
Skills Insight[™] for the SAT[®] Suite

- **PSAT[™] 8/9**
- **PSAT/NMSQT[®] and PSAT[™] 10**
- **SAT[®]**

The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading education institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit www.collegeboard.org.

About the SAT Suite of Assessments

The College Board is working with educators to make it easier for students to navigate a path through high school, college, and career. The SAT® Suite of Assessments—SAT (grades 11 and 12), PSAT/NMSQT® and PSAT™ 10 (grades 10 and 11), and PSAT™ 8/9 (grades 8 and 9)—provides a comprehensive solution to systematically and progressively measure the knowledge, skills, and understandings that are essential for college and career readiness and success. Together, the tests reflect the kinds of meaningful, engaging, and challenging work that students find in the best middle and high school courses taught today and can be used to create and sustain the durable bond between assessment and instruction that provides the backbone of a sound education. The SAT Suite focuses on a deep understanding of the knowledge and skills shown by current research to matter most for college readiness and success.

The College Board's SAT Suite of Assessments provides benchmarks and consistent feedback for measuring student progress over time. The tests measure the same knowledge and skills in ways that make sense for different grade levels, so it's easier for students, parents, and educators to monitor student progress:

- PSAT 8/9 sets readiness baseline.
- PSAT/NMSQT and PSAT 10 let you check on student progress.
- SAT connects students to college.

As students advance from grade to grade, the tests keep pace, matching the scope and difficulty of work found in the classroom. The SAT Suite's progression is reflected in a common score scale that provides consistent feedback across assessments. Subscores and cross-test scores provide insight into specific strengths and weaknesses. These scores help students see where they can improve and help teachers adjust instruction for students who are ahead or behind.

To provide support for teachers and students in their efforts to create personalized plans for student practice and growth, we have created Skills Insight™, actionable suggestions that focus intervention and practice activities so students develop college and career readiness skills.

Using Skills Insight for the SAT Suite

Skills Insight for the SAT Suite demonstrates how the SAT Suite of Assessments is linked to the knowledge and skills taught in the classroom. Educators can use Skills Insight to see the academic skills typically mastered at each score band and develop strategies for improvement. It also provides actionable suggestions for improving skills that help students gain additional practice.

Step 1: Review student data

The K–12 Score Reporting Portal supports teaching and learning by offering in-depth, configurable reports that connect student results to classroom work. Educators can review individual student results as well as aggregate results for the school, district, state, and nation. Go to <https://k12reports.collegeboard.org/login> to sign in and review online reports (connect with your school’s Access Manager to get access to the K–12 Score Reporting Portal). To find the percent of students in each score band, use the Scores by Institution and Scores by Demographic reports.

Step 2: Use Skills Insight

Use Skills Insight for the SAT Suite to understand how student scores on the SAT Suite relate to specific academic skills in each score band. This valuable feedback helps identify the strengths and weaknesses of students in a given score band.* While educator reports in the K–12 Score Reporting Portal do not link to Skills Insight, the Question Analysis Report gives additional information about student scores, including information about the various types of questions and how students responded.

Students can access Skills Insight in their online score report by clicking on the tab at the top of their Student Score Report screen, giving them more information about the knowledge and skills they have demonstrated, and the knowledge and skills on which they should focus for growth. Skills Insight connects a student’s focus areas to the subscores and the skills that are assessed. Students can click on the Questions box to see the questions associated with the subscores.

Step 3: Review suggestions for improvement

On the following pages, in addition to descriptions of performance and insight into skills measured at each score band, you’ll find suggestions for improving and practicing particular skills. These can be woven into lesson and curricular planning.

Use Skills Insight for the SAT Suite to:

- Align curriculum with college readiness goals.
- Inform curriculum and instruction in order to increase the level of college readiness in your school and district.
- Understand the links between the skills being taught in the classroom and the skills assessed on the SAT Suite.
- Focus instruction on areas where students need to improve, and adjust lesson plans using relevant suggestions for improvement.
- Look at the types of skills assessed in each score band and have students answer sample questions.
- Determine students’ individual skill strengths and weaknesses.

For a deeper analysis and personalized practice recommendations, help students use Official SAT Practice on Khan Academy at satpractice.org.

* Please note: Score bands differ for each assessment. Academic skills listed in Skills Insight for the SAT Suite are vertically aligned across assessments.

	PSAT 8/9	PSAT/NMSQT and PSAT 10	SAT
Test Score Range	6–36	8–38	10–40
Essay	NA	NA	2–8

Reading Score Range 6–14

Academic Skills

Students in this score band are beginning to obtain the basic foundational skills to be college ready.

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- Not all texts are equally complex. Texts that pose more challenge than others tend to have a larger amount of more complex information and ideas, a more intricate structure, a less obvious purpose, and more sophisticated language. To be ready to succeed in college and career, you need to become comfortable with the complexity of texts you are likely to be assigned in your early postsecondary classes. Begin this process by spending time reading moderately challenging texts. These are texts whose information, ideas, structure, purpose, and language require some analysis. Read these texts closely and purposefully, rereading as necessary, and think about what important information is directly stated or clearly indicated as well as what reasonable inferences (conclusions) you can draw from the texts.
- *Textual evidence* refers to the information and ideas you might cite as support (evidence) for the conclusions you draw as you read. Textual evidence is the answer to the “How do you know that?” question that teachers often ask and can come in the form of quotations, facts, figures, examples, and other information and ideas from a text. As you interpret the author’s message when you are reading, think about what textual evidence you would cite to defend your interpretation. If you cannot find adequate evidence, reconsider your interpretation.
- A text’s central idea or theme is the main point the author is trying to make. An author may make several points, but typically one of them is more important than the others. You can think of the central idea or theme as what you would tell someone who asked you what the text you were reading was about. As you read, think about that key message. For many texts, it is possible to sum up the central idea or theme in a single sentence. After you come up with that sentence, compare it to what you know from the text to see whether you have left anything critical out or included anything trivial, and revise the sentence as needed.
- Authors draw many connections between information, ideas, and people (e.g., fictional characters, historical figures) depicted in texts. Among the most important of these are cause-effect, comparison-contrast, and sequential (time, order) relationships. As you read, consider listing or sketching out (as in a graphic organizer) some of those relationships. Whatever format you use, think about such things as causes, effects, similarities, differences, and sequences.
- While there are many ways to figure out the meaning of words and phrases you encounter in your reading (e.g., consulting a dictionary, examining prefixes and suffixes), one important approach involves using context clues—the hints provided by the information and ideas that surround a particular word or phrase in the text. During your reading, when you encounter a word or phrase whose meaning you are unsure of, figure out what you can about the meaning from the surrounding context. Often, “reading around” the word or phrase (a sentence or two before or after) will offer more insight than reading only the sentence containing the word or phrase.
- A well-developed understanding of a topic often requires reading more than one text on the subject. A good starting place when reading multiple texts on the same topic is recognizing when and where these texts say similar and different things. As you read two or more moderately challenging texts on a topic, list or sketch out some of the key similarities and differences between or among the texts. You might begin, for example, by coming up with a word or phrase that describes the attitude of each author toward the topic or noting the central idea of each text.
- Authors of informational texts often use graphics, such as tables, graphs, and charts, to support and illustrate their points. Learning to “read” such graphics is an important skill for college, career, and life. When encountering an informational graphic, look for clues to its meaning and importance in its title; the labels for its rows, lines, bars, or the like; and any explanatory notes. Be sure that you can locate important information in the graphic and make at least simple meaningful comparisons (e.g., recognizing what it means when one bar in a graph is longer than others).

Reading Score Range 15–19

Academic Skills

A typical student in this score band can do the following:

- Read a moderately challenging passage closely to identify explicitly stated information or ideas
- Determine the best textual evidence for a simple inference [COE]
- Identify the central idea or theme of a passage that has a single, clear purpose
- Identify a simple relationship between information, ideas, or people depicted in a passage (e.g., recognizing a basic cause, effect, comparison, contrast, or sequence)
- Determine the meaning of a relatively common word or phrase using clear context clues [WIC]
- Recognize a straightforward similarity or difference in a pair of moderately challenging passages
- Locate data or make a simple accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing the size of two clearly labeled bars representing easy-to-interpret values) [COE]

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- Spend time reading moderately challenging texts. These are texts whose information, ideas, structure, purpose, and language require some analysis. Read these texts closely and purposefully, rereading as necessary, and think about what reasonable inferences you can draw from the texts.
- When you read, look for details, such as examples, in the text that provide support (evidence) for the inferences you draw. For example, if an author suggests that plastic bags are harmful to sea life, look for specific examples in the text that illustrate such harm, and be prepared to cite them as textual evidence in support of your inference. If you cannot find such examples, go back to the text and reconsider your inference.
- When you are reading moderately challenging texts, look closely at the key information and ideas, and then use them to help you determine the central idea or theme—the main message—the authors want to convey. (Authors use a variety of techniques to signal that some information and ideas are more important than others. A key piece of information may appear early in a text or paragraph, but that is not always a reliable test, as sometimes authors build to the points they are making. Look also to see which points authors return to repeatedly or otherwise give the most attention or emphasis to.)
- When you read, look for important connections in the text. Did one event cause another? Are two ideas or people presented as similar or different? Is a series of events presented in chronological order? Focus on these sorts of central questions about relationships in texts.
- *High-utility academic words and phrases* are ones readers encounter frequently in their reading in a range of subjects. (These are different from technical terms, which are specific to particular subjects. You would, for example, likely find *hypothesis* in many sorts of readings, whereas *mitosis* would be found mostly in biology texts.) While knowledge of all kinds of words and phrases is useful, knowledge of high-utility academic words and phrases is particularly so because this vocabulary appears so often in so many different places and is often important in unlocking the meaning of text. Work on developing your vocabulary through reading, vocabulary lessons, and class discussions, paying particular attention to acquiring the meaning(s) of common high-utility academic words and phrases and how their particular meaning is often shaped by the contexts in which they appear. In addition, gain experience with using context and other clues to determine the meaning of figurative expressions you encounter when you read. Authors often use nonliteral expressions, such as similes and metaphors, to convey ideas in vivid, memorable, powerful ways, and understanding them can lend critical insight into an author's message.
- Authors make particular word and phrase choices not only to convey information clearly and precisely but also to achieve specific rhetorical purposes and effects, such as provoking laughter or influencing readers' opinions. When you are reading moderately challenging texts, think about what purpose or effect is likely intended by the choice of words and phrases that seem particularly meaningful or central to the authors' messages.
- *Point of view* and *perspective* are similar terms for the stance that an author or narrator takes in a text. (You may be familiar with narrative points of view, such as third person limited, but *point of view* also has the broader meaning noted above.) When you read literary texts, use close reading strategies to form a general idea of the narrator and to determine what textual clues, such as descriptive details and dialogue, signal about the narrator's feelings, beliefs, and the like. (Remember, too, that the author and narrator are not the same and that a narrator can hold or represent views different from the author's own.) Use similar strategies when you read moderately challenging informational texts to help uncover the authors' stances on the topics they discuss.
- Sometimes authors state their purposes directly. In other cases, readers must infer such purposes using various textual clues, such as an author's choice of words and phrases and the points the author chooses to stress, deemphasize, or even ignore. When you read, look for explicit statements of purpose; when these cannot be found, use close reading strategies and clues such as those noted above to figure out the author's likely intent.
- As you read multiple moderately challenging texts on the same topic, look for similarities and differences among them. For example, certain historical texts may include or leave out various details about the same event. Consider highlighting similarities in one color and differences in another.
- Examine each informational graphic (e.g., table, graph, or chart) you encounter carefully, and be sure you understand what information the graphic is presenting and what the elements of the graphic (such as the bars or lines on a graph) represent. Drawing on this knowledge, locate data and make accurate interpretations, using such features as the graphic's title, axis labels, and legend to aid you.

KEY: COE = Command of Evidence; WIC = Words in Context

Reading Score Range 20–24

Academic Skills

A typical student in this score band can do the following:

- Read a moderately challenging passage closely to draw a reasonable inference
- Determine the best textual evidence for an inference when both evidence and inference are relatively obvious and direct (e.g., a clearly stated fact as evidence for a simple inference) [COE]
- Determine the central idea or theme of a moderately challenging passage
- Determine a straightforward relationship between information, ideas, or people depicted in a passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a common high-utility academic word or phrase, especially when clear context clues are available (e.g., when the passage's topic suggests a likely definition); determine the meaning of a simple figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a moderately challenging passage [WIC]
- Identify the narrator's point of view in a literary passage; determine the author's perspective in a moderately challenging informational passage
- Determine the implicit main purpose of a moderately challenging passage or of one of its paragraphs; identify a clearly indicated main purpose of a complex passage
- Identify a similarity or difference in a pair of moderately challenging passages (e.g., recognizing that a particular detail appears in one passage but not in the other)
- Locate data or make a straightforward accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing the sizes of numerous bars; determining which of two lines, each revealing a clear trend, represents a generally higher value) [COE]

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- Spend time reading complex texts. These are texts that can be difficult to understand at first because their information, ideas, structure, purpose, and language are likely to be challenging, may be unfamiliar, and will require careful analysis. Read these texts closely and purposefully, rereading as necessary, and focus on identifying key information that is stated directly in the texts. Then, think about what reasonable inferences you can draw from the texts.
- When you read, look for the ideas, points, or claims the text is presenting, and look for and analyze details in the text that can support the inferences you draw about them. Determine what evidence provides the best support for a given inference. Check your interpretation by identifying all possible evidence and making sure you can determine what evidence stands out as providing particularly effective support for that inference. If you cannot find good, sufficient evidence, go back to the text and reconsider your inference.
- When you are reading complex texts, look closely at the key information and ideas, and then use them to help you determine the central idea or theme the authors want to convey.
- When you read, look for the connections the author draws between information, ideas, and people depicted in the text. Among the most important of these are cause-effect, comparison-contrast, and sequential relationships. Pay attention to words that signal such relationships, such as *because*, *differs*, and *then*.
- *High-utility academic words and phrases*—vocabulary found frequently in readings across a range of subjects—are especially valuable to know when trying to unlock the meaning of texts. Work on developing your vocabulary through reading, vocabulary lessons, and class discussions, paying particular attention to acquiring the meaning(s) of relatively common high-utility academic words and phrases and how their particular meaning is often shaped by the contexts in which they appear. Also, underline or highlight figurative (nonliteral) expressions in texts, and use context clues to help determine their meaning.
- When you are reading complex texts, pay close attention to the specific word and phrase choices authors make, and consider what purpose or effect is being sought. Keep in mind when reading texts of any sort that the purpose or effect of word and phrase choice may be somewhat subtle, such as when an author chooses words and phrases to express a particular emotion. For example, consider how the connotation changes if an author chooses the word *catastrophic* instead of *damaging* or *serious* to characterize an event.
- When you read, think about how a particular part of a text, such as a sentence, relates to and furthers the purpose of the text as a whole. Consider, for example, whether a certain detail illustrates a larger idea or provides a fact in support of it.
- When reading complex texts, keep in mind that authors sometimes refrain from stating points of view or perspectives directly and instead rely on the reader to draw reasonable inferences. Also keep in mind that authors and narrators sometimes convey points of view or perspectives that are not their own, such as those of characters in a literary text who disagree with the main character or experts cited in an informational text who hold views different than the author's own. Use textual clues, such as the main character's reactions or an author's challenge to a point, to help determine an author's or narrator's basic stance and to distinguish that stance from others that may be presented in the text.
- When reading complex texts, look for explicit statements of purpose; when those cannot be found (or when the real purpose seems to diverge from the stated purpose), use close reading strategies and such clues as word and phrase choice, emphasis, and tone, to figure out an author's likely intent.
- As you read multiple complex texts on the same topic, look for similarities and differences in how authors present information or ideas. For example, you may notice that one author stresses the importance of a historical event that other authors downplay or takes a particular stance that differs markedly from that of most other authors. (Whether this is good or bad requires careful judgment.) Consider highlighting similarities in one color and differences in another.
- Examine each informational graphic (e.g., table, graph, or chart) you encounter carefully. Drawing on the knowledge you gain, locate data and make accurate interpretations, including determining the graphic's overall purpose and summarizing clear trends. It is also important to be able to draw connections between the data in the graphic and the accompanying text. A good place to start is by identifying places in the text where the author presents and analyzes data from the graphic and then tracing basic relationships between the two presentations of data, such as noting where the data an author describes in words can be found in a table.

KEY: COE = Command of Evidence; WIC = Words in Context

Reading Score Range 25–29

Academic Skills

A typical student in this score band can do the following:

- Read a complex passage closely to identify explicitly stated information or ideas or to draw a relatively simple reasonable inference
- Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis [COE]
- Determine the central idea or theme of a complex passage
- Determine a relationship between information, ideas, or people depicted in a passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a relatively common high-utility academic word or phrase in context; determine the meaning of a straightforward figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a complex passage or in a simpler passage when the purpose or effect is somewhat subtle (e.g., an author using words to convey a particular emotion) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole when the purpose is straightforward (e.g., providing an example or factual support)
- Draw a straightforward reasonable inference about point of view or perspective in a complex passage (e.g., identifying the impact of a technique the author uses to shape point of view in a literary passage; distinguishing among the multiple perspectives in an informational passage)
- Determine the main purpose of a complex passage
- Establish a similarity or difference in how authors present information or ideas (e.g., in terms of point of view, structure, or relationships) in a pair of complex passages
- Locate data or make an accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., drawing a valid conclusion based on an understanding of a bar graph's overall purpose; summarizing a clear trend from several data points); draw a straightforward supportable connection between a graphic and its accompanying passage (e.g., determining a graphic's clear main purpose and finding a matching assertion in the passage) [COE]

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- Spend time reading complex texts. These are texts that can be difficult to understand at first because their information, ideas, structure, purpose, and language are likely to be challenging, may be unfamiliar, and will require careful analysis. Read these texts closely and purposefully, rereading as necessary, in order to draw reasonable inferences from the texts.
- When you read, pay close attention when texts require you to make inferences. After you draw those inferences, look for and analyze information and ideas in the text that support them. Determine what evidence provides the best support for a given inference. Check your interpretation by identifying all possible evidence and making sure you can determine what evidence stands out as providing particularly effective support for that inference. If you cannot find good, sufficient evidence, go back to the text and reconsider your inference.
- When you are reading complex texts, keep in mind that such texts often contain several important ideas. Consider these ideas carefully, and try to "rank" them in terms of importance to the text. The highest-ranked one(s) will likely be the central idea(s) or theme(s).
- When you read, practice summarizing the text by restating the important information and ideas in only a few sentences. Reread the text to verify that your summary is a good one. It should contain all and only the most important information and ideas, presented in the order in which they appear in the text, and leave out minor points and details. Revise your summary as necessary.
- When you are reading complex texts, keep in mind that the connections the author draws between information, ideas, and people depicted in the text, such as cause-effect, comparison-contrast, and sequential relationships, will require careful analysis. Pay attention to words and phrases that signal such relationships, such as *on the other hand*, *as a result*, and *subsequently*.
- *High-utility academic words and phrases*—vocabulary found frequently in readings across a range of subjects—are especially valuable to know when trying to unlock the meaning of texts. Work on developing your vocabulary through reading, vocabulary lessons, and class discussions, paying particular attention to acquiring the meaning(s) of relatively uncommon high-utility academic words and phrases and how their particular meaning is often shaped by the contexts in which they appear. Also, use close reading strategies to determine the meaning of challenging figurative expressions, such as analogies.
- When you are reading complex texts, pay close attention to the specific word and phrase choices authors make, and consider what purpose or effect is being sought. Keep in mind when reading texts of any sort that the purpose or effect of word and phrase choice may be fairly subtle or complex, such as when an author uses wordplay or parody to convey attitude.
- When you read, think about how particular parts of a text, such as one or more sentences, relate to and further the purpose of the text as a whole. Consider, for example, whether a certain detail illustrates a larger idea or calls that idea into question.
- When reading complex texts, keep in mind that authors often refrain from stating points of view or perspectives directly and instead rely on the reader to draw reasonable inferences. Also keep in mind that texts, especially more sophisticated ones, often contain multiple points of view or perspectives, some of which may be in conflict with one another, and that point of view or perspective may shift as, say, new topics or characters are introduced. Use textual clues, such as characterizing words and phrases (e.g., *undeniably*, *apparently*) and the interactions multiple characters have, to help determine an author's or narrator's stance and to distinguish that stance from others that may be presented in the text. Use text features, such as section and chapter breaks, and other clues to help identify shifts in point of view or perspective.
- When reading complex texts (or texts of any sort), pay close attention not only to the likely purpose of the text as a whole but also to the main purpose of individual paragraphs or sections. As with the main purpose of texts, the main purpose of one or more paragraphs or sections is sometimes stated and sometimes only implied. When considering purpose at either the whole-text or paragraph/section level, think in rhetorical terms, such as *support*, *persuade*, and *call into question*.
- When you are reading complex arguments (or arguments of any sort), pay close attention to the main elements of an argument. These include *claims* (assertions an author is trying to convince readers of), *counterclaims* (assertions the author is trying to challenge or disprove), *reasoning* (the author's analysis), and *evidence* (facts, details, examples, and the like the author uses to support claims and to support or challenge counterclaims). Use close reading strategies similar to those for determining central ideas in informative or explanatory texts to discern claims and counterclaims. When assessing an author's reasoning, look for strengths as well as gaps, unstated (and possibly unsupported) assumptions, signs of bias, and the like that point to weaknesses. Analyze the evidence an author uses to support a claim or to support or challenge a counterclaim, and assess whether that evidence is both relevant and adequate to be convincing.
- As you read multiple complex texts on the same topic, look for similarities and differences in the positions the authors take. Such comparisons and contrasts can take many forms. One approach you can try is to think about how one author might respond to another on an uncertain or controversial point. To this end, consider annotating each author's stance on such a point and then comparing and contrasting the results.
- Examine each informational graphic (e.g., table, graph, or chart) you encounter carefully. Drawing on the knowledge you gain, make accurate interpretations, including comparing results in terms of two variables and considering the implications of the data. Draw connections between the data in the graphic and the accompanying text. Consider, for example, how specific pieces of data can be represented in terms of the concepts and language of the passage. (To take a simple illustration, a table may include separate values for "bananas," "apples," and "mangoes" that the accompanying text combines under the broader heading of "fruit.")

KEY: COE = Command of Evidence; WIC = Words in Context

Reading Score Range 30–34

Academic Skills

A typical student in this score band can do the following:

- Read a complex passage closely to draw a reasonable inference
- Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis and the inference requires close reading [COE]
- Determine the central idea or theme of a complex passage that features several important ideas
- Recognize an accurate summary
- Determine a relationship between information, ideas, or people depicted in a complex passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a relatively uncommon high-utility academic word or phrase in context; determine the meaning of a moderately challenging figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a complex passage or in a simpler passage when the purpose or effect is fairly subtle or complex (e.g., an author using wordplay or parody) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole
- Draw a reasonable inference about point of view or perspective in a complex passage (e.g., identifying where point of view switches in a literary passage; distinguishing among conflicting perspectives in an informational passage)
- Determine the main purpose of a complex passage or of one of its paragraphs
- Determine a claim or counterclaim in a complex argument; analyze a subtle argumentative technique (e.g., an application of a principle) or flaw (e.g., an author using weak reasoning in support of a claim)
- Compare two authors' positions in a pair of complex passages (e.g., determining the extent to which two authors agree or disagree about a claim)
- Make an accurate, somewhat subtle or complex interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing results in terms of two variables; recognizing an implication of the values represented on a table); draw a supportable connection between a graphic and its accompanying passage (e.g., characterizing a broad trend exhibited in a graph using the concepts and language of the passage) [COE]

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- Spend time reading highly complex texts. These are texts that can be difficult even for very skilled readers because their information, ideas, structure, purpose, and language are likely to be significantly challenging, are often unfamiliar, and will require sophisticated analysis. Read these texts closely and purposefully, rereading as necessary, and focus on key information that is stated directly in the text as well as what reasonable inferences you can draw from the texts.
- Especially challenging texts often require you to make subtle or complex inferences. In addition, the textual evidence you may need to draw on to support those inferences is sometimes subtle, abstract, or figurative. When you are reading these texts, draw your own inferences and then analyze the text to identify the evidence that supports those inferences (or vice versa). Remember, the evidence might not be directly stated, and you may need to interpret the text carefully. Determine what evidence provides the best support for a given inference. Check your interpretation by identifying all possible evidence and making sure you can determine what evidence stands out as providing particularly effective support. If you cannot find good, sufficient evidence, go back to the text and reconsider your inference.
- When you are reading highly complex texts, keep in mind that such texts typically contain several important ideas. Consider these ideas carefully, and try to "rank" them in terms of importance to the text.
- When you are reading highly complex texts, keep in mind that such texts often require readers to make meaning from subtle or complex connections, such as cause-effect, comparison-contrast, and sequential relationships, between information, ideas, or people depicted in the texts. Pay close attention to words, phrases, and sentences that signal such relationships, and check your understanding by annotating the text or using a graphic organizer to represent the relationships visually.
- *High-utility academic words and phrases*—vocabulary found frequently in readings across a range of subjects—are especially valuable to know when trying to unlock the meaning of texts. Work on developing your vocabulary through reading, vocabulary lessons, and class discussions, paying particular attention to acquiring the meaning(s) of uncommon high-utility academic words and phrases and how their particular meaning is often shaped by the contexts in which they appear. Keep in mind that word meaning can shift over time, so that a word or phrase appearing in a text from an earlier time period may be used differently than is common today; use context clues (and references, such as dictionaries, as needed) to help you ascertain the intended meaning. Also, use close reading strategies to help determine the meaning of subtle or complex figurative expressions, such as extended metaphors.
- When you are reading highly complex texts, pay close attention to the specific word and phrase choices authors make, and consider what purpose or effect is being sought. Keep in mind when reading texts of any sort that the purpose or effect of word and phrase choice may be subtle or complex, such as when an author establishes meaning through tone via understatement, exaggeration, or sarcasm.
- When you read, think about how particular parts of a text, such as one or more sentences, relate to and further the purpose of the text as a whole. Keep in mind that the relationships may be subtle or complex, such as when rhetorical questions serve to underline what the author believes to be self-evidently true and unquestionable.
- When reading complex or highly complex texts, keep in mind that authors often refrain from stating points of view or perspectives directly and instead rely on the reader to draw reasonable inferences. Also keep in mind that texts, especially more sophisticated ones, often contain multiple points of view or perspectives, some of which may be in conflict with one another, and that point of view or perspective may shift as, say, new topics or characters are introduced. Use textual clues, such as the credibility or unreliability with which an author seems to imbue a character or the weight an author seems to give to one or another opinion, as signals to an author's or narrator's stance and to help distinguish that stance from others that may be presented in the text. Check your understanding by annotating the text or using a graphic organizer to represent the relationships visually. Use text features, such as section and chapter breaks, and other clues to help identify shifts in point of view or perspective.
- When reading highly complex texts (or texts of any sort), pay close attention not only to the likely purpose of the text as a whole but also to the main purpose of individual paragraphs or sections. As with the main purpose of texts, the main purpose of one or more paragraphs or sections is sometimes stated and sometimes only implied. When considering purpose at either the whole-text or paragraph/section level, think in rhetorical terms, such as *support*, *persuade*, and *call into question*.
- As you read multiple highly complex texts on the same topic, look for similarities and differences in the positions the authors take. Keep in mind that in texts of this complexity, authors' positions are likely to be sophisticated and nuanced. Determine as much as you can about each author's position, and look for textual evidence showing the extent to which the positions are similar or different. Assess the extent to which the authors agree or disagree philosophically as well as on particular uncertain or controversial points. Check your understanding by annotating the texts or using a graphic organizer to represent the relationships visually.
- Examine each informational graphic (e.g., table, graph, or chart) you encounter carefully. When the graphic and its data are complex or extensive, work on making accurate interpretations by attending closely to the graphic's elements while keeping in mind its overall purpose (which may be signaled in the title, legend, and/or explanatory notes). Draw subtle or complex connections between the data in the graphic and the accompanying text. Consider, for example, how the graphic's data can be summarized in terms of the concepts and language of the passage.

KEY: COE = Command of Evidence; WIC = Words in Context

Reading Score Range 35–40

Academic Skills

A typical student in this score band can do the following:

- Read a highly complex passage closely to identify explicitly stated information or ideas or to draw a reasonable inference
- Determine the best textual evidence for an inference when the evidence is subtle, abstract, or figurative and the inference requires multiple steps [COE]
- Determine the central idea or theme of a highly complex passage
- Determine a relationship between information, ideas, or people depicted in a highly complex passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of an uncommon high-utility academic word or phrase in context, including an archaic usage found in a text from an earlier time period; determine the meaning of a subtle or complex figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a highly complex passage or in a simpler passage when the purpose or effect is subtle or complex (e.g., an author establishing meaning chiefly through tone via understatement, exaggeration, or sarcasm) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole when the purpose is subtle or complex (e.g., an author using rhetorical questions to indicate self-evident truths)
- Draw a nuanced inference about point of view or perspective in a complex or highly complex passage (e.g., tracing a subtle shift in point of view in a literary passage; associating particular opinions with the individuals who hold them in an informational passage)
- Determine the main purpose of a highly complex passage or of one of its paragraphs
- Compare two authors' positions in a pair of highly complex passages or in a simpler pair when the comparison is subtle or complex (e.g., determining the extent to which two authors agree or disagree philosophically)
- Make an accurate subtle or complex interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing results in terms of three or more variables; determining which individual bars in a bar graph ["paid vacation," "health insurance"] can reasonably be considered part of an overarching category ["job benefits"]); draw a subtle or complex supportable connection between a graphic and its accompanying passage (e.g., summarizing the results displayed in a table using the concepts and language of the passage) [COE]

Suggestions for Improvement

This is the top score band, and students who score at this level will likely have mastered the skills and knowledge listed at all earlier levels. However, the ability to independently read and understand texts of all sorts and complexities is a skill that must be practiced often. We encourage you to continue to engage in academic reading, review the skills and suggestions listed in the 25–29 and 30–34 score bands, and explore the Official SAT Practice at satpractice.org.

KEY: COE = Command of Evidence; WIC = Words in Context

Writing and Language Score Range 6–14

Academic Skills

Students in this score band are beginning to obtain the basic foundational skills to be college ready.

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- In drafting and revising, provide basic support for a point or claim (e.g., by offering a fact or an example).
- In revising, use an understanding of the basic purpose of a text or paragraph to delete information and ideas that are clearly irrelevant to that purpose.
- In drafting and revising, determine the basic relationship of information in a paragraph in order to make effective decisions about organizing that information (e.g., grouping related ideas together).
- In drafting and revising, craft an introduction to a paragraph that appropriately reflects that paragraph's main topic. In addition, use simple transitional words and phrases to establish basic relationships among information and ideas, such as using *for instance* to signal a forthcoming example.
- In drafting and revising, use vocabulary knowledge and an understanding of particular contexts to make straightforward word and phrase choices.
- In revising, eliminate obvious wordiness or redundancy within a single expression (e.g., *moving quickly and rapidly*).
- In revising, combine sentences in relatively simple ways and to achieve relatively simple purposes, such as refining clearly awkward or repetitive language to improve the flow of ideas.
- In drafting and editing, form conventional, complete sentences, recognizing and correcting clear and substantial disruptions in structure, such as obvious comma splices, faulty parallelism in simple series, and nonstandard relative adverbs and pronouns (e.g., *a place where* rather than *a place when*).
- In drafting and editing, use an understanding of particular contexts to make basic verb tense decisions (e.g., deciding whether past or present tense is needed and then maintaining a consistent tense throughout the text).
- In drafting and editing, maintain subject-verb and pronoun-antecedent agreement in straightforward situations, such as when the number of the subject is clearly singular or plural and when subject and verb are close to each other in the sentence.
- In drafting and editing, use conventional expression in straightforward situations, such as recognizing and correcting a confusingly worded expression, using a preposition to signal a simple relationship (e.g., direction), and selecting appropriately between common words that are frequently confused (e.g., *to* and *too*).
- In drafting and editing, determine when particular contexts call for singular or plural possessive nouns and for plural or possessive nouns.
- In drafting and editing, appropriately punctuate items in a series, such as a three-item series of nouns with accompanying adjectives (e.g., *a blue car, a yellow car, and a red car*).
- In drafting and editing, use commas to set off simple nonrestrictive elements (e.g., *Her mother, a dentist, worked long hours*).
- In editing, eliminate disruptive punctuation (e.g., between a verb and its direct object).

Writing and Language Score Range 15–19

Academic Skills

Students in this score band are beginning to obtain the basic foundational skills to be college ready.

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- In drafting and revising, provide basic support for a point or claim (e.g., by offering a fact or an example).
- In revising, use an understanding of the basic purpose of a text or paragraph to delete information and ideas that are clearly irrelevant to that purpose.
- In drafting and revising, determine the basic relationship of information in a paragraph in order to make effective decisions about organizing that information (e.g., grouping related ideas together).
- In drafting and revising, craft an introduction to a paragraph that appropriately reflects that paragraph's main topic. In addition, use simple transitional words and phrases to establish basic relationships among information and ideas, such as using *for instance* to signal a forthcoming example.
- In drafting and revising, use vocabulary knowledge and an understanding of particular contexts to make straightforward word and phrase choices.
- In revising, eliminate obvious wordiness or redundancy within a single expression (e.g., *moving quickly and rapidly*).
- In revising, combine sentences in relatively simple ways and to achieve relatively simple purposes, such as refining clearly awkward or repetitive language to improve the flow of ideas.
- In drafting and editing, form conventional, complete sentences, recognizing and correcting clear and substantial disruptions in structure, such as obvious comma splices, faulty parallelism in simple series, and nonstandard relative adverbs and pronouns (e.g., *a place where* rather than *a place when*).
- In drafting and editing, use an understanding of particular contexts to make basic verb tense decisions (e.g., deciding whether past or present tense is needed and then maintaining a consistent tense throughout the text).
- In drafting and editing, maintain subject-verb and pronoun-antecedent agreement in straightforward situations, such as when the number of the subject is clearly singular or plural and when subject and verb are close to each other in the sentence.
- In drafting and editing, use conventional expression in straightforward situations, such as recognizing and correcting a confusingly worded expression, using a preposition to signal a simple relationship (e.g., direction), and selecting appropriately between common words that are frequently confused (e.g., *to* and *too*).
- In drafting and editing, determine when particular contexts call for singular or plural possessive nouns and for plural or possessive nouns.
- In drafting and editing, appropriately punctuate items in a series, such as a three-item series of nouns with accompanying adjectives (e.g., *a blue car, a yellow car, and a red car*).
- In drafting and editing, use commas to set off simple nonrestrictive elements (e.g., *Her mother, a dentist, worked long hours*).
- In editing, eliminate disruptive punctuation (e.g., between a verb and its direct object).

Writing and Language Score Range 20–24

Academic Skills

A typical student in this score band can do the following:

- Use supporting information to achieve a simple purpose (e.g., providing a short list of examples introduced by *for instance*) [COE, EOI]
- Delete information or ideas that are obviously irrelevant to the main focus of a paragraph or passage (e.g., eliminating a detail that has no apparent relationship to a passage's topic) [COE, EOI]
- Order the sentences in a paragraph to achieve a simple purpose (e.g., grouping related information together; establishing a basic chronology) [EOI]
- Introduce a paragraph that has a clear, well-defined focus [EOI]
- Use a transitional word or phrase to establish a simple logical relationship between sentences (e.g., indicating sharp contrast) [EOI]
- Make an effective word or phrase choice in a straightforward situation (e.g., using a common but still appropriate expression instead of an awkward or meaningless one) [WIC, EOI]
- Eliminate obvious wordiness or redundancy within a portion of a sentence (e.g., removing repetition within a short phrase) [WIC, EOI]
- Combine sentences in a relatively simple way (e.g., making a second sentence into a relative clause of the first) or to achieve a relatively simple purpose (e.g., eliminating obvious awkwardness or repetition) [WIC, EOI]
- Form conventional, complete sentences, recognizing and correcting a clear and substantial disruption in structure (e.g., eliminating an obvious comma splice; correcting a lack of parallelism in a simple series; replacing a nonstandard relative adverb or pronoun with a standard one [*a place where* rather than *a place when*]) [SEC]
- Recognize and correct an obviously inappropriate shift in verb tense (e.g., using present tense when the context clearly calls for past tense) [SEC]
- Maintain subject-verb or pronoun-antecedent agreement in a straightforward situation (e.g., ensuring agreement between subject and verb when the number of the subject is clear and the subject and verb appear close together in the sentence) [SEC]
- Use conventional expression in a straightforward situation (e.g., recognizing and correcting a nonsensical expression; choosing a preposition that establishes a logical relationship, such as *with* or *for*); choosing appropriately between common words that are frequently confused, such as *to* and *too*) [SEC]
- Distinguish between singular and plural possessive nouns and between plural and possessive nouns [SEC]
- Appropriately punctuate items in a series (e.g., a three-item series of nouns with accompanying adjectives) [SEC]
- Use commas to set off a simple nonrestrictive element (e.g., a phrase describing the person just named) [SEC]
- Eliminate obviously unnecessary and disruptive punctuation (e.g., between a verb and its direct object) [SEC]

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- In reading, identify the ways authors use signals such as topic sentences or transitional phrases (e.g., *for example*, *in contrast*) to guide the reader and provide structure to the text. Employ similar techniques in drafting and revising.
- In drafting and revising, use supporting information to achieve a specific purpose, such as providing a cause for an effect or evidence for a claim.
- In revising, delete information and ideas that are irrelevant to a paragraph or text, such as a detail that interrupts an explanation or that notably strays from the main topic.
- In drafting and revising, demonstrate understanding of an informational graphic (e.g., a table, graph, or chart) by accurately describing important data it contains.
- In drafting and revising, order the sentences in a paragraph to achieve a specific purpose, such as repositioning a supporting detail immediately after a sentence that makes a claim.
- In drafting and revising, craft introductions and conclusions appropriate for a text's content and purpose. In addition, use transitional words and phrases to establish logical relationships between sentences, such as indicating a sequence, suggesting a contrast, or introducing a definition.
- In drafting and revising, use vocabulary knowledge and an understanding of particular contexts to make effective word and phrase choices.
- In revising, eliminate wordiness or redundancy within a sentence, such as when adjectives with the same meaning or very similar meanings (e.g., *fast* and *quick*) are used to describe the same thing.
- In drafting and revising, maintain a consistent style and tone within a text, revising language that is clearly too informal or formal for the context.
- In revising, experiment with various ways of combining sentences to achieve specific purposes, such as improving logic, clarity, or the flow of ideas.
- In drafting and editing, form conventional, complete sentences, recognizing and correcting disruptions in structure, such as unintentional and ineffective sentence fragments, faulty parallelism, and unclear relationships between introductory and main clauses.
- In drafting and editing, use an understanding of particular contexts to determine appropriate verb tense and pronoun person and number.
- In editing, recognize and correct vague or ambiguous pronouns.
- In drafting and editing, maintain subject-verb and pronoun-antecedent agreement in somewhat challenging situations, such as when a short phrase intervenes between subject and verb.
- In drafting and editing, use conventional expression in somewhat challenging situations, such as appropriately completing a phrasal verb (e.g., using *go against* instead of *go after* to indicate opposition) and selecting appropriately between less common words that are frequently confused, such as *effect* and *affect*.
- In drafting and editing, determine when particular contexts call for singular, singular possessive, plural, and plural possessive nouns.
- In drafting and editing, use punctuation to set off nonrestrictive elements, and eliminate punctuation incorrectly setting off restrictive elements.
- In editing, eliminate unnecessary punctuation in somewhat challenging situations, such as between a noun and a preposition or between a verb and a clause serving as its object.

KEY: COE = Command of Evidence; EOI = Expression of Ideas; SEC = Standard English Conventions; WIC = Words in Context

Writing and Language Score Range 25–29

Academic Skills

A typical student in this score band can do the following:

- Clarify an aspect of the structure of a paragraph or passage (e.g., using a phrase to preview examples that follow in subsequent sentences) [COE, EOI]
- Use supporting information to achieve a straightforward purpose (e.g., providing a cause for an effect; offering direct evidence for a claim) [COE, EOI]
- Delete information or ideas that are clearly irrelevant to a paragraph or passage (e.g., eliminating a detail that interrupts an explanation or that significantly digresses from the main topic) [COE, EOI]
- Use a general understanding of an informational graphic, such as a table, graph, or chart, to revise a passage (e.g., drawing on knowledge of what a graph's bars represent to improve the accuracy of a passage's description of the graph) [COE, EOI]
- Order the sentences in a paragraph to achieve a straightforward purpose (e.g., repositioning a supporting detail immediately after a sentence that makes a claim) [EOI]
- Introduce or conclude a paragraph or passage based on a general understanding of its content and purpose (e.g., adding a conclusion that restates the passage's main claim) [EOI]
- Use a transitional word or phrase to establish a straightforward logical relationship between sentences (e.g., indicating a sequence, suggesting a contrast, introducing a definition) [EOI]
- Make an effective word or phrase choice based on vocabulary knowledge and an understanding of the context (e.g., recognizing when a particular adjective does or does not meaningfully describe a person or object) [WIC, EOI]
- Eliminate wordiness or redundancy within a sentence (e.g., recognizing when adjectives with the same meaning or very similar meanings, such as *fast* and *rapid*, are used to describe the same thing) [WIC, EOI]
- Maintain a basic consistency in style and tone within a passage (e.g., revising language that is clearly too informal or formal for the context) [WIC, EOI]
- Combine sentences in a straightforward way (e.g., making a second sentence into a prepositional phrase of the first) or to achieve a straightforward purpose (e.g., establishing a logical arrangement of sentence elements) [WIC, EOI]
- Form conventional, complete sentences, recognizing and correcting a disruption in structure (e.g., eliminating an obvious, rhetorically inappropriate fragment; maintaining parallelism in a simple series of phrases; establishing a clear relationship between an introductory and main clause) [SEC]
- Determine appropriate verb tense or pronoun person and number on the basis of an understanding of the context (e.g., recognizing and correcting an inappropriate shift from past tense to present or past perfect tense; making a needed shift from past to present tense to signal a change in time frame; correcting an inappropriate shift from third person *they* to second person *you*) [SEC]
- Recognize and correct an obviously vague or ambiguous pronoun (e.g., replacing a pronoun without a clear antecedent with the appropriate noun) [SEC]
- Maintain subject-verb or pronoun-antecedent agreement in a somewhat challenging situation (e.g., ensuring agreement between subject and verb when a short phrase intervenes) [SEC]
- Use conventional expression in a somewhat challenging situation (e.g., choosing the preposition that appropriately completes a phrasal verb, such as *call off* rather than *call up* or *call on* to indicate cancellation; selecting appropriately between less common words that are frequently confused, such as *affect* and *affect*) [SEC]
- Distinguish among singular, singular possessive, plural, and plural possessive nouns [SEC]
- Use punctuation to set off a nonrestrictive element (e.g., an interrupting phrase); eliminate punctuation inappropriately setting off a simple restrictive element (e.g., a job title that precedes a person's name) [SEC]
- Eliminate unnecessary punctuation in a somewhat challenging situation (e.g., between a noun and a preposition; between a verb and a clause serving as its object) [SEC]

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- In drafting and revising, establish and clarify the structure of a paragraph or text. For example, add a sentence to create context for a paragraph's discussion or to present a claim that the paragraph subsequently supports.
- In drafting and revising, use supporting information, such as a specific, relevant example or an appropriate quotation, to develop a point or claim logically.
- In revising, make thoughtful decisions about adding, revising, or deleting information and ideas in order to sharpen the focus of a paragraph or text.
- In drafting and revising, incorporate data from an informational graphic (e.g., a table, graph, or chart) in an accurate, relevant way.
- In revising, look for and correct critical problems of logic or cohesion, such as a gap in a chronological sequence or the lack of an effective transition between ideas. Consider adding or reordering sentences as ways to address these issues.
- In drafting and revising, craft introductions and conclusions based on a text's content and purpose. In addition, use transitional words, phrases, clauses, and sentences to establish logical relationships between sentences and paragraphs.
- In drafting and revising, use a well-developed vocabulary and an understanding of particular contexts to make nuanced word and phrase choices.
- In revising, look for and eliminate relatively subtle wordiness or redundancy within a sentence or between sentences, such as when information overexplains a concept.
- In drafting and revising, use an understanding of a particular context to make thoughtful decisions about style and tone, maintaining consistency and achieving particular rhetorical aims (e.g., choosing language that sets a particular mood).
- In revising, combine sentences to accomplish a relatively subtle purpose, such as using an appropriate conjunction to establish a logical relationship or blending elements of two sentences to improve logic and flow.
- In drafting and editing, form conventional, complete sentences, recognizing and correcting relatively subtle disruptions in structure, such as rhetorically inappropriate fragments created by the nonstandard use of semicolons, faulty parallelism in series of phrases, problematic conjunctions in sophisticated or long sentences, and obvious dangling modifiers.
- In drafting and editing, use a well-developed understanding of particular contexts to determine appropriate verb tense and mood and pronoun person and number.
- In editing, use an understanding of particular contexts to recognize and correct vague or ambiguous pronouns.
- In drafting and editing, carefully distinguish among the possessive determiners *its* and *their*, the contractions *it's* and *they're*, and the adverb *there*.
- In drafting and editing, maintain subject-verb agreement and pronoun-antecedent agreement in challenging situations, such as when a clause or multiple short phrases intervene between a subject and verb and possibly suggest a different number for the verb than the subject warrants.
- In drafting and editing, use conventional expression in challenging situations, such as selecting appropriately between relatively uncommon words that are frequently confused (e.g., *discrete* and *discreet*).
- In drafting and editing, use an understanding of particular contexts to make careful distinctions among singular, singular possessive, plural, and plural possessive nouns.
- In drafting and editing, use an understanding of particular contexts and of the difference between restrictive and nonrestrictive elements to make informed decisions about how or whether to use punctuation to set off one or more sentence elements.
- In editing, eliminate unnecessary punctuation in challenging situations, such as between a long subject and the predicate or after a word or phrase, such as *including*, that sets up a list of examples.

KEY: COE = Command of Evidence; EOI = Expression of Ideas; SEC = Standard English Conventions; WIC = Words in Context

Writing and Language Score Range 30–34

Academic Skills

A typical student in this score band can do the following:

- Establish and clarify the structure of a paragraph or passage (e.g., adding a sentence to frame a paragraph's discussion or to present a claim that the paragraph subsequently supports) [COE, EOI]
- Use supporting information to develop a point or claim logically (e.g., offering a specific, relevant example; using a quotation that clarifies a concept or observation) [COE, EOI]
- Sharpen the focus of a paragraph or passage by making a thoughtful decision about adding, revising, or deleting information or ideas (e.g., eliminating material that is broadly relevant to a topic but that is poorly placed or integrated) [COE, EOI]
- Locate or interpret data in an informational graphic, such as a table, graph, or chart, and incorporate them in a passage in an accurate, relevant way (e.g., identifying the value in a table that is associated with a particular condition; distinguishing between accurate and inaccurate interpretations and between information relevant and irrelevant to a particular question or issue) [COE, EOI]
- Place or order sentences in a paragraph to address a critical issue of logic or cohesion (e.g., adding a sentence to fill a discernible gap in a chronological sequence; repositioning a sentence to provide a needed transition between ideas) [EOI]
- Introduce or conclude a passage or paragraph based on an understanding of its content and purpose (e.g., ensuring that a passage's conclusion offers an adequate sense of closure; achieving a particular rhetorical aim, such as suggesting implications of the findings discussed in the passage) [EOI]
- Use a transitional word, phrase, clause, or sentence to establish a logical relationship between sentences or paragraphs (e.g., signaling a shift in emphasis or focus) [EOI]
- Make a nuanced word or phrase choice based on well-developed vocabulary knowledge and an understanding of the context (e.g., distinguishing among relatively uncommon words that have similar denotations but differing connotations or uses) [WIC, EOI]
- Eliminate relatively subtle wordiness or redundancy within a sentence or between sentences (e.g., recognizing when information overexplains a concept and correcting accordingly; deleting repetition involving fairly sophisticated language) [WIC, EOI]
- Make a thoughtful decision about style and tone in a passage based on an understanding of the context (e.g., revising language that is too informal or formal in a fairly challenging context; achieving a particular rhetorical aim, such as establishing a particular sentence pattern or choosing language that sets a contextually appropriate mood) [WIC, EOI]
- Combine sentences to accomplish a relatively subtle purpose (e.g., inserting a conjunction to establish a logical relationship; blending elements of two sentences to improve logic and flow) [WIC, EOI]
- Form conventional, complete sentences, recognizing and correcting a relatively subtle disruption in structure (e.g., eliminating a rhetorically inappropriate fragment created by the use of a semicolon; maintaining parallelism in a series of phrases; choosing or eliminating a conjunction based on an understanding of the syntax of a relatively sophisticated or long sentence; correcting an obvious dangling modifier) [SEC]
- Determine appropriate verb tense and mood or pronoun person and number on the basis of a well-developed understanding of the context (e.g., making a needed shift into conditional mood to suggest a possible but not certain outcome) [SEC]
- Recognize and correct a vague or ambiguous pronoun based on an understanding of the context (e.g., replacing an ambiguous pronoun with a noun after a close reading to determine what the appropriate noun should be) [SEC]
- Make careful distinctions among the possessive determiners *its* and *their*, the contractions *it's* and *they're*, and the adverb *there* [SEC]
- Maintain subject-verb or pronoun-antecedent agreement in a challenging situation (e.g., ensuring agreement between subject and verb when a clause or multiple short phrases intervene and possibly suggest a different number for the verb than the subject warrants) [SEC]
- Use conventional expression in a challenging situation (e.g., selecting appropriately between relatively uncommon words that are frequently confused, such as *discrete* and *discreet*) [SEC]
- Make careful distinctions among singular, singular possessive, plural, and plural possessive nouns based on an understanding of the context (e.g., noting that the article *the* establishes that the noun it precedes is singular or singular possessive) [SEC]
- Make an informed decision about how or whether to use punctuation to set off one or more sentence elements based on an understanding of the context (e.g., determining whether an element is restrictive or nonrestrictive through a close reading of the context and then punctuating or not punctuating accordingly; using matching punctuation, such as two commas rather than a comma and a dash, to set off a nonrestrictive element) [SEC]
- Eliminate unnecessary punctuation in a challenging situation (e.g., between a long subject and the predicate; after a word or phrase, such as *including*, that sets up a list of examples) [SEC]

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- In drafting and revising, make sophisticated decisions relating to the structure of a paragraph or text in which the content and language are complex. For example, use a clause to set up information when the content is complex, the language is challenging, and the link between the clause and information is subtle.
- In drafting and revising, use supporting information to develop a point or claim logically, demonstrating a thorough understanding of a challenging context.
- In revising, make sophisticated decisions about adding, refining, or deleting information and ideas in order to sharpen the focus of a paragraph or text.
- In drafting and revising, incorporate data interpreted, paraphrased, or summarized from an informational graphic (e.g., a table, graph, or chart) in an accurate, relevant way.
- In drafting and revising, make sure that the sentences in a paragraph are logically ordered and cohesive. Consider adding or reordering sentences as ways to address any issues. For example, you may decide to reposition rather than delete a sentence that, when properly placed, improves the flow of ideas in a paragraph.
- In drafting and revising, use transitional words, phrases, clauses, and sentences to establish complex or subtle logical relationships between sentences and paragraphs. In addition, notice when such a transition is not needed or is problematic, and eliminate or revise it.
- In drafting and revising, use a highly developed vocabulary and a thorough understanding of particular contexts to make sophisticated word and phrase choices, including ones that call on knowledge of the connotations of uncommon words with very similar meanings.
- In revising, look for and eliminate subtle wordiness or redundancy within a sentence or between sentences and paragraphs, such as when the same detail appears twice in successive paragraphs or when a seemingly sophisticated but wordy expression is less effective than a simpler and more economical one.
- In drafting and revising, use a thorough understanding of particular contexts to make sophisticated decisions about style and tone, achieving subtle rhetorical aims (e.g., maintaining an established sentence pattern).
- In revising, combine sentences to achieve a subtle or complex purpose, such as placing a blended sentence's emphasis on its most important idea.
- In drafting and editing, form conventional, complete sentences, recognizing and correcting subtle or complex disruptions in structure, such as incomplete sentences with uncommon structures (e.g., sentences containing a subject clause beginning with *that*) and minor and easily overlooked violations of parallelism (e.g., a missing or extraneous preposition in a series of phrases).
- In drafting and editing, maintain subject-verb agreement and pronoun-antecedent agreement in highly challenging situations, such as when the subject and verb are widely separated and when intervening text suggests a different number for the verb than the subject warrants.
- In drafting and editing, ensure that like terms (similar things) are compared. For example, make sure that two costs are being compared rather than a cost and a place (e.g., *The cost of living in the city differs from that in the suburbs* rather than *The cost of living in the city differs from the suburbs*).
- In drafting and editing, use conventional expression in highly challenging situations, such as selecting appropriately between or among uncommon words that are frequently confused (e.g., *defuse* and *diffuse*; *pique*, *peak*, and *peek*).
- In drafting and editing, be able to use a semicolon to join two closely related independent clauses, and be able to use a colon to introduce an elaboration (e.g., a list of examples; a noun phrase renaming a previously mentioned concept; an independent clause explaining a point introduced earlier in a sentence).

KEY: COE = Command of Evidence; EOI = Expression of Ideas; SEC = Standard English Conventions; WIC = Words in Context

Writing and Language Score Range 35–40

Academic Skills

A typical student in this score band can do the following:

- Make a sophisticated decision relating to the structure of a paragraph or passage (e.g., using a clause to set up information when the content is complex, the language is challenging, and the linkage is subtle) [COE, EOI]
- Use supporting information to develop a point or claim logically on the basis of a thorough understanding of a challenging context (e.g., indicating the last step in a complex sequence; including an example that is similar in content to one or more other examples in a paragraph) [COE, EOI]
- Sharpen the focus of a paragraph or passage by making a sophisticated decision about adding, revising, or deleting information or ideas (e.g., adding or retaining optional but relevant material because it enhances meaning and clarity) [COE, EOI]
- Interpret, paraphrase, or summarize data in an informational graphic, such as a table, graph, or chart, and incorporate them in a passage in an accurate, relevant way (e.g., encompassing multiple data points in a single relevant general statement) [COE, EOI]
- Place or order sentences in a paragraph to address a subtle or complex issue of logic or cohesion (e.g., deciding to reposition rather than delete a sentence that, when properly placed, improves the flow of ideas in a paragraph) [EOI]
- Use a transitional word, phrase, clause, or sentence to establish a subtle or complex logical relationship between sentences or paragraphs; recognize when such a device is not needed or is problematic (e.g., drawing on an understanding of the context to eliminate a word or phrase, such as *therefore*, that wrongly suggests a cause-effect relationship) [EOI]
- Make a sophisticated word or phrase choice based on highly developed vocabulary knowledge and a thorough understanding of a challenging context (e.g., distinguishing among uncommon words that have similar denotations but differing connotations or uses when the distinctions are subtle) [WIC, EOI]
- Eliminate subtle wordiness or redundancy within a sentence or between sentences and paragraphs (e.g., recognizing that a seemingly sophisticated but wordy expression is less effective than a simpler and more economical one; eliminating the second appearance of the same detail in successive paragraphs) [WIC, EOI]
- Make a sophisticated decision about style and tone in a passage based on a thorough understanding of the context (e.g., achieving a subtle rhetorical aim, such as closely matching a sentence pattern already established in a passage) [WIC, EOI]
- Combine sentences to accomplish a subtle or complex purpose (e.g., drawing on an understanding of the context to place a blended sentence's emphasis on its most important idea) [WIC, EOI]
- Form conventional, complete sentences, recognizing and correcting a subtle or complex disruption in structure (e.g., ensuring the completeness of a sentence with an uncommon structure, such as a sentence containing a subject clause beginning with *that*; correcting a minor and easily overlooked violation of parallelism, such as an extraneous or omitted preposition in a series of phrases) [SEC]
- Maintain subject-verb or pronoun-antecedent agreement in a highly challenging situation (e.g., ensuring agreement between subject and verb when the two are widely separated and when intervening text suggests a different number for the verb than the subject warrants) [SEC]
- Draw logical comparisons using like terms (e.g., *The cost of living in the city differs from that in the suburbs* instead of *The cost of living in the city differs from the suburbs*) [SEC]
- Use conventional expression in a highly challenging situation (e.g., selecting appropriately between uncommon words that are frequently confused, such as *defuse* and *diffuse*) [SEC]
- Use a semicolon to join two closely related independent clauses [SEC]
- Use a colon to introduce an elaboration (e.g., a list of examples; a noun phrase renaming a previously mentioned concept; an independent clause explaining a point introduced earlier in a sentence) [SEC]

Suggestions for Improvement

This is the top score band, and students who score at this level will likely have mastered the skills and knowledge listed at all earlier levels. However, communicating clearly and effectively in writing is a skill that must be practiced often in the context of widely varying topics, text types (arguments, informative/explanatory texts, narratives, and other forms), and subject areas and in relation to various tasks, audiences, and purposes. We encourage you to review the skills and suggestions listed in the 25–29 and 30–34 score bands and explore the Official SAT Practice at satpractice.org.

KEY: COE = Command of Evidence; EOI = Expression of Ideas; SEC = Standard English Conventions; WIC = Words in Context

Math Score Range 6–14

Academic Skills

Students in this score band are beginning to obtain the basic foundational skills to be college ready.

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- When reading a real-world problem, identify the quantities that change and create an expression or equation to describe the relationship between them.
- When substituting in a value for the variable into an expression, remember to use the order of operations to simplify. Pay attention to negative signs, especially when using an exponent.
- When reading a real-world, multistep problem, identify when a rate will help solve the problem. Then, create and use the rate to solve the problem.
- When reading a real-world, multistep problem, identify parts of a whole, such as 5 questions correct (part) out of 10 questions (whole), in order to calculate percentages.
- When converting units, use a proportion or multiply by a form of one to find the equivalent rate.
- When reading a graph or a table, examine the labels and the scales. Use the table headers, titles, and axis labels to understand the data.
- When solving problems about area and volume, remember that area has two dimensions (length and width) and that volume has three dimensions (length, width, and height).

Math Score Range 15–19

Academic Skills

A typical student in this score band can do the following:

- Create a simple expression or equation in one variable that represents a context [HOA]
- Evaluate a one-variable expression by substituting a value for the variable [HOA]
- Create a rate based on a context and use the rate to solve a simple problem [PSD]
- Use common English conversions (e.g., 1 hour = 60 minutes, 1 foot = 12 inches) to find an equivalent rate [PSD]
- Solve problems that involve percentages [PSD]
- Read information presented in simple tables or simple graphs [PSD]
- Solve problems using area and volume formulas

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- When reading a real-world problem, identify a quantity that varies (time, distance, age, etc.) and use a variable label to represent that quantity in an equation.
- When reading a real-world problem, identify multiple quantities that vary and develop a linear equation or a linear function that defines their relationship.
- When solving linear equations in one variable, think about how to “undo” the equation to get the variable alone. Use the distributive property and/or combine like terms when necessary. The value that makes the equation “true” is the solution to the equation.
- When reading a real-world, multistep problem, identify when a ratio will help solve the problem. Then, create and use the ratio to solve the problem.
- When graphing real-world data, interpret the information provided and determine the best graphical representation.

KEY: HOA = Heart of Algebra; PSD = Problem Solving and Data Analysis

Math Score Range 20–24

Academic Skills

A typical student in this score band can do the following:

- Create an expression or equation in one variable that models a context [HOA]
- Create a linear expression or equation in two variables that models a context [HOA]
- Solve a linear equation in one variable [HOA]
- Find a number that satisfies a linear inequality in context [HOA]
- Use the distributive property to multiply a polynomial by either a constant or a monomial, and then combine like terms [PAM]
- Identify a ratio or a fraction based on a context [PSD]
- Use proportions to compare quantities and find missing values [PSD]
- Read and interpret contextual information presented in a graph or table [PSD]
- Identify the shape of a graph from a verbal description of some of its points [PSD]
- Use information about a directly proportional relationship to describe the graph of the relationship [PSD]
- Solve problems that involve converting units within the same measurement system [PSD]
- Solve simple problems involving percent [PSD]
- Solve simple problems using area and volume formulas

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- Identify terms in linear equations and describe their meaning in relationship to the real-world scenario they represent.
- Given a context, create a linear system of equations relating to that context and solve the system. After finding the solution to the system, describe what the solution means relative to the context.
- When solving systems of two linear equations, determine the most efficient strategy based on the current form of the equations. Some equations are more efficient to solve by combination or elimination, while others can be more efficiently solved by substitution or graphing. Transform equations to solve when appropriate.
- When solving a system of linear equations in two variables, interpret an ordered pair (x, y) as the solution.
- When reading a real-world problem, identify restrictions that would be represented with an inequality instead of an equation. Phrases such as *at most*, *at least*, and *no more than* indicate such restrictions.
- When solving an equation with more than one variable, think about how to “undo” the equation to get the intended variable alone.
- Use the relationship between variables shown on a graph to make predictions and conclusions given a context.
- Make connections between algebraic, graphical, tabular, and verbal representations of linear functions. When given one representation, be able to create any of the other representations.
- Interpret the rate of change of a linear relationship between two variables in a real-world scenario.
- When adding or subtracting polynomials, start by identifying and combining like terms.
- When multiplying polynomials, first use structure to see which products of monomials will give like terms and then follow the order of operations.
- When factoring polynomials, look for common factors and/or variables that can be factored out of each term.
- When factoring polynomials, look for relationships that allow the use of the difference of two squares, the square of a binomial, and quadratic trinomials that factor into two linear terms.
- Use what you know about factoring and the zero product property to solve quadratic equations.
- Identify terms in quadratic equations and describe their meaning in relationship to the real-world situation that they represent.
- Use the information in a real-world problem to determine whether ratios, proportions, rates and/or unit rates are needed to solve the problem. Multistep problems often require use of more than one of these concepts to answer the question.
- Identify key information and variables from a scenario in order to set up and calculate ratios, proportions, rates, and unit rates. Pay particular attention to units.
- When reading a real-world problem, identify key information in the problem to determine a unit rate and then use the unit rate to answer the question.
- Pay particular attention to the units in rates and variables. Solving multistep problems may require single or multiple unit conversions.
- When solving real-world, multistep problems including percentages, determine whether the percent of the given or unknown amount is needed; pay attention to the quantity that is the initial amount when calculating a percent. Calculate percentages involving discounts, rate increases, sales tax, and interest.
- Find the mean, median, and range for a set of data and use measures of central tendency to summarize real-world data.
- Compute simple probabilities from descriptions of sample spaces and events.
- Apply proportional relationships in a real-world problem.
- Assess whether the data were collected through simple random sampling techniques, thereby allowing sample statistics to inform inferences about a population.
- Find simple and compound probabilities.
- Analyze scatterplot data to estimate a line of best fit.
- When solving geometric problems, use properties about complementary, supplementary, right, corresponding, vertical, alternate interior, and alternate exterior angles.
- Use the properties of two parallel lines cut by a transversal to examine the eight angles that are formed with only two different angle measures.

KEY: HOA = Heart of Algebra; PAM = Passport to Advanced Math; PSD = Problem Solving and Data Analysis

Math Score Range 25–29

Academic Skills

A typical student in this score band can do the following:

- Solve a linear equation in one variable [HOA]
- Interpret a term from a linear equation in one variable in the form $ax + b = c$ [HOA]
- Interpret a term from a linear equation in two variables in standard form or slope-intercept form [HOA]
- Create a linear equation in two variables that models a complex context [HOA]
- Create a system of two linear equations in two variables that models a context [HOA]
- Solve a system of two linear equations in two variables [HOA]
- Create an inequality in one or two variables based on a verbal description of a relationship [HOA]
- Solve linear equations in which a linear expression is used as a variable [HOA]
- Make connections between different representations (graphs, equations, tables, etc.) of linear relationships between two variables [HOA]
- Identify a key feature of one representation (graph, equation, table, etc.) of a linear relationship based on information about a different representation [HOA]
- Factor a monomial from a polynomial expression [PAM]
- Factor a trinomial into two binomials [PAM]
- Add and subtract polynomials in one variable [PAM]
- Multiply two binomial expressions [PAM]
- Solve a quadratic equation in the form $x^2 + bx + c = 0$ by factoring or by using the quadratic formula [PAM]
- Solve a quadratic equation in the form $ax^2 = b$ [PAM]
- Solve two- and three-step radical equations in one variable [PAM]
- Rearrange a multivariate equation to isolate a variable or term [PAM]
- Interpret a constant, variable, term, solution, or input-output pair in a quadratic or exponential function in terms of the context [PAM]
- Use function notation to represent and calculate the output from a given input for nonlinear functions [PAM]
- Identify, interpret, and use ratios, proportions, and rates, expressing them in equivalent forms, to solve real-world problems [PSD]
- Convert units one or more times to solve a contextual problem [PSD]
- Estimate/find a proportion, rate, percent, or fraction from a graph or a table [PSD]
- Solve problems involving derived units or unit conversion between different measurement systems [PSD]
- Solve multistep problems using percentages [PSD]
- Evaluate a conclusion about information presented in a graph [PSD]
- Identify a graph of a nonlinear relationship between two variables based on a verbal description [PSD]
- Recognize common characteristics of linear or exponential models based on a verbal description of a situation [PSD]
- Calculate mean, median, or range for a set of data presented in various ways [PSD]
- Use sample proportion to estimate the proportion of the population from which the sample was selected [PSD]
- Evaluate a conclusion about the plausible values of a population proportion based on sample data and margin of error [PSD]
- Identify bias that may arise from sampling methods [PSD]
- Calculate a simple conditional probability from a two-way table [PSD]
- Interpret the association shown by a scatterplot and, when applicable, use a line of best fit to make predictions [PSD]
- Solve problems about a geometric figure using the vertical angle theorem, the triangle angle sum theorem, or theorems about a transversal crossing parallel lines
- Add and subtract complex numbers

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- Make connections between the linear relationships that describe real-world situations. Focus on the meaning of the quantities in the context, and determine when a context would be described by a linear equation in two variables, a system of two linear equations, or a linear inequality.
- When linear equations or systems of linear equations are presented in standard form, identify the characteristics that would cause the system to have no solution, one solution, or infinitely many solutions.
- Determine whether the graphs of two equations in a system of linear equations have the same slope and/or y -intercept and how those characteristics affect the graph of the system.
- When analyzing a system of two linear equations, predict what a graph with no solution, one solution, and infinitely many solutions would look like.
- Use the structure of an equation to determine how a change to a linear equation will change the graph.
- Fluently compute with rational numbers such as fractions and decimals. Apply computation skills with fractions and decimals when solving one-variable equations that contain them.
- When analyzing a graph of a linear relationship, determine how a change to the graph's equation will shift or scale the graph.
- Identify terms in quadratic equations and describe their meaning in relationship to the real-world situation that they represent.
- Identify terms in polynomial equations and describe their meaning in relationship to the real-world situation that they represent.
- When looking at the exponential function that represents a real-world situation, describe the properties of the function, including the base, exponent, and function values; their connection to the real-world situation; and how modifying those properties might impact the function.
- When solving systems of equations composed of one linear equation and one nonlinear equation, think about whether solving the system algebraically or graphically would be more efficient. Use a variety of algebraic and graphical methods to solve these systems.
- Use function notation to represent dependent relationships.
- Write radical expressions in equivalent forms using fractional exponents.
- Add, subtract, multiply, and divide radical expressions.
- Use the inverse relationship between roots and exponents to solve equations.
- Apply inverse operations to solve equations.
- Determine whether solutions to equations are extraneous.
- Determine key features of a graph, such as x - and y -intercepts, domain and range, minima and maxima, average rate of change between two points, and asymptotes.
- When analyzing a relationship on a graph of a nonlinear relationship, determine how a change to its equation will shift or scale the graph.
- When solving quadratic equations, determine if the most efficient method is to complete the square or to apply the quadratic formula. Look for connections between solutions of a quadratic equation and zeros of a quadratic function.
- Identify restrictions in domain and range of a polynomial function. Regroup terms of a polynomial function and factor polynomials by grouping.
- Transform a quadratic equation so the x -intercepts, the y -intercept, or the maximum or minimum of its graph can easily be found by a strategically chosen form of the equation.
- Use proportional relationships to increase or decrease quantities by a scale factor.
- Solve contextualized problems by developing and using ratios, proportions and/or proportional reasoning, rates, and unit rates.
- Identify the important quantities and the units provided when reading real-world, multistep problems. Make connections between the measurements or units given in order to determine percent increase or decrease. Notice when the base of the percentage changes and think through how this affects the situation.
- When analyzing data, think about how outliers affect the mean and median.
- Compute simple, compound, and conditional probabilities.
- Create and interpret representations of data, including tables, tree diagrams, and area models.
- Estimate a line of best fit for a data set and use it to make predictions.
- When analyzing data, look for whether the group of participants has been sampled in a way that would produce a representative sample of the true eligible population.
- When adding or subtracting complex numbers, group real parts and imaginary parts.
- When multiplying complex numbers, use the fact that $i^2 = -1$ to simplify expressions or equations.
- When dividing complex numbers, use the complex conjugate of the denominator to rationalize a denominator and then simplify powers of i .
- Beyond memorization, gain a conceptual understanding of why area, surface area, and volume formulas can be applied to solve multistep problems involving geometric figures.
- Given the volume and/or some dimensions of a figure, find a surface area or areas of partial figures.
- When solving problems involving similar triangles, apply the concepts that corresponding sides are in proportion and corresponding angles are congruent.
- Apply properties of 30-60-90 and 45-45-90 special right triangles.
- Understand the connection between the equation of a circle and its center and radius in the coordinate plane.

KEY: HOA = Heart of Algebra; PAM = Passport to Advanced Math; PSD = Problem Solving and Data Analysis

Math Score Range 30–34

Academic Skills

A typical student in this score band can do the following:

- Create and use linear relationships to solve a problem [HOA]
- Create an inequality in one or two variables that represents a relationship [HOA]
- Interpret terms in linear relationships shown in graphs or in linear equations that are not in standard form or slope-intercept form [HOA]
- Make connections between different representations of linear functions, linear equations in two variables, systems of two linear equations in two variables, and linear inequalities [HOA]
- Determine the conditions under which a linear equation or system of two linear equations in two variables written in standard form has no solution, one solution, or infinitely many solutions [HOA]
- Solve a linear equation in one variable or a system of linear equations in two variables that requires computation with fractions or decimals [HOA]
- Use properties of radicals and exponents to rewrite simple expressions [PAM]
- Use properties of rational expressions to rewrite simple expressions [PAM]
- Add, subtract, and multiply polynomials, using insight into the structure of the polynomial [PAM]
- Solve multistep quadratic equations [PAM]
- Solve radical equations using the structure of the equation to reduce the number of algebraic steps [PAM]
- Solve rational equations using the structure of the equation to reduce the number of algebraic steps [PAM]
- Solve a system of equations consisting of one linear equation and one quadratic equation algebraically [PAM]
- Rearrange a multivariable equation using multiple algebraic steps to isolate a term [PAM]
- For a quadratic or exponential function, make connections between the properties of a function, an algebraic representation of the function, a graph of the function, or a table of values that satisfy the function [PAM]
- Make connections between the graphs of polynomial functions and their equations by examining the zeros of the graph and the factors of the polynomial [PAM]
- For a set of data, calculate, compare, and interpret mean, median, or range in context [PSD]
- Solve mixture problems, using proportional reasoning [PSD]
- Analyze data presented in a scatterplot and draw conclusions from the trend shown [PSD]
- Identify the equation of a line that best fits the data in a scatterplot [PSD]
- Interpret and compare unit rates, ratios, or rates of change that are based in a context [PSD]
- Compute conditional probability in different settings, including two-way tables [PSD]
- Identify an appropriate inference or conclusion based on information from a graph or table [PSD]
- Distinguish between linear and exponential models from information provided verbally or in tables [PSD]
- Solve multistep problems involving interpretation of a constant rate of change associated with a percent increase or a percent decrease [PSD]
- Solve multistep problems involving rates, proportions, unit conversion, percentages, and density [PSD]
- Identify the most appropriate sample or sampling method to best answer the question of interest [PSD]
- Identify the population to which the results of a survey can be generalized [PSD]
- Understand sampling variability when the population proportion is estimated using sample data [PSD]
- Solve real-world problems using area and volume formulas, including formulas for circular cylinders and spheres
- Solve problems using properties of similar triangles
- Solve problems using multiple theorems related to lines, angles, or triangles, including the vertical angle theorem, angle bisector theorem, or theorems about a transversal crossing parallel lines
- Solve real-world problems using the Pythagorean theorem
- Solve problems using properties of special right triangles
- Make connections between the equation of a circle in the xy -plane and the center and radius of the circle
- Calculate values of sine, cosine, and tangent for right triangles

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- Develop fluency in representing or describing linear functions and inequalities graphically, analytically, and in a table.
- Create and solve systems of linear equations or inequalities using graphs, tables, or equations in a contextualized or noncontextualized setting.
- When analyzing systems of linear equations in two variables written in nonstandard form, be able to transform equations strategically to identify characteristics of the equations to help determine if the system has no solution, one solution, or infinitely many solutions. Once transformed, determine what modifications of the equations would result in the system having no solution, one solution, or infinitely many solutions.
- Examine and interpret the base and exponent of exponential functions used to model real-world situations. Find key attributes of the function that could impact the model. Some common real-world situations modeled by exponential functions include, but are not limited to, compound interest, population growth, and radioactive decay.
- Use the distributive property to determine the product of a binomial and a trinomial.
- Beyond standard factoring techniques, use insight into the structure of a polynomial to factor the polynomial.
- Use the discriminant of a quadratic equation to determine the number of real and complex roots.
- When given a quadratic relationship in a table, graph, or equation, determine the number of solutions and consider which transformations would change the number of solutions.
- Identify the graph of a polynomial function given its equation.
- Identify key characteristics of a quadratic equation in vertex form and standard form.
- For quadratic and exponential functions, identify and write a defining equation given a graph and identify and create a graph given a defining equation.
- Use function notation fluently.
- Use conversion factors between complex real-world scenarios such as those involving currency rates, temperatures, volume/area/length, weight, speed, and time.
- Connect the concept that linear functions have a constant rate of change and exponential functions have a constant multiplicative change to a table of values, a graph, or a description of a relationship.
- Use mean, median, and standard deviation to compare and contrast data sets both in and out of context.
- Using a graph or a table of values, estimate a line of best fit.
- Interpret frequency tables, histograms, box plots, and dot plots.
- Interpret margin of error and understand how sample size can affect it.
- Use sine, cosine, and tangent to solve problems involving right triangles.
- Use completing the square to write the equation for a circle in standard form. Use geometric properties of circles, such as the endpoints of a diameter, to write the equation of the circle.
- Use connections between geometric figures and algebraic equations to solve problems.
- Apply properties of similar triangles to solve multistep problems.
- Apply properties of 30-60-90 and 45-45-90 special right triangles.
- Apply SSS, SAS, and ASA postulates and AAS and HL theorems to prove triangles are congruent.
- Use CPCTC to prove correspondence congruencies.
- Convert between radian and degree measure.
- Solve problems related to trigonometric ratios involving the unit circle.
- Use trigonometric ratios and the Pythagorean theorem to solve right triangles.

KEY: HOA = Heart of Algebra; PAM = Passport to Advanced Math; PSD = Problem Solving and Data Analysis

Math Score Range 35–40

Academic Skills

A typical student in this score band can do the following:

- Create and solve a linear equation in one variable representing a context, utilizing insight to identify the correct coefficients and constants in the equation [HOA]
- Create and use a linear equation in two variables, where the equation represents a context, utilizing insight to identify the correct coefficients and constants in the equation [HOA]
- Create and use an inequality in one or two variables, where the equation represents a context, utilizing insight to identify the correct coefficients and constants in the inequality [HOA]
- Interpret a term in a linear relationship that is presented as an equation or a graph with insight and precision [HOA]
- Make connections between different representations of linear equations in one variable, linear functions, linear equations in two variables, systems of two linear equations in two variables, and linear inequalities; these representations often include symbolic representations, which may contain variable constants [HOA]
- Determine the conditions under which a system of two linear equations in two variables written in nonstandard form has no solution, one solution, or infinitely many solutions [HOA]
- Use properties of radicals and exponents to rewrite expressions [PAM]
- Rewrite rational expressions, utilizing insight to recognize appropriate algebraic operations [PAM]
- Factor complicated polynomial expressions using the structure of the polynomial and strategies such as repeated factoring, difference of squares, and factoring by parts [PAM]
- Solve quadratic, radical, and rational equations with multiple steps, where using insight into the structure of the equation provides an advantage [PAM]
- Determine the conditions under which a quadratic equation has zero, one, or two solutions [PAM]
- Make connections between the graph and solution to a quadratic and linear system of equations [PAM]
- Create, or create and use a quadratic or exponential function to represent a relationship between two quantities in a real-world context [PAM]
- Given a graph of a quadratic or exponential function representing a context, interpret a value, variable, point, or input-output pair in terms of the context [PAM]
- For a quadratic or exponential function, make connections between the properties of a function, an algebraic representation of the function, or a graph of the function [PAM]
- Make connections between the graphs of polynomial functions and their equations by examining the zeros and end behavior of the graph and the factors of the polynomial [PAM]
- Convert units and create and use ratios, proportions, percents, rates, and unit rates to solve problems [PSD]
- Find how the mean, median, and range of data are affected by a change in the data set [PSD]
- Find the median of data from a frequency table [PSD]
- Analyze complex data displays [PSD]
- Analyze graphs of nonlinear relationships between two quantities, including relationships that are not represented by a linear, quadratic, or exponential equation [PSD]
- Use scatterplots to make predictions [PSD]
- Identify the appropriate conclusion to draw from a description of a study's design and the study results [PSD]
- Compare measures of center and spread of two data distributions represented visually [PSD]
- Solve area or volume problems by applying standard formulas to objects that can be modeled by rectangles, circles, triangles, right rectangular prisms, and right circular prisms
- Apply properties of similar triangles as well as theorems related to lines, angles, and triangles to solve problems
- Solve problems using properties of special right triangles, the Pythagorean theorem, and trigonometric ratios
- Solve problems using the relationship between sine and cosine of complementary angles
- Solve problems using properties and theorems relating to circles and parts of circles, such as radii, diameters, tangents, angles, arcs, arc length, and sector area
- Convert between radians and degrees
- Find the diameter, radius, center, or points on a circle in the xy -plane given the equation of the circle
- Multiply complex numbers

Suggestions for Improvement

This is the top score band, and students who score at this level will likely have mastered the skills listed at all other levels. However, it is important to continue to refine and solidify mathematical procedural fluency and conceptual knowledge. Therefore, we encourage students to review the skills and suggested strategies for improvement listed in the 25–29 and 30–34 score bands and engage in further preparation and skill practice using the Official SAT Practice on satpractice.org.

KEY: HOA = Heart of Algebra; PAM = Passport to Advanced Math; PSD = Problem Solving and Data Analysis

Essay Score Range 2–3

Academic Skills

- Your essay demonstrated little understanding of the source text. Your essay included only details from the text without reference to the text’s central idea(s) and made little or no use of textual evidence (quotations and/or paraphrases). [Reading]
- Your essay offered an ineffective analysis of the source text by identifying without explanation some aspects of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, or your essay was focused largely or exclusively on summarizing the text. [Analysis]
- Your essay demonstrated little or no cohesion, lacking a clear central claim to guide the organization of the essay, a recognizable introduction and conclusion, and a discernible progression of ideas. Your essay also showed weak control of the conventions of standard written English, with numerous errors that undermined the quality of writing. [Writing]

Suggestions for Improvement

- Before focusing on smaller details in the source text, be sure to convey the text’s central idea(s) so that readers know the author’s main argument.
- Be sure to move beyond merely mentioning or summarizing what the author says. Identify and describe aspects of the author’s use of evidence, reasoning, and/or stylistic or persuasive elements and then analyze how these elements contribute to the author’s argument.
- Focus on including a clear central claim that guides the organization of your essay. Be sure to include an introduction and conclusion in your response and make sure your ideas connect logically from sentence to sentence and from paragraph to paragraph. Improve your control of the conventions of standard written English and proofread your essay for errors that can undermine your writing quality.

Essay Score Range 4–5

Academic Skills

- Your essay demonstrated some comprehension of the source text by showing an understanding of the text’s central idea(s) but not of important details. Your essay also made limited use of textual evidence (quotations and/or paraphrases) and may have contained errors of fact or interpretation with regard to the text. [Reading]
- Your essay offered a limited analysis of the source text by attempting to identify and describe the author’s use of evidence, reasoning and/or stylistic or persuasive elements, but your essay only asserted the importance of these elements rather than fully explaining them or their use. [Analysis]
- Your essay demonstrated little or no cohesion, lacking a clear central claim that guided the organization of the essay. Your essay had an ineffective introduction and/or conclusion and some progression of ideas within paragraphs but not throughout the response. Sentence structures had little variety. Your essay may have also shown limited control of the conventions of standard written English with errors that detracted from the quality of writing. [Writing]

Suggestions for Improvement

- Be sure to convey your understanding of the central idea(s) and important details from the source text and provide sufficient textual evidence (quotations and/or paraphrases) to demonstrate your understanding.
- Analyze the source text more effectively by moving beyond making undefended assertions. Evaluate and explain fully how the author uses evidence, reasoning, and/or stylistic and persuasive elements to build the argument.
- Focus on including a clear central claim and an effective introduction and conclusion in your essay. Make sure your ideas connect logically from sentence to sentence and from paragraph to paragraph. Vary the types and lengths of sentences and incorporate precise language whenever possible. Improve your control of the conventions of standard written English and proofread your essay for errors that can undermine your writing quality.

Essay Score Range 6–7

Academic Skills

- Your essay demonstrated effective comprehension of the source text by showing an understanding of the text’s central idea(s) and important details while remaining free of substantive errors of fact or interpretation with regard to the text. Your essay also made appropriate use of textual evidence (quotations and/or paraphrases). [Reading]
- Your essay offered an effective analysis of the source text by competently evaluating the author’s use of evidence, reasoning, and/or stylistic and persuasive elements. Your essay contained relevant and sufficient support for claims made and focused primarily on those features of the text that were most relevant to addressing the task. [Analysis]
- Your essay was mostly cohesive. It included a clear central claim and an effective introduction and/or conclusion. Your essay also demonstrated a clear progression of ideas both within paragraphs and throughout the essay. Sentence structures were varied with some precise word choice. Your essay also showed good control of the conventions of standard written English and was free of significant errors that detract from the quality of the writing. [Writing]

Suggestions for Improvement

- Demonstrate that you comprehend the nuances of the source text by showing an understanding of how the author’s central idea(s) and important details interrelate.
- Try to develop original, insightful ideas about the way the author builds the argument, using strategically chosen support for your claims. Be sure to focus consistently on the features of the text that are most relevant to addressing the task.
- Ensure that your essay is well organized and has a precise central claim. Provide a skillful introduction and conclusion and a clear and highly effective progression of ideas throughout the essay. Vary your sentence structures and use precise word choice consistently to express your ideas. Ensure that your essay is free from all but the most superficial conventions of standard written English.

Essay Score 8

Academic Skills

- Your essay demonstrated thorough comprehension of the source text by showing an understanding of the text’s central idea(s), most important details, and how they interrelate. Your essay made skillful use of textual evidence (quotations and/or paraphrases) and was free of errors of fact or interpretation with regard to the text. [Reading]
- Your essay offered an insightful analysis of the source text and a thorough, well-considered evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements. Your essay also contained relevant, sufficient, and strategically chosen support for your claim(s) and focused consistently on the features of the text that were most relevant to addressing the task. [Analysis]
- Your essay was cohesive: it included a precise central claim and a skillful introduction and conclusion as well as a deliberate and highly effective progression of ideas throughout the essay. Sentence structures were varied and word choice was consistently precise. Your essay also showed a strong command of the conventions of standard written English and was free or virtually free of errors. [Writing]

Suggestions for Improvement

- This is the top Essay score, and students who score at this level will likely have mastered the skills listed in the Essay scoring rubric at all other levels. However, the ability to write well is a skill that must be practiced often. We encourage you to continue to engage in academic writing and explore the Official SAT Practice at satpractice.org.

Reading — Academic Skills

SCORE RANGE 6–14

Students in this score band are beginning to obtain the basic foundational skills to be college ready.

SCORE RANGE 15–19

A typical student in this score band can do the following:

- Read a moderately challenging passage closely to identify explicitly stated information or ideas
- Determine the best textual evidence for a simple inference [COE]
- Identify the central idea or theme of a passage that has a single, clear purpose
- Identify a simple relationship between information, ideas, or people depicted in a passage (e.g., recognizing a basic cause, effect, comparison, contrast, or sequence)
- Determine the meaning of a relatively common word or phrase using clear context clues [WIC]
- Recognize a straightforward similarity or difference in a pair of moderately challenging passages
- Locate data or make a simple accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing the size of two clearly labeled bars representing easy-to-interpret values) [COE]

SCORE RANGE 20–24

A typical student in this score band can do the following:

- Read a moderately challenging passage closely to draw a reasonable inference
- Determine the best textual evidence for an inference when both evidence and inference are relatively obvious and direct (e.g., a clearly stated fact as evidence for a simple inference) [COE]
- Determine the central idea or theme of a moderately challenging passage
- Determine a straightforward relationship between information, ideas, or people depicted in a passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a common high-utility academic word or phrase, especially when clear context clues are available (e.g., when the passage's topic suggests a likely definition); determine the meaning of a simple figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a moderately challenging passage [WIC]
- Identify the narrator's point of view in a literary passage; determine the author's perspective in a moderately challenging informational passage
- Determine the implicit main purpose of a moderately challenging passage or of one of its paragraphs; identify a clearly indicated main purpose of a complex passage
- Identify a similarity or difference in a pair of moderately challenging passages (e.g., recognizing that a particular detail appears in one passage but not in the other)
- Locate data or make a straightforward accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing the sizes of numerous bars; determining which of two lines, each revealing a clear trend, represents a generally higher value) [COE]

KEY: COE = Command of Evidence; WIC = Words in Context

Reading — Academic Skills

SCORE RANGE 25–29

A typical student in this score band can do the following:

- Read a complex passage closely to identify explicitly stated information or ideas or to draw a relatively simple reasonable inference
- Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis [COE]
- Determine the central idea or theme of a complex passage
- Determine a relationship between information, ideas, or people depicted in a passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a relatively common high-utility academic word or phrase in context; determine the meaning of a straightforward figurative expression [WIC]
- Determine the main purpose or effect of an author’s word choice in a complex passage or in a simpler passage when the purpose or effect is somewhat subtle (e.g., an author using words to convey a particular emotion) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole when the purpose is straightforward (e.g., providing an example or factual support)
- Draw a straightforward reasonable inference about point of view or perspective in a complex passage (e.g., identifying the impact of a technique the author uses to shape point of view in a literary passage; distinguishing among the multiple perspectives in an informational passage)
- Determine the main purpose of a complex passage
- Establish a similarity or difference in how authors present information or ideas (e.g., in terms of point of view, structure, or relationships) in a pair of complex passages
- Locate data or make an accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., drawing a valid conclusion based on an understanding of a bar graph’s overall purpose; summarizing a clear trend from several data points); draw a straightforward supportable connection between a graphic and its accompanying passage (e.g., determining a graphic’s clear main purpose and finding a matching assertion in the passage) [COE]

SCORE RANGE 30–34

A typical student in this score band can do the following:

- Read a complex passage closely to draw a reasonable inference
- Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis and the inference requires close reading [COE]
- Determine the central idea or theme of a complex passage that features several important ideas
- Recognize an accurate summary
- Determine a relationship between information, ideas, or people depicted in a complex passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a relatively uncommon high-utility academic word or phrase in context; determine the meaning of a moderately challenging figurative expression [WIC]
- Determine the main purpose or effect of an author’s word choice in a complex passage or in a simpler passage when the purpose or effect is fairly subtle or complex (e.g., an author using wordplay or parody) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole
- Draw a reasonable inference about point of view or perspective in a complex passage (e.g., identifying where point of view switches in a literary passage; distinguishing among conflicting perspectives in an informational passage)
- Determine the main purpose of a complex passage or of one of its paragraphs
- Determine a claim or counterclaim in a complex argument; analyze a subtle argumentative technique (e.g., an application of a principle) or flaw (e.g., an author using weak reasoning in support of a claim)
- Compare two authors’ positions in a pair of complex passages (e.g., determining the extent to which two authors agree or disagree about a claim)
- Make an accurate, somewhat subtle or complex interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing results in terms of two variables; recognizing an implication of the values represented on a table); draw a supportable connection between a graphic and its accompanying passage (e.g., characterizing a broad trend exhibited in a graph using the concepts and language of the passage) [COE]

SCORE RANGE 35–40

A typical student in this score band can do the following:

- Read a highly complex passage closely to identify explicitly stated information or ideas or to draw a reasonable inference
- Determine the best textual evidence for an inference when the evidence is subtle, abstract, or figurative and the inference requires multiple steps [COE]
- Determine the central idea or theme of a highly complex passage
- Determine a relationship between information, ideas, or people depicted in a highly complex passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of an uncommon high-utility academic word or phrase in context, including an archaic usage found in a text from an earlier time period; determine the meaning of a subtle or complex figurative expression [WIC]
- Determine the main purpose or effect of an author’s word choice in a highly complex passage or in a simpler passage when the purpose or effect is subtle or complex (e.g., an author establishing meaning chiefly through tone via understatement, exaggeration, or sarcasm) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole when the purpose is subtle or complex (e.g., an author using rhetorical questions to indicate self-evident truths)
- Draw a nuanced inference about point of view or perspective in a complex or highly complex passage (e.g., tracing a subtle shift in point of view in a literary passage; associating particular opinions with the individuals who hold them in an informational passage)
- Determine the main purpose of a highly complex passage or of one of its paragraphs
- Compare two authors’ positions in a pair of highly complex passages or in a simpler pair when the comparison is subtle or complex (e.g., determining the extent to which two authors agree or disagree philosophically)
- Make an accurate subtle or complex interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing results in terms of three or more variables; determining which individual bars in a bar graph [“paid vacation,” “health insurance”] can reasonably be considered part of an overarching category [“job benefits”]); draw a subtle or complex supportable connection between a graphic and its accompanying passage (e.g., summarizing the results displayed in a table using the concepts and language of the passage) [COE]

KEY: COE = Command of Evidence; WIC = Words in Context

Writing and Language — Academic Skills

SCORE RANGE 6–14 and 15–19

Students in this score band are beginning to obtain the basic foundational skills to be college ready.

SCORE RANGE 20–24

A typical student in this score band can do the following:

- Use supporting information to achieve a simple purpose (e.g., providing a short list of examples introduced by *for instance*) [COE, EOI]
- Delete information or ideas that are obviously irrelevant to the main focus of a paragraph or passage (e.g., eliminating a detail that has no apparent relationship to a passage's topic) [COE, EOI]
- Order the sentences in a paragraph to achieve a simple purpose (e.g., grouping related information together; establishing a basic chronology) [EOI]
- Introduce a paragraph that has a clear, well-defined focus [EOI]
- Use a transitional word or phrase to establish a simple logical relationship between sentences (e.g., indicating sharp contrast) [EOI]
- Make an effective word or phrase choice in a straightforward situation (e.g., using a common but still appropriate expression instead of an awkward or meaningless one) [WIC, EOI]
- Eliminate obvious wordiness or redundancy within a portion of a sentence (e.g., removing repetition within a short phrase) [WIC, EOI]
- Combine sentences in a relatively simple way (e.g., making a second sentence into a relative clause of the first) or to achieve a relatively simple purpose (e.g., eliminating obvious awkwardness or repetition) [WIC, EOI]
- Form conventional, complete sentences, recognizing and correcting a clear and substantial disruption in structure (e.g., eliminating an obvious comma splice; correcting a lack of parallelism in a simple series; replacing a nonstandard relative adverb or pronoun with a standard one [*a place where* rather than *a place when*]) [SEC]
- Recognize and correct an obviously inappropriate shift in verb tense (e.g., using present tense when the context clearly calls for past tense) [SEC]
- Maintain subject-verb or pronoun-antecedent agreement in a straightforward situation (e.g., ensuring agreement between subject and verb when the number of the subject is clear and the subject and verb appear close together in the sentence) [SEC]
- Use conventional expression in a straightforward situation (e.g., recognizing and correcting a nonsensical expression; choosing a preposition that establishes a logical relationship, such as *with* or *for*); choosing appropriately between common words that are frequently confused, such as *to* and *too*) [SEC]
- Distinguish between singular and plural possessive nouns and between plural and possessive nouns [SEC]
- Appropriately punctuate items in a series (e.g., a three-item series of nouns with accompanying adjectives) [SEC]
- Use commas to set off a simple nonrestrictive element (e.g., a phrase describing the person just named) [SEC]
- Eliminate obviously unnecessary and disruptive punctuation (e.g., between a verb and its direct object) [SEC]

SCORE RANGE 25–29

A typical student in this score band can do the following:

- Clarify an aspect of the structure of a paragraph or passage (e.g., using a phrase to preview examples that follow in subsequent sentences) [COE, EOI]
- Use supporting information to achieve a straightforward purpose (e.g., providing a cause for an effect; offering direct evidence for a claim) [COE, EOI]
- Delete information or ideas that are clearly irrelevant to a paragraph or passage (e.g., eliminating a detail that interrupts an explanation or that significantly digresses from the main topic) [COE, EOI]
- Use a general understanding of an informational graphic, such as a table, graph, or chart, to revise a passage (e.g., drawing on knowledge of what a graph's bars represent to improve the accuracy of a passage's description of the graph) [COE, EOI]
- Order the sentences in a paragraph to achieve a straightforward purpose (e.g., repositioning a supporting detail immediately after a sentence that makes a claim) [EOI]
- Introduce or conclude a paragraph or passage based on a general understanding of its content and purpose (e.g., adding a conclusion that restates the passage's main claim) [EOI]
- Use a transitional word or phrase to establish a straightforward logical relationship between sentences (e.g., indicating a sequence, suggesting a contrast, introducing a definition) [EOI]
- Make an effective word or phrase choice based on vocabulary knowledge and an understanding of the context (e.g., recognizing when a particular adjective does or does not meaningfully describe a person or object) [WIC, EOI]
- Eliminate wordiness or redundancy within a sentence (e.g., recognizing when adjectives with the same meaning or very similar meanings, such as *fast* and *rapid*, are used to describe the same thing) [WIC, EOI]
- Maintain a basic consistency in style and tone within a passage (e.g., revising language that is clearly too informal or formal for the context) [WIC, EOI]
- Combine sentences in a straightforward way (e.g., making a second sentence into a prepositional phrase of the first) or to achieve a straightforward purpose (e.g., establishing a logical arrangement of sentence elements) [WIC, EOI]
- Form conventional, complete sentences, recognizing and correcting a disruption in structure (e.g., eliminating an obvious, rhetorically inappropriate fragment; maintaining parallelism in a simple series of phrases; establishing a clear relationship between an introductory and main clause) [SEC]
- Determine appropriate verb tense or pronoun person and number on the basis of an understanding of the context (e.g., recognizing and correcting an inappropriate shift from past tense to present or past perfect tense; making a needed shift from past to present tense to signal a change in time frame; correcting an inappropriate shift from third person *they* to second person *you*) [SEC]
- Recognize and correct an obviously vague or ambiguous pronoun (e.g., replacing a pronoun without a clear antecedent with the appropriate noun) [SEC]
- Maintain subject-verb or pronoun-antecedent agreement in a somewhat challenging situation (e.g., ensuring agreement between subject and verb when a short phrase intervenes) [SEC]
- Use conventional expression in a somewhat challenging situation (e.g., choosing the preposition that appropriately completes a phrasal verb, such as *call off* rather than *call up* or *call on* to indicate cancellation; selecting appropriately between less common words that are frequently confused, such as *effect* and *affect*) [SEC]
- Distinguish among singular, singular possessive, plural, and plural possessive nouns [SEC]
- Use punctuation to set off a nonrestrictive element (e.g., an interrupting phrase); eliminate punctuation inappropriately setting off a simple restrictive element (e.g., a job title that precedes a person's name) [SEC]
- Eliminate unnecessary punctuation in a somewhat challenging situation (e.g., between a noun and a preposition; between a verb and a clause serving as its object) [SEC]

KEY: COE = Command of Evidence; EOI = Expression of Ideas; SEC = Standard English Conventions; WIC = Words in Context

Writing and Language — Academic Skills

SCORE RANGE 30–34

A typical student in this score band can do the following:

- Establish and clarify the structure of a paragraph or passage (e.g., adding a sentence to frame a paragraph's discussion or to present a claim that the paragraph subsequently supports) [COE, EOI]
- Use supporting information to develop a point or claim logically (e.g., offering a specific, relevant example; using a quotation that clarifies a concept or observation) [COE, EOI]
- Sharpen the focus of a paragraph or passage by making a thoughtful decision about adding, revising, or deleting information or ideas (e.g., eliminating material that is broadly relevant to a topic but that is poorly placed or integrated) [COE, EOI]
- Locate or interpret data in an informational graphic, such as a table, graph, or chart, and incorporate them in a passage in an accurate, relevant way (e.g., identifying the value in a table that is associated with a particular condition; distinguishing between accurate and inaccurate interpretations and between information relevant and irrelevant to a particular question or issue) [COE, EOI]
- Place or order sentences in a paragraph to address a critical issue of logic or cohesion (e.g., adding a sentence to fill a discernible gap in a chronological sequence; repositioning a sentence to provide a needed transition between ideas) [EOI]
- Introduce or conclude a passage or paragraph based on an understanding of its content and purpose (e.g., ensuring that a passage's conclusion offers an adequate sense of closure; achieving a particular rhetorical aim, such as suggesting implications of the findings discussed in the passage) [EOI]
- Use a transitional word, phrase, clause, or sentence to establish a logical relationship between sentences or paragraphs (e.g., signaling a shift in emphasis or focus) [EOI]
- Make a nuanced word or phrase choice based on well-developed vocabulary knowledge and an understanding of the context (e.g., distinguishing among relatively uncommon words that have similar denotations but differing connotations or uses) [WIC, EOI]
- Eliminate relatively subtle wordiness or redundancy within a sentence or between sentences (e.g., recognizing when information overexplains a concept and correcting accordingly; deleting repetition involving fairly sophisticated language) [WIC, EOI]
- Make a thoughtful decision about style and tone in a passage based on an understanding of the context (e.g., revising language that is too informal or formal in a fairly challenging context; achieving a particular rhetorical aim, such as establishing a particular sentence pattern or choosing language that sets a contextually appropriate mood) [WIC, EOI]
- Combine sentences to accomplish a relatively subtle purpose (e.g., inserting a conjunction to establish a logical relationship; blending elements of two sentences to improve logic and flow) [WIC, EOI]
- Form conventional, complete sentences, recognizing and correcting a relatively subtle disruption in structure (e.g., eliminating a rhetorically inappropriate fragment created by the use of a semicolon; maintaining parallelism in a series of phrases; choosing or eliminating a conjunction based on an understanding of the syntax of a relatively sophisticated or long sentence; correcting an obvious dangling modifier) [SEC]
- Determine appropriate verb tense and mood or pronoun person and number on the basis of a well-developed understanding of the context (e.g., making a needed shift into conditional mood to suggest a possible but not certain outcome) [SEC]
- Recognize and correct a vague or ambiguous pronoun based on an understanding of the context (e.g., replacing an ambiguous pronoun with a noun after a close reading to determine what the appropriate noun should be) [SEC]
- Make careful distinctions among the possessive determiners *its* and *their*, the contractions *it's* and *they're*, and the adverb *there* [SEC]
- Maintain subject-verb or pronoun-antecedent agreement in a challenging situation (e.g., ensuring agreement between subject and verb when a clause or multiple short phrases intervene and possibly suggest a different number for the verb than the subject warrants) [SEC]
- Use conventional expression in a challenging situation (e.g., selecting appropriately between relatively uncommon words that are frequently confused, such as *discrete* and *discreet*) [SEC]
- Make careful distinctions among singular, singular possessive, plural, and plural possessive nouns based on an understanding of the context (e.g., noting that the article *the* establishes that the noun precedes is singular or singular possessive) [SEC]
- Make an informed decision about how or whether to use punctuation to set off one or more sentence elements based on an understanding of the context (e.g., determining whether an element is restrictive or nonrestrictive through a close reading of the context and then punctuating or not punctuating accordingly; using matching punctuation, such as two commas rather than a comma and a dash, to set off a nonrestrictive element) [SEC]
- Eliminate unnecessary punctuation in a challenging situation (e.g., between a long subject and the predicate; after a word or phrase, such as *including*, that sets up a list of examples) [SEC]

SCORE RANGE 35–40

A typical student in this score band can do the following:

- Make a sophisticated decision relating to the structure of a paragraph or passage (e.g., using a clause to set up information when the content is complex, the language is challenging, and the linkage is subtle) [COE, EOI]
- Use supporting information to develop a point or claim logically on the basis of a thorough understanding of a challenging context (e.g., indicating the last step in a complex sequence; including an example that is similar in content to one or more other examples in a paragraph) [COE, EOI]
- Sharpen the focus of a paragraph or passage by making a sophisticated decision about adding, revising, or deleting information or ideas (e.g., adding or retaining optional but relevant material because it enhances meaning and clarity) [COE, EOI]
- Interpret, paraphrase, or summarize data in an informational graphic, such as a table, graph, or chart, and incorporate them in a passage in an accurate, relevant way (e.g., encompassing multiple data points in a single relevant general statement) [COE, EOI]
- Place or order sentences in a paragraph to address a subtle or complex issue of logic or cohesion (e.g., deciding to reposition rather than delete a sentence that, when properly placed, improves the flow of ideas in a paragraph) [EOI]
- Use a transitional word, phrase, clause, or sentence to establish a subtle or complex logical relationship between sentences or paragraphs; recognize when such a device is not needed or is problematic (e.g., drawing on an understanding of the context to eliminate a word or phrase, such as *therefore*, that wrongly suggests a cause-effect relationship) [EOI]
- Make a sophisticated word or phrase choice based on highly developed vocabulary knowledge and a thorough understanding of a challenging context (e.g., distinguishing among uncommon words that have similar denotations but differing connotations or uses when the distinctions are subtle) [WIC, EOI]
- Eliminate subtle wordiness or redundancy within a sentence or between sentences and paragraphs (e.g., recognizing that a seemingly sophisticated but wordy expression is less effective than a simpler and more economical one; eliminating the second appearance of the same detail in successive paragraphs) [WIC, EOI]
- Make a sophisticated decision about style and tone in a passage based on a thorough understanding of the context (e.g., achieving a subtle rhetorical aim, such as closely matching a sentence pattern already established in a passage) [WIC, EOI]
- Combine sentences to accomplish a subtle or complex purpose (e.g., drawing on an understanding of the context to place a blended sentence's emphasis on its most important idea) [WIC, EOI]
- Form conventional, complete sentences, recognizing and correcting a subtle or complex disruption in structure (e.g., ensuring the completeness of a sentence with an uncommon structure, such as a sentence containing a subject clause beginning with *that*; correcting a minor and easily overlooked violation of parallelism, such as an extraneous or omitted preposition in a series of phrases) [SEC]
- Maintain subject-verb or pronoun-antecedent agreement in a highly challenging situation (e.g., ensuring agreement between subject and verb when the two are widely separated and when intervening text suggests a different number for the verb than the subject warrants) [SEC]
- Draw logical comparisons using like terms (e.g., *The cost of living in the city differs from that in the suburbs* instead of *The cost of living in the city differs from the suburbs*) [SEC]
- Use conventional expression in a highly challenging situation (e.g., selecting appropriately between uncommon words that are frequently confused, such as *defuse* and *diffuse*) [SEC]
- Use a semicolon to join two closely related independent clauses [SEC]
- Use a colon to introduce an elaboration (e.g., a list of examples; a noun phrase renaming a previously mentioned concept; an independent clause explaining a point introduced earlier in a sentence) [SEC]

KEY: COE = Command of Evidence; EOI = Expression of Ideas; SEC = Standard English Conventions; WIC = Words in Context

Math — Academic Skills

SCORE RANGE 6–14

Students in this score band are beginning to obtain the basic foundational skills to be college ready.

SCORE RANGE 15–19

A typical student in this score band can do the following:

- Create a simple expression or equation in one variable that represents a context [HOA]
- Evaluate a one-variable expression by substituting a value for the variable [HOA]
- Create a rate based on a context and use the rate to solve a simple problem [PSD]
- Use common English conversions (e.g., 1 hour = 60 minutes, 1 foot = 12 inches) to find an equivalent rate [PSD]
- Solve problems that involve percentages [PSD]
- Read information presented in simple tables or simple graphs [PSD]
- Solve problems using area and volume formulas

SCORE RANGE 20–24

A typical student in this score band can do the following:

- Create an expression or equation in one variable that models a context [HOA]
- Create a linear expression or equation in two variables that models a context [HOA]
- Solve a linear equation in one variable [HOA]
- Find a number that satisfies a linear inequality in context [HOA]
- Use the distributive property to multiply a polynomial by either a constant or a monomial, and then combine like terms [PAM]
- Identify a ratio or a fraction based on a context [PSD]
- Use proportions to compare quantities and find missing values [PSD]
- Read and interpret contextual information presented in a graph or table [PSD]
- Identify the shape of a graph from a verbal description of some of its points [PSD]
- Use information about a directly proportional relationship to describe the graph of the relationship [PSD]
- Solve problems that involve converting units within the same measurement system [PSD]
- Solve simple problems involving percent [PSD]
- Solve simple problems using area and volume formulas

KEY: HOA = Heart of Algebra; PAM = Passport to Advanced Math; PSD = Problem Solving and Data Analysis

Math — Academic Skills

SCORE RANGE 25–29

A typical student in this score band can do the following:

- Solve a linear equation in one variable [HOA]
- Interpret a term from a linear equation in one variable in the form $ax + b = c$ [HOA]
- Interpret a term from a linear equation in two variables in standard form or slope-intercept form [HOA]
- Create a linear equation in two variables that models a complex context [HOA]
- Create a system of two linear equations in two variables that models a context [HOA]
- Solve a system of two linear equations in two variables [HOA]
- Create an inequality in one or two variables based on a verbal description of a relationship [HOA]
- Solve linear equations in which a linear expression is used as a variable [HOA]
- Make connections between different representations (graphs, equations, tables, etc.) of linear relationships between two variables [HOA]
- Identify a key feature of one representation (graph, equation, table, etc.) of a linear relationship based on information about a different representation [HOA]
- Factor a monomial from a polynomial expression [PAM]
- Factor a trinomial into two binomials [PAM]
- Add and subtract polynomials in one variable [PAM]
- Multiply two binomial expressions [PAM]
- Solve a quadratic equation in the form $x^2 + bx + c = 0$ by factoring or by using the quadratic formula [PAM]
- Solve a quadratic equation in the form $ax^2 = b$ [PAM]
- Solve two- and three-step radical equations in one variable [PAM]
- Rearrange a multivariate equation to isolate a variable or term [PAM]
- Interpret a constant, variable, term, solution, or input-output pair in a quadratic or exponential function in terms of the context [PAM]
- Use function notation to represent and calculate the output from a given input for nonlinear functions [PAM]
- Identify, interpret, and use ratios, proportions, and rates, expressing them in equivalent forms, to solve real-world problems [PSD]
- Convert units one or more times to solve a contextual problem [PSD]
- Estimate/find a proportion, rate, percent, or fraction from a graph or a table [PSD]
- Solve problems involving derived units or unit conversion between different measurement systems [PSD]
- Solve multistep problems using percentages [PSD]
- Evaluate a conclusion about information presented in a graph [PSD]
- Identify a graph of a nonlinear relationship between two variables based on a verbal description [PSD]
- Recognize common characteristics of linear or exponential models based on a verbal description of a situation [PSD]
- Calculate mean, median, or range for a set of data presented in various ways [PSD]
- Use sample proportion to estimate the proportion of the population from which the sample was selected [PSD]
- Evaluate a conclusion about the plausible values of a population proportion based on sample data and margin of error [PSD]
- Identify bias that may arise from sampling methods [PSD]
- Calculate a simple conditional probability from a two-way table [PSD]
- Interpret the association shown by a scatterplot and, when applicable, use a line of best fit to make predictions [PSD]
- Solve problems about a geometric figure using the vertical angle theorem, the triangle angle sum theorem, or theorems about a transversal crossing parallel lines
- Add and subtract complex numbers

SCORE RANGE 30–34

A typical student in this score band can do the following:

- Create and use linear relationships to solve a problem [HOA]
- Create an inequality in one or two variables that represents a relationship [HOA]
- Interpret terms in linear relationships shown in graphs or in linear equations that are not in standard form or slope-intercept form [HOA]
- Make connections between different representations of linear functions, linear equations in two variables, systems of two linear equations in two variables, and linear inequalities [HOA]
- Determine the conditions under which a linear equation or system of two linear equations in two variables written in standard form has no solution, one solution, or infinitely many solutions [HOA]
- Solve a linear equation in one variable or a system of linear equations in two variables that requires computation with fractions or decimals [HOA]
- Use properties of radicals and exponents to rewrite simple expressions [PAM]
- Use properties of rational expressions to rewrite simple expressions [PAM]
- Add, subtract, and multiply polynomials, using insight into the structure of the polynomial [PAM]
- Solve multistep quadratic equations [PAM]
- Solve radical equations using the structure of the equation to reduce the number of algebraic steps [PAM]
- Solve rational equations using the structure of the equation to reduce the number of algebraic steps [PAM]
- Solve a system of equations consisting of one linear equation and one quadratic equation algebraically [PAM]
- Rearrange a multivariable equation using multiple algebraic steps to isolate a term [PAM]
- For a quadratic or exponential function, make connections between the properties of a function, an algebraic representation of the function, a graph of the function, or a table of values that satisfy the function [PAM]
- Make connections between the graphs of polynomial functions and their equations by examining the zeros of the graph and the factors of the polynomial [PAM]
- For a set of data, calculate, compare, and interpret mean, median, or range in context [PSD]
- Solve mixture problems, using proportional reasoning [PSD]
- Analyze data presented in a scatterplot and draw conclusions from the trend shown [PSD]
- Identify the equation of a line that best fits the data in a scatterplot [PSD]
- Interpret and compare unit rates, ratios, or rates of change that are based in a context [PSD]
- Compute conditional probability in different settings, including two-way tables [PSD]
- Identify an appropriate inference or conclusion based on information from a graph or table [PSD]
- Distinguish between linear and exponential models from information provided verbally or in tables [PSD]
- Solve multistep problems involving interpretation of a constant rate of change associated with a percent increase or a percent decrease [PSD]
- Solve multistep problems involving rates, proportions, unit conversion, percentages, and density [PSD]
- Identify the most appropriate sample or sampling method to best answer the question of interest [PSD]
- Identify the population to which the results of a survey can be generalized [PSD]
- Understand sampling variability when the population proportion is estimated using sample data [PSD]
- Solve real-world problems using area and volume formulas, including formulas for circular cylinders and spheres
- Solve problems using properties of similar triangles
- Solve problems using multiple theorems related to lines, angles, or triangles, including the vertical angle theorem, angle bisector theorem, or theorems about a transversal crossing parallel lines
- Solve real-world problems using the Pythagorean theorem
- Solve problems using properties of special right triangles
- Make connections between the equation of a circle in the xy -plane and the center and radius of the circle
- Calculate values of sine, cosine, and tangent for right triangles

KEY: HOA = Heart of Algebra; PAM = Passport to Advanced Math; PSD = Problem Solving and Data Analysis

Math — Academic Skills

SCORE RANGE 35–40

A typical student in this score band can do the following:

- Create and solve a linear equation in one variable representing a context, utilizing insight to identify the correct coefficients and constants in the equation [HOA]
- Create and use a linear equation in two variables, where the equation represents a context, utilizing insight to identify the correct coefficients and constants in the equation [HOA]
- Create and use an inequality in one or two variables, where the equation represents a context, utilizing insight to identify the correct coefficients and constants in the inequality [HOA]
- Interpret a term in a linear relationship that is presented as an equation or a graph with insight and precision [HOA]
- Make connections between different representations of linear equations in one variable, linear functions, linear equations in two variables, systems of two linear equations in two variables, and linear inequalities; these representations often include symbolic representations, which may contain variable constants [HOA]
- Determine the conditions under which a system of two linear equations in two variables written in nonstandard form has no solution, one solution, or infinitely many solutions [HOA]
- Use properties of radicals and exponents to rewrite expressions [PAM]
- Rewrite rational expressions, utilizing insight to recognize appropriate algebraic operations [PAM]
- Factor complicated polynomial expressions using the structure of the polynomial and strategies such as repeated factoring, difference of squares, and factoring by parts [PAM]
- Solve quadratic, radical, and rational equations with multiple steps, where using insight into the structure of the equation provides an advantage [PAM]
- Determine the conditions under which a quadratic equation has zero, one, or two solutions [PAM]
- Make connections between the graph and solution to a quadratic and linear system of equations [PAM]
- Create, or create and use a quadratic or exponential function to represent a relationship between two quantities in a real-world context [PAM]
- Given a graph of a quadratic or exponential function representing a context, interpret a value, variable, point, or input-output pair in terms of the context [PAM]
- For a quadratic or exponential function, make connections between the properties of a function, an algebraic representation of the function, or a graph of the function [PAM]
- Make connections between the graphs of polynomial functions and their equations by examining the zeros and end behavior of the graph and the factors of the polynomial [PAM]
- Convert units and create and use ratios, proportions, percents, rates, and unit rates to solve problems [PSD]
- Find how the mean, median, and range of data are affected by a change in the data set [PSD]
- Find the median of data from a frequency table [PSD]
- Analyze complex data displays [PSD]
- Analyze graphs of nonlinear relationships between two quantities, including relationships that are not represented by a linear, quadratic, or exponential equation [PSD]
- Use scatterplots to make predictions [PSD]
- Identify the appropriate conclusion to draw from a description of a study's design and the study results [PSD]
- Compare measures of center and spread of two data distributions represented visually [PSD]
- Solve area or volume problems by applying standard formulas to objects that can be modeled by rectangles, circles, triangles, right rectangular prisms, and right circular prisms
- Apply properties of similar triangles as well as theorems related to lines, angles, and triangles to solve problems
- Solve problems using properties of special right triangles, the Pythagorean theorem, and trigonometric ratios
- Solve problems using the relationship between sine and cosine of complementary angles
- Solve problems using properties and theorems relating to circles and parts of circles, such as radii, diameters, tangents, angles, arcs, arc length, and sector area
- Convert between radians and degrees
- Find the diameter, radius, center, or points on a circle in the xy -plane given the equation of the circle
- Multiply complex numbers

KEY: HOA = Heart of Algebra; PAM = Passport to Advanced Math; PSD = Problem Solving and Data Analysis

Essay — Academic Skills

SCORE RANGE 2–3

- Your essay demonstrated little understanding of the source text. Your essay included only details from the text without reference to the text’s central idea(s) and made little or no use of textual evidence (quotations and/or paraphrases). [Reading]
- Your essay offered an ineffective analysis of the source text by identifying without explanation some aspects of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, or your essay was focused largely or exclusively on summarizing the text. [Analysis]
- Your essay demonstrated little or no cohesion, lacking a clear central claim to guide the organization of the essay, a recognizable introduction and conclusion, and a discernible progression of ideas. Your essay also showed weak control of the conventions of standard written English, with numerous errors that undermined the quality of writing. [Writing]

SCORE RANGE 4–5

- Your essay demonstrated some comprehension of the source text by showing an understanding of the text’s central idea(s) but not of important details. Your essay also made limited use of textual evidence (quotations and/or paraphrases) and may have contained errors of fact or interpretation with regard to the text. [Reading]
- Your essay offered a limited analysis of the source text by attempting to identify and describe the author’s use of evidence, reasoning and/or stylistic or persuasive elements, but your essay only asserted the importance of these elements rather than fully explaining them or their use. [Analysis]
- Your essay demonstrated little or no cohesion, lacking a clear central claim that guided the organization of the essay. Your essay had an ineffective introduction and/or conclusion and some progression of ideas within paragraphs but not throughout the response. Sentence structures had little variety. Your essay may have also shown limited control of the conventions of standard written English with errors that detracted from the quality of writing. [Writing]

SCORE RANGE 6–7

- Your essay demonstrated effective comprehension of the source text by showing an understanding of the text’s central idea(s) and important details while remaining free of substantive errors of fact or interpretation with regard to the text. Your essay also made appropriate use of textual evidence (quotations and/or paraphrases). [Reading]
- Your essay offered an effective analysis of the source text by competently evaluating the author’s use of evidence, reasoning, and/or stylistic and persuasive elements. Your essay contained relevant and sufficient support for claims made and focused primarily on those features of the text that were most relevant to addressing the task. [Analysis]
- Your essay was mostly cohesive. It included a clear central claim and an effective introduction and/or conclusion. Your essay also demonstrated a clear progression of ideas both within paragraphs and throughout the essay. Sentence structures were varied with some precise word choice. Your essay also showed good control of the conventions of standard written English and was free of significant errors that detract from the quality of the writing. [Writing]

SCORE 8

- Your essay demonstrated thorough comprehension of the source text by showing an understanding of the text’s central idea(s), most important details, and how they interrelate. Your essay made skillful use of textual evidence (quotations and/or paraphrases) and was free of errors of fact or interpretation with regard to the text. [Reading]
- Your essay offered an insightful analysis of the source text and a thorough, well-considered evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements. Your essay also contained relevant, sufficient, and strategically chosen support for your claim(s) and focused consistently on the features of the text that were most relevant to addressing the task. [Analysis]
- Your essay was cohesive: it included a precise central claim and a skillful introduction and conclusion as well as a deliberate and highly effective progression of ideas throughout the essay. Sentence structures were varied and word choice was consistently precise. Your essay also showed a strong command of the conventions of standard written English and was free or virtually free of errors. [Writing]

Appendix

Descriptions of Subscore Components

EOI

Expression of Ideas questions focus on the assessment of students' ability to revise multiparagraph texts for development, organization, and rhetorically effective language use. [Reading and Writing and Language Tests]

SEC

Standard English Conventions questions focus on the assessment of students' ability to edit multiparagraph texts to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation. [Reading and Writing and Language Tests]

WIC

Words in Context questions focus on the assessment of students' ability to interpret words and phrases in context, analyze word choice rhetorically, and use language effectively in writing. [Reading and Writing and Language Tests]

COE

Command of Evidence questions focus on the assessment of students' ability to understand, evaluate, and make use of textual evidence (facts, details, statistics, and the like). [Reading and Writing and Language Tests]

HOA

Heart of Algebra questions focus on the assessment of students' skills with linear equations and systems of linear equations.[Math Test]

PSD

Problem Solving and Data Analysis questions focus on the assessment of students' ability to use ratios, percentages, and proportional reasoning, as well as to describe graphical relationships and analyze data. [Math Test]

PAM

Passport to Advanced Math questions focus on the assessment of students' skills with analyzing, manipulating, and rewriting expressions, interpreting and building functions, as well as reasoning with more complex equations. [Math Test]