Discussion Points/Handouts/Activities

SLIDE 32	ESTIMATED TIME (IN MINUTES): 1
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- 1. Determine current status** — Help students understand their scores and examine the areas in which they meet — and do not meet — the college and career readiness standards. Use score reports and feedback from Khan Academy to establish their baseline.
- 2. Set attainable goals with intermediate targets** — Work with your students to determine their goal for attaining the college and career-ready benchmark before graduation. Help them set intermediate targets along the way.
- 3. Guide students to targeted practice** — Provide students with opportunities to develop their college and career readiness skills in challenging classroom assignments. Lead them to Khan Academy for individualized practice activities.
- 4. Measure progress** — Remind students to check their own progress. Ask them to arrange to meet with you and/or their counselor to discuss their progress toward meeting the standard of college and career readiness.
- 5. Meet the benchmark** — When students engage in goal setting and targeted practice, measuring their progress along the way, they are bound to achieve their goals!

SAT

### So What? / Now What? Making Information Work for You and Your Students

1. Determine students' current status
2. Set attainable goals with intermediate targets
3. Guide students to targeted practice
4. Measure progress
5. Meet the benchmark

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## Suggested Discussion Points/Handouts/Activities

SLIDE 33

ESTIMATED TIME (IN MINUTES): 5

Ask participants to identify the 10 most important things to tell students about the SAT. Then share this list.

**Handout:** Tips for Student Success on the SAT

1. **Register/sign up for Khan Academy.** Get your personalized practice plan to prepare for the SAT. Link your College Board account with Khan Academy to share all of your SAT Suite scores and they will design just-right practice tests for you.
2. **Use evidence to support your arguments.** Get in the habit of backing up your answers with relevant quotations or data that support your claim.
3. **Build your reading stamina.** Reading passages on the SAT are more challenging than in the past. Be persistent in reading complex passages of literature, and nonfiction informational text.
4. **Always analyze the informational graphics.** Charts and graphs are not just pictures in the text book. Practice reading and understanding all supporting graphics, and make sure you understand how the graphics relate to the text.
5. **Get excited about the U.S. Founding Documents.** At least one of the passages you encounter on the SAT will be from the U.S. founding documents or a text from the great global conversation they inspire. (Don't worry: You don't need to memorize anything. Just be ready to analyze the documents on the Reading Test.)
6. **Practice editing.** Focus on precise word choice, sentence structure, and grammatical conventions to support the central themes and arguments in any reading or writing selection.
7. **Put away the calculator (some of the time).** One portion of the SAT requires students to solve equations and engage in mathematical reasoning without the use of a calculator. Use of calculators is allowed on the other portion of the Math test.

SAT

### Top 10 Things to Tell Students About the SAT

1. Register/sign up for Khan Academy.
2. Use evidence to support your arguments.
3. Build your reading stamina.
4. Always analyze the informational graphics.
5. Get excited about the U.S. Founding Documents.
6. Practice editing.
7. Put away the calculator (some of the time).
8. Check your answers.
9. Answer every question on the test.
10. Take the SAT!

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8. **Check your answers.** The math section of the SAT uses multistep problems. Always try your solution in the problem to be sure you have answered all of the questions in the prompt and that your solution makes sense.
9. **Answer every question on the test.** Wrong answers no longer count against you. The SAT uses only right answers to compute your score.
10. **Take the SAT!** You have taken challenging courses. You have been developing the skills and acquiring the knowledge you need to be successful on the SAT as you do your assignments in your classes. You have more information about the SAT than any other assessment. You have practiced with Khan Academy. You are ready! Take the SAT!

## Suggested Discussion Points/Handouts/Activities

SLIDE 34

ESTIMATED TIME (IN MINUTES): 5

**Handout:** Questions for Reflection

**Activity:** *Ask participants to take a few moments to consider and answer the questions in the Reflection Guide. Ask for volunteers to share thoughts.*

SAT

### Self Assessment/Reflection

- ▶ What are you doing/can you do in your classroom to help students understand what they'll see on the SAT?
- ▶ Which Key Feature is most aligned with your current instruction?
- ▶ Which Key Feature is most challenging to incorporate into your lesson planning?
- ▶ What do you need to know to begin using Khan Academy with your students?
- ▶ What is the first/best point of entry for including Khan Academy in your curriculum map/lesson plans?
- ▶ How can you help students keep track of their own progress toward meeting the college and career ready benchmark?

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## Suggested Discussion Points/Handouts/Activities

SLIDE 35	ESTIMATED TIME (IN MINUTES): 1
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Provide the URL for the *Redesigned SAT Teacher Implementation Guide*.

SAT

CHAPTER  
**6** | Redesigned SAT Teacher  
Implementation Guide

See the whole guide at [collegereadiness.collegeboard.org](https://collegereadiness.collegeboard.org)

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## Suggested Discussion Points/Handouts/Activities

SLIDE 36

ESTIMATED TIME (IN MINUTES): 1

The *Redesigned SAT Teacher Implementation Guide* was created for teachers and curriculum specialists to generate ideas about integrating SAT practice and skill development into challenging classroom course work through curriculum and instruction. The College Board reached out to K–12 teachers, curriculum specialists, counselors, and administrators throughout the redesign process. Educator feedback is the basis and inspiration for this guide, which covers the “whys” and “hows” of the SAT and its benefits for teachers and students.

At the heart of this guide are annotated sample SAT items, highlighting connections to the instruction and best practices occurring in classrooms. The guide includes **Keys to the SAT** (information about test changes), **General Instructional Strategies** for each test, and **Skill-Building Strategies** linked to specific sample items from the Reading Test, the Writing and Language Test, the Math Test, and the optional SAT Essay. In sum, these recommendations are intended to help teachers to enhance instruction that will build skills necessary for college and career success for each student.

SAT

### What’s in the Redesigned SAT Teacher Implementation Guide?

- ▶ Information and strategies for teachers in all subject areas
- ▶ Overview of SAT content and structure
- ▶ Test highlights
- ▶ General Instructional Strategies
- ▶ Sample test questions and annotations
  - Skill-Building Strategies for the classroom
  - Keys to the SAT (information pertaining to the SAT structure and format)
  - Rubrics and sample essays
- ▶ Scores and reporting
- ▶ Advice to share with students

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## Suggested Discussion Points/Handouts/Activities

SLIDE 37	ESTIMATED TIME (IN MINUTES):
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SAT

Questions or comments about this presentation or the SAT Suite of Assessments?

Email: [SATinstructionalsupport@collegeboard.org](mailto:SATinstructionalsupport@collegeboard.org)

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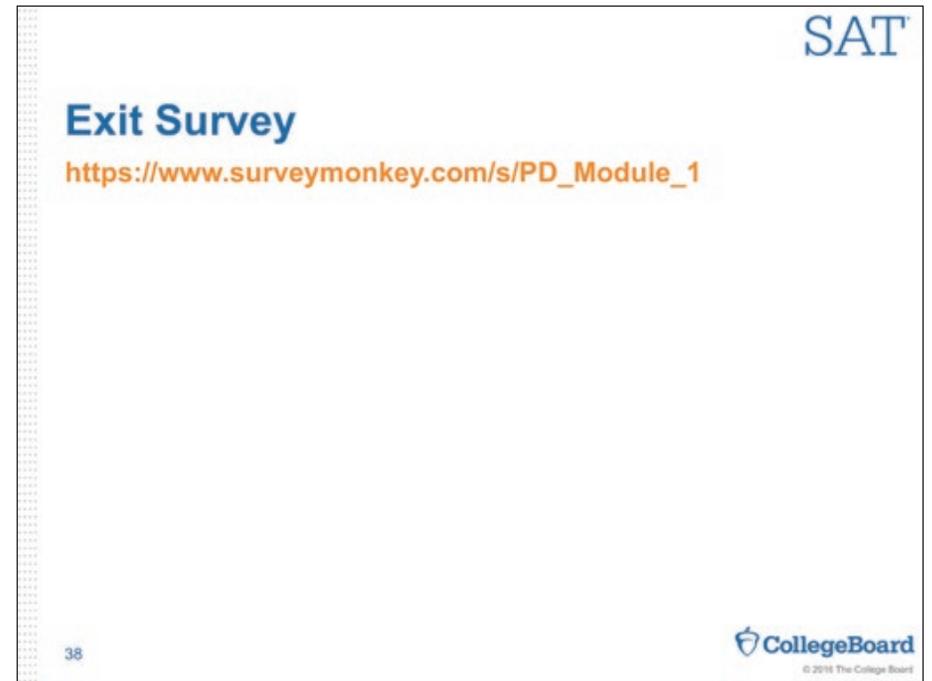
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## Suggested Discussion Points/Handouts/Activities

SLIDE 38	ESTIMATED TIME (IN MINUTES): 1
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### Exit Survey

*Participants can provide feedback to the College Board by completing the survey at [https://www.surveymonkey.com/s/PD\\_Module\\_1](https://www.surveymonkey.com/s/PD_Module_1)*



The slide features the SAT logo in the top right corner. The main title "Exit Survey" is displayed in a large blue font. Below the title, the URL [https://www.surveymonkey.com/s/PD\\_Module\\_1](https://www.surveymonkey.com/s/PD_Module_1) is shown in orange text. The slide number "38" is located in the bottom left corner, and the CollegeBoard logo with the copyright notice "© 2018 The College Board" is in the bottom right corner.

TEST LENGTH AND TIMING

TEST LENGTH AND TIMING											
	Reading Test			Writing And Language Test		Math Test				Essay	
						Calculator		No Calculator			
	Total Length	Total Questions	Time Allotted (in minutes)	Total Questions	Time Allotted (in minutes)	Total Questions	Time Allotted (in minutes)	Total Questions	Time Allotted (in minutes)	Total Questions	Time Allotted (in minutes)
<b>SAT</b>	3 hours (+50 minutes, optional Essay)	52	65	44	35	38	55	20	25	1	50
<b>PSAT/NMSQT and PSAT 10</b>	2 hours, 45 minutes	47	60	44	35	31	45	17	25	N/A	N/A
<b>PSAT 8/9</b>	2 hours, 25 minutes	42	55	40	30	25	40	13	20	N/A	N/A

**Words in Context**

The SAT Suite focuses on the meanings of words, dependent on how they're used. Students are asked to interpret the meaning of words based on the context of the passage in which they appear. This is demanding but rewarding work. These are words that students will use throughout their lives — in high school, college, and beyond.

Requiring students to master vocabulary in context changes the way they prepare for the assessment. No longer will students use flashcards to memorize obscure words, only to forget them the minute they put their test pencils down. The SAT engages students in close reading and honors the best work of the classroom.

**Command of Evidence**

When students take the Evidence-Based Reading and Writing Section and the optional Essay on the SAT, they are asked to demonstrate their ability to interpret, synthesize, and use evidence found in a wide range of sources. These include informational graphics and multiparagraph passages excerpted from literature and literary nonfiction; texts in the humanities, science, history, and social studies; and career-related sources.

For every passage students read in the Reading Test, there is at least one question asking them to select a quote from the text that best supports the answer they have chosen in response to the preceding question. Some passages are paired with informational graphics, and students are asked to integrate the information conveyed through each to find the best answer.

Questions in the Writing and Language Test also focus on command of evidence. Students are asked to analyze sequences of paragraphs to make sure they are correct, grammatically and substantively. In some questions, students are asked to interpret graphics and edit the accompanying passages so that they accurately convey the information in the graphics.

The optional SAT Essay requires students to demonstrate command of evidence. Students are asked to analyze a provided source text to determine how the author builds an argument to persuade an audience through the use of evidence, reasoning, and/or stylistic and persuasive devices and then to write a cogent and clear analysis supported by critical reasoning and evidence drawn from the source.

**Essay Analyzing a Source**

The focus of the optional SAT Essay is very different from the essay on the old SAT. Students read a passage and explain how the author builds an argument to persuade an audience. Students may analyze such aspects of the passage as the author's use of evidence, reasoning, and stylistic and persuasive elements. This task more closely mirrors college writing assignments.

**Math that Matters Most**

The Math Test focuses in depth on three essential areas of math: Problem Solving and Data Analysis, the Heart of Algebra, and Passport to Advanced Math. Problem Solving and Data Analysis is about being quantitatively literate. It includes using ratios, percentages, and proportional reasoning to solve problems in science, social science, and career contexts. The Heart of Algebra focuses on the mastery of linear equations and systems, which helps students develop key powers of abstraction. Passport to Advanced Math focuses

on the student's familiarity with more complex equations and the manipulation they require.

Current research shows that these areas most contribute to readiness for college and career training. They're used in a wide range of majors and careers. In addition to these areas, the SAT samples additional topics in math, including the kinds of geometric and trigonometric skills that are most relevant to college and careers.

### **Problems Grounded in Real-World Contexts**

Throughout the SAT Suite, students engage with questions grounded in the real world, questions directly related to the work performed in college and career.

In the Evidence-Based Reading and Writing Section, reading questions include literature and literary nonfiction, but also feature charts, graphs, and passages like the ones students are likely to encounter in science, social science, and other majors and careers. Students are asked to do more than correct errors; they are asked to edit and revise to improve texts from the humanities, history, social science, and career contexts.

The Math Test features multistep applications to solve problems in science, social science, career scenarios, and other real-life contexts. Students are presented with a scenario and then asked several questions about it. This allows students to dig into a situation and think about it, then model it mathematically.

### **Analysis in Science and Analysis in History/Social Studies**

When students take any assessment in the SAT Suite, they are asked to apply their reading, writing, language, and math skills to answer questions in science, history, and social studies contexts. They will use these skills — in college, in their jobs, and in their lives — to make sense of recent discoveries, political developments, global events, and health and environmental issues.

Students encounter challenging texts and informational graphics that pertain to issues and topics like these in the Evidence-Based Reading and Writing section and the Math section. Questions require them to read and comprehend texts, revise texts to be consistent with data presented in graphics, synthesize information presented through texts and graphics, and solve problems based in science and social science.

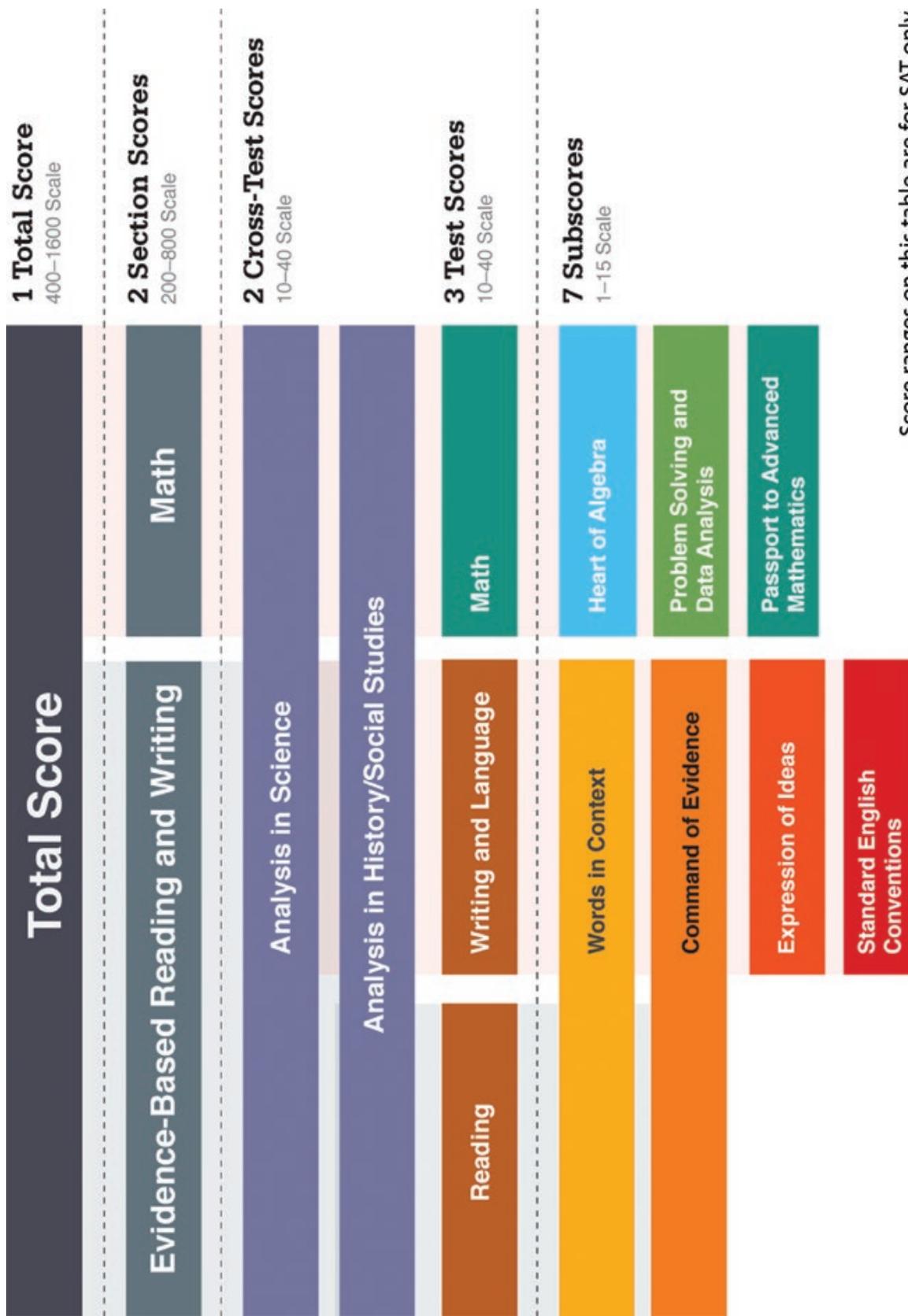
### **U.S. Founding Documents and Great Global Conversation**

The U.S. founding documents, including the Declaration of Independence, the Bill of Rights, and the Federalist Papers, have helped inspire a conversation that continues to this day about the nature of civic life. While the U.S. founding documents originated in the early American context, over time authors, speakers, and thinkers from the United States and around the world, including Edmund Burke, Mary Wollstonecraft, and Mohandas Gandhi, have broadened and deepened the conversation around such vital matters as freedom, justice, and human dignity. Every time students take an assessment in the SAT Suite, they encounter a passage from one of the U.S. founding documents or from a text from the great global conversation. In this way, we hope that the SAT Suite of Assessments will inspire a close reading of these rich, meaningful, often profound texts, not only as a way to develop valuable college and career readiness skills but also as an opportunity to reflect on and deeply engage with issues and concerns central to informed citizenship.

**No Penalty for Guessing**

The SAT Suite of Assessments does not have a correction for wrong answers. Students earn points for the questions they answer correctly. Rights-only scoring encourages students to give the best answer they have to every problem.

Score Reporting on the SAT Suite of Assessments



Score ranges on this table are for SAT only.

1. **Register/sign up for Khan Academy.** Get your personalized practice plan to prepare for the SAT. Link your Khan Academy account with your College Board account and they'll use your PSAT/NMSQT, PSAT 10, and/or PSAT 8/9 scores to design just-right practice tests for you.
2. **Use evidence to support your arguments.** Get in the habit of backing up your answers with relevant quotations or data that support your claim.
3. **Build your reading stamina.** Reading passages on the SAT Suite are more challenging than in the past. Be persistent in reading complex passages of literature, and nonfiction informational text.
4. **Always analyze the informational graphics.** Charts and graphs are not just pictures in the text book. Practice reading and understanding all supporting graphics, and make sure you understand how the graphics relate to the text.
5. **Get excited about the U.S. Founding Documents.** At least one of the passages you encounter on any assessment in the SAT Suite will be from the U.S. founding documents or a text from the great global conversation they inspire. (Don't worry: you don't need to memorize anything. Just be ready to analyze the documents in the Reading Test.)
6. **Practice editing.** Focus on precise word choice, sentence structure, and grammatical conventions to support the central themes and arguments in any reading or writing selection.
7. **Put away the calculator (some of the time).** One portion of the Math Test will require students to solve equations and engage in mathematical reasoning without the use of a calculator. Use of calculators will be allowed on the other portion of the Math Test.
8. **Check your answers.** The Math section of the SAT Suite uses multistep problems. Always try your solution in the problem to be sure you have answered all of the questions in the prompt and that your solution makes sense.
9. **Answer every question on the test.** Wrong answers no longer count against you. The SAT Suite of Assessments uses only right answers to compute your score.
10. **Take the SAT!** You have taken challenging courses. You have been developing the skills and acquiring the knowledge you need to be successful on the SAT as you do your assignments in your classes. You have more information about the SAT than any other test:
  - a. You took the PSAT 8/9 and used the results to determine what you needed to do to be college and career ready by the end of high school;
  - b. You took the redesigned PSAT/NMSQT. When it told you that you had AP potential, you took the challenging courses. You got access to scholarships. You sent the results to Khan Academy and practiced the skills you needed to practice.

You have practiced taking the SAT! You are ready to show what you know and open the door to the college and/or career of your choice!

**QUESTIONS FOR REFLECTION**

What are you doing/can you do in your classroom to help students understand what they'll see on the SAT?

What Key Feature is most aligned with your current instruction?

Which Key Feature is going to be most difficult to incorporate into your lesson planning?

What do you need to know to help your students begin using Khan Academy?

What is the first/best point of entry for including Khan Academy in your curriculum map/lesson plans?

How can you help students keep track of their own progress toward meeting the college and career ready benchmark?