

PROFESSIONAL
DEVELOPMENT
MODULE

2

FACILITATOR'S
GUIDE

The SAT[®] Suite of Assessments

Words in Context and Command of Evidence

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 colleges, universities, or career training programs.

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, and to support educators as they identify the natural points of alignment across the SAT Suite, classroom instruction, and curriculum. Each professional development module includes 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.

WE WANT TO HEAR ABOUT YOUR EXPERIENCE WITH THE MODULES!

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What's in the Modules?

You have accessed *Module 2 – Words in Context and Command of Evidence*, which examines the content assessed in two subscores of the SAT Suite of Assessments. In the module, participants review the test specifications for the Reading Test and the Writing and Language Test, and they review sample questions from the tests. Additional Modules include:

- » **Module 1** – *Key Features*
- » **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.

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 become 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 includes 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 module is meant to be a starting point. Modules 2 to 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, please email SATinstructionalsupport@collegeboard.org for personalized attention. We look forward to hearing from you!

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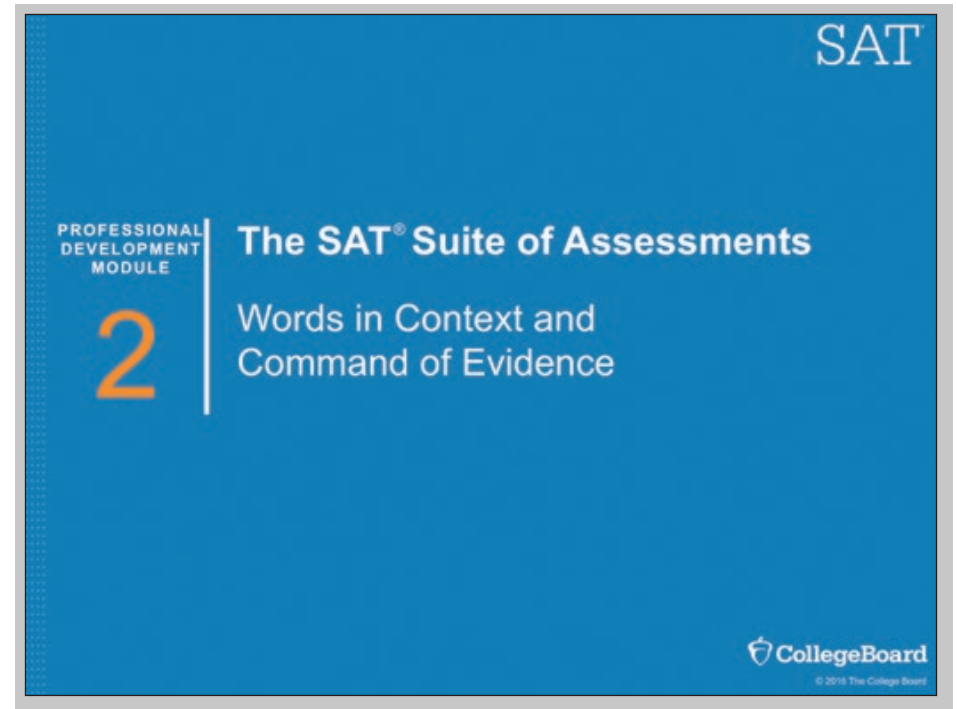
PREPARING YOUR PRESENTATION FOR THE TIME ALLOTTED*			
How Much Time Do You Have?	Use These Slides	Use These Activities	Use These Handouts (some handouts will be used without the accompanying activity)
30 minutes	1–4, 6–24, 34–38	Words in Context: Lincoln’s Gettysburg Address Questions for Reflection	<ol style="list-style-type: none"> 1. <i>Words in Context: Lincoln’s Gettysburg Address</i> 2. <i>Words in Context and Command of Evidence Sample Questions</i> 3. <i>Questions for Reflection</i>
60 minutes	1–25,34–38	Words in Context: Lincoln’s Gettysburg Address SAT Test Specifications- Reading Test and Writing and Language Test Words in Context and Command of Evidence Sample Questions Questions for Reflection	<ol style="list-style-type: none"> 1. <i>Words in Context: Lincoln’s Gettysburg Address</i> 2. <i>SAT Test Specifications- Reading Test and Writing and Language Test</i> 3. <i>Words in Context and Command of Evidence Sample Questions</i> 4. <i>Brainstorming Instructional Strategies</i> 5. <i>Questions for Reflection</i>
90 minutes	All Slides	SAT Test Specifications: Reading Test and Writing and Language Test Words in Context: Lincoln’s Gettysburg Address Words in Context and Command of Evidence Sample Questions Brainstorming Instructional Strategies Questions for Reflection	<ol style="list-style-type: none"> 1. <i>SAT Test Specifications: Reading Test and Writing and Language Test</i> 2. <i>Words in Context: Lincoln’s Gettysburg Address</i> 3. <i>Words in Context and Command of Evidence Sample Questions</i> 4. <i>Brainstorming Instructional Strategies</i> 5. <i>Questions for Reflection</i>
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

SLIDE 1	ESTIMATED TIME (IN MINUTES):
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Welcome participants to Module 2.




Suggested Discussion Points/Handouts/Activities

SLIDE 2	ESTIMATED TIME (IN MINUTES): 1
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Explain that this is the second 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 sat.org/k12.



Professional Development Modules for the SAT Suite of Assessments

Module 1	Key Features
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 Problem Solving and Data Analysis
Module 5	Math that Matters Most: Passport to Advanced Math Additional Topics in Math
Module 6	Using Scores and Reporting to Inform Instruction
Module 7	Connecting 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




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Suggested Discussion Points/Handouts/Activities

SLIDE 3	ESTIMATED TIME (IN MINUTES): 3
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Ask participants what they hope to learn in Module 2.



CHAPTER
1 | What is the Purpose of
Module 2?

- ▶ Review the content assessed for two Subscores:
 - Words in Context
 - Command of Evidence
- ▶ Connect Words in Context and Command of Evidence skills with classroom instruction in English and other subjects

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Suggested Discussion Points/Handouts/Activities

SLIDE 4	ESTIMATED TIME (IN MINUTES): 2
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Module 2 will dig deeply into Words in Context and Command of Evidence (click for circle on slide). These subscores are derived from the Reading Test and the Writing and Language Test.

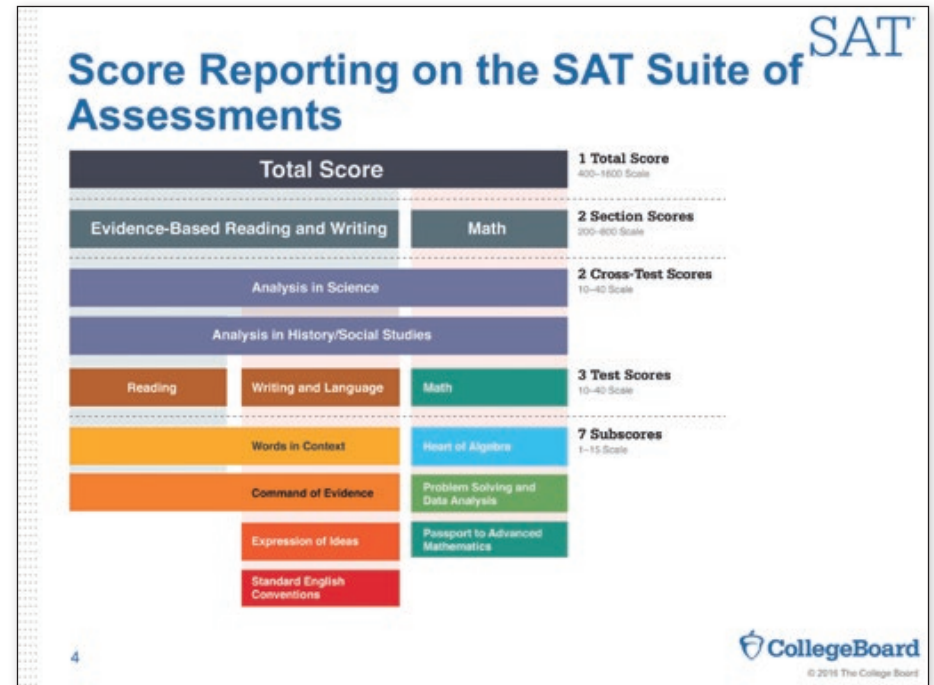
To build the connection between the SAT Suite of Assessments, classroom instruction, and college and career readiness, students and educators receive more scores than ever before. These scores provide more detailed information about students’ strengths and areas in which they need to strengthen their skills. Each box on this slide represents a score students receive when they take any assessments in the SAT Suite.

This is an important table for understanding the scores that are generated from 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 take.

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 Tests 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 column alignment also demonstrates that the two section scores are added together for one total score.

In the middle, you’ll see 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 the Math Test 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 SAT Essay is scored separately and is not factored in to the Evidence-Based Reading and Writing section score.

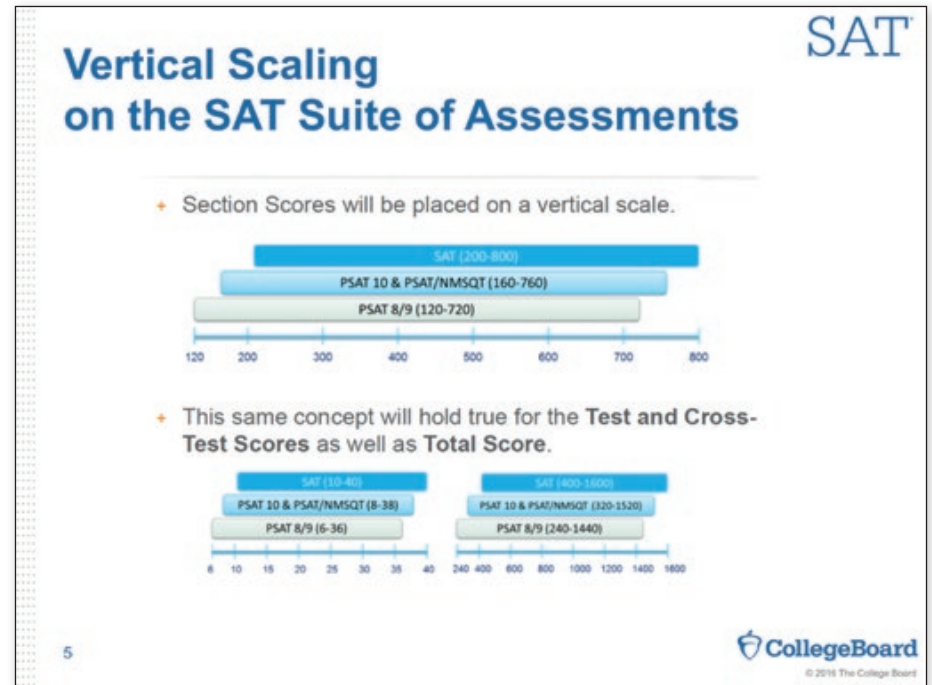
Suggested Discussion Points/Handouts/Activities

SLIDE 5

ESTIMATED TIME (IN MINUTES): 2

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 10 and 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 10 and 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 total score, section scores, test scores, and cross-test scores are **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 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 the PSAT 8/9 versus the 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).

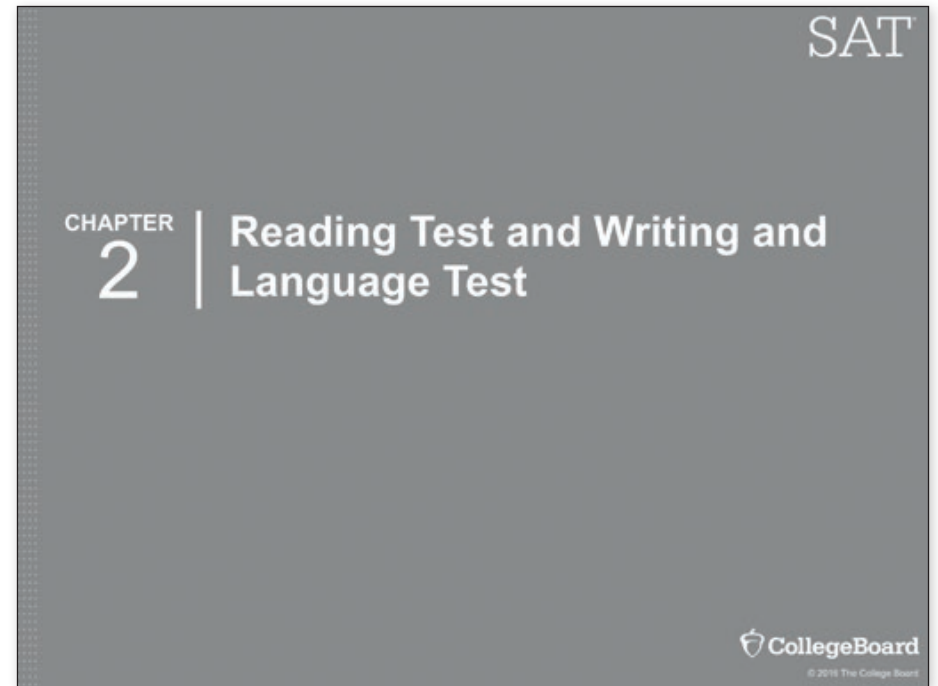
As you see on the slide, scores on the SAT are represented across a 200–800 point range. For the PSAT/NMSQT and PSAT 10, scores range from 160–760. And the PSAT 8/9 scores range from 120–720. Scores across the tests can be thought of as equivalent. In other words, a 600 on the PSAT 8/9 is equivalent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

NOTE: Subscores are not vertically scaled, therefore you cannot 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):
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Begin discussion of the Reading Test and the Writing and Language Test.




Suggested Discussion Points/Handouts/Activities

SLIDE 7	ESTIMATED TIME (IN MINUTES): 1
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Handout: Test Specifications – SAT Reading Test and Test Specifications - SAT Writing and Language Test (pp. 40–44)

Activity: *Using the Test Specifications – SAT Reading Test and Test Specifications – SAT Writing and Language Test, ask participants to engage in a jigsaw activity to review. Organize participants into small groups, and assign each group one section of the test specifications (continued on next slide).*



Reading Test Content Specifications

SAT READING TEST CONTENT SPECIFICATIONS		
	NUMBER	PERCENTAGE OF TEST
Time Allotted	65 minutes	
Passage Word Count	3,250 words total from 4 single passages and 1 pair; 500–750 words per passage or paired set	
Total Questions	52 questions	100%
Multiple Choice (4 options)		100%
Passage Based		100%
Contribution of Items to Subscores and Scores (Percentages do not add up to 100%)		
Words in Context (Across Reading and Writing and Language Tests)	10 questions (2 questions per passage/pair)	19%
Command of Evidence (Across Reading and Writing and Language Tests)	10 questions (2 questions per passage/pair)	19%
Analysis in History/Social Studies (Across Math, Reading, and Writing and Language Tests)	21 questions (all history/social studies questions)	40%
Analysis in Science (Across Math, Reading, and Writing and Language Tests)	21 questions (all science questions)	40%
Passage Contents		
U.S. and World Literature	1 passage; 10–11 questions	20%
History/Social Studies	2 passages, or 1 passage and 1 pair; 10–11 questions each	40%
Science	2 passages, or 1 passage and 1 pair; 10–11 questions each	40%
Graphics	1–2 graphics in 1 History/Social Studies and in 1 Science passage	
Text and Graphical Complexity		
Text Complexity	A specified range from grades 9–10 to postsecondary entry across 4 passages and 1 pair	
Graphical Data Representations (tables, graphs, charts, etc.)	Somewhat challenging to challenging (moderate to moderately high data density, few to several variables, moderately challenging to moderately complex interactions)	

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Suggested Discussion Points/Handouts/Activities

SLIDE 8	ESTIMATED TIME (IN MINUTES): 15
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Activity: (continued) 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.

SAT

Writing and Language Test Content Specifications

SAT WRITING AND LANGUAGE TEST CONTENT SPECIFICATIONS		
	NUMBER	PERCENTAGE OF TEST
Time Allotted	35 minutes	
Passage Word Count	1700 words total from 4 passages; 400–450 words per passage	
Total Questions	44 questions	100%
Multiple Choice (4 options)		100%
Passage Based		100%
Contribution of Items to Subscores and Scores		
Expression of Ideas	24 questions	55%
Standard English Conventions	20 questions	45%
Words in Context (Across Reading and Writing and Language Tests)	8 questions (2 questions per passage)	18%
Command of Evidence (Across Reading and Writing and Language Tests)	8 questions (2 questions per passage)	18%
Analysis in History/Social Studies (Across Math, Reading, and Writing and Language Tests)	6 questions (all Expression of Ideas questions in history/social studies)	14%
Analysis in Science (Across Math, Reading, and Writing and Language Tests)	6 questions (all Expression of Ideas questions in science)	14%
Passage Contents		
Careers	1 passage; 11 questions	25%
History/Social Studies	1 passage; 11 questions	25%
Humanities	1 passage; 11 questions	25%
Science	1 passage; 11 questions	25%

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Suggested Discussion Points/Handouts/Activities

SLIDE 9	ESTIMATED TIME (IN MINUTES): 2
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In the Reading Test, students are called on to determine the meaning of vocabulary in context, with an emphasis on Tier 2 words and phrases.

- Vocabulary is important in all subjects:** Studies going back nearly a century have documented the strong link between vocabulary and comprehension. With a broad and deep vocabulary, readers are more likely to understand what they read and, in turn, to derive the meaning of words in the contexts in which they appear. Indeed, the role of vocabulary in reading comprehension is difficult to overstate given the word richness of text.
- Tier 2 words:** The Words in Context subscore focuses on less familiar, yet useful vocabulary found in written text and shared between the teacher and student in the classroom. Sometimes they are referred to as “general academic words” or “rich vocabulary.” These words are more precise or subtle forms of familiar words and include words with multiple meanings. Instead of *walk* for example, *saunter* could be used. These words are found across a variety of domains. (Tier 1 words are basic words that commonly appear in spoken language. Tier 3 words are not frequently used except in specific content areas or domains.)
- Text Complexity:** Passages on the Reading Test, Writing and Language Test, and optional Essay have a level of text complexity between ninth grade and first-year post-high-school studies on the SAT. On the PSAT/NMSQT and PSAT 10, text complexity ranges from ninth to 10th grades. On the PSAT 8/9, text complexity ranges from sixth to 10th grades. This will be challenging for some students and will require that they practice and develop more advanced skills.

Words in Context

- ▶ Vocabulary is important in all subjects
- ▶ Tier 2 vocabulary is assessed
- ▶ Text complexity levels:
 - ▶ SAT: range from 9th grade through first year post-high school
 - ▶ PSAT/NMSQT and PSAT 10: range from 9th to 10th grade
 - ▶ PSAT 8/9: range from 6th to 10th grade

Suggested Discussion Points/Handouts/Activities

SLIDE 10

ESTIMATED TIME (IN MINUTES): 7

On the Reading Test, students are asked to determine the meaning of vocabulary in context. On these questions, the best answer can be determined from context clues, and no other answer choices make sense in context although each is a legitimate synonym of the tested word; the tested word is also a high-utility word likely to appear in many types of reading. In these ways, the question draws students back to the text rather than rewarding only isolated vocabulary knowledge.

Questions on the Reading Test might also explore how the same word shifts meaning between or even within contexts. To understand the latter, consider, for example, how Abraham Lincoln variously uses “dedicate” in the Gettysburg Address. The word is not notably obscure or difficult in its most common modern usage. Most students would understand what it means, say, to describe another person as a dedicated friend or employee. However, in the hands of an adept writer and orator such as Lincoln, even a relatively simple, common word such as “dedicate” can take on a range of nuanced, related meanings and implications.

Handout: Words in Context: Lincoln’s Gettysburg Address (p. 45)

Activity: Assign volunteers to read the sentences of the Gettysburg Address. While reading Lincoln’s speech, ask participants to write different meanings or synonyms of “dedicate.” Pause each time the word is used; once the passage has been read, ask participants to share their various meanings.

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and **dedicated** to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so **dedicated**, can long endure. We are met on a great battle-field of that war. We have come to **dedicate** a portion of that field, as a final resting place for those who here gave their lives that that nation might

SAT

Words in Context – Evidence-Based Reading and Writing

- ▶ Reading Test
 - ▶ Students will determine the meaning of vocabulary in context
 - ▶ Students will analyze word choice rhetorically
- ▶ Writing and Language Test
 - ▶ Students will improve the precision, concision, and context appropriateness of expression.

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live. It is altogether fitting and proper that we should do this.” Ask the participants to discuss different meanings of *dedicate*.

On the Writing and Language Test, students must determine the most appropriate choice of language by examining the relevant context and considering nuances in the meanings of related words. On these questions, students must demonstrate not only facility with language in general, but also skill in using language in particular contexts to convey meaning clearly and precisely.

Suggested Discussion Points/Handouts/Activities

SLIDE 11	ESTIMATED TIME (IN MINUTES): 1
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Students' abilities to analyze source texts and, more broadly, to understand and make effective use of evidence in reading and writing are widely recognized as central to college and career readiness. Institutions such as Duke University, Cornell University, Texas A&M University, and the University of California, Berkeley, have devoted considerable resources to developing the skills of source analysis and evidence use in their students.

The Reading Test has a number of questions that ask students to determine which portion of a text best supports the answer to a given question.

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 in order to find the best answer.

Questions on the Writing and Language Test also focus on Command of Evidence. 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 Writing and Language Test includes selected-response questions asking students to develop, support, and refine claims and ideas in multi-paragraph passages (some of which are associated with one or more graphics) and to add, revise, or delete information in accordance with rhetorical purpose and accuracy (as, for example, when students are asked to verify or improve a passage's explanation of a data table).

Command of Evidence – Evidence-Based Reading and Writing

SAT

- ▶ Reading Test
 - ▶ Understand and use evidence in a broad array of contexts
 - ▶ Determine the best textual support for the answer to another question
- ▶ Writing and Language Test
 - ▶ Retain, add, revise, or delete information and ideas in a text
 - ▶ Interpret graphics and correct errors in the accompanying passages
 - ▶ Selected response questions only – no actual writing

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Suggested Discussion Points/Handouts/Activities

SLIDE 12	ESTIMATED TIME (IN MINUTES): 1
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The SAT Essay is optional for students. Scores on the essay do not contribute to the subscores. It does, however, require students to use evidence to support their claims.

On the optional SAT Essay, students are required 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 potentially other aspects of the text identified by students themselves) and then to write a cogent and clear analysis supported by critical reasoning and evidence drawn from the source.

SAT

Optional Essay

- ▶ The Essay will also require students to use evidence, though it will not contribute to the subscore.
 - Analyze a source text to determine how the author builds an argument to persuade an audience through the use of evidence
 - Write a cogent and clear analysis supported by critical reasoning and evidence drawn from the source.

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Suggested Discussion Points/Handouts/Activities

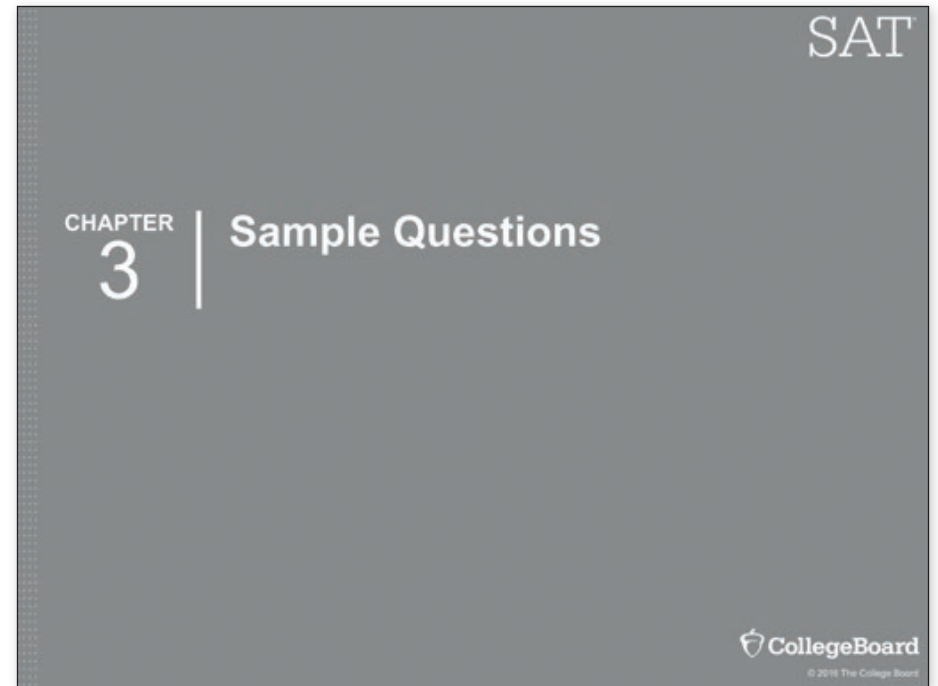
SLIDE 13	ESTIMATED TIME (IN MINUTES): 1
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Handout: Words in Context and Command of Evidence

Sample Questions. (pp. 46–49)

The next two slides have sample questions for the group to read and answer together.

Participants can then work in small groups to answer questions together. When they are done, discuss the answers (slides 17–19).



The image shows a slide from the SAT Facilitator's Guide. The slide has a dark gray background. In the top right corner, the word "SAT" is written in a white, serif font. In the center-left, the word "CHAPTER" is written in a small, white, sans-serif font above a large white number "3". To the right of the "3" is a vertical white line, followed by the words "Sample Questions" in a large, white, sans-serif font. In the bottom right corner, the CollegeBoard logo is displayed, consisting of a shield icon and the text "CollegeBoard" in a white, sans-serif font. Below the logo, the copyright notice "© 2018 The College Board" is written in a very small white font.

Suggested Discussion Points/Handouts/Activities

SLIDE 14	ESTIMATED TIME (IN MINUTES): 3
KEY: B	CONTENT: Content: Information and Ideas: Interpreting Words and Phrases in Context
DIFFICULTY: Easy	OBJECTIVE: Students must determine the meaning of a word in the context in which it appears.

This question asks students to analyze how the word “intense” is used in context. Though students may frequently use the word “intense” to describe personalities or emotions, the context of this sentence requires students to recognize that “intense” can also mean “concentrated.”

The best answer here is choice B because the context makes clear that the clustering of jobs, innovation, and productivity is expected to be denser, or more concentrated in a smaller number of bigger cities and city-regions, over the coming decades. The best answer can be determined from context clues, and none of the other answer choices makes sense in context although each is a legitimate synonym of the tested word; the tested word is also a high-utility word likely to appear in many types of reading. In these ways, the question draws students back to the text rather than rewarding only isolated vocabulary knowledge.

Words in Context Sample Question

[. . .] The coming decades will likely see more **intense** clustering of jobs, innovation, and productivity in a smaller number of bigger cities and city-regions. Some regions could end up bloated beyond the capacity of their infrastructure, while others struggle, their promise stymied by inadequate human or other resources. *Adapted from Richard Florida, The Great Reset. ©2010 by Richard Florida.*

(Note that the tested word is in bold here only for convenience; in an actual test, no highlighting would appear.)

As used in line 1, “intense” most nearly means

- A) emotional.
- B) concentrated.
- C) brilliant.
- D) Determined

CONTENT: Information and Ideas/Interpreting Words and Phrases in Context

Suggested Discussion Points/Handouts/Activities

SLIDE 15

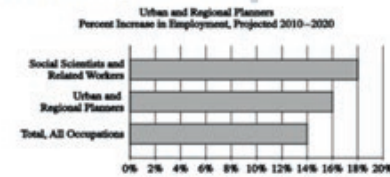
ESTIMATED TIME (IN MINUTES): 1

This question asks students to analyze data displayed graphically and to integrate that information with information presented in text — specifically, to determine which of four interpretations of the graph is accurate and to revise the passage’s wording as needed.

Command of Evidence Sample Question

SAT

[. . .] Transportation planners perform critical work within the broader field of urban and regional planning. As of 2010, there were approximately 40,300 urban and regional planners employed in the United States. The United States Bureau of Labor Statistics forecasts steady job growth in this field, projecting that 16 percent of new jobs in all occupations will be related to urban and regional planning. Population growth and concerns about environmental sustainability are expected to spur the need for transportation planning professionals.



Adapted from United States Bureau of Labor Statistics, Employment Projections Program, "All occupations" includes all occupations in the United States economy.

on next slide)

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Suggested Discussion Points/Handouts/Activities

SLIDE 16	ESTIMATED TIME (IN MINUTES): 10 MINUTES WITH ACTIVITY
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Ask for the best answer.

KEY: C	CONTENT: Synthesis: Analyzing Quantitative Information
DIFFICULTY: Hard	OBJECTIVE: Students must evaluate text based on data presented graphically

The best answer here is choice C, because the graph establishes that the number of jobs in urban and regional planning will likely increase by 16 percent between 2010 and 2020. The other answer choices misstate the data in the graph in one way or another. The focus in a question such as this is not simply on understanding information in a data display, as important as that can be, but rather on demonstrating a broad command of evidence by synthesizing information and ideas expressed in two different mediums (graphics and words).

Activity: Before moving to the next slide, give participants time to read the next passage in the handout and answer the three questions. Orient participants to the samples: show how the line numbers in the passage are used in the questions. (All line numbers in questions and in answer explanations refer to the line numbers in the handout.) Point out that the topic is based in U.S. and World Literature. The text complexity is high. Note that the length of the passage is approximately 650 words, which is what students encounter on the SAT.

There is one full reading passage with three questions that assess words in context and command of evidence. Take 5–10 minutes to work on answers to the questions.

Participants can work in small groups to answer questions together. When they are done, discuss the answers (following slides).

Command of Evidence Sample Question (continued)

SAT

Which choice completes the sentence with accurate data based on the above graph?

- A) NO CHANGE
- B) warning, however, that job growth in urban and regional planning will slow to 14 percent by 2020.
- C) predicting that employment of urban and regional planners will increase 16 percent between 2010 and 2020.
- D) indicating that 14 to 18 percent of urban and regional planning positions will remain unfilled.

CONTENT: Synthesis: Analyzing Quantitative Information

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Suggested Discussion Points/Handouts/Activities

SLIDE 17	ESTIMATED TIME (IN MINUTES): 2
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KEY: A	CONTENT: Rhetoric / Analyzing Word Choice
DIFFICULTY: Easy	OBJECTIVE: Students must determine the main rhetorical effect of the author’s choice of words.

Choice A is the best answer. The author uses the phrase mainly to introduce a topic discussed at length in the second paragraph — namely, the growing connection Ethan sees himself forming with Mattie over the course of many evening walks during which they share similar feelings for the wonders of the natural world. In the context of the passage, the phrase evokes an image of two people walking eagerly and in harmony.

Choice B is not the best answer because while the phrase literally conveys Mattie’s attempts to keep up with Ethan’s pace, the phrase relates to times of leisure during which Ethan and Mattie walked arm-in-arm rather than times of work. Moreover, the phrase is used primarily in a figurative way to suggest shared enthusiasm (see explanation for choice A).

Choice C is not the best answer because while the phrase literally describes Mattie’s attempts to keep up with Ethan’s pace, the context makes clear that Mattie and Ethan are not in competition with each other but rather enjoying times of leisure during which the two walk arm-in-arm. The phrase is instead used primarily in a figurative way to suggest shared enthusiasm (see explanation for choice A).

Choice D is not the best answer because while the phrase could in isolation be read as conveying some frustration on the part of Mattie, who had to expend extra effort to keep up with Ethan’s pace, the context makes clear that Mattie is not annoyed with Ethan but is instead enjoying times of leisure during which the two walk arm-in-arm. The phrase is instead used to suggest shared enthusiasm (see explanation for choice A).

Reading Test – Sample Question #1

Mattie Silver had lived under Ethan’s roof for a year, and from early morning till they met at supper he had frequent chances of seeing her; but no moments in her company were comparable to those when, her arm in his, and her light step flying to keep time with his long stride, they walked back through the night to the farm.

- In the context of the passage, the author’s use of the phrase “her light step flying to keep time with his long stride” is primarily meant to convey the idea that
 - (A) Ethan and Mattie share a powerful enthusiasm.
 - (B) Mattie strives to match the speed at which Ethan works.
 - (C) Mattie and Ethan playfully compete with each other.
 - (D) Ethan walks at a pace that frustrates Mattie.

CONTENT: Rhetoric / Analyzing word choice

Suggested Discussion Points/Handouts/Activities

SLIDE 18	ESTIMATED TIME (IN MINUTES): 2
KEY: C	CONTENT: Information and Ideas / Understanding Relationships
DIFFICULTY: Easy	OBJECTIVE: Students must characterize the relationship between two individuals described in the passage.

Choice C is the best answer. Lines 7–11 in the handout mention many of Mattie’s traits: she is friendly (“smiled and waved”), eager (“jumped down with her bundles”), easygoing (“she ain’t a fretter”), and energetic (“like the lighting of a fire on a cold hearth”). However, the trait that appeals most to Ethan, as suggested by it being mentioned last in the paragraph, is her openness to the world around her: “She had an eye to see and an ear to hear: he could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will.”

Choice A is not the best answer because the passage suggests that Ethan does not actually view Mattie as particularly well suited to farm labor. When first seeing Mattie, Ethan thinks to himself, after “looking over her slight person,” that “she don’t look much on housework.”

Choice B is not the best answer because the passage suggests that Mattie’s youth is not what Ethan values most about Mattie. Although the passage does note that “the coming to his house of a bit of hopeful young life was like the lighting of a fire on a cold hearth,” the narrator goes on to note that “the girl was more than the bright serviceable creature [Ethan] had thought her,” indicating that Ethan values something more in Mattie than simply her vivacity.

Choice D is not the best answer because although Ethan acknowledges that Mattie “ain’t a fretter,” there is no evidence that Mattie’s freedom from worry is what Ethan values most about Mattie. The first

Reading Test – Sample Question #2

He had taken to the girl from the first day, when he had driven over to the Flats to meet her, and she had smiled and waved to him from the train, crying out, “You must be Ethan!” as she jumped down with her bundles, while he reflected, looking over her slight person: “She don’t look much on housework, but she ain’t a fretter, anyhow.” But it was not only that the coming to his house of a bit of hopeful young life was like the lighting of a fire on a cold hearth. The girl was more than the bright serviceable creature he had thought her. She had an eye to see and an ear to hear: he could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will.

2. The description in the first paragraph indicates that what Ethan values most about Mattie is her
- (A) fitness for farm labor.
 - (B) vivacious youth.
 - (C) receptive nature.
 - (D) freedom from worry.

CONTENT: Information and Ideas / Understanding relationships



paragraph lists several positive traits that Mattie has, with the most emphasis being placed on her openness to the world around her (see explanation for choice C).

Suggested Discussion Points/Handouts/Activities

SLIDE 19	ESTIMATED TIME (IN MINUTES): 2
KEY: D	CONTENT: Information and Ideas / Citing Textual Evidence
DIFFICULTY: Easy	OBJECTIVE: Students must determine which portion of the passage provides the best evidence for the answer to the previous question.

Choice D is the best answer. Lines 12–15 explain that Mattie “had an eye to see and an ear to hear: [Ethan] could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will.” In other words, Mattie is open, or receptive, to ideas and experiences. These lines thus serve as the best evidence for the answer to the previous question.

Choice A is not the best answer because lines 1–5 only describe Ethan and Mattie’s living situation and indicate that Ethan enjoys walking with her in the evenings. They do not indicate which quality of Mattie’s Ethan values most. These lines thus do not serve as the best evidence for the answer to the previous question.

Choice B is not the best answer because lines 5–10 only indicate Ethan’s first impression of Mattie. Mattie comes across as generally friendly and enthusiastic in their first encounter, but it is not these qualities that Ethan values most. These lines thus do not serve as the best evidence for the answer to the previous question.

Choice C is not the best answer because lines 10–11 only convey that there was something special about Mattie beyond her friendliness and enthusiasm. They do not indicate what quality of Mattie’s Ethan values most. These lines thus do not serve as the best evidence for the answer to the previous question.

Ask if there are comments or questions about the sample items.

SAT

Reading Test – Sample Question #3

Mattie Silver had lived under Ethan’s roof for a year, and from early morning till they met at supper he had frequent chances of seeing her; but no moments in her company were comparable to those when, her arm in his, and her light step flying to keep time with his long stride, they walked back through the night to the farm. He had taken to the girl from the first day, when he had driven over to the Flats to meet her, and she had smiled and waved to him from the train, crying out, “You must be Ethan!” as she jumped down with her bundles, while he reflected, looking over her slight person: “She don’t look much on housework, but she ain’t a fretter, anyhow.” But it was not only that the coming to his house of a bit of hopeful young life was like the lighting of a fire on a cold hearth. The girl was more than the bright serviceable creature he had thought her. She had an eye to see and an ear to hear: he could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will.

3. Which choice provides the best evidence for the answer to the previous question?

(A) Lines 1-5 (“Mattie . . . farm”)
 (B) Lines 5-10 (“He had . . . anyhow”)
 (C) Lines 10-11 (“But it . . . hearth”)
 (D) Lines 12-15 (“She had . . . will”)

CONTENT: Information and Ideas / Citing Textual Evidence

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Suggested Discussion Points/Handouts/Activities

SLIDE 20	ESTIMATED TIME (IN MINUTES): 2
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The slide has one sentence from a passage titled “Transforming the American West Through Food and Hospitality.” The passage has a total of 11 questions associated with it.

Give participants time to read the selection and answer the questions individually. When they are finished, review the questions and answers together (Slides 20 and 21).

KEY: D	CONTENT: Rhetoric
DIFFICULTY: Easy	OBJECTIVE: Students must determine the most contextually appropriate word.

Choice C is the best answer. It accurately echoes an earlier characterization of the food as being of “terrible quality,” while maintaining the established tone of the passage.

Choices A, B, and D are incorrect either because the word is less formal than the established tone of the passage (“icky”) or because it illogically attributes agency to food (“sinister,” “surly”).

Writing and Language Test – Sample Question #1 ^{SAT}

The menu was modeled after those of fine restaurants, so the food was leagues beyond the 1 sinister fare travelers were accustomed to receiving in transit.

1. Which choice best maintains the tone established in the passage?
 - A) NO CHANGE
 - B) surly
 - C) abysmal
 - D) icky

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Suggested Discussion Points/Handouts/Activities

SLIDE 21	ESTIMATED TIME (IN MINUTES): 1
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This slide contains two sentences of the same passage as Writing and Language Sample Questions #1.

Answer choices are on the next slide.

Writing and Language Test – Sample Question #2 ^{SAT}

Living independently and demonstrating an intense work ethic; the Harvey Girls became known as a transformative force in the American 2 West. Advancing the roles of women in the restaurant industry and the American workforce as a whole, the Harvey Girls raised the standards for restaurants and blazed a trail in the fast-changing landscape of the western territories.

2.

The writer is considering revising the underlined portion of the sentence to read:

West, inspiring books, documentaries, and even a musical.

Should the writer add this information here?

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Suggested Discussion Points/Handouts/Activities

SLIDE 22	ESTIMATED TIME (IN MINUTES): 2
KEY: A	CONTENT: Information and Ideas/Development
DIFFICULTY: Medium	OBJECTIVE: Students must recognize and include information that supports a claim.

Choice A is the best answer. It recognizes that the new information supports the previous sentence’s claim that “the Harvey Girls became known as a transformative force.” Choices B, C, and D are incorrect because each misinterprets the relationship between the proposed text and the passage.

Writing and Language Test – Sample Question #2 (continued) ^{SAT}

2.

The writer is considering revising the underlined portion of the sentence to read:

West, inspiring books, documentaries, and even a musical.

Should the writer add this information here?

- A) Yes, because it provides examples of the Harvey Girls’ influence.
- B) Yes, because it serves as a transitional point in the paragraph.
- C) No, because it should be placed earlier in the passage.
- D) No, because it contradicts the main claim of the passage.

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Suggested Discussion Points/Handouts/Activities

SLIDE 23

ESTIMATED TIME (IN MINUTES): 1

Teachers in many subject areas impact student success on the SAT Suite of Assessments. Students earn cross-test scores in Analysis in Science and Analysis in History/Social Studies. These scores are generated from questions on the Reading Test, Writing and Language Test, and Math Test. Students encounter texts, tables, and graphs that are generated from science, social studies, and career-related information.

Questions that test students on Words in Context and Command of Evidence use passages from science and history/social studies. Content area teachers can support student success on the SAT Suite by asking students to use evidence to support their work, and by designing assessment questions that focus student attention on Words in Context and Command of Evidence.

Additional information:

It's important to note that these 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.

How Do The Assessments Relate to SAT Instruction in Science and Social Studies courses?

- ▶ **Cross-test scores** include a score for Analysis in Science and Analysis in History/Social Studies
- ▶ Some questions from each test contribute to the cross-test scores.
 - Texts used for analysis in on the Reading Test and the Writing and Language Test may have foundations in science and history/social studies.
 - At least one text used on the Reading Test for analysis will from the U.S. Founding Documents or from the great global conversation they inspire.
 - Tables, graphs, and data may relate to topics in science and history/social studies areas.

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Suggested Discussion Points/Handouts/Activities

SLIDE 24

ESTIMATED TIME (IN MINUTES): 15

In small groups of three or four, ask participants to brainstorm and list instructional strategies that they use or could use to help students develop skills related to words in context and command of evidence.

Handout: Brainstorming Instructional Strategies Activity (p. 50)

Activity: *Ask groups of participants to discuss and write the strategies they currently use that support the development of skills related to Words in Context and Command of Evidence. 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.*

Bring the whole group together. Ask pairs to share either one idea or one strategy they currently use. Participants can fill in the lower left box with new ideas being shared. Share instructional strategies from the Teacher Implementation Guide to add to their list (next slides).

SAT

Instructional Strategies

- ▶ Use the Brainstorming Instructional Strategies Activity to brainstorm ways to instruct and assess Words in Context and Command of Evidence.

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Suggested Discussion Points/Handouts/Activities

SLIDE 25

ESTIMATED TIME (IN MINUTES): 2

Share instructional strategies from the Teacher Implementation Guide to add to the bottom box on the Brainstorming Instructional Strategies Activity.

1. To help students recognize how an author’s selection of words and phrases shapes meaning, style, and tone, ask them to select a particularly meaningful or powerful word or phrase from a reading selection and substitute for it another word or phrase of similar meaning. As they will likely see, it is uncommon for two words or phrases to have exactly the same impact, nuance, or connotation even when they have similar dictionary definitions.
2. 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.
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.

Words in Context – Instructional Strategies

SAT

- ▶ **Select a particularly meaningful or powerful word or phrase**
 - Substitute for it another word or phrase of similar meaning.
 - Discuss how the new word choice impacts the tone and style of the passage.
- ▶ **Practice revising and editing during class**
 - Allow students to refine their own work, as well as the work of their peers.
 - Build analysis skills related to grammatical conventions, word choice, and sentence structure in extended contexts.
- ▶ **Revisit previous writing assignments**
 - Allow students to alter their word choices, or otherwise edit their work to strengthen their skills.

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Suggested Discussion Points/Handouts/Activities

SLIDE 26

ESTIMATED TIME (IN MINUTES): 2

1. Ask students to locate and present additional texts that support an author's conclusion and to defend their choices by citing textual evidence (e.g., quotations) from the additional texts. This allows students to practice both synthesizing and supporting their ideas with evidence.
2. Provide students with a reading passage containing several sentences in need of correction. Ask students to improve the sentences, focusing their attention on the context of the error, its effect on the sentence, and the meaning of the sentence within the passage. You might introduce such issues as dangling and other misplaced modifiers, inappropriate shifts in verb tense, lack of agreement between pronouns and antecedents, and illogical comparisons between unlike terms. After students make corrections, ask them to explain their reasoning. Students are thus simultaneously practicing using language conventions and supporting their answers with evidence.

Command of Evidence – Instructional Strategies

SAT

- ▶ **Present additional texts that support an author's conclusion**
 - Defend choices by citing textual evidence (e.g., quotations) from the additional texts.
 - Practice both synthesizing and supporting ideas with evidence.
- ▶ **Provide students with a reading passage containing several sentences in need of correction**
 - Introduce such issues as dangling and other misplaced modifiers, inappropriate shifts in verb tense, lack of agreement between pronouns and antecedents, and illogical comparisons between unlike terms.
 - Ask students to improve the sentences.
 - After students make corrections, ask them to explain their reasoning. Students are thus simultaneously practicing using language conventions and supporting their answers with evidence.

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Suggested Discussion Points/Handouts/Activities

SLIDE 27	ESTIMATED TIME (IN MINUTES): 1
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3. Ask students to write questions that investigate understanding of a lesson or unit. Questions should be at various levels: literal, interpretive, and universal questions that prompt deeper thinking. Students will practice identifying meaningful and relevant information in order to create high quality questions for their peers to answer. When students answer their peers' questions, require them to provide the evidence that supports their selection.

Command of Evidence – Instructional Strategies (continued)

SAT

► Ask students to write questions that investigate understanding of a lesson or unit.

- Students practice identifying meaningful and relevant information in order to create high quality questions.
- When students answer their peers' questions, require them to provide the evidence that supports their selection.

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Suggested Discussion Points/Handouts/Activities

SLIDE 28	ESTIMATED TIME (IN MINUTES): 2
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On the next two slides, three SAT Suite reports are highlighted. There are several additional reports that are available in the online portal.

For more information about scores and reporting:

- › Professional Development Module 6 – Using Assessment Data to Inform Instruction.
- › SAT Suite of Assessments Scores and Reporting: Using Data to Inform Instruction.

SAT

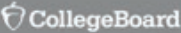
CHAPTER

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Scores and Reporting

For more information about scores and reporting:

- Professional Development Module 6 – Using Scores and Reporting to Inform Instruction
- SAT Suite of Assessments: Using Scores and Reporting to Inform Instruction



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Suggested Discussion Points/Handouts/Activities

SLIDE 29

ESTIMATED TIME (IN MINUTES): 2

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 Reports to help participants understand how the reports provide information about student learning in Words in Context and Command of Evidence.

Ask participants to share one way they might use one of the reports.

SAT

Sample SAT Suite Reports

▶ Score Report (Statistics for state/district/school)

- Mean scores and score band distribution
- Participation rates when available
- High-level benchmark information, with tie to detailed benchmark reports

▶ Question Analysis Report

- Aggregate performance on each question (easy vs. medium vs. hard difficulty) in each test
- Percent of students who selected each answer for each question
- Applicable subscore and cross-test score mapped to each question
- Comparison to parent organization(s) performance
- Access question details for disclosed form (question stem, stimulus, answer choices and explanations)

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Suggested Discussion Points/Handouts/Activities

SLIDE 30	ESTIMATED TIME (IN MINUTES): 3
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Ask participants to share one way they might use one of the reports.

SAT

Sample SAT Suite Reports (continued)

▶ **Instructional Planning Report**

- Aggregate performance on subscores
- Mean scores for subscore and related test score(s)
- Applicable state standards for each subscore
- Links to the Question Analysis Report

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Suggested Discussion Points/Handouts/Activities


SLIDE 31	ESTIMATED TIME (IN MINUTES): 1
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Handout: Follow-Up Activity: Tips for Professional Learning Communities/Vertical Teams (pp. 51–52)

Follow-up Activity: Explain that this is one protocol teams can use to review and analyze SAT reports (or any other data). The handout 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.


Follow-Up Activity: Tips for Professional Learning Communities and Vertical Teams

“Tips for Professional Learning Communities and Vertical Teams” is available to guide teams of colleagues in the review and analysis of SAT reports and data.



Professional Learning Community Data Analysis	
Review the data and make observations.	
Consider all of the observations of the group. Determine whether the group discussion should be focused on gaps, strengths, or both. Select one or two findings from the observations to analyze and discuss further.	
Identify content skills associated with the areas of focus.	
Review other sources of data for additional information.	
Develop the action plan.	Goal: Measure of Success: Steps: When you'll measure:

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Suggested Discussion Points/Handouts/Activities

SLIDE 32	ESTIMATED TIME (IN MINUTES): 5
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Handout: Questions for Reflection (p. 54)

Activity: *Ask participants to spend a few minutes reflecting on their instruction and their learning from the presentation.*

Self Assessment/Reflection

- ▶ How well do you teach students skills related to Words in Context?
- ▶ How well do you teach students skills related to Command of Evidence?
- ▶ What can you do in your classroom immediately to help students understand what they'll see on the assessments in the SAT Suite?
- ▶ Which long-term adjustments can you make to support students in developing their mastery of Words in Context and Command of Evidence?
- ▶ Which additional resources do you need to gather in order to support students in becoming college and career ready?
- ▶ How can you help students keep track of their own progress toward meeting the college and career ready benchmark?

Suggested Discussion Points/Handouts/Activities

SLIDE 33

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 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 redesigned Reading Test, Writing and Language Test, optional SAT Essay, and Math Test. These recommendations are intended to support teachers to enhance instruction that will build skills necessary for college and career success for each student.

What's in the Redesigned SAT Teacher Implementation Guide?

SAT

- ▶ 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 your 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 34	ESTIMATED TIME (IN MINUTES): 1
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Inform participants that they can have their questions answered by emailing SATinstructionalsupport@collegeboard.org

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

Email: SATinstructionalsupport@collegeboard.org

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Suggested Discussion Points/Handouts/Activities

SLIDE 35	ESTIMATED TIME (IN MINUTES): 1
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Participants can provide feedback to the College Board by completing the survey at https://www.surveymonkey.com/s/PD_Module_2

The slide features the SAT logo in the top right corner. The main title "Exit Survey" is in blue. Below it, the URL "https://www.surveymonkey.com/s/PD_Module_2" is displayed in orange. The slide number "35" is in the bottom left, and the CollegeBoard logo with the copyright notice "© 2018 The College Board" is in the bottom right.

SAT READING TEST CONTENT SPECIFICATIONS

	NUMBER	PERCENTAGE OF TEST
Time Allotted	65 minutes	
Passage Word Count	3,250 words total from 4 single passages and 1 pair; 500–750 words per passage or paired set	
Total Questions	52 questions	100%
Multiple Choice (4 options)		100%
Passage Based		100%
Contribution of Items to Subscores and Scores (Percentages do not add up to 100%)		
Words in Context (Across Reading and Writing and Language Tests)	10 questions (2 questions per passage/pair)	19%
Command of Evidence (Across Reading and Writing and Language Tests)	10 questions (2 questions per passage/pair)	19%
Analysis in History/Social Studies (Across Math, Reading, and Writing and Language Tests)	21 questions (all history/social studies questions)	40%
Analysis in Science (Across Math, Reading, and Writing and Language Tests)	21 questions (all science questions)	40%
Passage Contents		
U.S. and World Literature	1 passage; 10 questions	20%
History/Social Studies	2 passages, or 1 passage and 1 pair; 10–11 questions each	40%
Science	2 passages, or 1 passage and 1 pair; 10–11 questions each	40%
Graphics		
	1–2 graphics in 1 History/Social Studies and in 1 Science passage	
Text and Graphical Complexity		
Text Complexity	A specified range from grades 9–10 to postsecondary entry across 4 passages and 1 pair	
Graphical Data Representations (tables, graphs, charts, etc.)	Somewhat challenging to challenging (moderate to moderately high data density, few to several variables, moderately challenging to moderately complex interactions)	

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

SAT WRITING AND LANGUAGE TEST CONTENT SPECIFICATIONS

	NUMBER	PERCENTAGE OF TEST
Time Allotted	35 minutes	
Passage Word Count	1,700 words total from 4 passages; 400–450 words per passage	
Total Questions	44 questions	100%
Multiple Choice (4 options)		100%
Passage Based		100%
Contribution of Items to Subscores and Scores		
Expression of Ideas	24 questions	55%
Standard English Conventions	20 questions	45%
Words in Context (Across Reading and Writing and Language Tests)	8 questions (2 questions per passage)	18%
Command of Evidence (Across Reading and Writing and Language Tests)	8 questions (2 questions per passage)	18%
Analysis in History/Social Studies (Across Math, Reading, and Writing and Language Tests)	6 questions (all Expression of Ideas questions in history/social studies)	14%
Analysis in Science (Across Math, Reading, and Writing and Language Tests)	6 questions (all Expression of Ideas questions in science)	14%
Passage Contents		
Careers	1 passage; 11 questions	25%
History/Social Studies	1 passage; 11 questions	25%
Humanities	1 passage; 11 questions	25%
Science	1 passage; 11 questions	25%
Graphics		
	1 or more graphics in 1 or more sets of questions	
Text Types		
Argument	1–2 passages	25%–50%
Informative/Explanatory Text	1–2 passages	25%–50%
Nonfiction Narrative	1 passage	25%
Text and Graphical Complexity		
Text Complexity	A specified range from grades 9–10 to postsecondary entry across 4 passages	
Graphical Data Representations (tables, charts, graphs, etc.)	Basic to somewhat challenging (low to moderate data density, few variables, simple to moderately challenging interactions)	

SAT WRITING AND LANGUAGE DOMAIN	
Content Dimension	Description
Text Complexity	The passages on the sat Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
Expression of Ideas	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.
Development	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.)
Proposition	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.
Support	The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.
Focus	The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.
Quantitative information	The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.
Organization	These questions focus on revision of text to improve the logic and cohesion of text at the sentence, paragraph, and whole-text levels.
Logical sequence	The student will revise text as needed to ensure that information and ideas are presented in the most logical order.
Introductions, conclusions, and transitions	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.
Effective language use	These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.
Precision	The student will revise text as needed to improve the exactness or content appropriateness of word choice.
Concision	The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).
Style and tone	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.
Syntax	The student will use various sentence structures to accomplish needed rhetorical purposes.
Standard English Conventions	These questions focus on editing text to ensure conformity to the conventions of Standard Written English sentence structure, usage, and punctuation.
Sentence structure	These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.
Sentence formation	These questions focus on editing text to correct problems with forming grammatically complete and standard sentences.
<i>Sentence boundaries</i>	The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).
<i>Subordination and coordination</i>	The student will recognize and correct problems in coordination and subordination in sentences.
<i>Parallel structure</i>	The student will recognize and correct problems in parallel structure in sentences.

SAT WRITING AND LANGUAGE DOMAIN

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

WORDS IN CONTEXT: LINCOLN'S GETTYSBURG ADDRESS

While reading Lincoln's speech, write different meanings or synonyms of "dedicate." Be prepared to share your answers.

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and **dedicated** to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so **dedicated**, can long endure.

We are met on a great battle-field of that war. We have come to **dedicate** a portion of that field, as a final resting place for those who here gave their lives that that nation might live.

It is altogether fitting and proper that we should do this."

Words in Context – Reading Test Sample

[. . .] The coming decades will likely see more **intense** clustering of jobs, innovation, and productivity in a smaller number of bigger cities and city-regions. Some regions could end up bloated beyond the capacity of their infrastructure, while others struggle, their promise stymied by inadequate human or other resources.

Adapted from Richard Florida, The Great Reset. ©2010 by Richard Florida.

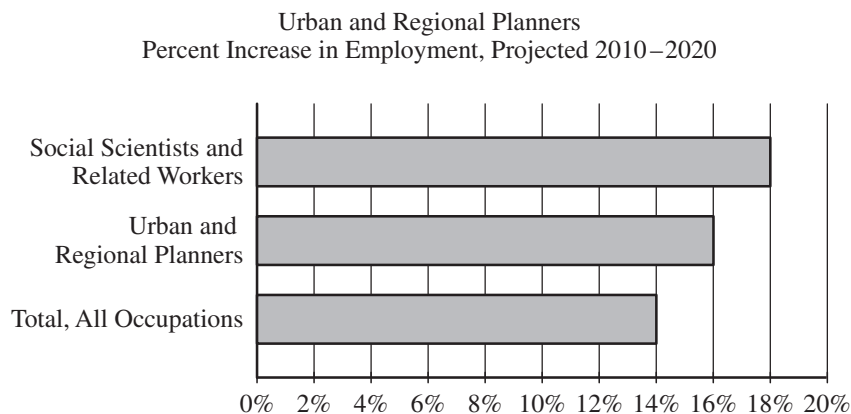
(Note that the tested word is bolded and underlined here only for emphasis; in an actual test, no highlighting would appear.)

As used in line 55, “intense” most nearly means

- A) emotional
- B) concentrated
- C) brilliant
- D) determined

Command of Evidence – Writing Test Sample

[. . .] Transportation planners perform critical work within the broader field of urban and regional planning. As of 2010, there were approximately 40,300 urban and regional planners employed in the United States. The United States Bureau of Labor Statistics forecasts steady job growth in this field, projecting that 16 percent of new jobs in all occupations will be related to urban and regional planning. Population growth and concerns about environmental sustainability are expected to spur the need for transportation planning professionals.



(The following question relates to the underlined portion in the excerpt above.)

Which choice completes the sentence with accurate data based on the above graph?

- A) NO CHANGE
- B) warning, however, that job growth in urban and regional planning will slow to 14 percent by 2020.
- C) predicting that employment of urban and regional planners will increase 16 percent between 2010 and 2020.
- D) indicating that 14 to 18 percent of urban and regional planning positions will remain unfilled.

PROGRAM: SAT	FOCUS: Students must read and understand a passage from a literary text.
DIFFICULTY: High	CONTENT: U.S. and World Literature

Questions 1–3 are based on the following passage.

This passage is adapted from Edith Wharton, *Ethan Frome*, originally published in 1911. Mattie Silver is Ethan’s household employee.

Passage

Mattie Silver had lived under Ethan’s roof for a year, and from early morning till they met at supper he had frequent chances of seeing her; but no moments in her company were comparable to those when, her arm in his, and her light step flying to keep time with his long stride, they walked back through the night to the farm. He had taken to the girl from the first day, when he had driven over to the Flats to meet her, and she had smiled and waved to him from the train, crying out, “You must be Ethan!” as she jumped down with her bundles, while he reflected, looking over her slight person: “She don’t look much on housework, but she ain’t a fretter, anyhow.” But it was not only that the coming to his house of a bit of hopeful young life was like the lighting of a fire on a cold hearth. The girl was more than the bright serviceable creature he had thought her. She had an eye to see and an ear to hear: he could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will.

It was during their night walks back to the farm that he felt most intensely the sweetness of this communion. He had always been more sensitive than the people about him to the appeal of natural beauty. His unfinished studies had given form to this sensibility and even in his unhappiest moments field and sky spoke to him with a deep and powerful persuasion. But hitherto the emotion had remained in him as a silent ache, veiling with sadness the beauty that evoked it. He did not even know whether any one else in the world felt as he did, or whether he was the sole victim of this mournful privilege. Then he learned that one other spirit had trembled with the same touch of wonder: that at his side, living under his roof and eating his bread, was a creature to whom he could say: “That’s Orion down yonder; the big fellow to the right is Aldebaran, and the bunch of little ones—like bees swarming—they’re the Pleiades . . .” or whom he could hold entranced before a ledge of granite thrusting up through the fern while he unrolled the huge panorama of the ice age, and the long dim stretches of succeeding time. The fact that admiration for his learning mingled with Mattie’s wonder at what he taught was not the least part of his pleasure. And there were other sensations, less definable but more exquisite, which drew them together with a shock of silent joy: the cold red of sunset behind winter hills, the flight of cloud-flocks over slopes of golden stubble, or the intensely blue shadows of hemlocks on sunlit snow. When she said to him once: “It looks just as if it was painted!” it seemed to Ethan that the art of definition could go no farther, and that words had at last been found to utter his secret soul. . .

As he stood in the darkness outside the church these memories came back with the poignancy of vanished things. Watching Mattie whirl down the floor from hand to hand he wondered how he could ever have thought

that his dull talk interested her. To him, who was never gay but in her presence, her gaiety seemed plain proof of indifference. The face she lifted
 45 to her dancers was the same which, when she saw him, always looked like a window that has caught the sunset. He even noticed two or three gestures which, in his fatuity, he had thought she kept for him: a way of throwing her head back when she was amused, as if to taste her laugh before she let it out, and a trick of sinking her lids slowly when anything charmed or
 50 moved her.

1

In the context of the passage, the author’s use of the phrase “her light step flying to keep time with his long stride” is primarily meant to convey the idea that

- A) Ethan and Mattie share a powerful enthusiasm.
- B) Mattie strives to match the speed at which Ethan works.
- C) Mattie and Ethan playfully compete with each other.
- D) Ethan walks at a pace that frustrates Mattie.

2

The description in the first paragraph indicates that what Ethan values most about Mattie is her

- A) fitness for farm labor.
- B) vivacious youth.
- C) receptive nature.
- D) freedom from worry.

3

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 1–5 (“Mattie . . . farm”)
- B) Lines 5–10 (“He had . . . anyhow”)
- C) Lines 10–11 (“But it . . . hearth”)
- D) Lines 12–15 (“She had . . . will”)

Questions 1–2 are based on the following passage.

Transforming the American West Through Food and Hospitality

Just as travelers taking road trips today may need to take a break for food at a rest area along the highway, settlers traversing the American West by train in the mid-1800s often found themselves in need of refreshment. However, food available on rail lines was generally of terrible quality. Despite having worked for railroad companies, Fred Harvey, an English-born entrepreneur. He decided to open his own restaurant business to serve rail customers. Beginning in the 1870s, he opened dozens of restaurants in rail stations and dining cars. These Harvey Houses, which constituted the first restaurant chain in the United States, was unique for its high standards of service and quality. The menu was modeled after those of fine restaurants, so the food was leagues beyond the **1** sinister fare travelers were accustomed to receiving in transit.

His restaurants were immediately successful, but Harvey was not content to follow conventional business practices. Although women did not traditionally work in restaurants in the nineteenth century, Harvey decided to try employing women as waitstaff. In 1883, he placed an advertisement seeking educated, well-mannered, articulate young women between the ages of 18 and 30. Response to the advertisement was overwhelming, even tremendous, and Harvey soon replaced the male servers at his restaurants with women. Those who were hired as “Harvey Girls” joined an elite group of workers, who were expected to complete a 30-day training program and follow a strict code of rules for conduct and curfews. In the workplace, the women donned identical black-and-white uniforms and carried out their duties with precision. Not only were such regulations meant to ensure the efficiency of the business and the safety of the workers, but also helped to raise people’s generally low opinion of the restaurant industry.

In return for the servers’ work, the position paid quite well for the time: \$17.50 a month, plus tips, meals, room and board, laundry service, and travel expenses. For as long as Harvey Houses served rail travelers through the mid-twentieth century, working there was a steady and lucrative position for women. Living independently and

demonstrating an intense work ethic; the Harvey Girls became known as a transformative force in the American **2** West. Advancing the roles of women in the restaurant industry and the American workforce as a whole, the Harvey Girls raised the standards for restaurants and blazed a trail in the fast-changing landscape of the western territories.

1

Which choice best maintains the tone established in the passage?

- A) NO CHANGE
- B) surly
- C) abysmal
- D) icky

2

The writer is considering revising the underlined portion of the sentence to read:

West, inspiring books, documentaries, and even a musical.

Should the writer add this information here?

- A) Yes, because it provides examples of the Harvey Girls’ influence.
- B) Yes, because it serves as a transitional point in the paragraph.
- C) No, because it should be placed earlier in the passage.
- D) No, because it contradicts the main claim of the passage.

WORDS IN CONTEXT AND COMMAND OF EVIDENCE

What strategies am I currently using in the classroom to teach Words in Context and Command of Evidence? What are students doing in my classroom to develop these skills?

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?

What strategies are being shared that I might use in lesson planning for my students?

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. This 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.

PROFESSIONAL LEARNING COMMUNITY DATA ANALYSIS	
<p>Review the data and make observations.</p>	
<p>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.</p>	
<p>Identify content/skills associated with the area(s) of focus.</p>	
<p>Review other sources of data for additional information.</p>	
<p>Develop the action plan.</p>	<p>Goal:</p> <p>Measure of Success:</p> <p>Steps:</p> <p>When you'll measure:</p>

REFLECTION/SELF-ASSESSMENT
How well do you teach students skills related to Words in Context?
How well do you teach students skills related to Command of Evidence?
What can you do in your classroom immediately to help students understand what they'll see on the SAT Suite of Assessments?
What long-term adjustments can you make to support students in developing their mastery of Words in Context and Command of Evidence?
What additional resources do you need to gather in order to support students in becoming college and career ready?
How can you help students keep track of their own progress toward meeting the college and career readiness benchmarks?

Curriculum Mapping

1. Gather curriculum maps for English, science, and social studies courses.
2. Referencing the *SAT Test Specifications – Reading Test and SAT Test Specifications - Writing and Language Test* handout (pp. 40–44), 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 – Reading Test and SAT Test Specifications – Writing and Language Test* handout (pp. 40–44) 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.