

PROFESSIONAL
DEVELOPMENT
MODULE

9

FACILITATOR'S
GUIDE

The SAT[®] Essay

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

The SAT Suite of Assessments is aligned with classroom instruction. At the College Board, we know that the best way to prepare students for college and career is through excellent instruction aligned with college and career ready content and skills, and we have the opportunity to support excellent instruction by designing assessments that measure the skills that matter most for college and career readiness. We are committed to partnering with teachers and school and district leaders to help students build the necessary skills that will ensure their success at their chosen college, university, or career training 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 of Assessments, and to support educators as they identify the natural points of alignment across the SAT Suite, classroom instruction, and curriculum. Each professional development module includes descriptions of the assessment content, sample questions, and suggestions for helping students master content and prepare for the SAT. The modules are flexible; they are designed for download and presentation in various meetings and professional development sessions, for individual or group use. The presentations can be viewed in one sitting or broken into shorter chunks over time. Each module suggests interactive activities for groups and teams, but the content can be reviewed by individuals. There is no one right way to engage in this professional development; it is our hope that individuals, schools, and districts will use the presentations and handouts in ways that maximize effectiveness in a variety of situations.

WE WANT TO HEAR ABOUT YOUR EXPERIENCE WITH THE MODULES!

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What's in the Modules?

- » **Module 1** – *Key Features*
- » **Module 2** – *Words in Context and Command of Evidence*
- » **Module 3** – *Expression of Ideas and Standard English Conventions*
- » **Module 4** – *Math that Matters Most: Heart of Algebra and Problem Solving and Data Analysis*
- » **Module 5** – *Math that Matters Most: Passport to Advanced Math and Additional Topics in Math*
- » **Module 6** – *Using Scores and Reporting to Inform Instruction*
- » **Module 7** – *Connecting History/Social Studies Instruction with the SAT Suite of Assessments*
- » **Module 8** – *Connecting Science Instruction with the SAT Suite of Assessments*
- » **Module 9** – *The SAT Essay*

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

What's in this Facilitator's Guide?

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

What Are the Suggestions for Module Presentations?

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

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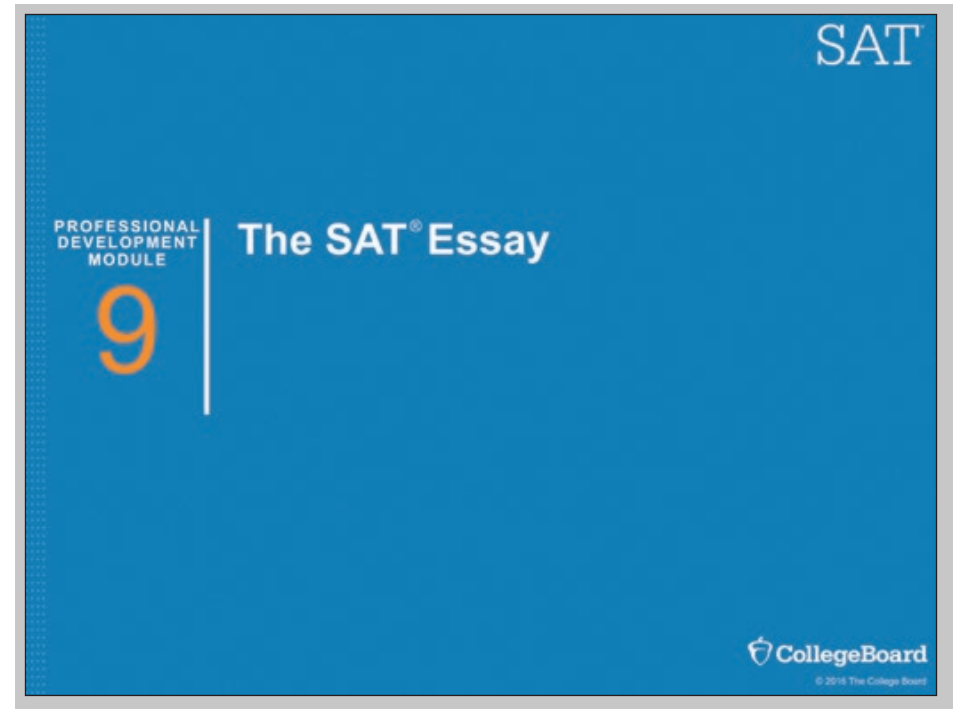
PREPARING YOUR PRESENTATION FOR THE TIME ALLOTTED*			
How Much Time Do You Have?	Use These Slides	Use These Activities	Use These Handouts (some handouts will be used without the accompanying activity to meet time limitations)
45 minutes	1–21	SAT Essay Prompt » Reflection/Self Assessment	<ol style="list-style-type: none"> 1. <i>Sample Essay Package</i> 2. <i>SAT Essay Rubric</i> 3. <i>Reflection/Self Assessment</i>
90 minutes	1–26	<ul style="list-style-type: none"> » SAT Essay Prompt » SAT Essay Rubric » Sample Student Essay Activity » Instructional Strategies » Reflection/Self Assessment 	<ol style="list-style-type: none"> 1. <i>Sample Essay Passage</i> 2. <i>SAT Essay Rubric</i> 3. <i>Sample Student Essay</i> 4. <i>SAT Essay Lesson Plan</i> 5. <i>Analysis vs. Summary Paragraphs</i> 6. <i>Lesson Plan: Sample Student Essays</i> 7. <i>Facilitator Notes</i> 8. <i>Reflection/Self Assessment</i>
105 minutes	All Slides	All Activities	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): 1
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Welcome to the professional development module on the SAT Essay. While the SAT Essay is an optional portion of the SAT,* many students will choose to engage in the essay task because it is required by their college of choice, or their school district or state. This module is intended to help teachers understand the requirements of the SAT Essay, providing ideas for instructional and assessment strategies that support student success.



Suggested Discussion Points/Handouts/Activities


SLIDE 2	ESTIMATED TIME (IN MINUTES): 1
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There are nine professional development modules available to help educators understand the SAT Suite of Assessments. Module 1 provides an overview of the SAT. Modules 2–5 focus on the subscores by sharing test specifications and sample questions from the SAT. Module 6 explains the scores and reports available for educators to learn about their students' strengths and areas of focus. Modules 7 and 8 focus on the cross-test scores, explaining how science and social studies course work supports student success on the SAT. This is Module 9, explaining the SAT Essay.

SAT

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): 1
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Begin with an overview of the structure of the SAT.



Suggested Discussion Points/Handouts/Activities

SLIDE 4

ESTIMATED TIME (IN MINUTES): 1

All of the assessments in the SAT Suite of Assessments (SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9) share the same basic structure. Each has an Evidence-Based Reading and Writing Section, which comprises the Reading Test and the Writing and Language Test. Each has a Math Section, which comprises a no-calculator portion and a calculator portion. Only the SAT offers an optional Essay, which students will take after completion of the Reading Test, Writing and Language Test, and Math Test.

SAT

What Does the SAT Look Like?

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

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Suggested Discussion Points/Handouts/Activities

SLIDE 5	ESTIMATED TIME (IN MINUTES): 1
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This slide shares several key features of the SAT and SAT Suite of Assessments.

The SAT Essay is one of the key features of the SAT.

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

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

SAT

Key Features of the SAT

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

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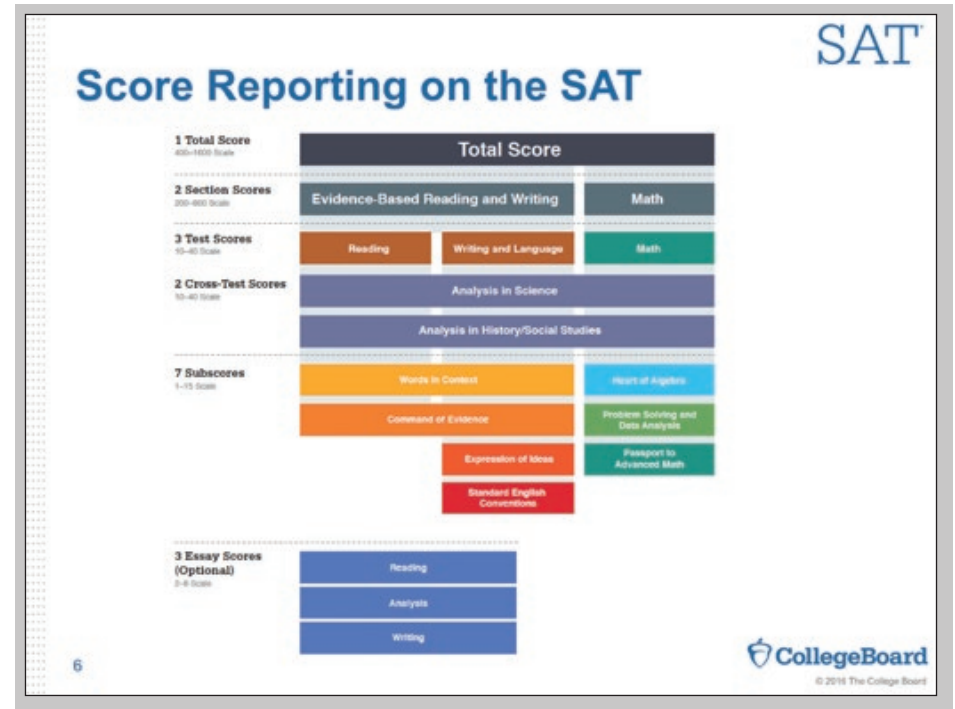
Suggested Discussion Points/Handouts/Activities

SLIDE 6	ESTIMATED TIME (IN MINUTES): 2
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All of the assessments in the SAT Suite offer the same scores. Students earn a Total Score, which is the combination of the Evidence-Based Reading and Writing Section and the Math Section scores. In addition, students earn a test score for each test: Reading, Writing and Language, and Math. They earn two cross-test scores: Analysis in Science and Analysis in History/Social Studies. Questions from each of the tests contribute to the cross-test scores. Students also earn seven subscores. Two of the subscores, Words in Context and Command of Evidence, are generated from both the Reading Test and the Writing and Language Test. Two additional subscores, Expression of Ideas and Standard English Conventions, are generated from the Writing and Language Test only. Three subscores are generated from the Math Test: Heart of Algebra, Problem Solving and Data Analysis, and Passport to Advanced Math.*

The SAT Essay scores are not included in the Total Score. The next slide explains SAT Essay scoring.

*Students who take the PSAT 8/9 do not earn a subscore in Passport to Advanced Math.



Suggested Discussion Points/Handouts/Activities

SLIDE 7	ESTIMATED TIME (IN MINUTES):
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The SAT Essay scores are a separate set of scores, and are available only for students who participate in the essay portion of the SAT.

Each essay is read by two trained Readers. Each Reader assigns a score of 1–4 for each of three areas: reading, analysis, and writing. The two reading scores are added together; the two analysis scores are added together; and the two writing scores are added together.

Students then receive three scores on a scale of 2–8.

SAT

SAT Essay Scores

- ▶ Each student who opts to take the SAT Essay will receive three scores:
 - ▶ Reading score
 - ▶ Analysis score
 - ▶ Writing score
- ▶ The range for each score is 2-8.
 - ▶ Each essay will be read by two readers who will score on a scale of 1-4
 - ▶ Two readers' scores will be added together for scores of 2-8

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Suggested Discussion Points/Handouts/Activities

SLIDE 8	ESTIMATED TIME (IN MINUTES):
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Students often wonder whether they should take the optional SAT Essay.

If students know to which colleges they plan to apply, they can look on the college websites for SAT Essay policies. If any of the colleges require the SAT Essay, it is a good idea to opt in. If students have any doubts about the colleges to which they'll apply, it is helpful to opt in to the SAT Essay just in case one of their eventual choices requires it.

The SAT Essay is designed to mimic the type of writing many students have to do in college. Taking the SAT Essay gives students the chance to practice this type of writing and get feedback on strengths and areas for growth.

SAT

Higher Education and the SAT Essay

- ▶ The SAT Essay asks students to engage in the type of writing often required in higher education writing courses.
- ▶ The SAT Essay is optional, but many colleges require or recommend it.
- ▶ Each college sets their own policy regarding the essay; contact colleges for specific policies
- ▶ Some colleges have shared their policies with the College Board. Find the list at <https://collegereadiness.collegeboard.org/sat/register/college-essay-policies>

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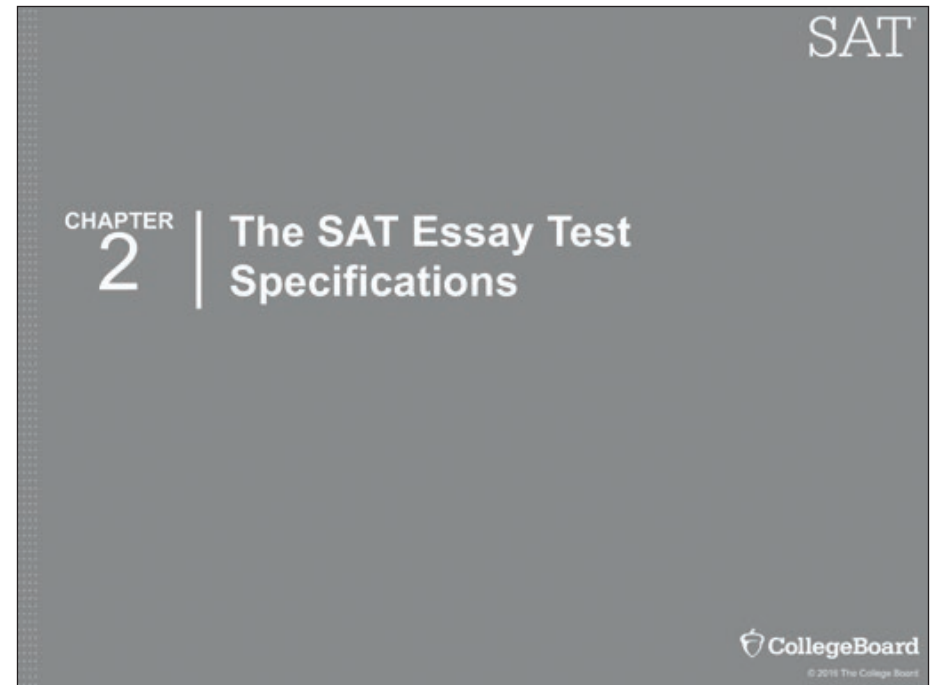


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Suggested Discussion Points/Handouts/Activities

SLIDE 9	ESTIMATED TIME (IN MINUTES): 1
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This section explains the SAT Essay Test Specifications.



Suggested Discussion Points/Handouts/Activities

SLIDE 10	ESTIMATED TIME (IN MINUTES): 1
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The SAT Essay is offered at the conclusion of the three SAT tests (Reading, Writing and Language, and Math). It requires students to make purposeful, substantive use of textual evidence in a way that can be objectively evaluated. It is not designed to elicit students' subjective opinions.

The SAT Essay connects reading and writing in a manner that both embodies and reinforces the interdependency of these ELA/literacy skills.

The SAT Essay prompt will be consistent in all administrations of the SAT.

The passage will differ from administration to administration.

SAT Essay Overview

- ▶ Offered at the conclusion of the required SAT tests (Reading, Writing and Language, and Math)
- ▶ Requires students to make purposeful, substantive use of textual evidence in a way that can be objectively evaluated
 - ▶ Not designed to elicit student's subjective opinions
- ▶ Connects reading and writing in a manner that both embodies and reinforces the interdependency of these ELA/literacy skills
- ▶ Uses a consistent essay prompt in all administrations of the SAT.
 - ▶ The passage for analysis will differ from administration to administration.

Suggested Discussion Points/Handouts/Activities

SLIDE 11	ESTIMATED TIME (IN MINUTES): 1
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The SAT Essay is a 50 minute task. Students read one prompt that contains 650–750 words at a high school reading level. The prompt is an argument written for a broad audience.

Students earn three scores on the SAT Essay: a reading score, a writing score, and an analysis score. The essay is rated on a scale of 1–4 by two scorers. The two scores are added together to provide students’ scores on a scale of 2–8. The scores are NOT added to the Total Score on the rest of the SAT.

SAT Essay Content Specifications



SAT Essay Content Specifications		
	Number	Percentage of Test
Time Allotted	50 minutes	
Total Items		
Prompts	1	100%
Passage Based (each passage 650–750 words)	1	100%
Passage Content		
Arguments Written for a Broad Audience	1	100%
Text Complexity		
High School Reading Level (grades 9–12)	1	100%
Analytic Scoring		
Reading	1–4 rating scale; 2–8 reported scale	
Analysis	1–4 rating scale; 2–8 reported scale	
Writing	1–4 rating scale; 2–8 reported scale	

Suggested Discussion Points/Handouts/Activities

SLIDE 12	ESTIMATED TIME (IN MINUTES): 2
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SAT Essay scores are based on the following:

Reading Score – Does the student comprehend the source text? Has the student demonstrated understanding of the central ideas, important details, and their interrelationship? Is the student accurate in representing the source text? Does the student use textual evidence to demonstrate understanding of the source text?

Analysis Score – Does the student evaluate the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, or other features? Does the student provide support for the claims made in the response? Has the student focused on the features of the text most relevant to addressing the task?

Writing Score – Has the student used a central claim? Is there effective organization and progression of ideas? Is there varied sentence structure? Has the student employed precise word choice? Has the student maintained a consistent appropriate style and tone? Does the student show command of Standard Written English?

What the SAT Essay Measures

The SAT Essay shows how well students can comprehend an argumentative source text and produce a cogent and clear written analysis of the text supported by critical reasoning and evidence drawn from the source.

- ▶ **Reading:** A successful essay shows that a student understood the passage, including the interplay of central ideas and important details. It also shows an effective use of textual evidence.
- ▶ **Analysis:** A successful essay shows understanding of how the author builds an argument by:
 - ▶ Examining the author’s use of evidence, reasoning, and other stylistic and persuasive techniques
 - ▶ Supporting and developing claims with well-chosen evidence from the passage
- ▶ **Writing:** A successful essay is cohesive and precise, with an appropriate style and tone that varies sentence structure and follows the conventions of standard written English.

Suggested Discussion Points/Handouts/Activities

SLIDE 13

ESTIMATED TIME (IN MINUTES): 1

The SAT Essay shares key elements with both the Reading Test and Writing and Language Test:

- » The **text complexity** is aligned to college and career readiness levels of reading;
- » It emphasizes **source analysis and use of evidence**;
- » It focuses on **words in context** and on **word choice for rhetorical effect**;
- » It is important for students to attend to a **core set of important English language conventions** and to **effective written expression**; and
- » It requires that students work with **texts across a wide range of disciplines**, including science, social studies, and careers.

SAT

Key Elements of the SAT Essay

The SAT Essay shares key elements with both the Reading Test and Writing and Language Test:

- ▶ The use of a specified **range of text complexity** aligned to college and career readiness levels of reading;
- ▶ An emphasis on **source analysis and use of evidence**;
- ▶ A focus on **words in context** and on **word choice for rhetorical effect**;
- ▶ Attention to a **core set of important English language conventions** and to **effective written expression**; and
- ▶ The requirement that students work with **texts across a wide range of disciplines**.

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Suggested Discussion Points/Handouts/Activities

SLIDE 14

ESTIMATED TIME (IN MINUTES): 1

Each administration of the SAT Essay begins with this part of the prompt. The only alteration is the name of the author of the passage.

The passage [source text] follows this first part of the prompt.

All passages have these things in common:

- » Written for a broad audience.
- » Argue a point.
- » Express subtle views on complex subjects.
- » Use logical reasoning and evidence to support claims.
- » Examine ideas, debates, or trends in the arts and sciences, or civic, cultural, or political life.
- » Always taken from published works.

All the information you need to write your essay will be included in the passage or in notes about it.

SAT

Optional Essay Prompt (Part 1)

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

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

Source Text

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Suggested Discussion Points/Handouts/Activities

SLIDE 15

ESTIMATED TIME (IN MINUTES): 5

Handout: Sample Essay Passage

Provide an example of a sample essay using the handout. On this slide, participants can see how the actual prompt will be written with the first few lines of Dana Gioia's passage, "Why Literature Matters."

Give participants time to read the introduction and the passage.

SAT

Example: Optional Essay Prompt

As you read the passage below, consider how Dana Gioia uses

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

Adapted from Dana Gioia, "Why Literature Matters" ©2005 by The New York Times Company. Originally published April 10, 2005.

[A] strange thing has happened in the American arts during the past quarter century. While income rose to unforeseen levels, college attendance ballooned, and access to information increased enormously, the interest young Americans showed in the arts—and especially literature—actually diminished....

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Suggested Discussion Points/Handouts/Activities

SLIDE 16

ESTIMATED TIME (IN MINUTES): 5

After participants have read the passage, share Part 2 of the essay prompt. The second part of the prompt often narrows the focus of the essay for the test-taker.

Ask participants in small groups (2–4) to discuss how they might attack the essay if they were students, explaining what they might choose to include in their analysis. Ask them to share ideas with the group.

SAT

Example: Optional Essay Prompt (Part 2)

...Reading is not a timeless, universal capability. Advanced literacy is a specific intellectual skill and social habit that depends on a great many educational, cultural, and economic factors. As more Americans lose this capability, our nation becomes less informed, active, and independent-minded. These are not the qualities that a free, innovative, or productive society can afford to lose.

Write an essay in which you explain how Dana Gioia builds an argument to persuade his audience that the decline of reading in America will have a negative effect on society. In your essay, analyze how Gioia uses one or more of the features listed above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant aspects of the passage.

Your essay should not explain whether you agree with Gioia's claims, but rather explain how he builds an argument to persuade his audience.

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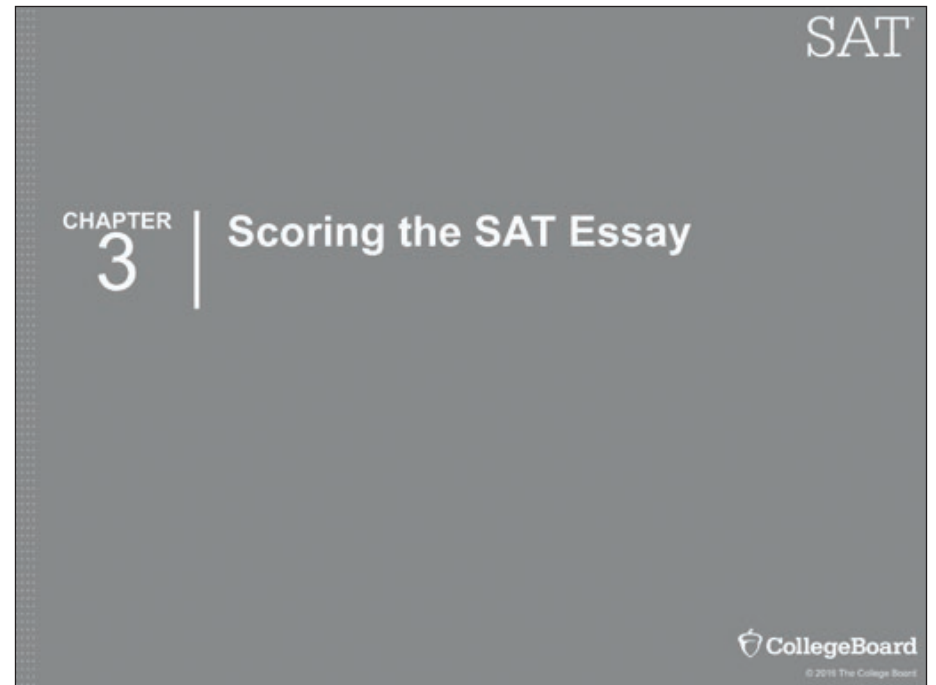


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Suggested Discussion Points/Handouts/Activities

SLIDE 17	ESTIMATED TIME (IN MINUTES):
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Begin the discussion of how the SAT Essay is scored.



Suggested Discussion Points/Handouts/Activities

SLIDE 18	ESTIMATED TIME (IN MINUTES):
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Handout: SAT Essay Rubric

Share the rubric handout with participants. Divide participants into three groups (or six, depending on the size of the group). Using a jigsaw strategy, ask one or two group(s) to analyze and discuss how the descriptors of the reading score differ from score 1 to score 4. Ask one or two group(s) to analyze and discuss how the descriptors of the analysis score differ from score 1 to score 4. Ask one or two group(s) to analyze how the descriptors of the writing score differ from score 1 to score 4.

Ask each group to select a spokesperson who will share out the major points of their analysis with the rest of the group.

SAT Essay Rubric

Score 4

Score	Reading	Analysis	Writing
4	<p>Advanced: The response demonstrates thorough comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.</p> <p>The response is free of errors of fact or interpretation with regard to the text.</p> <p>The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p>	<p>Advanced: The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.</p> <p>The response offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.</p> <p>The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</p> <p>The response focuses consistently on those features of the text that are most relevant to addressing the task.</p>	<p>Advanced: The response is cohesive and demonstrates a highly effective use and command of language.</p> <p>The response includes a precise central claim.</p> <p>The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.</p>

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Suggested Discussion Points/Handouts/Activities

SLIDE 19	ESTIMATED TIME (IN MINUTES):
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As each group spokesperson discusses the reading, analysis, and writing scores, scroll through slides 18–21 to assist participants in following the discussion.

SAT Essay Rubric

Score 3

Score	Reading	Analysis	Writing
3	<p>Proficient: The response demonstrates effective comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) and important details.</p> <p>The response is free of substantive errors of fact and interpretation with regard to the text.</p> <p>The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p>Proficient: The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</p> <p>The response competently evaluates the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>The response focuses primarily on those features of the text that are most relevant to addressing the task.</p>	<p>Proficient: The response is mostly cohesive and demonstrates effective use and control of language.</p> <p>The response includes a central claim or implicit controlling idea.</p> <p>The response includes an effective introduction and conclusion.—The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.</p>

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Suggested Discussion Points/Handouts/Activities

SLIDE 20	ESTIMATED TIME (IN MINUTES):
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As each group spokesperson discusses the reading, analysis, and writing scores, scroll through slides 18–21 to assist participants in following the discussion.


SAT Essay Rubric		SAT	
Score 2			
Score	Reading	Analysis	Writing
2	<p>Partial: The response demonstrates some comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) but not of important details.</p> <p>The response may contain errors of fact and/or interpretation with regard to the text.</p> <p>The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</p>	<p>Partial: The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.</p> <p>The response identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance.</p> <p>Or one or more aspects of the response's analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made.</p> <p>The response may lack a clear focus on those features of the text that are most relevant to addressing the task.</p>	<p>Partial: The response demonstrates little or no cohesion and limited skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.</p> <p>The response may include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.</p> <p>The response has limited variety in sentence structures; sentence structures may be repetitive.</p> <p>The response demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.</p> <p>The response shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.</p>

Suggested Discussion Points/Handouts/Activities

SLIDE 21	ESTIMATED TIME (IN MINUTES):
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As each group spokesperson discusses the reading, analysis, and writing scores, scroll through slides 18–21 to assist participants in following the discussion.

SAT Essay Rubric



Score 1

Score	Reading	Analysis	Writing
1	<p>Inadequate: The response demonstrates little or no comprehension of the source text.</p> <p>The response fails to show an understanding of the text’s central idea(s), and may include only details without reference to central idea(s).</p> <p>The response may contain numerous errors of fact and/or interpretation with regard to the text.</p> <p>The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>	<p>Inadequate: The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>The response identifies without explanation some aspects of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s choosing.</p> <p>Or numerous aspects of the response’s analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>The response may not focus on features of the text that are relevant to addressing the task.</p> <p>Or the response offers no discernible analysis (e.g., is largely or exclusively summary).</p>	<p>Inadequate: The response demonstrates little or no cohesion and inadequate skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea.</p> <p>The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.</p> <p>The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.</p> <p>The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.</p>

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Suggested Discussion Points/Handouts/Activities

SLIDE 22	ESTIMATED TIME (IN MINUTES):
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Sample Student Essay Activity

Handout: Sample Student Essay

1. Separate participants into groups of three. Ask each member to select one domain to apply in assessing the example student essay, making sure that each domain is covered across the three-person group.
2. Separate the group, and ask each member to join up with two or more same domain assessing partners from neighboring groups. Together in their domain groups, participants score and have conversations about what specific sections of the student essay led them to their ranking.
3. Reconvene the original table groups to debrief in the following ways:
 - i. What ranking did your domain group give and why?
 - ii. What were immediate areas of agreement in the scoring rank?
 - iii. What were areas of disagreement in the scoring rank?
 - iv. (Optional: facilitator could choose to lead a short whole group debrief inviting two-to-three important observations made by each group.)

Sample Student Essay Activity

- ▶ Separate into groups of 3
- ▶ Read the sample student essay
- ▶ Use the SAT Essay Rubric to score the essay in Reading, Writing, and Analysis
- ▶ Discuss your scores with your small group.

Suggested Discussion Points/Handouts/Activities

SLIDE 23	ESTIMATED TIME (IN MINUTES):
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Reveal the scores for the essay on the slide after volunteers have shared and discussed. Share the following explanations.

Reading—4: This response demonstrates thorough comprehension of the source text and illustrates an understanding of the interrelation between the central idea and important details in Gioia’s piece. The writer accurately paraphrases the central idea of Gioia’s text (the levels of interest young Americans have shown in art in recent years have declined and that this trend is a severe problem with broad consequences). The writer then exhibits an understanding of the details in Gioia’s text and how they work together to convey the main point (Gioia is able to build his point; He then immediately follows with...; In paragraph 6, Gioia follows up on the point established in paragraph 5...). The response is also free of errors of fact or interpretation. Overall, this response demonstrates advanced reading comprehension.

Analysis—3: The response demonstrates good understanding of the analytical task by offering an effective analysis of the source text. The writer is able to move past simple identification of and assertions about the analytical elements in Gioia’s text to discuss how these elements contribute to Gioia’s argument. For example, the writer identifies the distinct contrast that Gioia establishes early in the passage between positive changes in American life and the fact that the interest young Americans show in art has declined. The writer then explains that Gioia uses this contrast to establish an emphasis on his primary point by highlighting it as a negative development. The writer then competently evaluates the effect of this element of Gioia’s text by explaining that this literary tool serves a strong purpose by acting as a vehicle to draw the audience into the principal issue addressed by the writing. This pattern of effective analysis continues throughout the remainder of the response and indicates proficient analytical skill. The writer clearly can delineate and evaluate the impact of Gioia’s argumentative moves, but this analysis lacks the thoroughness and completeness needed to receive a higher score. For example, there is no indication of how or why these moves are effective.

Sample Student Essay

Scores

- ▶ Reading Score: 4
- ▶ Analysis Score: 3
- ▶ Writing Score: 4

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Writing—4: The writer demonstrates highly effective use and command of language in this cohesive response. The response includes a precise central claim (Strategies Gioia employs to support his argument include citation of compelling polls, reports made by prominent organizations that have issued studies, and a quotation from a prominent author). The skillful introduction establishes the framework for the writer’s organizational structure, which is followed throughout the response. Although the subsequent discussion is not laid out as explicitly as the simple three-pronged thesis suggests, each body paragraph remains on-topic and demonstrates a deliberate progression of ideas, and the response as a whole remains focused and cohesive. The response contains many examples of sophisticated sentence structure, notable vocabulary, and precise word choice (This dual utilization of claims from two separate sources conveys to Gioia’s audience the sense that the skills built through immersion in the arts are vital to succeeding in the modern workplace, which aids in logically leading his audience to the conclusion that a loss of experience with the arts may foreshadow troubling results). Overall, this response demonstrates advanced writing ability.

Suggested Discussion Points/Handouts/Activities

SLIDE 24	ESTIMATED TIME (IN MINUTES):
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In this segment, participants will share instructional strategies they may use to support students in preparing for the SAT Essay.

The slide features a dark grey background with the SAT logo in the top right corner. The main title 'CHAPTER 4 | Instructional and Assessment Strategies for the SAT Essay' is centered in white text. The number '4' is significantly larger than the word 'CHAPTER'. The CollegeBoard logo and copyright notice '© 2016 The College Board' are located in the bottom right corner.

Suggested Discussion Points/Handouts/Activities

SLIDE 25	ESTIMATED TIME (IN MINUTES):
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Ask participants to discuss with their small group the instructional strategies that they use or plan to use to support students in preparing for the SAT Essay. Share the instructional strategies on the slide.

- » Use the SAT Essay prompt as a foundation for frequent writing assignments in all content area classes. Students strengthen their learning by writing in science, social studies, math, health, and career-related courses.
- » Provide students with a persuasive speech, such as Sojourner Truth’s “Ain’t I a Woman.” Investigate how the speaker has used rhetoric as a device to persuade their audience. Ask students to read the speech and mark each time the speaker uses facts or logic to build relevant and valid reasoning. In small groups, ask students to discuss how effectively the logic and facts built and supported the speaker’s argument. [SpringBoard, 2007]
- » Ask students to write a persuasive paragraph on a topic of their choice. Have them work collaboratively in a writing group to add counterclaims, rhetorical devices, and appeals to logic to strengthen their arguments. Be sure they:
 - › Incorporate logical reasoning to strengthen their arguments.
 - › Make use of at least one rhetorical device and at least one counterclaim.

After drafting, students can exchange their text with a different writing group. They can mark the text they receive to identify the use of logic and rhetorical devices, providing feedback by celebrating successes and by suggesting ideas for improvement.

- » Students benefit from using a rubric to analyze their writing—rubrics provide a clear description of the skills, knowledge, and understandings they must demonstrate. Give students the opportunity to compare the rubric to their work, and to the writing

Instructional Strategies

- ▶ Use the SAT Essay prompt as a foundation for writing assignments in all content area classes.
 - ▶ Provide students with a persuasive speech. Ask them to read the speech and mark each time the speaker uses facts or logic to build relevant and valid reasoning. In small groups, ask students to discuss how effectively the logic and facts built and supported the speaker’s argument. [SpringBoard, 2007]
 - ▶ Ask students to write a persuasive paragraph on a topic of their choice. Have them work collaboratively in a writing group to add counterclaims, rhetorical devices, and appeals to logic to strengthen their arguments. Be sure they:
 - Incorporate logical reasoning to strengthen their arguments.
 - Make use of at least one rhetorical device and at least one counterclaim.
- After drafting, students can exchange their texts with a different writing group. They can mark the texts they receive to identify the use of logic and rhetorical devices, providing feedback by celebrating successes and by suggesting ideas for improvement. [SpringBoard, 2007]
- ▶ Give students the opportunity to compare a rubric to their work, and to the writing of their peers, evaluating areas in which they met the standards of the rubric, and areas in which they need improvement.
 - ▶ Use anchor papers to extend understanding of the SAT Essay task. Help students notice components and characteristics common to all, in addition to analyzing and identifying areas for improvement.

- of their peers, evaluating areas in which they met the standards of the rubric, and areas in which they need improvement.
- » Use anchor papers to extend understanding of the SAT Essay prompt. Immerse students in the samples and help them notice components and characteristics common to all, in addition to analyzing and identifying areas for improvement.

Suggested Discussion Points/Handouts/Activities

SLIDE 26	ESTIMATED TIME (IN MINUTES):
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Handout: SAT Essay Lesson Plan, Lesson Plan Sample Student Essays, Analysis vs. Summary Paragraphs, Facilitator’s Notes: Sample Student Essays with Scoring Explanations.

Read through the SAT Essay Lesson plan together. Ask participants to discuss how and when they might use this lesson in their classes.

Optional: If sufficient time is allotted, engage in the lesson plan together in the PD session.

Lesson Plan: Preparing for the SAT Essay

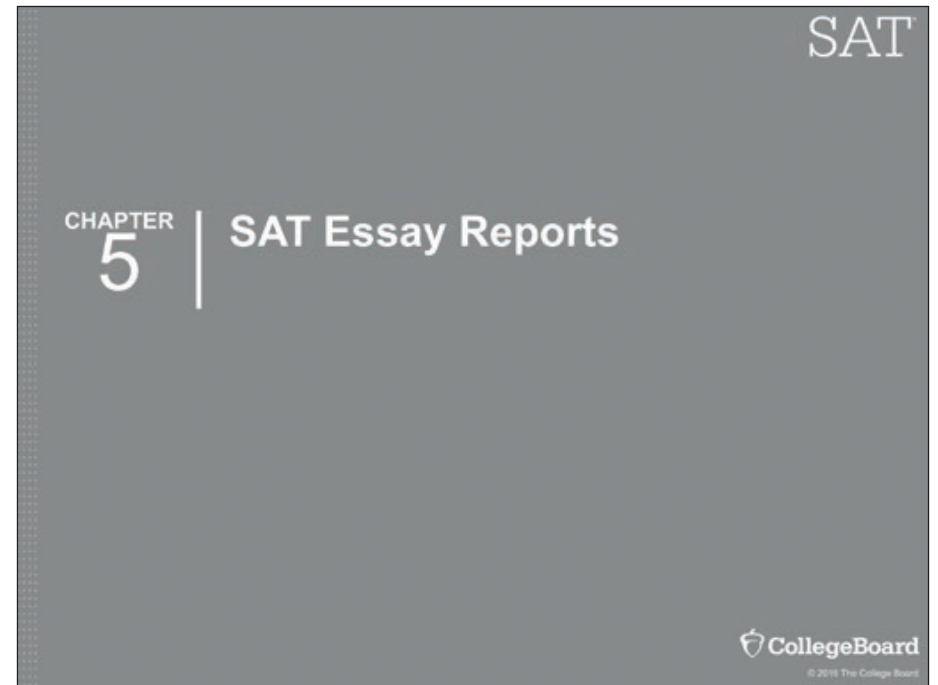
Objective: Students will understand the requirements of the SAT Essay and the attributes of excellent essay responses.

1. Share portions of the SAT Essay PPT that are relevant to students.
2. Closely read the SAT Essay prompt. Discuss all elements of the prompt.
3. Discuss the differences between a summary paragraph and an analysis paragraph.
4. Share the SAT Essay rubric.
5. Explain how rubrics are used.
6. Read the sample SAT Essay prompt and source text together.
7. Share a sample student essay. Read it together. Discuss how the essay was scored.
8. Ask students to work in groups and use the rubric to score other sample essays.
9. Discuss differences in group scores, asking students to provide evidence from the essay and the rubric to support their answers.

Suggested Discussion Points/Handouts/Activities

SLIDE 27	ESTIMATED TIME (IN MINUTES):
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This segment shares screenshots of the online reporting portal and reports that pertain specifically to the SAT Essay.



Suggested Discussion Points/Handouts/Activities

SLIDE 28

ESTIMATED TIME (IN MINUTES):

The K–12 Assessment Reporting Tool includes several standard online score reports. In addition, educators can configure interactive, actionable reports that inform instruction. The reporting tool allows users to sort and filter by student demographics and also **define comparison groups of students**, organizing student performance records according to analysis needs. With this capability, educators can define a report that includes, for example, only the students in one ELA class. This allows teachers to hone in on students' performance and identify both skills that are strong and those that may need additional focus in classroom instruction.

The reporting tool tracks students' progress year after year, allowing users to identify how students are demonstrating the development of their college and career readiness skills over time.

SAT

K12 Assessment Reporting Tool

- ▶ Generates rich score reports that connect student results to classroom work.
- ▶ Provides benchmarks and consistent feedback to help teachers encourage and accelerate students.
- ▶ Accesses a wide array of standard reports.
- ▶ Generates score reports based on student demographics:
 - Compare means and trends among demographic groups;
 - Compare the performance of students in the district and at the state level.
- ▶ Allows educators to drill down to the student level.

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Suggested Discussion Points/Handouts/Activities

SLIDE 29	ESTIMATED TIME (IN MINUTES):
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The Essay Scores by Institution report provides a comparison of school, district, state, and national averages for the reading, analysis, and writing scores. This report indicates the number of test-takers and the participation rate of students at the institution. Users can filter the report by the standard filters: sex, race/ethnicity, completing core curriculum, level of parents' education, testing accommodations, opt-in to Student Search Service®, parental income, fee waiver used. Filters are generated using student questionnaires.

The report can be exported in to .xls format.

SAT

Essay Scores by Institution

SAT School Day April 2016, 11th grade - Essay Scores by Institution

Filters
EXPORT

State
Mean Score (2 of 6)

Reading Analysis Writing

5 4 5

104,461 Test Takers
108,288 Enrolled
96% Participation
152,819 Self-Administered Test Scores
89% Optional Essay Participation

National Tested
Mean Score (2 of 6)

Reading Analysis Writing

5 3 4

225,106 Test Takers
2,843,812 Enrolled
9% Participation
183,289 Self-Administered Test Scores
83% Optional Essay Participation

District Name District Code District View

Institution	Mean Reading Score	Mean Analysis Score	Mean Writing Score	# of State Test Takers Enrolled	Optional Essay Participation
Adams Township School District 200384	4	3	4	43 / 51	100%

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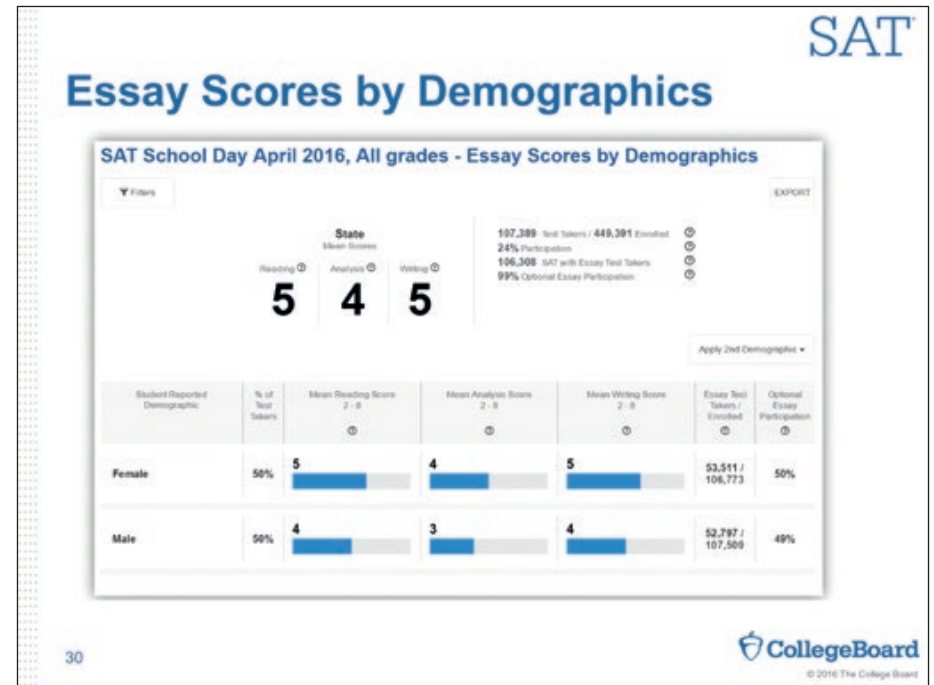
© 2016 The College Board

Suggested Discussion Points/Handouts/Activities

SLIDE 30	ESTIMATED TIME (IN MINUTES):
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The Essay Scores by Demographics report provides essay scores by demographic group. Users can apply a second demographic in this report. For example, when calling up the report, a teacher may choose to see the scores for each racial/ethnic group (n>10), then apply a second demographic, sex, to see how males and females performed in each racial/ethnic group.


Ask participants how they might use the two Essay score reports.



Suggested Discussion Points/Handouts/Activities

SLIDE 31	ESTIMATED TIME (IN MINUTES):
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Teachers can view each student’s essay by selecting the Essay Details tab on each student’s score report page. Click on Print Essay on the bottom right side of the screen. The actual essay will appear and can be printed.



Essay Details – Print Student Essay

NAME Unknown	RELEASED ON 2017	SEX Female	RACE & ETHNICITY White	SCORE CONTROLLER Not Applicable	HIGHEST LEVEL POSTSECONDARY EDUCATION Graduate Degree
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Report Details	Essay Details	Score Bands (S)
Reading (2-6) Ⓞ 6	Analysis (2-6) Ⓞ 5	Writing (2-6) Ⓞ 6

Essay Prompt

As you read the passage below, consider how David Yamold uses

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

Adapted from David Yamold, "Don't These Bald Eagles Under the Dis," 62913 by Politics, LLC. Originally published December 16, 2013.

See Passage


Write an essay in which you explain how David Yamold builds an argument to persuade his audience that government agencies need to do more to protect eagles. In your essay, analyze how Yamold uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.


Your essay should not explain whether you agree with Yamold's claims, but rather explain how Yamold builds an argument to persuade his audience.

[Print Essay](#) [Download Essay](#)

BEGIN YOUR ESSAY HERE.

The Eagles are beautiful birds that...



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Suggested Discussion Points/Handouts/Activities

SLIDE 32	ESTIMATED TIME (IN MINUTES):
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Provide the suggestions on the slide for continued professional development related to the SAT Essay.

Ask participants to share additional suggestions.

Follow-Up Activities


Continue Your Professional Development!

- ▶ Practice using the SAT Essay rubric with your professional learning team using sample student responses.
- ▶ Use student essays from the K12 Assessment Reporting Tool to discuss scores and calibrate scoring.
- ▶ Use the SAT Essay prompt as a diagnostic tool at the beginning of the school year. Work with your department or professional learning team to create mini lessons, formative assessments, and summative assessments to measure students' ability in all the prerequisite skills necessary to successfully respond to the SAT Essay task.

Suggested Discussion Points/Handouts/Activities

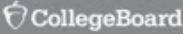
SLIDE 33	ESTIMATED TIME (IN MINUTES):
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This section describes additional resources for teachers with information on the SAT Essay.



CHAPTER
6 | SAT Resources for K-12
Educators

See the whole guide at collegereadiness.collegeboard.org



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Suggested Discussion Points/Handouts/Activities

SLIDE 34

ESTIMATED TIME (IN MINUTES):

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

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

SAT

What's in the Redesigned SAT Teacher Implementation Guide?

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


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Suggested Discussion Points/Handouts/Activities


SLIDE 35	ESTIMATED TIME (IN MINUTES):
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More information about the knowledge, skills, and understandings assessed on the SAT Suite of Assessments is available in Professional Development Modules 1–8.



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 36	ESTIMATED TIME (IN MINUTES):
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Inform participants that they can have their questions answered by emailing SATinstructionalsupport@collegeboard.org.




SAT

Questions or comments about this presentation or the SAT redesign?

Email: SATinstructionalsupport@collegeboard.org

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Suggested Discussion Points/Handouts/Activities

SLIDE 37

ESTIMATED TIME (IN MINUTES): 5

Handout: Reflection/Self-Assessment

Ask participants to spend a few minutes thinking about how they will apply what they have learned from this PD Module.

SAT

Questions for Reflection

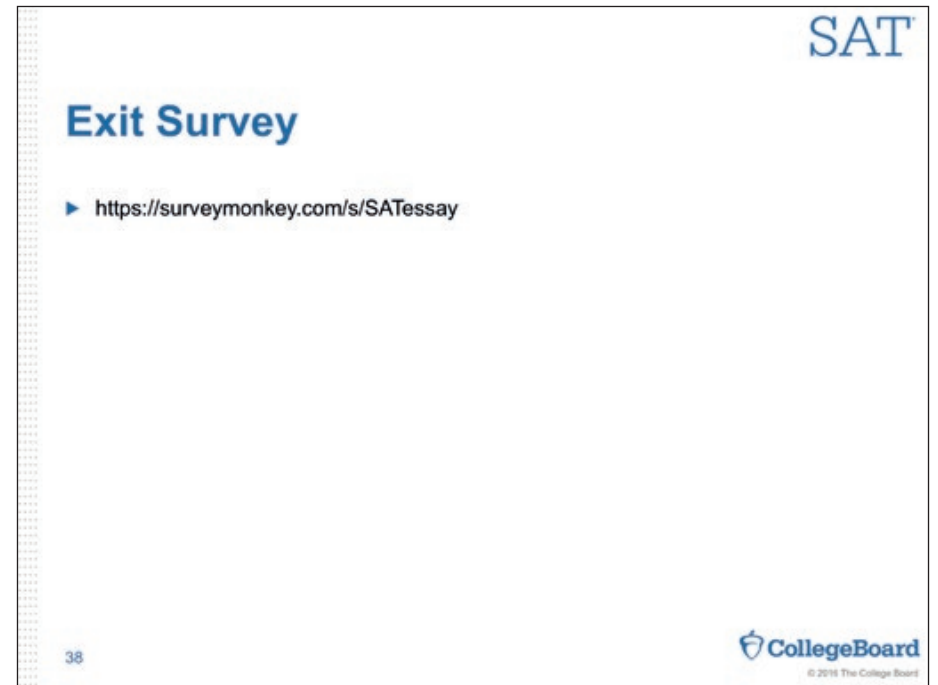
- ▶ Use the Reflection/Self-Assessment questions to think about how you'll use the information learned today in your own instruction.

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Suggested Discussion Points/Handouts/Activities

SLIDE 38	ESTIMATED TIME (IN MINUTES):
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The slide features the SAT logo in the top right corner. The main title is "Exit Survey" in a large blue font. Below the title is a blue arrow pointing to the URL "https://surveymonkey.com/s/SATessay". In the bottom left corner, the number "38" is displayed. In the bottom right corner, the CollegeBoard logo and the text "© 2018 The College Board" are visible.

Adapted from Dana Gioia, “Why Literature Matters” ©2005 by The New York Times Company. Originally published April 10, 2005.

[A] strange thing has happened in the American arts during the past quarter century. While income rose to unforeseen levels, college attendance ballooned, and access to information increased enormously, the interest young Americans showed in the arts—and especially literature—actually diminished.

According to the 2002 Survey of Public Participation in the Arts, a population study designed and commissioned by the National Endowment for the Arts (and executed by the US Bureau of the Census), arts participation by Americans has declined for eight of the nine major forms that are measured....The declines have been most severe among younger adults (ages 18–24). The most worrisome finding in the 2002 study, however, is the declining percentage of Americans, especially young adults, reading literature.

That individuals at a time of crucial intellectual and emotional development bypass the joys and challenges of literature is a troubling trend. If it were true that they substituted histories, biographies, or political works for literature, one might not worry. But book reading of any kind is falling as well.

That such a longstanding and fundamental cultural activity should slip so swiftly, especially among young adults, signifies deep transformations in contemporary life. To call attention to the trend, the Arts Endowment issued the reading portion of the Survey as a separate report, “Reading at Risk: A Survey of Literary Reading in America.”

The decline in reading has consequences that go beyond literature. The significance of reading has become a persistent theme in the business world. The February issue of *Wired* magazine, for example, sketches a new set of mental skills and habits proper to the 21st century, aptitudes decidedly literary in character: not “linear, logical, analytical talents,” author Daniel Pink states, but “the ability to create artistic and emotional beauty, to detect patterns and opportunities, to craft a satisfying narrative.” When asked what kind of talents they like to see in management positions, business leaders consistently set imagination, creativity, and higher-order thinking at the top.

Ironically, the value of reading and the intellectual faculties that it inculcates appear most clearly as active and engaged literacy declines. There is now a growing awareness of the consequences of nonreading to the workplace. In 2001 the National Association of Manufacturers polled its members on skill deficiencies among employees. Among hourly workers, poor reading skills ranked second, and 38 percent of employers complained that local schools inadequately taught reading comprehension.

The decline of reading is also taking its toll in the civic sphere.... A 2003 study of 15- to 26-year-olds’ civic knowledge by the National Conference of State Legislatures concluded, “Young people do not understand the ideals of citizenship... and their appreciation and support of American democracy is limited.”

It is probably no surprise that declining rates of literary reading coincide with declining levels of historical and political awareness among young people. One of the surprising findings of “Reading at

Risk” was that literary readers are markedly more civically engaged than nonreaders, scoring two to four times more likely to perform charity work, visit a museum, or attend a sporting event. One reason for their higher social and cultural interactions may lie in the kind of civic and historical knowledge that comes with literary reading....

The evidence of literature’s importance to civic, personal, and economic health is too strong to ignore. The decline of literary reading foreshadows serious long-term social and economic problems, and it is time to bring literature and the other arts into discussions of public policy. Libraries, schools, and public agencies do noble work, but addressing the reading issue will require the leadership of politicians and the business community as well....

Reading is not a timeless, universal capability. Advanced literacy is a specific intellectual skill and social habit that depends on a great many educational, cultural, and economic factors. As more Americans lose this capability, our nation becomes less informed, active, and independent-minded. These are not the qualities that a free, innovative, or productive society can afford to lose.

Score	Reading	Analysis	Writing
4	<p>Advanced: The response demonstrates thorough comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.</p> <p>The response is free of errors of fact or interpretation with regard to the text.</p> <p>The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p>	<p>Advanced: The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.</p> <p>The response offers a thorough, well-considered evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.</p> <p>The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</p> <p>The response focuses consistently on those features of the text that are most relevant to addressing the task.</p>	<p>Advanced: The response is cohesive and demonstrates a highly effective use and command of language.</p> <p>The response includes a precise central claim.</p> <p>The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a strong command of the conventions of Standard Written English and is free or virtually free of errors.</p>
3	<p>Proficient: The response demonstrates effective comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) and important details.</p> <p>The response is free of substantive errors of fact and interpretation with regard to the text.</p> <p>The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p>Proficient: The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</p> <p>The response competently evaluates the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>The response focuses primarily on those features of the text that are most relevant to addressing the task.</p>	<p>Proficient: The response is mostly cohesive and demonstrates effective use and control of language.</p> <p>The response includes a central claim or implicit controlling idea.</p> <p>The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a good control of the conventions of Standard Written English and is free of significant errors that detract from the quality of writing.</p>

Score	Reading	Analysis	Writing
2	<p>Partial: The response demonstrates some comprehension of the source text.</p> <p>The response shows an understanding of the text’s central idea(s) but not of important details.</p> <p>The response may contain errors of fact and/or interpretation with regard to the text.</p> <p>The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</p>	<p>Partial: The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.</p> <p>The response identifies and attempts to describe the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing, but merely asserts rather than explains their importance.</p> <p>Or one or more aspects of the response’s analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made.</p> <p>The response may lack a clear focus on those features of the text that are most relevant to addressing the task.</p>	<p>Partial: The response demonstrates little or no cohesion and limited skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.</p> <p>The response may include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.</p> <p>The response has limited variety in sentence structures; sentence structures may be repetitive. The response demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.</p> <p>The response shows a limited control of the conventions of Standard Written English and contains errors that detract from the quality of writing and may impede understanding.</p>
1	<p>Inadequate: The response demonstrates little or no comprehension of the source text.</p> <p>The response fails to show an understanding of the text’s central idea(s), and may include only details without reference to central idea(s).</p> <p>The response may contain numerous errors of fact and/or interpretation with regard to the text.</p> <p>The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>	<p>Inadequate: The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>The response identifies without explanation some aspects of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s choosing.</p> <p>Or numerous aspects of the response’s analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>The response may not focus on features of the text that are relevant to addressing the task.</p> <p>Or the response offers no discernible analysis (e.g., is largely or exclusively summary).</p>	<p>Inadequate: The response demonstrates little or no cohesion and inadequate skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea.</p> <p>The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.</p> <p>The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.</p> <p>The response shows a weak control of the conventions of Standard Written English and may contain numerous errors that undermine the quality of writing.</p>

In the article, “Why Literature Matters” by Dana Gioia, Gioia makes an argument claiming that the levels of interest young Americans have shown in art in recent years have declined and that this trend is a severe problem with broad consequences. Strategies Gioia employs to support his argument include citation of compelling polls, reports made by prominent organizations that have issued studies, and a quotation from a prominent author. Gioia’s overall purpose in writing this article appears to be to draw attention towards shortcomings in American participation in the arts. His primary audience would be the American public in general with a significant focus on millennials.

In his introduction paragraph, Gioia employs a distinct contrast with several listed positive changes in American life such as increased college attendance and increases in income, with the focus of his article: the fact that the interest young Americans show in art has declined. This tool is utilized to establish an emphasis on his primary point by highlighting it as a negative development relative to other changes in American life. This literary tool serves a strong purpose by acting as a vehicle to draw the audience into the principle issue addressed by the writing.

In paragraph 5, Gioia utilizes a synergistic reference to two separate sources of information that serves to provide a stronger compilation of support for his main topic. By citing a quotation from author Daniel Pink who states, that the talents individuals require for success in the 21st Century are not, “linear, logical, analytic talents,” but ones that provide, “the ability to create artistic and emotional beauty, to detect patterns and opportunities,” and “to craft a satisfying narrative,” Gioia is able to build his point with the agreement of a respected individual. He then immediately follows with a statement that business leaders like to see, “imagination, creativity, and higher order thinking” as qualities for individuals in management positions. This dual utilization of claims from two separate sources conveys to Gioia’s audience the sense that the skills built through immersion in the arts are vital to succeeding in the modern workplace which aids in logically leading his audience to the conclusion that a loss of experience with the arts may foreshadow troubling results.

In paragraph 6, Gioia follows up on the point established in paragraph 5 by introducing a negative example of the consequences of loss of the arts with a focus on literacy. Gioia cites a 2001 poll on the National Association of American Manufacturers stating that poor reading skills ranked second among its employees surveyed for skill deficiencies while 38% of employees believed local schools inadequately taught reading comprehension. Gioia’s presentation of a numerical statistic based on a major employer adds significant logical weight to his argument by providing an example of the effects of a deficit in experience with art and literature. This may affect his audience by providing a more accurate depiction of the true problems caused by disconnection with arts while possibly choosing an example they could personally relate to.

Overall, Gioia provides an strong logical argument that disconnection with the arts is troubling for America. He employs strong logical connections and establishes real-world foundations for his point.

SAT Essay Lesson Plan

Objective: Students will understand the requirements of the SAT Essay and the attributes of excellent essay responses.

Purpose: The purpose of the lesson is to prepare students for the SAT Essay.

Materials:

1. PPT on SAT Essay
2. Analysis vs. Summary Paragraphs
3. SAT Essay Rubric
4. Sample SAT Sample Passage
5. Sample Student Essay Handout
6. Lesson Plan Sample Student Essays
7. Second Sample SAT Source Text

Time Required: 3–4 lesson periods.

Anticipatory Set: Ask students what they know about the SAT Essay and how many have taken the SAT Essay previously. Ask students what they want to know about the SAT Essay.

Lesson:

1. Share the SAT Essay PPT
 - a. Overview (slides 3–8)
 - b. Specifications (slides 9–12)
2. Closely read the SAT Essay prompt as a class. Discuss the definitions, requirements, and intentions of the prompt. Point out that the prompt summarizes the argument for the students. Brainstorm ways to attack the task, emphasizing that they are writing about how the author made an argument, not what the author is arguing.
3. Give students an example of an opinion paragraph and an analysis paragraph. Ask them to identify each type of writing. Ask them to discuss with a partner the evidence they used to determine which type of writing each paragraph is. Share poignant discussion points with the whole class.
4. Log in to a Khan Academy® account and review Tips & Planning related to the SAT Essay. The website provides clear suggestions for how to analyze an essay.

<https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/new-sat-about-sat/a/the-sat-essay-analyzing-a-passage>
5. Share the SAT Essay rubric. Read through the rubric together. Ask students to identify which type of writing the SAT Essay requires. Ask them to discuss with a partner the elements of the rubric that will be most challenging and least challenging.

6. Explain how rubrics are used. Share the video of readers narrating their scoring of the rubric.
7. Read the sample SAT Essay prompt and source text together.
8. Share the Sample Student Essay. Read it together. Discuss how the essay was scored.
9. Divide the class into six groups. Assign one essay to two groups, a second essay to two groups, and a third essay to two groups. Ask the groups to work together to use the rubric to score the essay.
10. Ask groups to report out their scores for each essay. Keep track of the scores for each essay on the white board. Compare scores given for each essay by different groups. Discuss differences, asking students to provide evidence from the essay and the rubric to support their answers.

Closure:

Ask students to explain the requirements for success on the SAT Essay. Ask them to explain how they will tackle the task. Ask them whether they have answers for the questions they asked at the beginning of the lesson.

Follow-Up Activity

Give students a source text and ask them to write an analysis of the passage using the SAT prompt. Ask them to spend no longer than 50 minutes on the essay to mimic the SAT Essay.

Analysis:

- » Examination
- » Evaluation
- » Dissection
- » Interpretation
- » Reading between the lines
- » Connecting to other knowledge

Summary:

- » Recapitulation
- » Reviewing
- » Paraphrasing
- » Retelling without original thought or interpretation

Analysis/Summary (circle one) of Shakespeare's *Hamlet*:

"The play Hamlet is one of betrayal and death. In the beginning of the play Hamlet's uncle, Claudius kills Hamlet's father with poison. He does this because he wants to be king, and he wants Gertrude, Hamlet's mother. Hamlet is very upset. He becomes even more upset when Claudius, his uncle and his mother, Gertrude, announce they are to be married. Hamlet cannot believe that they would do this after such a short period of time. Hamlet then decides to kill his uncle to get revenge. However, Hamlet waits to do this. In the meantime Hamlet's girlfriend Ophelia goes crazy and drowns herself. Hamlet is also haunted by his father's ghost. At the end of the play, Hamlet dies."

Analysis/Summary (circle one) of Shakespeare's *Hamlet*:

"Hamlet explores betrayal and death caused by several levels of poison: physical, psychological and social. All of these poisons are intertwined on a psychological level. Hamlet was first affected by Claudius's physical poison—the poison that he had poured into the King's ear, killing him. After Claudius killed the King social poison spread throughout the kingdom like a disease. The rebels began to call Laertes Lord, disrupting Hamlet's claim to the throne, 'How cheerfully on the false trail they cry' (IV, V, 87). Hamlet's suppressed desire, the Oedipus complex, for his mother led to his own psychological poisoning, 'Go not to mine uncle's bed' (III, III, 153). He was upset that he desired to kill his father, as his uncle did, in order to possess his mother. Hamlet desired to seek revenge on those who had hurt him, which was caused by his id, 'Here thou incestuous, murderous, damned Dane, Drink of this potion' (V, II, 330–333). However, Hamlet hesitated to kill his uncle because of his moral super ego, 'How I stand then, That have a father killed, a mother stained, Excitements of my reason and my blood, And let all asleep' (IV, IV, 56–59)? These inner psychological conflicts prevented Hamlet from acting until it was too late, and death was already knocking on his door, 'The potent poison quiet o'er-crows my spirit' (V, II, 359)."

Essay 1:

Dana Gioia builds an argument designed and commissioned by the National Endowment for the Arts. Americans declined for eight of the nine major forms that are measured. College attendance ballooned, and access to information increased enormously.

Some of the younger kids showed in the arts and especially literature actually diminished. The significance of reading has become a persistent theme in the business world. The magazine issue of *Wired*, for example, sketches a new set of mental skill and habits proper to the 21st century, aptitudes deadly literally in character: not “linear, logical, and analytical talents.”

Reading is not timeless universal capability.

Essay 2:

Dana starts the article by presenting positive information on how our society is advancing, only to find that we’re actually losing interest in literature. He backs up this accusation by using a survey from 2002. In this survey Dana mentions that the decline of interest is mainly in younger adults. Throughout the passage he uses the findings of many National Associations to show that these young adults won’t be able to land jobs due to their lack of reading and appreciation of the arts. Then he transitions into how society as a whole will become more free, innovative, and productive through reading alone. Gioia uses evidence found in surveys, polls, and other articles to support his argument. He seamlessly moves to his next idea while still supporting all of his previous claims. The level of writing shows he is skilled at persuading, for he connects to the reader through a very concerning topic, education.

Essay 3:

Stepping outside, a person in the United States can instantly see how prevalent a role technology has in our lives. From the smart phones that connect people globally through a few touches on the screen, to the airplanes roaring across the sky, the astounding capabilities and convenience that technology offers is unmatched. In “Why literature matters”, an article from the New York Times Corporation by Dana Gioia, Gioia explores how living in the high-tech 21st century has unfortunately deteriorated the percentage of Americans who read literature. Gioia is able to sway his audience to devote more time to the simple task of reading works of intellectual value through fearful diction and compelling consequences associated with being illiterate.

Through his article, Gioia implements fearful diction to express his concern that America’s future is in the hands of those who are less informed and comprehending of situations; economic and social. By labeling the diminished percentage of those who read as “worrisome” and “troubling” Gioia is able to convey the negativity of the lack of literacy. Upon reading the article, and mulling over how Gioia feels about America’s current reading levels, a reader is inclined to acknowledge that illiteracy is detrimental to American society and something that needs to be repaired; the point Gioia was trying to impose.

Also in the article, Gioia reveals to the audience the consequences of this trend. By exposing the domino effect of illiteracy into other large aspects of American society such as electing leaders, and

the business world, Gioia succeeds in alarming the audience to the seriousness of the issue and instilling a sense of urgency to mend the problem. Although the facts alone are eye-opening to any reader, by backing the facts up with big name organizations like “The National Association of Manufacturers” and the “National Conference of State Legislatures”, Gioia is able to cement his argument and therefore be more empowered in persuading his audience on the importance of reading.

Lastly, Gioia’s target audience plays a major role in achieving the goal to propel his argument into a plan of action. Writing for the New York Times, Gioia can likely expect his audience to be educated and even have some influence in American society. By appealing his argument to people who are in control of others who are a part of the illiterate population, Gioia can put faith into the hope that his audience will make the problem he presented a solution. An example of this would be if a school board official were to read his article, and then decided the matter to be so pressing that he/she took the necessary actions to propose rules for his/her respective school district. Due to the profound impact Gioia’s article can have on a large quality of Americans, his argument is strengthened exponentially.

Ultimately, Gioia is able to relay a strong and persuasive argument regarding the decline of Americans reading and why it needs to be fixed through concerned word choice, compelling consequences, and masterfully writing to inspire a specific audience.

Essay 1:

Dana Gioia builds an argument designed and commissioned by the National Endowment for the Arts. Americans declined for eight of the nine major forms that are measured. College attendance ballooned, and access to information increased enormously.

Some of the younger kids showed in the arts and especially literature actually diminished. The significance of reading has become a persistent theme in the business world. The magazine issue of *Wired*, for example, sketches a new set of mental skill and habits proper to the 21st century, aptitudes deadely literally in character: not “linear, logical, and analytical talents.”

Reading is not timeless universal capability.

This paper scored a 1/1/1.

Reading—1: This response demonstrates little comprehension of Gioia’s text. The response is almost entirely composed of ideas and phrases taken directly from the passage. Although the writer does demonstrate that the writer has read the passage by referring to the *Wired* article (the writer conveys that employers are looking for aptitudes deadely literally in character: not “linear, logical, and analytical talents”) and including a notable point in the passage (Reading is not [a] timeless universal capability), there is very little evidence that the writer actually understands Gioia’s main argument, and the response is limited to presenting seemingly randomly chosen details from the passage. Overall, this response demonstrates inadequate reading comprehension.

Analysis—1: The writer demonstrates no real understanding of the analytical task and offers no discernible analysis of the source text. The writer does not describe Gioia’s use of evidence, reasoning, or stylistic or persuasive elements, nor does the writer attempt to explain the importance of these elements to Gioia’s argument. The brief response is largely comprised of ideas and phrases taken directly from the passage. Overall, this response demonstrates inadequate analysis.

Writing—1: This response demonstrates little cohesion and insufficient skill in the use and control of language. The writer includes no clear central claim or controlling idea and instead jumps into repeating ideas and phrases from the passage. There is no real organization or progression of ideas, either in paragraphs or in the essay as a whole. Furthermore, there is little to no evidence of the writer’s own writing ability since most of the response is taken directly from Gioia’s text. Overall, this response demonstrates inadequate control of language and writing skill.

Essay 2:

Dana starts the article by presenting positive information on how our society is advancing, only to find that we’re actually losing interest in literature. He backs up this accusation by using a survey from 2002. In this survey Dana mentions that the decline of interest is mainly in younger adults. Throughout the passage he uses the findings of many National Associations to show that these young adults won’t be able to land jobs due to their lack of reading and appreciation of the arts. Then he transitions into how society as a whole will become more free, innovative, and productive through reading alone. Gioia

uses evidence found in surveys, polls, and other articles to support his argument. He seamlessly moves to his next idea while still supporting all of his previous claims. The level of writing shows he is skilled at persuading, for he connects to the reader through a very concerning topic, education.

This paper scored a 2/2/2.

Reading—2: This response demonstrates limited comprehension of Gioia's text. The writer does demonstrate an understanding of Gioia's central ideas: our society is actually losing interest in literature and society as a whole will become more free, innovative, and productive through reading. However, the writer provides little evidence of understanding the details Gioia provides to support these claims. The writer does briefly mention the 2002 survey Gioia cites and also vaguely refers to Gioia's use of the findings of many National Associations and evidence from surveys, polls, and other articles, but neglects to effectively summarize or quote from these pieces of evidence. Although there are no errors of interpretation or fact in the essay, this incomplete understanding demonstrates only partially successful reading comprehension.

Analysis—2: The writer demonstrates a partial understanding of the analytical task by offering limited analysis of the source text. The writer does identify in a general way the kinds of evidence Gioia draws on (for example, surveys, polls, and other articles) but fails to analyze how these pieces of evidence work to support Gioia's argument. When the writer attempts to describe how Gioia builds his argument, the writer merely praises, rather than explains, the structure of Gioia's text (He seamlessly moves to his next idea while still supporting all of his previous claims). The writer compliments Gioia's argumentation (The level of writing shows he is skilled at persuading, for he connects to the reader through a very concerning topic, education), but does not, for example, explain how or why Gioia is able to connect to the reader. Overall, this response demonstrates only partially successful analysis.

Writing—2: This response demonstrates limited cohesion and writing skill. The response lacks a clear central claim or controlling idea. Although the writer does end the essay with a summary sentence (The level of writing shows he is skilled at persuading, for he connects to the reader through a very concerning topic, education), the response does not include a true introduction or conclusion to frame the discussion. The response does demonstrate some progression of ideas; however, given that the response is only one paragraph long, this progression is demonstrated on a very limited scale. Although the writer displays relatively good control of language and vocabulary, there simply is not enough text here to assess the ability to organize ideas or paragraphs. For these reasons, this paper demonstrates only partially successful writing.

Essay 3:

Stepping outside, a person in the United States can instantly see how prevalent a role technology has in our lives. From the smart phones that connect people globally through a few touches on the screen, to the airplanes roaring across the sky, the astounding capabilities and convenience that technology offers is unmatched. In "Why literature matters", an article from the New York Times Corporation by Dana Gioia, Gioia explores how living in the high-tech 21st century has

unfortunately deteriorated the percentage of Americans who read literature. Gioia is able to sway his audience to devote more time to the simple task of reading works of intellectual value through fearful diction and compelling consequences associated with being illiterate.

Through his article, Gioia implements fearful diction to express his concern that America's future is in the hands of those who are less informed and comprehending of situations; economic and social. By labeling the diminished percentage of those who read as "worrisome" and "troubling" Gioia is able to convey the negativity of the lack of literacy. Upon reading the article, and mulling over how Gioia feels about America's current reading levels, a reader is inclined to acknowledge that illiteracy is detrimental to American society and something that needs to be repaired; the point Gioia was trying to impose.

Also in the article, Gioia reveals to the audience the consequences of this trend. By exposing the domino effect of illiteracy into other large aspects of American society such as electing leaders, and the business world, Gioia succeeds in alarming the audience to the seriousness of the issue and instilling a sense of urgency to mend the problem. Although the facts alone are eye-opening to any reader, by backing the facts up with big name organizations like "The National Association of Manufacturers" and the "National Conference of State Legislatures", Gioia is able to cement his argument and therefore be more empowered in persuading his audience on the importance of reading.

Lastly, Gioia's target audience plays a major role in achieving the goal to propel his argument into a plan of action. Writing for the New York Times, Gioia can likely expect his audience to be educated and even have some influence in American society. By appealing his argument to people who are in control of others who are a part of the illiterate population, Gioia can put faith into the hope that his audience will make the problem he presented a solution. An example of this would be if a school board official were to read his article, and then decided the matter to be so pressing that he/she took the necessary actions to propose rules for his/her respective school district. Due to the profound impact Gioia's article can have on a large quality of Americans, his argument is strengthened exponentially.

Ultimately, Gioia is able to relay a strong and persuasive argument regarding the decline of Americans reading and why it needs to be fixed through concerned word choice, compelling consequences, and masterfully writing to inspire a specific audience.

This paper scored a 3/3/4.

Reading—3: This response demonstrates effective comprehension of the source text in terms of both the central ideas and important details in Gioia's piece. The writer accurately paraphrases the main idea of Gioia's text (living in the high-tech 21st century has unfortunately deteriorated the percentage of Americans who read literature). The writer also includes important details from the text that illustrate an effective comprehension of the passage, such as when the writer summarizes the consequences of the decrease in reading on American society (the domino effect of illiteracy into other large aspects of American society such as electing leaders, and the business world). The response is free from errors of fact and interpretation, and the writer's ability to paraphrase accurately the

main ideas and supporting details of Gioia's piece indicate proficient reading comprehension.

Analysis—3: The response offers an effective analysis of the source text, demonstrating a proficient understanding of the analytical task. In the second body paragraph, for example, the writer effectively analyzes Gioia's use of what the writer calls fearful diction, coming to the conclusion that Upon reading the article, and mulling over how Gioia feels about America's current reading levels, a reader is inclined to acknowledge that illiteracy is detrimental to American society and something that needs to be repaired. The writer is thus able to articulate the effect of Gioia's diction on his audience, signaling an understanding of the analytical task. This effective analysis continues when the writer discusses Gioia's use of eye-opening facts about the consequences of the decline in reading and when the writer suggests the potential effect of Gioia's argument on his target audience via a hypothetical scenario (By appealing his argument to people who are in control of others...Gioia can put faith into the hope that his audience will make the problem he presented a solution. An example of this would be if a school board official were to read his article, and then took the necessary actions). Although providing this scenario indicates strong analytical skill on the part of the writer, the discussion is elaborated only enough to demonstrate proficiency and does not demonstrate the thoroughness and insightfulness expected at the advanced level.

Writing—4: This response is cohesive and demonstrates highly effective use and control of language. The writer presents a generally skillful introduction, opening with a brief narrative about the pervasiveness of technology in twenty-first-century life before summarizing the passage and then providing a thoughtful central claim: Gioia is able to sway his audience to devote more time to the simple task of reading works of intellectual value through fearful diction and compelling consequences associated with being illiterate. The writer demonstrates precise, original word choice and phrases throughout the response (astounding capabilities, the domino effect, mulling over, instilling a sense of urgency, strengthened exponentially). The body paragraphs are each tightly focused and are deliberately structured to advance the writer's analysis of Gioia's use of diction, consequences, and audience. The response maintains a formal style and objective tone, contains clear transitions (also, lastly, ultimately) to guide the reader, and ends with a concise and precise summary conclusion (Ultimately, Gioia is able to relay a strong and persuasive argument regarding the decline of Americans reading and why it needs to be fixed through concerned word choice, compelling consequences, and masterfully writing to inspire a specific audience). Overall, this response demonstrates advanced writing.

What are you doing in your current lessons that will help students prepare for the SAT Essay?

What lessons do you teach that will help students deepen their understanding of summary vs. analysis?

What additional strategies can you use in your classroom to help students prepare for the SAT Essay?

Where does SAT Essay practice fit in your curriculum map?

How can you use the SAT Essay information on Khan Academy to support student practice for the SAT Essay?

How can you help students keep track of their own progress on their practice SAT Essay scores?