The SAT® Suite of Assessments
Expression of Ideas
Standard English Conventions
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 utilize the presentations and handouts in ways that maximize effectiveness in a variety of situations.

What’s in the Modules?

You have accessed Module 3 – Expression of Ideas and Standard English Conventions, which examines the content assessed in two subscores of the SAT Suite of Assessments. In the module, participants review the test specifications for the Writing and Language Test, and they review sample questions from the test. Additional Modules include:

» Module 1 – Key Features

» Module 2 – Words in Context and Command of Evidence

» 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 Guide 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 strongly recommend becoming familiar with Module 1 before reviewing any of the other modules.

What’s in this Facilitator 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.

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?

This 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 through 9.

If you have questions, comments, or suggestions about the presentations, the materials, or the SAT Suite, please email SATInstructionalsupport@collegeboard.org for personalized attention. We look forward to hearing from you!
## PREPARING YOUR PRESENTATION FOR THE TIME ALLOTTED*

<table>
<thead>
<tr>
<th>How Much Time Do You Have?</th>
<th>Use These Slides</th>
<th>Use These Activities</th>
<th>Use These Handouts (some handouts will be used without the accompanying activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>1–6, 8–16, 27–31</td>
<td>SAT Writing and Language Test Sample Questions</td>
<td>1. SAT Writing and Language Test Sample Questions</td>
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</tbody>
</table>
| 60 minutes                | 1–17, 27–31      | » SAT Test Specifications – Writing and Language Test  
                      |                   | » SAT Writing and Language Test Sample Questions  
                      |                   | » Writing Assessment Questions | 1. SAT Test Specifications – Writing and Language Test  
                      |                   | 2. SAT Writing and Language Test Sample Questions  
                      |                   | 3. Writing Assessment Questions |
| 90 minutes                | 1–20, 22–31      | » SAT Test Specifications – Writing and Language Test  
                      |                   | » SAT Writing and Language Test Sample Questions  
                      |                   | » Writing Assessment Questions  
                      |                   | » Brainstorming Instructional Strategies Activity  
                      |                   | » SAT Score Reports | 1. SAT Test Specifications – Writing and Language Test  
                      |                   | 2. SAT Writing and Language Test Sample Questions  
                      |                   | 3. Writing Assessment Questions  
                      |                   | 4. Brainstorming Instructional Strategies Activity |
| 120 minutes               | All Slides       | All Activities and Questions | All Handouts |

*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

Welcome to Module 3.
Suggested Discussion Points/Handouts/Activities

SLIDE 2 ESTIMATED TIME (IN MINUTES): 1

Explain that this is the third in a series of professional development modules. It is intended to be viewed after Module 1, which is an overview of the Key Features of the SAT Suite of Assessments. Remind participants that more information is available in other modules at collegereadiness.collegeboard.org
Suggested Discussion Points/Handouts/Activities

SLIDE 3  | ESTIMATED TIME (IN MINUTES): 1

Read the objectives (purpose) of Module 3.

Ask participants what they hope to learn from this module.
Module 3 will help you dig deeply into Expression of Ideas and Standard English Conventions.

**NOTE**: Expression of Ideas and Standard English Conventions subscores are aligned only with the Writing and Language Test Score.

To build the connection between the SAT Suite of Assessments, classroom instruction, and college and career readiness, students and educators receive more scores than ever before. These scores provide more 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 of the assessments in the SAT Suite.

This is an important table for understanding the scores that are generated from the SAT Suite of Assessments.

Begin with the three tests students take: direct attention to the three Test scores in the middle of the table: Reading, Writing and Language, and Math.

Move to the second row, and note the two section scores: Evidence-Based Reading and Writing, and Math. This table shows that the Evidence-Based Reading and Writing section score comprises both the Reading Test and Writing and Language Test because they’re in the same column. The Math section score is in the same column as Math, demonstrating that the Math section score is derived from the Math Test, but note that the scores are on a different scale.

In the middle of the table, note that the cross-test scores, Analysis in Science and Analysis in History/Social Studies, are derived from 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 Writing and Language Test and the Expression of Ideas and Standard English Conventions subscores are derived from the Writing and Language Test only.

The optional Essay is not factored in to these scores.
All of the tests in the SAT Suite of Assessments include the same score categories: total score, section scores, test scores, cross-test scores, and subscores. (Notable exceptions: SAT only has Essay scores, and the PSAT 8/9 does 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 are vertically equated across the SAT, PSAT/NMSQT, 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 the SAT on the same day, they would score the same on each assessment, but if you scored “perfectly” on all three, you 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.

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 6

ESTIMATED TIME (IN MINUTES):

Introduce the Writing and Language Test.
Suggested Discussion Points/Handouts/Activities

SLIDE 7 | ESTIMATED TIME (IN MINUTES): 20 MINUTE ACTIVITY

Handout: Test Specifications – SAT Writing and Language Test (p. 33)

Activity: Organize the participants into small groups. Using the Test Specifications – SAT Writing and Language Test, assign each group one section of the test specifications. Give the groups 5 minutes to review the test specifications, then ask one member of each group to name the most important information gleaned from their section. Write the most important information on chart paper if available.

Outcome: Participants will have a deeper understanding of the content and skills assessed on the SAT Writing and Language Test.
Suggested Discussion Points/Handouts/Activities

SLIDE 8 ESTIMATED TIME (IN MINUTES): 1

On the Writing and Language Test, students are asked to make corrections in passages, or to correct a description/explanation of a graph or table. All Writing and Language passages are created especially for the test so that errors can be intentionally introduced. Passages are several paragraphs long so that students can engage in complex, real-world revision and editing tasks, and students need to have a good understanding of one or more paragraphs, or even the entire passage, to answer a particular question.

Passages take the form of arguments, informative/explanatory texts, or nonfiction narratives. They address topics related to careers, history/social studies, the humanities, and science.
The passages on the SAT Writing and Language Test vary in complexity, ranging from texts like those found in challenging courses in grades 9 and 10 to texts comparable to those found in typical college-entry, credit-bearing courses. Reading levels of passages on the PSAT/NMSQT and PSAT 10 range from grades 9–10, and grades 6–10 on the PSAT 8/9.

Students are asked to 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.

These questions focus on revision of text for topic development, accuracy (consistency between text and graphic[s]), logic, cohesion, and rhetorically effective use of language.

Some questions that test students on the expression of ideas ask students to improve topic development, organization, and rhetorical effectiveness in passages on the topics of science and history/social studies. Thus, some Writing and Language Test questions contribute to cross-test scores in Analysis in Science and Analysis in History/Social Studies.
Suggested Discussion Points/Handouts/Activities

SLIDE 10  ESTIMATED TIME (IN MINUTES): 1

On the Writing and Language Test, students read a passage, and then answer questions about what corrections are needed (if any) pertaining to:

› Sentence Structure: These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.
› Conventions of Usage: These questions focus on editing text to ensure conformity to the conventions of Standard Written English usage.
› Conventions of Punctuation: These questions focus on editing text to ensure conformity to the conventions of Standard Written English punctuation.

NOTE: While the scores on the optional Essay do not contribute to any subscores, students’ responses should demonstrate a clear organization and expression of ideas; and a command of the conventions of Standard Written English.
Suggested Discussion Points/Handouts/Activities

SLIDE 11 | ESTIMATED TIME (IN MINUTES): 1

Teachers in all subject areas impact student success on the SAT Suite of Assessments. Texts, tables, and graphs used on the SAT Suite are generated from science, social studies, and career-related information.

Some questions test **expression of ideas**, asking students to improve topic development, organization, and rhetorical effectiveness, and include passages from science and history/social studies.

Additional information:
Note that test questions don’t ask students to provide history/social studies or science facts, such as the year the Battle of Hastings was fought or the chemical formula for a particular molecule. Instead, these questions ask students to apply the skills that they have picked up in history, social studies, and science courses to problems in reading, writing, language, and math. On the Reading Test, for example, students are given two history/social studies and two science passages to analyze. In one of those, they might be asked to identify the conclusion a researcher drew or the evidence he uses to support that conclusion. On the Writing and Language Test, they could be asked to revise a passage to incorporate data from a table into the writer’s description of the results of an experiment. On the Math Test, some questions ask them to solve problems grounded in social studies or science contexts. Scores in Analysis in Science and in Analysis in History/Social Studies are drawn from questions on all three of these Tests.
Suggested Discussion Points/Handouts/Activities

| SLIDE 12 | ESTIMATED TIME (IN MINUTES): 7 |

**Handout:** Writing and Language Test Sample Questions (p. 36)

**Activity:** Orient participants to the samples: Point out that the topic is based in Humanities. Note that the length of the passage is approximately 450 words, which is what students encounter on the SAT. Passages on the PSAT/NMSQT and PSAT 10 will be 400–450 words; passages on PSAT 8/9 will be 350–400.

Identify #1 in the text and point out that the first question will be aligned with the text that follows the number, in this case the word “watched.” This is the format that is used on the Writing and Language Test, as is the question and answer choice format.

Ask the group to read the passage individually and answer the four questions.
### Suggested Discussion Points/Handouts/Activities

<table>
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<th>SLIDE 13</th>
<th>ESTIMATED TIME (IN MINUTES): 2</th>
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**Handout:** Writing and Language Test Sample Questions (continued)

**Activity:** Review answers to the questions together. Ask participants to give the correct answer before reading the notes on slides 13–16.

**Outcome:** Participants will understand the format of Writing and Language Test questions.

<table>
<thead>
<tr>
<th>KEY: D</th>
<th>OBJECTIVE: Students must recognize and correct inappropriate shifts in verb tense and mood.</th>
</tr>
</thead>
</table>

**DIFFICULTY:** Easy  
**CONTENT:** Standard English Conventions: Sentence Structure / Inappropriate Shifts in Construction / Verb tense, mood, and voice

Choice D is the best answer because the simple present tense verb “watches” is consistent with the tense of the verbs in the rest of the sentence and paragraph.

Choice A is not the best answer because “watched” creates an inappropriate shift to the past tense.

Choice B is not the best answer because “had watched” creates an inappropriate shift to the past perfect tense.

Choice C is not the best answer because “would watch” creates an inappropriate shift that suggests a habitual aspect (other verbs in the sentence and paragraph, however, indicate that a specific instance is being narrated).
### Suggested Discussion Points/Handouts/Activities

<table>
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<tr>
<th>SLIDE 14</th>
<th>ESTIMATED TIME (IN MINUTES): 2</th>
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</table>

**KEY: A**

**OBJECTIVE:** Students must effectively separate items in a series.

**DIFFICULTY:** Easy

**CONTENT:** Standard English Conventions: Conventions of Punctuation / Items in a series

Choice A is the best answer because a comma after the word “hydrant” separates the phrase “a pigeon pecking for crumbs around a fire hydrant” from the phrase “an old man tending to a baby outside a doorway.” A comma is also consistent with the punctuation choice made to separate the first two phrases in the asyndetic series following the colon in the sentence.

Choice B is not the best answer because a dash is not a conventional choice for punctuating items in a series.

Choice C is not the best answer because although a colon can be used to introduce a series, it is not a conventional choice for separating items within a series.

Choice D is not the best answer because it fuses together two items in the series. Separating the phrases “a pigeon pecking for crumbs around a fire hydrant” and “an old man tending to a baby outside a doorway” requires punctuation and/or a coordinating conjunction.
### Expression of Ideas Sample Question #3

Please read Dong Kingman: *Painter of Cities* to answer the following question:

His broader brush strokes and sponge-painted shapes create majestic city skylines, with skyscrapers towering in the background, bridges connecting neighborhoods on either side of a river, and [ ] delicately painted creatures, such as a tiny, barely visible cat prowling in the bushes of a park.

3. The writer wants to complete the sentence with a third example of a detail Kingman uses to create his majestic city skylines. Which choice best accomplishes this goal?

**A** NO CHANGE

**B** exquisitely lettered street and storefront signs.

**C** other city details that help define Kingman’s urban landscapes.

**D** enormous ships maneuvering out of a busy harbor.

**CONTENT:** Expression of Ideas: Development/Support

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### Suggested Discussion Points/Handouts/Activities

**SLIDE 15**  
**ESTIMATED TIME (IN MINUTES): 2**

**KEY: D**

**OBJECTIVE:** Students must revise supporting information to accomplish a particular writing goal.

**DIFFICULTY:** Hard

**CONTENT:** Expression of Ideas: Development / Support

Choice D is the best answer because the phrase “enormous ships maneuvering out of a busy harbor” effectively continues the sentence’s series of details (“skyscrapers towering in the background” and “bridges connecting neighborhoods”) conveying the majesty of city skylines as depicted by Kingman.

Choice A is not the best answer because the phrase “delicately painted creatures, such as a tiny, barely visible cat prowling in the bushes of a park” does not convey a sense of the majesty of city skylines as depicted by Kingman and thus does not effectively continue the sentence’s series of details (“skyscrapers towering in the background” and “bridges connecting neighborhoods”).

Choice B is not the best answer because the phrase “exquisitely lettered street and storefront signs” does not convey a sense of the majesty of city skylines as depicted by Kingman and thus does not effectively continue the sentence’s series of details (“skyscrapers towering in the background” and “bridges connecting neighborhoods”).

Choice C is not the best answer because the phrase “other city details that help define Kingman’s urban landscapes” is too vague and general to constitute a third example that conveys a sense of the majesty of city skylines as depicted by Kingman and thus does not effectively continue the sentence’s series of details (“skyscrapers towering in the background” and “bridges connecting neighborhoods”).
Suggested Discussion Points/Handouts/Activities

SLIDE 16 ESTIMATED TIME (IN MINUTES): 2

KEY: B

OBJECTIVE: Students must determine the most effective ending of a text given a particular writing goal.

DIFFICULTY: Hard

CONTENT: Expression of Ideas: Organization / Introductions, Conclusions, and Transitions

Choice B is the best answer because it concludes the passage with a sentence that emphasizes the enduring legacy of Kingman’s work by indicating that museums continue to make Kingman’s iconic paintings accessible to the public.

Choice A is not the best answer because it concludes the passage with a sentence that acknowledges that other painters’ work is more famous than Kingman’s (which downplays, rather than emphasizes, the enduring legacy of Kingman’s work) and offers only a general assertion that Kingman’s work is “well regarded by many people.”

Choice C is not the best answer because instead of referring to the enduring legacy of Kingman’s work, it concludes the passage with a sentence that recalls a detail the passage provides about Kingman’s early life.

Choice D is not the best answer because it concludes the passage with a sentence that is too vague and general to emphasize effectively an enduring legacy of Kingman’s work. It is not clear what the idea of refreshing a long-lasting tradition is intended to mean or how (or even whether) this represents an enduring legacy. Moreover, referring to Kingman’s work as “but one example” downplays the significance of any potential legacy that might be suggested.
Suggested Discussion Points/Handouts/Activities

SLIDE 17  ESTIMATED TIME (IN MINUTES): 15 MINUTE ACTIVITY

To further deepen understanding of questions asked on the SAT Suite, participants will practice developing their own assessment questions. They can use this skill when developing classroom and common assessments.

**Handout:** Writing Assessment Questions—Expression of Ideas and Standard English Conventions (p. 38)

**Activity:** Ask participants to choose a passage related to their subject area or to use the passage on the “Writing Assessment Questions” form. Using the format of the sample questions (and prompts in the form), ask them to insert their own carefully constructed errors and develop questions related to the passage. Encourage them to develop questions for an informational graphic that students can analyze.

**Outcome:** Participants will practice writing assessment questions with formats similar to the Writing and Language Test. They can include these questions on classroom and common assessments for student practice.

Participants can share one question they develop with the group.
In small groups, ask participants to brainstorm and list instructional strategies that they use or could use to help students develop skills related to Expression of Ideas and Standard English Conventions.

**Handout:** Brainstorming Instructional Strategies Activity (p. 40)

**Activity:** Ask pairs of participants to discuss and write the strategies they currently use that support the development of skills related to Expression of Ideas and Standard English Conventions. Give them 5 minutes to do so. Then ask them to fill in the upper-right-hand box with newly generated ideas for instruction of these skills. Give them 5 minutes for this. Ask pairs to share either one idea or one strategy they currently use with the group.

Participants can fill in the lower box with new ideas being shared. Share instructional strategies from the Redesigned SAT Teacher Implementation Guide to add to their list (next slide).

**Outcome:** Participants will connect the questions and assessed skills with strategies they can use for instruction in the classroom.
Suggested Discussion Points/Handouts/Activities

SLIDE 19  ESTIMATED TIME (IN MINUTES): 2

Share these strategies and encourage participants to note them on their Brainstorming Instructional Strategies Activity:

1. Teach students in all classes to practice writing and language analysis skills — effective language use, expression of ideas, and the proper utilization of Standard English Conventions — to develop their analyses of social studies, science, and career-related passages. The Writing and Language Test requires students to analyze both fiction and nonfiction passages, which are drawn from literature, science and social studies.

2. 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.

3. Revisit previous writing assignments periodically and allow students to alter their evidence, their word choices, or otherwise edit their work to strengthen their skills.
Suggested Discussion Points/Handouts/Activities

SLIDE 20  ESTIMATED TIME (IN MINUTES): 2

Share these strategies and encourage participants to note them on their Brainstorming Instructional Strategies Activity:

1. 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.

2. Give students the opportunity to correct mistakes, both in your carefully constructed errors and in their own work. They are asked to make corrections in word choice, conventions of usage and punctuation, organization, sentence structure, and analysis of graphical data on the SAT.

3. Ask students to review text messages, 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.
For more information about scores, reports, and using data associated with the SAT Suite of Assessments:

› Module 6 – Using Scores and Reporting to Inform Instruction.
› SAT Suite of Assessments: Using Scores and Reporting to Inform Instruction.
Suggested Discussion Points/Handouts/Activities

SLIDE 22 | ESTIMATED TIME (IN MINUTES): 1

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 supports effective decision making with a variety of standard reports that can be configured in multiple ways. The tool generates score reports, benchmark reports, and demographic reports. It also provides Instructional Planning and Question Analysis reports that 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.

Share information listed about the Student Score report, Question Analysis report, and Instructional Planning report to help participants understand how the reports provide information about student learning in Expression of Ideas and Standard English Conventions.
Suggested Discussion Points/Handouts/Activities

SLIDE 23  ESTIMATED TIME (IN MINUTES): 2

Ask participants to share one way they might use one of the reports.
Suggested Discussion Points/Handouts/Activities

**Handout:** Follow-up Activity: Tips for Professional Learning Communities/Vertical Teams (p. 41)

**Follow-Up Activity:** Explain that this is one protocol teams can use to review and analyze SAT Suite reports (or any other data). The guide asks participants to make observations about the data, look for areas of focus, identify skills associated with the areas of focus, review other sources of data for additional information, and devise a plan of action.
Suggested Discussion Points/Handouts/Activities

**Handout:** Questions for Reflection (p. 44)

**Activity:** Give participants 5 minutes to consider the questions in the self-assessment and write their reflections on the Questions for Reflection.
Suggested Discussion Points/Handouts/Activities

Introduce the *Redesigned SAT Teacher Implementation Guide*.

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

At the heart of this guide are annotated sample SAT items, highlighting connections to the instruction and best practices occurring in classrooms like yours. We indicate *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, Writing and Language Test, optional SAT Essay, and Math Test. In sum, these recommendations are intended to support teachers to enhance instruction that builds skills necessary for college and career success for each student.
Suggested Discussion Points/Handouts/Activities

| SLIDE 27 | ESTIMATED TIME (IN MINUTES): 1 |

Email: SATinstructionalsupport@collegeboard.org if there are questions about the content of this presentation.
Suggested Discussion Points/Handouts/Activities

| SLIDE 28 | ESTIMATED TIME (IN MINUTES): 1 |

Participants can provide feedback to the College Board by completing the survey at https://www.surveymonkey.com/s/PD_Module_3
## SAT Writing and Language Test Content Specifications

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<td><strong>Total Questions</strong></td>
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<td></td>
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<td><strong>Standard English Conventions</strong></td>
<td>20 questions</td>
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<tr>
<td><strong>Words in Context</strong> (Across Reading and Writing and Language Tests)</td>
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<td>18%</td>
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<tr>
<td><strong>Command of Evidence</strong> (Across Reading and Writing and Language Tests)</td>
<td>8 questions (2 questions per passage)</td>
<td>18%</td>
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<tr>
<td><strong>Analysis in History/Social Studies</strong> (Across Math, Reading, and Writing and Language Tests)</td>
<td>6 questions (all Expression of Ideas questions in history/social studies)</td>
<td>14%</td>
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<td><strong>Analysis in Science</strong> (Across Math, Reading, and Writing and Language Tests)</td>
<td>6 questions (all Expression of Ideas questions in science)</td>
<td>14%</td>
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<td><strong>Careers</strong></td>
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<tr>
<td><strong>History/Social Studies</strong></td>
<td>1 passage; 11 questions</td>
<td>25%</td>
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<tr>
<td><strong>Humanities</strong></td>
<td>1 passage; 11 questions</td>
<td>25%</td>
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<tr>
<td><strong>Science</strong></td>
<td>1 passage; 11 questions</td>
<td>25%</td>
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<td>1 or more graphics in 1 or more sets of questions</td>
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<tr>
<td><strong>Argument</strong></td>
<td>1–2 passages</td>
<td>25%–50%</td>
</tr>
<tr>
<td><strong>Informative/Explanatory Text</strong></td>
<td>1–2 passages</td>
<td>25%–50%</td>
</tr>
<tr>
<td><strong>Nonfiction Narrative</strong></td>
<td>1 passage</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Text and Graphical Complexity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Text Complexity</strong></td>
<td>A specified range from grades 9–10 to postsecondary entry across 4 passages</td>
<td></td>
</tr>
<tr>
<td><strong>Graphical Data Representations</strong> (tables, charts, graphs, etc.)</td>
<td>Basic to somewhat challenging (low to moderate data density, few variables, simple to moderately challenging interactions)</td>
<td></td>
</tr>
<tr>
<td>Content Dimension</td>
<td>Description</td>
<td></td>
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<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Text Complexity</strong></td>
<td>The passages on the SAT Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.</td>
<td></td>
</tr>
<tr>
<td><strong>Expression of Ideas</strong></td>
<td>These questions focus on revision of text for topic development, accuracy (consistency between text and graphic[s]), logic, cohesion, and rhetorically effective use of language.</td>
<td></td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>These questions focus on revising text in relation to rhetorical purpose. (Prior knowledge of the topic is not assessed, though consistency of the material within a passage may be.)</td>
<td></td>
</tr>
<tr>
<td><strong>Proposition</strong></td>
<td>The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.</td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.</td>
<td></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.</td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative information</strong></td>
<td>The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>These questions focus on revision of text to improve the logic and cohesion of text at the sentence, paragraph, and whole-text levels.</td>
<td></td>
</tr>
<tr>
<td><strong>Logical sequence</strong></td>
<td>The student will revise text as needed to ensure that information and ideas are presented in the most logical order.</td>
<td></td>
</tr>
<tr>
<td><strong>Introductions, conclusions, and transitions</strong></td>
<td>The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Effective language use</strong></td>
<td>These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.</td>
<td></td>
</tr>
<tr>
<td><strong>Precision</strong></td>
<td>The student will revise text as needed to improve the exactness or content appropriateness of word choice.</td>
<td></td>
</tr>
<tr>
<td><strong>Concision</strong></td>
<td>The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).</td>
<td></td>
</tr>
<tr>
<td><strong>Style and tone</strong></td>
<td>The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.</td>
<td></td>
</tr>
<tr>
<td><strong>Syntax</strong></td>
<td>The student will use various sentence structures to accomplish needed rhetorical purposes.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard English Conventions</strong></td>
<td>These questions focus on editing text to ensure conformity to the conventions of Standard Written English sentence structure, usage, and punctuation.</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence structure</strong></td>
<td>These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence formation</strong></td>
<td>These questions focus on editing text to correct problems with forming grammatically complete and standard sentences.</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence boundaries</strong></td>
<td>The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).</td>
<td></td>
</tr>
<tr>
<td><strong>Subordination and coordination</strong></td>
<td>The student will recognize and correct problems in coordination and subordination in sentences.</td>
<td></td>
</tr>
<tr>
<td><strong>Parallel structure</strong></td>
<td>The student will recognize and correct problems in parallel structure in sentences.</td>
<td></td>
</tr>
</tbody>
</table>
## SAT WRITING AND LANGUAGE DOMAIN

<table>
<thead>
<tr>
<th>Content Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modifier placement</strong></td>
<td>The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).</td>
</tr>
<tr>
<td><strong>Inappropriate shifts in construction</strong></td>
<td>These questions focus on editing text to correct inappropriate shifts in verb tense, voice, and mood and pronoun person and number.</td>
</tr>
<tr>
<td><strong>Verb tense, mood, and voice</strong></td>
<td>The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.</td>
</tr>
<tr>
<td><strong>Pronoun person and number</strong></td>
<td>The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.</td>
</tr>
<tr>
<td><strong>Conventions of Usage</strong></td>
<td>These questions focus on editing text to ensure conformity to the conventions of Standard Written English usage.</td>
</tr>
<tr>
<td><strong>Pronouns</strong></td>
<td>These questions focus on the proper use of pronouns.</td>
</tr>
<tr>
<td><strong>Pronoun clarity</strong></td>
<td>The student will recognize and correct pronouns with unclear or ambiguous antecedents.</td>
</tr>
<tr>
<td><strong>Possessive determiners</strong></td>
<td>The student will recognize and correct cases in which possessive determiners (its, your, their), contractions (it’s, you’re, they’re), and adverbs (there) are confused with each other.</td>
</tr>
<tr>
<td><strong>Agreement</strong></td>
<td>These questions focus on ensuring grammatical agreement.</td>
</tr>
<tr>
<td><strong>Pronoun-antecedent agreement</strong></td>
<td>The student will recognize and correct lack of agreement between pronoun and antecedent.</td>
</tr>
<tr>
<td><strong>Subject-verb agreement</strong></td>
<td>The student will recognize and correct lack of agreement between subject and verb.</td>
</tr>
<tr>
<td><strong>Noun agreement</strong></td>
<td>The student will recognize and correct lack of agreement between nouns.</td>
</tr>
<tr>
<td><strong>Frequently confused words</strong></td>
<td>The student will recognize and correct instances in which a word or phrase is confused with another (e.g., accept/except, allusion/illusion).</td>
</tr>
<tr>
<td><strong>Logical comparison</strong></td>
<td>The student will recognize and correct cases in which unlike terms are compared.</td>
</tr>
<tr>
<td><strong>Conventional expression</strong></td>
<td>The student will recognize and correct cases in which a given expression is inconsistent with Standard Written English.</td>
</tr>
<tr>
<td><strong>Conventions of Punctuation</strong></td>
<td>These questions focus on editing text to ensure conformity to the conventions of Standard Written English punctuation.</td>
</tr>
<tr>
<td><strong>End-of-sentence punctuation</strong></td>
<td>The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.</td>
</tr>
<tr>
<td><strong>Within-sentence punctuation</strong></td>
<td>The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.</td>
</tr>
<tr>
<td><strong>Possessive nouns and pronouns</strong></td>
<td>The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.</td>
</tr>
<tr>
<td><strong>Items in a series</strong></td>
<td>The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.</td>
</tr>
<tr>
<td><strong>Nonrestrictive and parenthetical elements</strong></td>
<td>The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.</td>
</tr>
<tr>
<td><strong>Unnecessary punctuation</strong></td>
<td>The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.</td>
</tr>
</tbody>
</table>
Passage (400–450 words)

*Questions 1–4 are based on the following passage.*

**Dong Kingman: Painter of Cities**

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 watched as Kingman squeezes dollops of paint from several tubes into a tin watercolor 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.

Kingman was keenly interested in landscape painting from an early age. In Hong Kong, where Kingman completed his schooling, teachers at that time customarily assigned students a formal “school name.” His interest was so keen, in fact, that he was named after it. The young boy who had been Dong Moy Shu became Dong Kingman. The name Kingman was selected for its two parts, “king” and “man”; Cantonese for “scenery” and “composition.” As Kingman developed as a painter, his works were often compared to paintings by Chinese landscape artists dating back to CE 960, a time when a strong tradition of landscape painting emerged in Chinese art. Kingman, however, vacated from that tradition in a number of ways, most notably in that he chose to focus not on natural landscapes, such as mountains and rivers, but on cities.

His fine brushwork conveys detailed street-level activity: a peanut vendor pushing his cart on the sidewalk, a pigeon pecking for crumbs around a fire hydrant, an old man tending to a baby outside a doorway. His broader brush strokes and sponge-painted shapes create majestic city skylines, with skyscrapers towering in the background, bridges connecting neighborhoods on either side of a river, and delicately painted creatures, such as a tiny, barely visible cat prowling in the bushes of a park.

To art critics and fans alike, these city scenes represent the innovative spirit of twentieth-century urban Modernism.
During his career, Kingman exhibited his work internationally. He garnered much acclaim. In 1936, a critic described one of Kingman’s solo exhibits as “twenty of the freshest, most satisfying watercolors that have been seen hereabouts in many a day.”

1

A) NO CHANGE
B) had watched
C) would watch
D) watches

2

A) NO CHANGE
B) hydrant—
C) hydrant:
D) hydrant

3

The writer wants to complete the sentence with a third example of a detail Kingman uses to create his majestic city skylines. Which choice best accomplishes this goal?
A) NO CHANGE
B) exquisitely lettered street and storefront signs.
C) other city details that help define Kingman’s urban landscapes.
D) enormous ships maneuvering out of a busy harbor.

4

The writer wants to conclude the passage with a sentence that emphasizes an enduring legacy of Kingman’s work. Which choice would best accomplish this goal?
A) Although Kingman’s work might not be as famous as that of some other watercolor painters, such as Georgia O’Keeffe and Edward Hopper, it is well regarded by many people.
B) Since Kingman’s death in 2000, museums across the United States and in China have continued to ensure that his now-iconic landscapes remain available for the public to enjoy.
C) The urban landscapes depicted in Kingman’s body of work are a testament to aptness of the name chosen for Kingman when he was just a boy.
D) Kingman’s work was but one example of a long-lasting tradition refreshed by an innovative artist with a new perspective.

Passage 1
At my family’s cabin on a Minnesota lake, I knew woods so dark that my hands disappeared before my eyes. I knew night skies in which meteors left smoky trails across sugary spreads of stars. But now, when 8 of 10 children born in the United States will never know a sky dark enough for the Milky Way, I worry we are rapidly losing night’s natural darkness before realizing its worth. All life evolved to the steady rhythm of bright days and dark nights. Today, though, when we feel the closeness of nightfall, we reach quickly for a light switch. And too little darkness, meaning too much artificial light at night, spells trouble for all.

10 Already the World Health Organization classifies working the night shift as a probable human carcinogen, and the American Medical Association has voiced its unanimous support for “light pollution reduction efforts and glare reduction efforts at both the national and state levels.” Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing, and our bodies need darkness for sleep. Sleep disorders have been linked to diabetes, obesity, cardiovascular disease and depression, and recent research suggests one main cause of “short sleep” is “long light.” Whether we work at night or simply take our tablets, notebooks and smartphones to bed, there isn’t a place for this much artificial light in our lives.

15 The rest of the world depends on darkness as well, including nocturnal and crepuscular species of birds, insects, mammals, fish and reptiles. Some examples are well known—the 400 species of birds that migrate at night in North America, the sea turtles that come ashore to lay their eggs—and some are not, such as the bats that save American farmers billions in pest control and the moths that pollinate 80% of the world’s flora. Ecological light pollution is like the bulldozer of the night, wrecking habitat and disrupting ecosystems several billion years in the making. Simply put, without darkness, Earth’s ecology would collapse.

20 Light pollution is readily within our ability to solve, using new lighting technologies and shielding existing lights. Already, many cities and towns across North America and Europe are changing to LED streetlights, which offer dramatic possibilities for controlling wasted light. Other communities are finding success with simply turning off portions of their public lighting after midnight. Even Paris, the famed “city of light,” which already turns off its monument lighting after 1 a.m., will this summer start to require its shops, offices and public buildings to turn off lights after 2 a.m. Though primarily designed to save energy, such reductions in light will also go far in addressing light pollution. But we will never truly address the problem of light pollution until we become aware of the irreplaceable value and beauty of the darkness we are losing.

1. Introduce an error into the passage, and provide students with three (3) choices for correction:
2. Design a question about the author’s purpose with three (3) incorrect answers and one correct answer.

3. Write three (3) explanations of or conclusions from the graph that are incorrect, and one correct interpretation.
<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>EXPRESSION OF IDEAS AND STANDARD ENGLISH CONVENTIONS</strong></td>
<td>What strategies am I currently using in the classroom to teach Expression of Ideas and Standard English Conventions? What are students doing in my classroom to develop these skills?</td>
<td>What strategies have I considered but not tried in my classroom? What ideas come to mind as I read the assessed skills and sample items?</td>
<td>What strategies are being shared that I might use in lesson planning for my students?</td>
</tr>
</tbody>
</table>
FOLLOW-UP ACTIVITY – TIPS FOR PROFESSIONAL LEARNING COMMUNITIES/VERTICAL TEAMS

Protocols for analyzing data can provide guidance and focus for Professional Learning Communities as they review and discuss data and reports.

1. Review your data. These data may include SAT results on the Score Report, Question Analysis Report, Instructional Planning Report, or other reports from the online portal. These reports can be reviewed independently, together, or in combination with local assessment data. Ask each person in the group to make an observation about the data. Consider the following questions for guidance:

   a. What scores are higher/lower than average?
   b. What scores are higher/lower than in previous years?
   c. What scores are higher/lower than expected?
   d. Which questions were answered correctly more often than average? Less often?

2. Examine all of the observations of the group. Select one or two observations to analyze and discuss further. Determine whether the group discussion should be focused on gaps, strengths, or both. To help select an area of focus, the group can consider:

   a. Are the scores on one subscore exceptionally high or low?
   b. Are there high/low scores on several questions related to the same content or skill?
   c. Do several questions with high/low scores ask students to engage in the same tasks (e.g., are the questions all no-calculator questions or are they all student-produced response questions)?

3. Identify content and skills associated with the area of focus; how are the content and skills included in your curriculum/lesson plans?

   a. Is the skill listed as an objective in lesson plans? Is it practiced frequently?
   b. Is the skill explicitly assessed? Is it assessed differently on different tests?
   c. Does the curriculum provide sufficient attention to the skill?

4. Review other sources of data, such as class and state assessments, to look for evidence of students’ performance on this skill/topic.

5. Develop an action plan for addressing the area of focus:

   a. Set a goal for improvement, including a time frame for measuring progress.
   b. Determine how you’ll measure success.
   c. Design specific steps for addressing the issue:
      i. Add a unit to the curriculum?
      ii. Include specific lessons in current units?
iii. Observe lessons in other classrooms to expand repertoire of instructional strategies and incorporate a variety of strategies more frequently?

iv. Add formative assessment, collaborative learning, or other student engagement activities?

d. Assess students and measure progress at regular intervals.

e. Discuss results and celebrate successes.
<table>
<thead>
<tr>
<th>Professional Learning Community Data Analysis</th>
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</thead>
<tbody>
<tr>
<td><strong>Review the data and make observations.</strong></td>
</tr>
<tr>
<td><strong>Examine all of the observations of the group. Select one or two areas of focus from the observations to analyze and discuss further. Determine whether the group discussion should be focused on gaps, strengths, or both.</strong></td>
</tr>
<tr>
<td><strong>Identify content/skills associated with the area(s) of focus.</strong></td>
</tr>
<tr>
<td><strong>Review other sources of data for additional information.</strong></td>
</tr>
<tr>
<td><strong>Develop the action plan.</strong></td>
</tr>
<tr>
<td><strong>Goal:</strong></td>
</tr>
<tr>
<td><strong>Measure of Success:</strong></td>
</tr>
<tr>
<td><strong>Steps:</strong></td>
</tr>
<tr>
<td><strong>When you’ll measure:</strong></td>
</tr>
<tr>
<td>Questions for Reflection</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>How well do you teach skills related to Expression of Ideas?</td>
</tr>
<tr>
<td>How well do you teach skills related to Standard English Conventions?</td>
</tr>
<tr>
<td>What can you do in your classroom immediately to help students understand what they’ll see on the SAT Suite of Assessments?</td>
</tr>
<tr>
<td>What long-term adjustments can you make to support students in developing their mastery of Expression of Ideas and Standard English Conventions?</td>
</tr>
<tr>
<td>What additional resources do you need to gather in order to support students in becoming college and career ready?</td>
</tr>
<tr>
<td>How can you help students keep track of their own progress toward meeting the college and career readiness benchmarks?</td>
</tr>
</tbody>
</table>
Curriculum Mapping

1. Gather curriculum maps for English, science, and social studies courses.

2. Referencing the SAT Test Specifications – Writing and Language Test handout (pp. 33–35), identify where each content and skill is taught.

3. Consider and discuss other places in the curriculum where each content and skill can be reinforced.

4. Review common assessments and ensure each content and skill is assessed and student progress is measured.

Assessment Study Groups

1. Form Assessment Study Groups to review SAT Test Questions with the SAT Test Specifications.

2. Go to collegereadiness.collegeboard.org or Khanacademy.org/sat to find four (4) full-length SAT practice forms.

3. Use the SAT Test Specifications – Writing and Language Test handout (pp. 33–35) to compare the content domains with the questions on the test forms. Identify the types of questions used to assess the content and skills in the test specifications.

4. Gather reading passages in various content areas and practice writing test questions similar to those used on the SAT practice forms.