
PSAT™ 10 and SAT® Score Report and Content Workshop

May 2018

Agenda

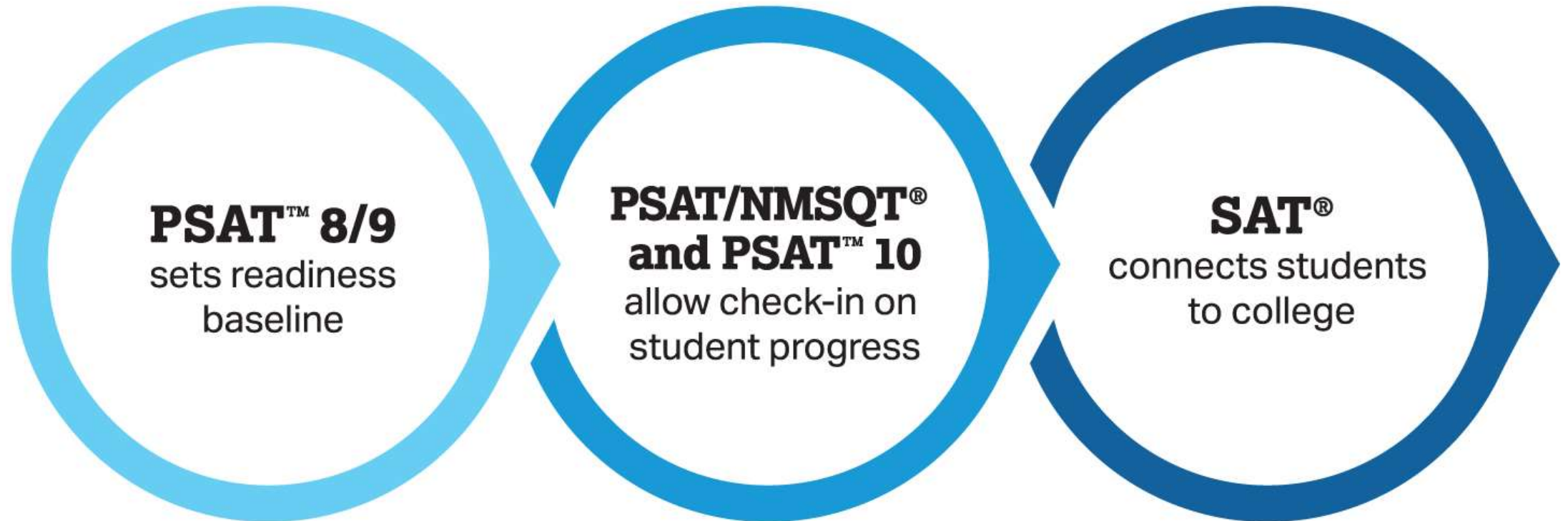
-
- Overview of the PSAT 10 and SAT
 - SAT Suite of Assessments
 - Scores
 - Test Content Specifications
 - SAT Standard Setting
 - Achievement Levels and Purpose
 - Achievement Level Descriptors (ALDs)
 - Answering SAT Questions Activity
 - Multi-State Standard Setting Overview and Process
 - Understanding Achievement Levels
 - Methodology
 - Mock Round 1 of Modified-Angoff Method Activity
 - RIDE Proficiency Levels
 - Understanding the SAT College and Career Readiness Benchmarks
 - RIDE Proficiency Levels
 - SAT School Impact Data
 - About the Essay
 - Leveraging Educator Reports
 - Official SAT Practice

Overview of the PSAT 10 and SAT

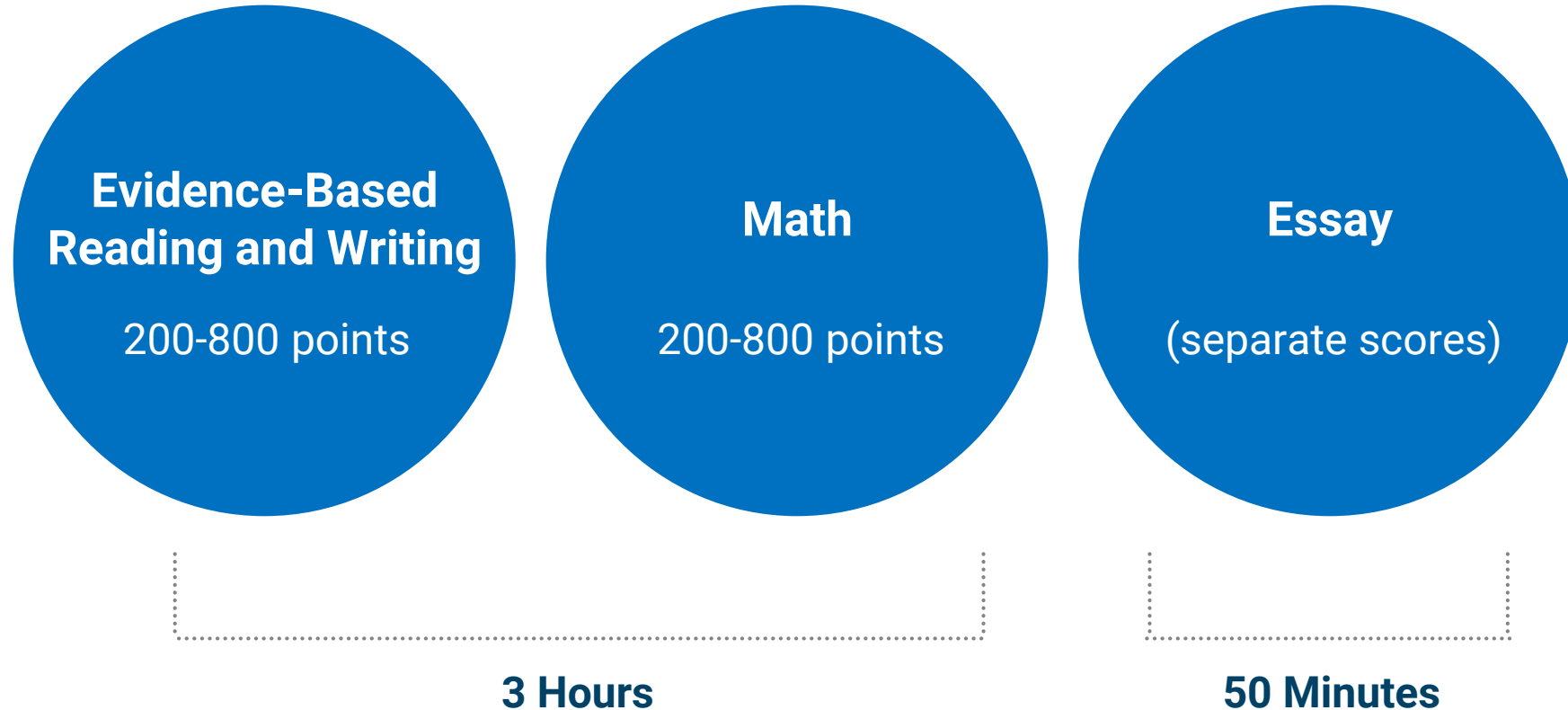


SAT Suite of Assessments

Beyond Tests, More Opportunities



About the SAT



Key Features of the SAT



Words in Context



Command of Evidence



Essay Analyzing a Source



Math that Matters Most



Problems Grounded in Real-World Contexts



Analysis in Science and in History/Social Studies



U.S. Founding Documents and the Great Global Conversation



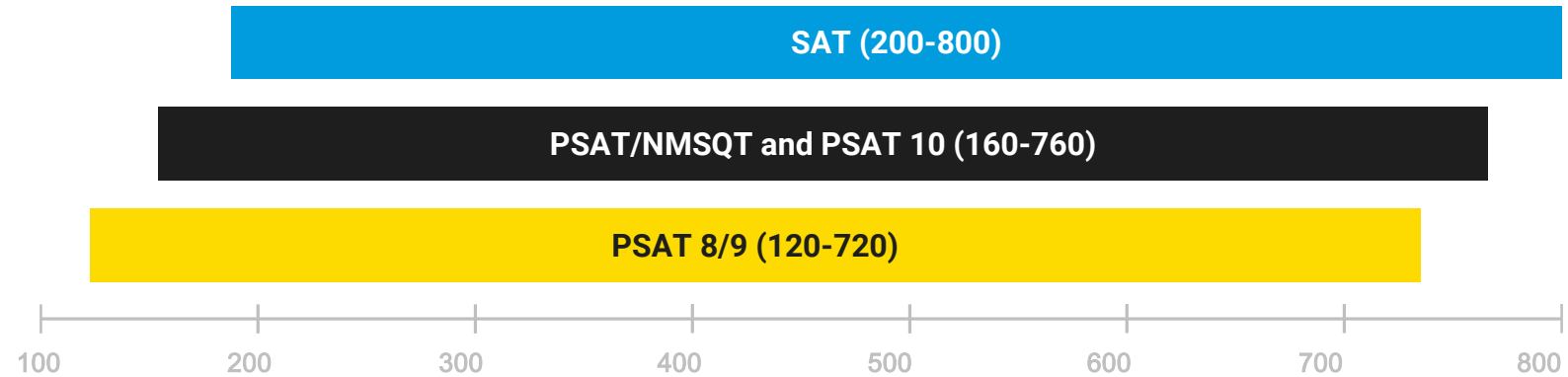
No Penalty for Guessing

SAT and PSAT 10 Scores and Subscores

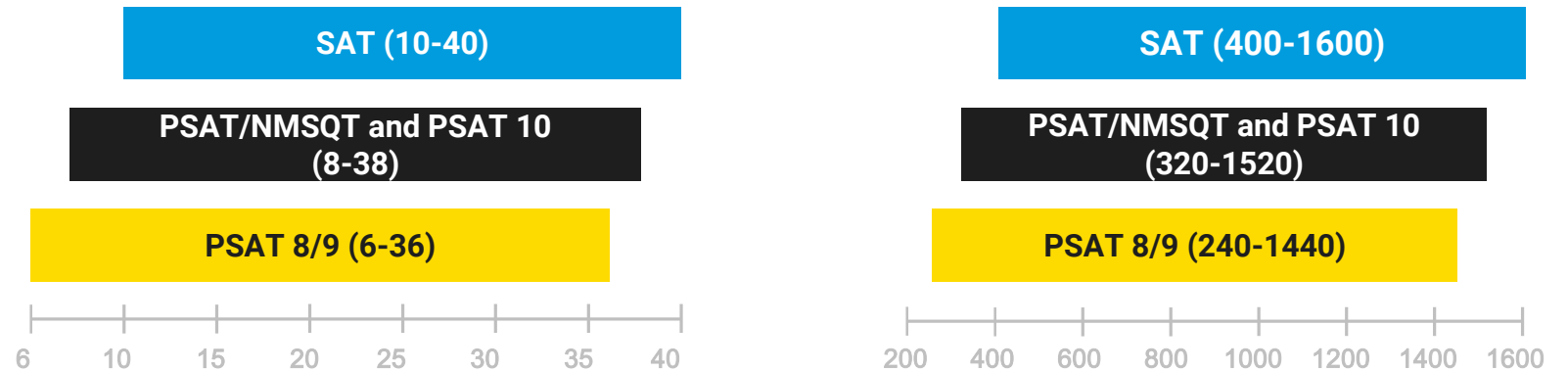


Longitudinal Progress Monitoring

Section Scores are placed on a vertical scale.



The same concept holds true for the **Test, Cross-Test Scores** and **Total Score**.



SAT Reading Test Content Specifications

SAT READING TEST CONTENT SPECIFICATIONS

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

SAT Writing and Language Content Specifications

SAT WRITING AND LANGUAGE TEST CONTENT SPECIFICATIONS

	NUMBER	PERCENTAGE OF TEST
Time Allotted	35 minutes	
Passage Word Count	1700 words total from 4 passages; 400–450 words per passage	
Total Questions	44 questions	100%
Multiple Choice (4 options)		100%
Passage Based		100%
Contribution of Items to Subscores and Scores (Percentages do not add up to 100%.)		
Expression of Ideas	24 questions	55%
Standard English Conventions	20 questions	45%
Words in Context (Across Reading and Writing and Language Tests)	8 questions (2 questions per passage)	18%
Command of Evidence (Across Reading and Writing and Language Tests)	8 questions (2 questions per passage)	18%
Analysis in History/Social Studies (Across Math, Reading, and Writing and Language Tests)	6 questions (all Expression of Ideas questions in history/social studies)	14%
Analysis in Science (Across Math, Reading, and Writing and Language Tests)	6 questions (all Expression of Ideas questions in science)	14%
Passage Contents		
Careers	1 passage; 11 questions	25%
History/Social Studies	1 passage; 11 questions	25%
Humanities	1 passage; 11 questions	25%
Science	1 passage; 11 questions	25%
Graphics		
	1 or more graphics in 1 or more sets of questions	
Text Types		
Argument	1–2 passages	25%–50%
Informative/Explanatory Text	1–2 passages	25%–50%
Nonfiction Narrative	1 passage	25%
Text and Graphical Complexity		
Text Complexity	A specified range from grades 9–10 to postsecondary entry across 4 passages	
Graphical Data Representations (tables, charts, graphs, etc.)	Basic to somewhat challenging (low to moderate data density, few variables, simple to moderately challenging interactions)	

SAT Math Test Content Specifications

SAT MATH TEST CONTENT SPECIFICATIONS

Time Allotted	80 minutes	
Calculator Portion (38 questions)	55 minutes	
No-Calculator Portion (20 questions)	25 minutes	
	NUMBER	PERCENTAGE OF TEST
Total Items	58 questions	100%
Multiple Choice (MC, 4 options)	45 questions	78%
Student-Produced Response (SPR — grid-in)	13 questions	22%
Contribution of Items to Subscores		
Heart of Algebra	19 questions	33%
Analyzing and fluently solving linear equations and systems of linear equations		
Creating linear equations and inequalities to represent relationships between quantities and to solve problems		
Understanding and using the relationship between linear equations and inequalities and their graphs to solve problems		
Problem Solving and Data Analysis	17 questions	29%
Creating and analyzing relationships using ratios, proportional relationships, percentages, and units		
Representing and analyzing quantitative data		
Finding and applying probabilities in context		
Passport to Advanced Math	16 questions	28%
Identifying and creating equivalent algebraic expressions		
Creating, analyzing, and fluently solving quadratic and other nonlinear equations		
Creating, using, and graphing exponential, quadratic, and other nonlinear functions		
Additional Topics in Math*	6 questions	10%
Solving problems related to area and volume		
Applying definitions and theorems related to lines, angles, triangles, and circles		
Working with right triangles, the unit circle, and trigonometric functions		
Contribution of Items to Cross-Test Scores		
Analysis in Science	8 questions	14%
Analysis in History/Social Studies	8 questions	14%

*Questions under Additional Topics in Math contribute to the total Math Test score but do not contribute to a subscore within the Math Test.

SAT Essay Specifications

SAT ESSAY DOMAIN

Content Dimension	Description
Reading	<p>Comprehension of the source text</p> <p>Understanding of central ideas, important details, and their interrelationship</p> <p>Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced)</p> <p>Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text</p>
Analysis	<p>Analysis of the source text and understanding of the analytical task</p> <p>Evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student</p> <p>Support for claims or points made in the response</p> <p>Focus on features of the text most relevant to addressing the task</p>
Writing	<p>Use of a central claim</p> <p>Use of effective organization and progression of ideas</p> <p>Use of varied sentence structures</p> <p>Employment of precise word choice</p> <p>Maintenance of a consistent, appropriate style and tone</p> <p>Command of the conventions of Standard Written English</p>

SAT Standard Setting

Why Set Achievement Levels?

-
- Achievement levels are a requirement of ESSA for state assessments
 - Achievement levels are necessary to calculate the proficiency and exceeds expectations indicators for accountability
 - Achievement levels must be aligned to state learning standards

PSAT and SAT Purposes

- The PSAT and SAT administered in 2018 serves two purposes: (1) providing a free college entrance exam to all grade 11 students and (2) accountability for schools & LEAs.
- **Because this exam served multiple purposes, student scores have different meanings**

RIDE Accountability	SAT – College Entrance Exam
Scores and levels that represent levels of proficiency on the RI Common Core State Standards on the SAT School Day. Calculation of student growth from PSAT 10 to SAT School Day	Represent a 75% likelihood of getting a C or better in first semester, credit bearing college courses.
Four levels: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations	College and Career Ready Benchmark

Evidence-Based Reading and Writing (ERW) Achievement Level Descriptors (ALDs) SAT School Day

Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
<p>The student has exceeded the achievement level and demonstrates a thorough understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.</p>	<p>The student has met the achievement level and demonstrates adequate understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.</p>	<p>The student partially met the achievement level and demonstrates an incomplete understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.</p>	<p>The student has not met the achievement level and demonstrates a minimal understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.</p>

Mathematics Achievement Level Descriptors (ALDs)

SAT School Day

Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
<p>The student has exceeded the achievement level and demonstrates a thorough understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for a range of strategies, accurate and insightful reasoning, and connecting different areas of mathematics.</p>	<p>The student has met the achievement level and demonstrates an adequate understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for effective use of strategies and accurate reasoning in different areas of mathematics.</p>	<p>The student has partially met the achievement level and demonstrates an incomplete understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for simple strategies and reasoning accurately applied to basic areas of mathematics.</p>	<p>The student has not met the achievement level and demonstrates a minimal understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves some problems that require applying simple strategies to basic areas of mathematics without an understanding of the reasoning behind the strategies.</p>

Evidence-Based Reading and Writing (ERW) Achievement Level Descriptors (ALDs) PSAT 10

Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
<p>The student has exceeded the achievement level and demonstrates a thorough understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.</p>	<p>The student has met the achievement level and demonstrates adequate understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.</p>	<p>The student partially met the achievement level and demonstrates an incomplete understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.</p>	<p>The student has not met the achievement level and demonstrates a minimal understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.</p>

Mathematics Achievement Level Descriptors (ALDs)

PSAT 10

Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
<p>The student has exceeded the achievement level and demonstrates a thorough understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for a range of strategies, accurate and insightful reasoning, and connecting different areas of mathematics.</p>	<p>The student has met the achievement level and demonstrates an adequate understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for effective use of strategies and accurate reasoning in different areas of mathematics.</p>	<p>The student has partially met the achievement level and demonstrates an incomplete understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for simple strategies and reasoning accurately applied to basic areas of mathematics.</p>	<p>The student has not met the achievement level and demonstrates a minimal understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Math Content Standards. The student solves some problems that require applying simple strategies to basic areas of mathematics without an understanding of the reasoning behind the strategies.</p>

Activity – Answering SAT Questions

Eight SAT Practice Tests are available at <https://collegereadiness.collegeboard.org/sat/practice/full-length-practice-tests>

-
- Looking at the SAT Practice Test #4:
 - For ELA: Please answer Section 1, questions 42-52 (pages 13-15) and Section 2, questions 23-33 (pages 24-26)
 - For Math: Please answer Section 3, questions 13-20 (page 34-37)

SAT Practice Test #4 Answer Key

Eight SAT Practice Tests are available at <https://collegereadiness.collegeboard.org/sat/practice/full-length-practice-tests>

SAT Practice Test #4: Worksheets

ANSWER KEY

Reading Test Answers

1 C	12 D	23 C	34 A	45 D
2 D	13 A	24 C	35 D	46 A
3 D	14 B	25 B	36 B	47 D
4 C	15 A	26 C	37 D	48 C
5 A	16 C	27 A	38 D	49 D
6 A	17 C	28 B	39 D	50 C
7 B	18 A	29 B	40 A	51 B
8 D	19 B	30 D	41 B	52 A
9 D	20 A	31 D	42 C	
10 A	21 D	32 D	43 B	
11 C	22 A	33 D	44 A	

READING TEST
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

Writing and Language Test Answers

1 B	12 D	23 C	34 C
2 B	13 B	24 C	35 C
3 B	14 D	25 B	36 B
4 A	15 C	26 D	37 D
5 D	16 C	27 C	38 A
6 B	17 A	28 A	39 C
7 D	18 C	29 D	40 B
8 B	19 A	30 B	41 D
9 C	20 C	31 C	42 D
10 A	21 B	32 B	43 A
11 C	22 D	33 A	44 B

WRITING AND
LANGUAGE TEST
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

SAT Practice Test #4 Answer Key

Eight SAT Practice Tests are available at <https://collegereadiness.collegeboard.org/sat/practice/full-length-practice-tests>

Math Test No Calculator Answers

1 A	11 C
2 A	12 C
3 A	13 B
4 B	14 A
5 C	15 B
6 B	16 9
7 D	17 $\frac{3}{5}$ or 0.6
8 A	18 5
9 D	19 0
10 D	20 25

MATH TEST
NO CALCULATOR
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

Math Test Calculator Answers

1 B	11 A	21 C	31 1160
2 C	12 C	22 B	32 $\frac{1}{2}$ or 0.5
3 C	13 C	23 B	33 4.55
4 B	14 D	24 C	34 150
5 B	15 B	25 B	35 $\frac{9}{4}$ or 2.25
6 A	16 A	26 C	36 29, 30, 31, 32, 33, or 34
7 A	17 D	27 D	37 0.72
8 D	18 C	28 D	38 134
9 B	19 A	29 B	
10 A	20 C	30 D	

MATH TEST
CALCULATOR
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

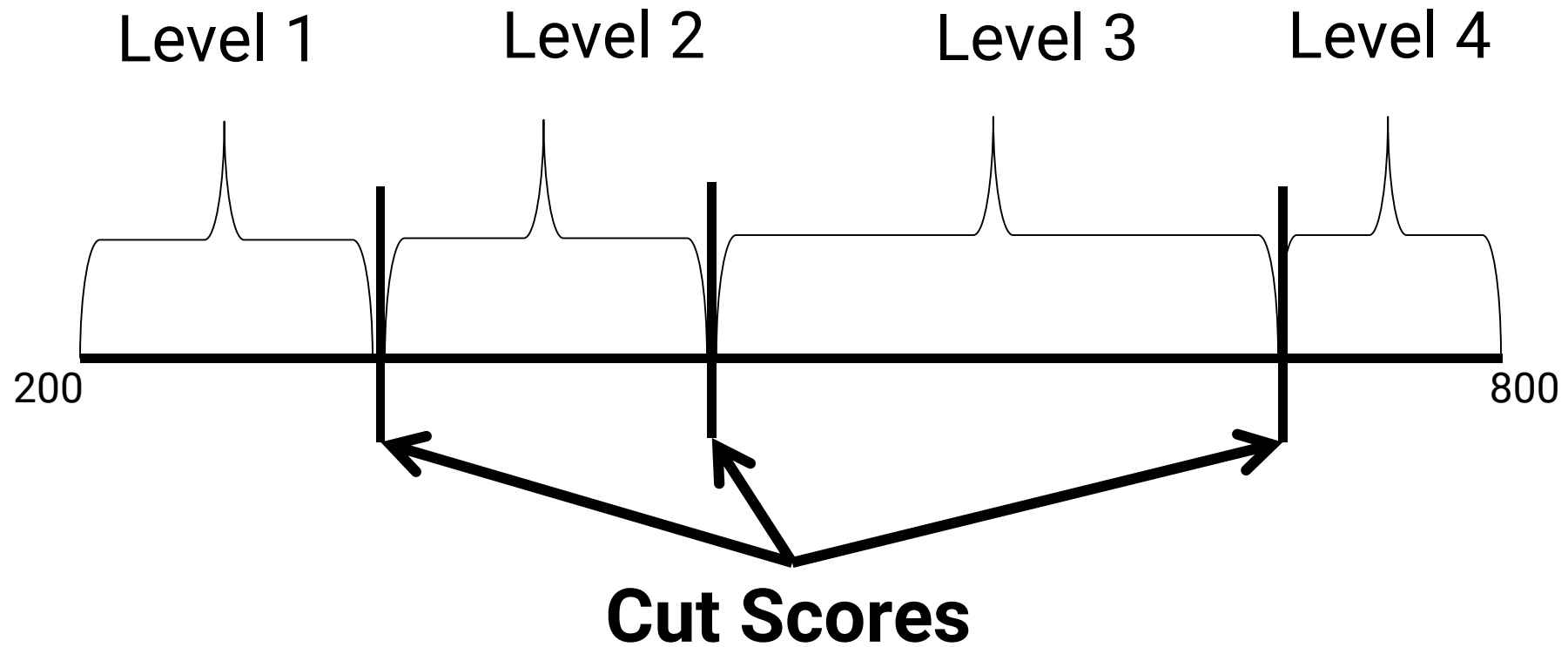
Multi-State Standard Setting Overview

-
- Connecticut, Delaware, Maine, & New Hampshire
 - Classroom teachers from each state
 - Observed by state content experts
 - Facilitated by CB standard setting experts
 - Modified-Angoff methodology
 - Annual AP/Accuplacer standard setting
 - Psychometric oversight
 - Results were part of multi-state review process
 - Impact data compared against prior tests (NECAP, SBAC, etc.)
 - Goal of having consistent cuts for all states
 - Agreement that results would be reviewed after a few years of impact data were collected

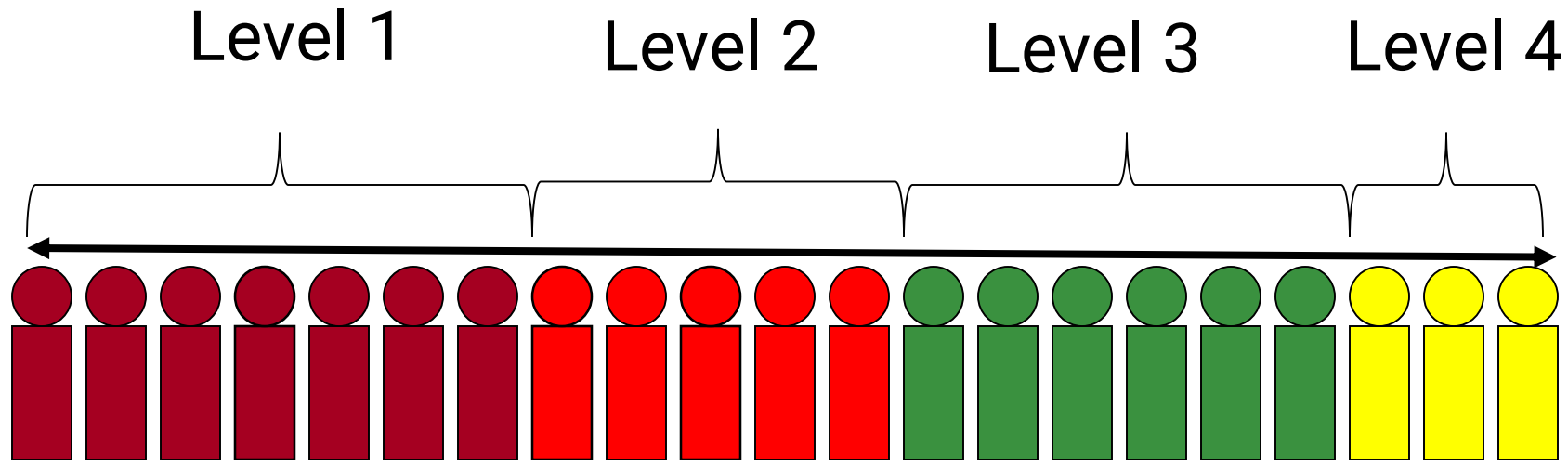
Multi-State Standard Setting Process

-
- June 15-16, 2016 in Connecticut
 - Panelists from each state in ELA (17) and Math (14)
 - Modified-Angoff method
 - Three rounds of ratings with discussion and feedback after Round 1 and Round 2
 - Observed item difficulty provided after Round 1 along with data about individual panelist ratings in relation to the large group
 - P-Values
 - Impact data using 4 states' aggregate provided after Round 2 and the SAT Benchmark Above/Below provided after Round 2
 - Evaluation after Round 1 and at the end

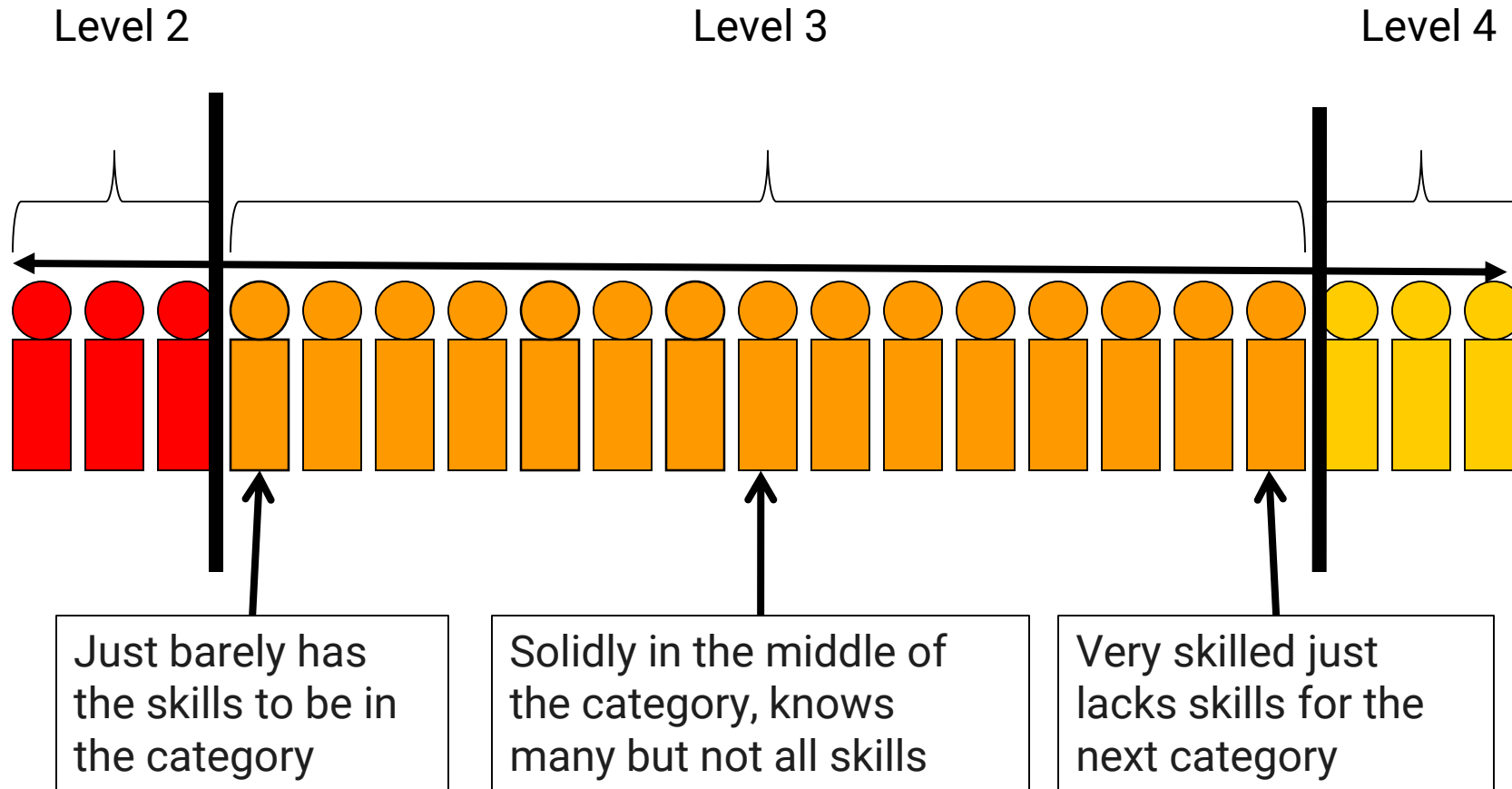
Four Achievement Levels



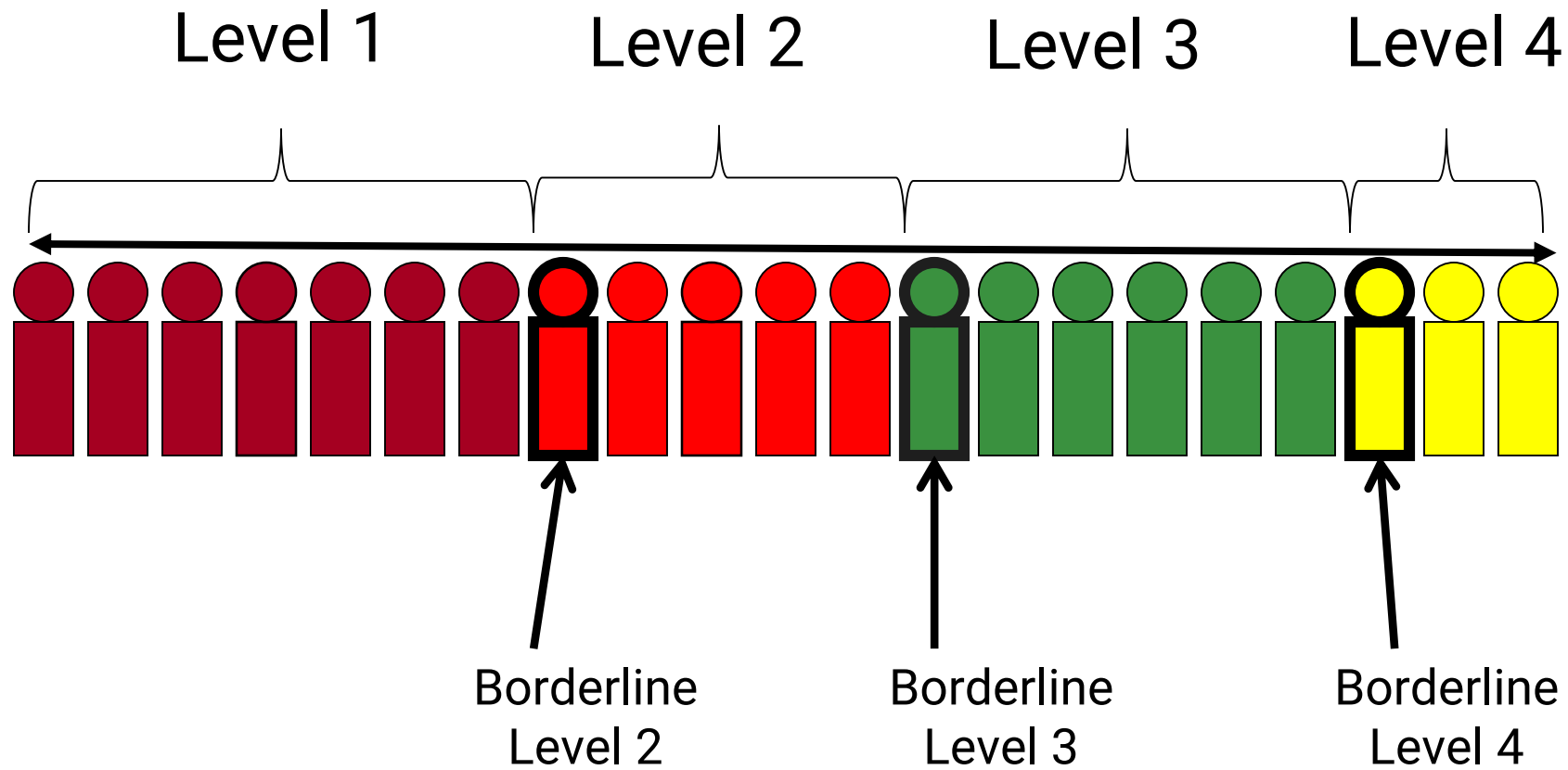
Range of Performance within Achievement Level



Range of Performance within Achievement Level



Range of Performance within Achievement Level



Modified-Angoff Method

-
- For each item:
 - Consider 100 borderline examinees at each Achievement Level
 - Consider how difficult you believe the item will be for each group of 100 borderline examinees and what about the item makes it more or less difficult – text complexity of passage, wording, vocabulary, content, inference required, multi-step problem, etc.
 - For each group of 100 borderline examinees separately, record the proportion of examinees that you would expect to answer the item correctly based on the ALDs

Activity: Mock Round 1 of Modified- Angoff Method

-
- Independently, look at two questions that you reviewed in the first activity:
 - For ELA, questions 42 and 43
 - For Math, questions 13 and 18
 - Think about 100 borderline Level 2 students that you have:
 - Read the ALDs and determine how many students you think will answer those two questions correctly (between 20 and 95)
 - Share and discuss your number with your colleagues

Raw Score Conversion Table

SAT Practice Test #4: Worksheets

RAW SCORE CONVERSION TABLE 1 SECTION AND TEST SCORES

Raw Score (# of correct answers)	Math Section Score	Reading Test Score	Writing and Language Test Score	Raw Score (# of correct answers)	Math Section Score	Reading Test Score	Writing and Language Test Score
0	200	10	10	30	580	27	30
1	200	10	10	31	590	28	31
2	210	10	10	32	600	28	31
3	230	11	10	33	600	28	32
4	250	12	11	34	610	29	32
5	270	13	12	35	620	29	33
6	280	14	13	36	630	30	33
7	300	15	14	37	640	30	34
8	320	16	15	38	650	31	35
9	340	16	16	39	660	31	36
10	350	17	16	40	670	32	37
11	360	18	17	41	680	32	37
12	370	18	18	42	690	33	38
13	390	19	19	43	700	33	39
14	410	20	19	44	710	34	40
15	420	20	20	45	710	35	
16	430	21	21	46	720	35	
17	450	21	22	47	730	36	
18	460	22	23	48	730	37	
19	470	22	23	49	740	38	
20	480	23	24	50	750	39	
21	490	23	24	51	750	39	
22	500	23	25	52	760	40	
23	510	24	26	53	770		
24	520	24	26	54	780		
25	530	25	27	55	790		
26	540	25	27	56	790		
27	550	26	28	57	800		
28	560	26	29	58	800		
29	570	27	29				

RIDE Proficiency Levels

Understanding the SAT College and Career Readiness Benchmarks

- 75% likelihood of earning at least a C in a first-semester, credit-bearing college course in a related subject
- Set at section level
- Overall college and career readiness is defined as achieving both of the section-level benchmarks on a given assessment.
- Grade-level benchmarks are based on expected student growth toward the SAT Benchmarks:

		Grade 8	Grade 9	Grade 10	Grade 11	SAT	
Section Level	▶	390	410	430	460	480	ERW
	▶	430	450	480	510	530	MATH

RIDE SAT and PSAT 10 Proficiency Levels

	Level 1	Level 2	Level 3	Level 4
SAT ERW	200-410	420-470	480-620	630-800
On track PSAT 10 ERW	160-360	370-420	430-580	590-760
SAT Math	200-410	420-520	530-640	650-800
On track PSAT 10 Math	160-380	390-470	480-590	600-760

2017 SAT School Day Impact Data

	RIDE (N = 8,291) Level 2		National School Day (N = 651,774)	
	ERW	Math	ERW	Math
Level 1	23.11	22.46	19.95	22.32
Level 2	21.30	43.14	21.99	42.25
Level 3	43.98	27.16	45.04	26.79
Level 4	11.62	7.24	13.01	8.64
Meet Benchmark	55.60	34.40	58.05	35.43

About the Essay

Essay Prompt (SAT Practice Test 4)

As you read the passage below, consider how Paul Bogard uses

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

Adapted from Paul Bogard, “Let There Be Dark.” ©2012 by Los Angeles Times. Originally published December 21, 2012.

- 1 At my family’s cabin on a Minnesota lake, I knew woods so dark that my hands disappeared before my eyes. I knew night skies in which meteors left smoky trails across sugary spreads of stars. But now, when 8 of 10 children born in the United States will never know a sky dark enough for the Milky Way, I worry we are rapidly losing night’s natural darkness before realizing its worth. This winter solstice, as we cheer the days’ gradual movement back toward light, let us also remember the irreplaceable value of darkness.

Essay: Scored 2-1-1 (from one rater)

In “Let there be dark,” Paul Bogard talks about the importance of darkness.

Darkness is essential to humans. Bogard states, “Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing, and our bodies need darkness for sleep, sleep. Sleep disorders have been linked to diabetes, obesity, cardiovascular disease and depression and recent research suggests are main cause of “short sleep” is “long light.” Whether we work at night or simply take our tablets, notebooks and smartphones to bed, there isn’t a place for this much artificial light in our lives.” (Bogard 2). Here, Bogard talks about the importance of darkness to humans. Humans need darkness to sleep in order to be healthy.

Animals also need darkness. Bogard states, “The rest of the world depends on darkness as well, including nocturnal and crepuscular species of birds, insects, mammals, fish and reptiles. Some examples are well known—the 400 species of birds that migrate at night in North America, the sea turtles that come ashore to lay their eggs—and some are not, such as the bats that save American farmers billions in pest control and the moths that pollinate 80% of the world’s flora. Ecological light pollution is like the bulldozer of the night, wrecking habitat and disrupting ecosystems several billion years in the making. Simply put, without darkness, Earth’s ecology would collapse...” (Bogard 2). Here Bogard explains that animals, too, need darkness to survive.

Essay: Scored 3-3-3 (from one rater)

In Paul Bogard's article "Let there be dark" he's building an argument to persuade his audience to preserve natural darkness. Bogard builds his argument in a few different ways. Bogard uses a personal story, appeals to people's emotions, and states benefits of natural darkness.

By using a personal story Bogard allows his audience to connect to him. If his audience can relate or even understand his story they will be more willing to agree with him. The personal story also shows that the issue of preserving natural darkness isn't just another topic to write about but something that he is actually passionate for. In his personal story Bogard uses great imagery making the audience picture what he saw and maybe make them want to experience it too.

Bogard uses pathos by stating examples that appeal to people's emotions. In the article he wrote "Those of us over 35 are perhaps among the last generation to have known truly dark nights." This statement appeals more to the younger generations emotion. By stating this people who are younger than 35 might feel that they were robbed of the opportunity to experience the real beauty of natural darkness. This would probably help his younger audience to agree with him because they might want the chance to see the real beauty of natural darkness.

Bogard writes about the benefits that natural darkness actually produces. In the article he talks about how darkness actually helps the body produce a hormone that keeps certain cancers from developing. He also includes how darkness helps and is necessary for certain animals. These examples will help his audience see that he is arguing for something beneficial for people. This also helps appeal to an audience that might not care for the beauty of darkness but care for their own personal health.

Bogard uses different features in order to persuade his audience. The different features also help him in appealing to a broader audience.

Essay: Scored 4-3-4 (from one rater)

Paul Bogard, a respected and passionate writer, offers a convincing argument on the importance of allowing more darkness to fill the earth for distinct health and ecological reasons. With light providing as such a huge factor in daily life, we sometimes forget that darkness can have more healing abilities, and allows nature to return to a nonartificial, primitive state. Bogard uses personal observation for credibility, stirring feelings, and startling facts to deliver a powerful argument.

Throughout the passage, Bogard remains nostalgic about his childhood: "At my family's cabin on a Minnesota lake, I knew woods so dark that my hands disappeared before my eyes. I knew night skies in which meteors left smoky trails across sugary spreads of stars....This winter solstice, as we cheer the days' gradual movement back toward light, let us also remember the irreplaceable value of darkness." The description of nature and the stunningly beautiful imagery creates a feeling of deep respect for the darkness. We share in Bogard's view and as a result, Bogard has undeniable credibility. Bogard knows the power of darkness and through his childhood memories, we lean our ears to listen to him.

Even though credibility makes many appearances throughout the passage, it would have no real meaning without evoking emotion. Bogard strikes the people who disagree with him when he says, "Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing and our bodies need darkness for sleep. Sleep disorders have been linked to diabetes, obesity, cardiovascular disease and depression, and recent research suggests one main cause of 'short sleep' is 'long light'." Bogard's statement dissolves any doubt, but builds up new feeling. We finally see the true importance of allowing our world to temporarily succumb to darkness. Through the emotion Bogard evokes, we suddenly feel defensive in preserving the darkness for the sake of our mental and physical health. Bogard even makes us think about the future generations: "In a world awash with electric light...how would Van Gogh have given the world his 'starry night'? Who knows what this vision of the night sky must inspire in each of us, in our children or grandchildren?"

In order to achieve proper credibility and stir emotion, undeniable facts must reside in passage. Bogard has completed his research, and uses it to further his case: "The rest of the world depends on darkness as well, including nocturnal and crepuscular species of birds, insects, mammals, fish, and reptiles. Some examples are well known—the 400 species of birds that migrate at night in North America, the sea turtles that come to lay their eggs—and some are not, such as the bats that save American farmers billions in pest control and the moths that pollinate 80% of the world's flora." Using the facts about animals, Bogard extends the argument beyond humans, allowing us to see that darkness does not only have an impact on us, but all of nature. Bogard then says, "In the United States and Western Europe, the amount of light in the sky increases an average of about 6% every year.... Much of this light is wasted energy, which means wasted dollars. Those of us over 35 are perhaps among the last generation to have known truly dark nights." However, Bogard extends the facts to offer various solutions to wasted and excessive light, such as changing LED streetlights and reducing the use of lights in public buildings and homes during the night. Bogard builds up our world, and then breaks it down in our minds with his writing: "Simply put, without darkness, Earth's ecology would collapse...."

We can still save our world according to Bogard. We must see the strength and beauty in the darkness, and remember how our world survived without lights. Light can be acceptable, but too much of it can prove worse than permanent darkness.

Leveraging Educator Reports



K-12 Score Reporting Portal

Student Intervention

School Improvement And Accountability

Roster Scores by Department Curriculum and Instruction Review

Student Essay Scores Scores by Institution

Benchmarks Essay Scores by Institution

Instructional Planning

Question Analysis

Online reporting portal:

- Easy accessibility via your College Board account login to score reports for all SAT[®] Suite assessments
- Interactive features (e.g., sorting, filtering)
- “Search” functionality and ability to configure groups
- Enhanced data and drill-down capabilities
 - Compare scores with district, state, and total group
 - Identify students in each performance band
 - Read the questions (and answers) students missed most often
 - Identify groups of students for additional support

Running Reports

Home [Reports Center](#) HELP

☰ Reports | Napa High School | SEARCH

SELECT **Summary** PSAT 8/9 PSAT 10 **PSAT/NMSQT** SAT SAT Subject Roster

REPORT TYPE Instructional Planning ▼

ADMINISTRATION DATE Fall 2016 ▼

GRADE LEVEL 11th grade ▼

Run Report Cancel

Roster Report

Reports Center HELP

Reports | Napa High School | SEARCH

Roster Report Summary

EXPORT

SAT & SAT Subject Test (Sep 2015 - Aug 2016)	See Detailed Report	More
PSAT 10 2016	See Detailed Report	More
PSAT 8/9 2016	See Detailed Report	More
PSAT/NMSQT October 2016	See Detailed Report	Less

Grade	Total Enrolled	Total Test Takers	Participation	Mean Total Score	Mean ERW Score	Mean Math Score	Met both ERW and Math Benchmarks	
							#	%
8th grade	123	25	20%	835	482	432	4	16%
9th grade	70	14	20%	1,022	462	502	4	29%
10th grade	97	25	26%	960	473	469	4	16%
11th grade	36	6	17%	N/A	N/A	N/A	N/A	N/A

Roster Report Detail

In the Roster Reports Details, for the PSAT, you can view the student's access code; for the SAT, you can view the student's registration number

Reports Center HELP

Reports | Napa High School | SEARCH

< Back to Summary

70 Test Takers

PSAT/NMSQT October 2016 Roster Report Details

This School's AP Potential Tool Access Code: 627759

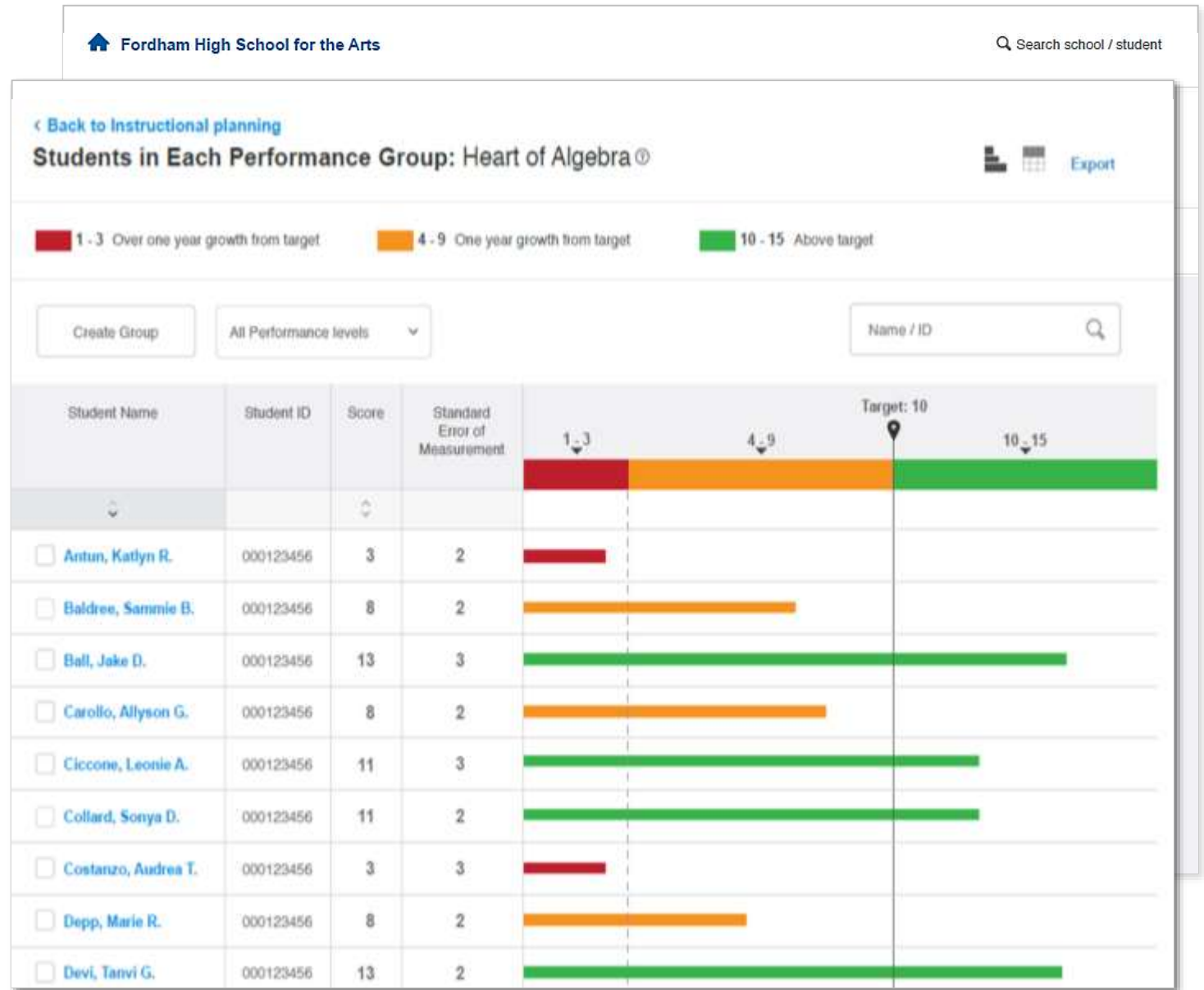
AP Potential Tool EXPORT

Roster Report Filters

Student Name / Student ID Score Reports from Selected Labels from Selected Customize This Table

<input type="checkbox"/> All	Student Name	Student ID	Grade	Test Date	Access Code	Total Score	ERW	Math	Met ERW Benchmark	Met Math Benchmark
<input type="checkbox"/>	Andrews, Naisha L.	144893022008	10th grade	10/22/2015	999999	944	780	489	Y	N
<input type="checkbox"/>	Awrrshnr, Ocirifr W.	411351642012	10th grade	10/22/2015	1000000	1053	751	478	Y	N
<input type="checkbox"/>	Baskerville, Marquita S.	144971012008	10th grade	10/22/2015	999999	971	245	249	N	N
<input type="checkbox"/>	Bdeegp, Mnyezzy 8.	408024892012	8th grade	10/22/2015	1000000	1157	744	199	Y	N
<input type="checkbox"/>	Bouny, Pcvddt G.	387742322012	10th grade	10/22/2015	999999	783	388	421	N	N
<input type="checkbox"/>	Bqacvs, Cknicsr.	408024782012	9th grade	10/22/2015	999999	1454	755	539	Y	Y
<input type="checkbox"/>	Brookes, Christine L.	112233842008	10th grade	10/22/2015	999999	1182	274	334	N	N
<input type="checkbox"/>	Bwac, Axlyx B.	350128772012	11th grade	10/22/2015	999999	851	581	320	Y	N
<input type="checkbox"/>	Datkfal, Orfxn 9.	387507782012	11th grade	10/22/2015	1000000	425	744	526	Y	Y

Instructional Planning Report: Focus Improvement Efforts



Note: All data is illustrative

Question Analysis Report: Understand Student Achievement at a Detailed Level

CollegeBoard Assessment Reporting John Smith

Reports Center Download Center HELP

Reports New York City Department of Education / Fordham High School for the Arts List: All Students (182) SEARCH

Report Updated Dec. 5, 2015 | 25200 Test Takers

PSAT/NMSQT Fall 2016, 11th Grade - Question Analysis Report - Form A

Filters EXPORT

Student Produced Response																			
Math with Calculator	2	10, 12 15, 16	<table border="1"> <tr><td>School</td><td>22%</td></tr> <tr><td>District</td><td>24%</td></tr> <tr><td>State</td><td>15%</td></tr> <tr><td>Nation</td><td>17%</td></tr> </table>	School	22%	District	24%	State	15%	Nation	17%	N/A	N/A	N/A	N/A	15 11 22 16	Easy	Additional Topics in Math	See Student Performance
School	22%																		
District	24%																		
State	15%																		
Nation	17%																		
Non-Disclosed Forms																			
Reading	2	N/A	<table border="1"> <tr><td>School</td><td>22%</td></tr> <tr><td>District</td><td>24%</td></tr> <tr><td>State</td><td>15%</td></tr> <tr><td>Nation</td><td>17%</td></tr> </table>	School	22%	District	24%	State	15%	Nation	17%	N/A	N/A	N/A	N/A	15 11 22 16	Easy	Expressions of Ideas Words in Context	See Student Performance
School	22%																		
District	24%																		
State	15%																		
Nation	17%																		
"Unscorable" item																			
Reading	2	N/A	Unscorable Question	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A								

Note: All data is illustrative

Scores by Institution Report: Using Skills Insight

<https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf>

Academic Skills at Each Score Band and Suggestions for Improvement

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) [CCE]
- 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) [WCE]
- Determine the main purpose or effect of an author's word choice in a moderately challenging passage [WCE]
- 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 numerical bars; determining which of two lines, each revealing a clear trend, represents a generally higher value) [CCE]

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, effect, 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 meanings 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

Note: All data is illustrative



Home Reports Center Download Center			
Reports Portland High School List: All Students (21)			
SAT March 2016, 11th grade - Scores by Institution			
Total Score 400-1600		EXPORT	
School Mean Score 1059	District Mean Score 1002	State Mean Score 1014	Total Group Mean Score 980
21 Test Takers 58 Enrolled 36% Participation	39 Test Takers 113 Enrolled 35% Participation	52 Test Takers 152 Enrolled 34% Participation	253 Test Takers 845 Enrolled 30% Participation
33% Met Both Benchmarks 67% Met ERW 52% Met Math 14% Met None	31% Met Both Benchmarks 62% Met ERW 44% Met Math 26% Met None	35% Met Both Benchmarks 62% Met ERW 50% Met Math 23% Met None	32% Met Both Benchmarks 64% Met ERW 49% Met Math 19% Met None
Distribution of Scores	Distribution of Scores	Distribution of Scores	Distribution of Scores
400-590 600-790 800-990 1000-1190 1200-1390 1400-1600	400-590 600-790 800-990 1000-1190 1200-1390 1400-1600	400-590 600-790 800-990 1000-1190 1200-1390 1400-1600	400-590 600-790 800-990 1000-1190 1200-1390 1400-1600
Mean Total Score (400 - 1600) 1059 Total Score	Mean Total Score (400 - 1600) 1002 Total Score	Mean Total Score (400 - 1600) 1014 Total Score	Mean Total Score (400 - 1600) 980 Total Score
Mean Section Scores (200 - 800) 513 Evidence-Based Reading and Writing 546 Math	Mean Section Scores (200 - 800) 496 Evidence-Based Reading and Writing 506 Math	Mean Section Scores (200 - 800) 487 Evidence-Based Reading and Writing 528 Math	Mean Section Scores (200 - 800) 485 Evidence-Based Reading and Writing 495 Math
Mean Test Scores (10 - 40) 29 Reading 25 Writing and Language 23 Math	Mean Test Scores (10 - 40) 28 Reading 28 Writing and Language 23 Math	Mean Test Scores (10 - 40) 27 Reading 26 Writing and Language 25 Math	Mean Test Scores (10 - 40) 26 Reading 26 Writing and Language 25 Math
Mean Cross-Test Scores (10 - 40) 23 Analysis in Science 27 Analysis in History/ Social Studies	Mean Cross-Test Scores (10 - 40) 24 Analysis in Science 26 Analysis in History/ Social Studies	Mean Cross-Test Scores (10 - 40) 24 Analysis in Science 25 Analysis in History/ Social Studies	Mean Cross-Test Scores (10 - 40) 25 Analysis in Science 24 Analysis in History/ Social Studies
Mean Subscores (1 - 15) 6 Command of Evidence	Mean Subscores (1 - 15) 6 Command of Evidence	Mean Subscores (1 - 15) 7 Command of Evidence	Mean Subscores (1 - 15) 8 Command of Evidence

Official SAT Practice on Khan Academy™

Free, Official SAT Practice Through Khan Academy

satpractice.org



Full Length Practice Tests

Eight official practice tests, with more to come, plus revision assistance and automatic scoring for the SAT Essay, and study and test-taking tips



Video Lessons

Easy-to-follow videos explain problems step-by-step



Interactive Problems & Instant Feedback

Get hints, explanations and constant progress updates to know where you stand

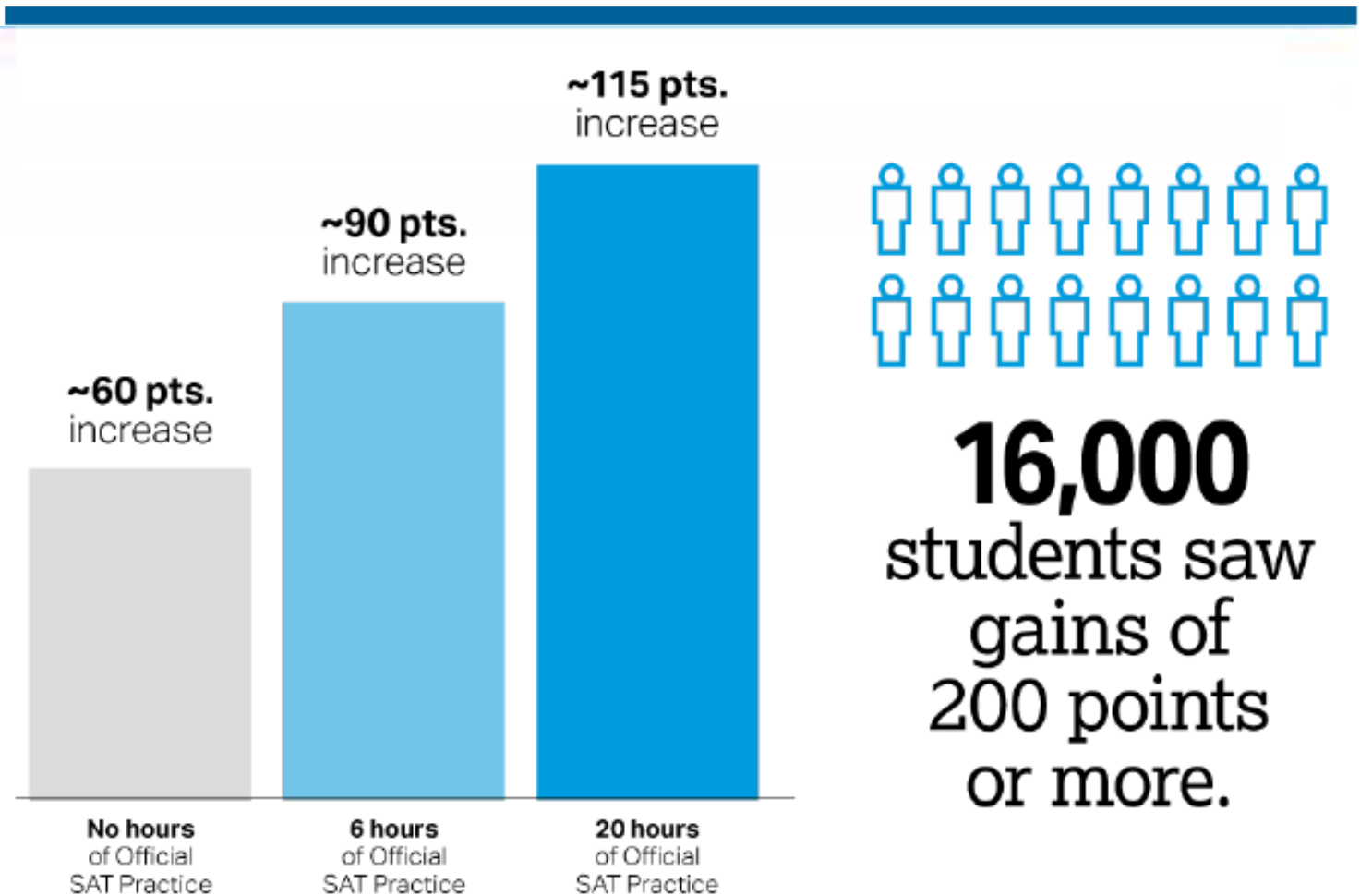


Daily Practice App

More practice available on your phone featuring questions of the day plus the ability to ease the Scan and Score feature

Research on Score Improvements with Official SAT Practice

Average number of points gained from PSAT/NMSQT to SAT correlated to hours spent practicing on Khan Academy



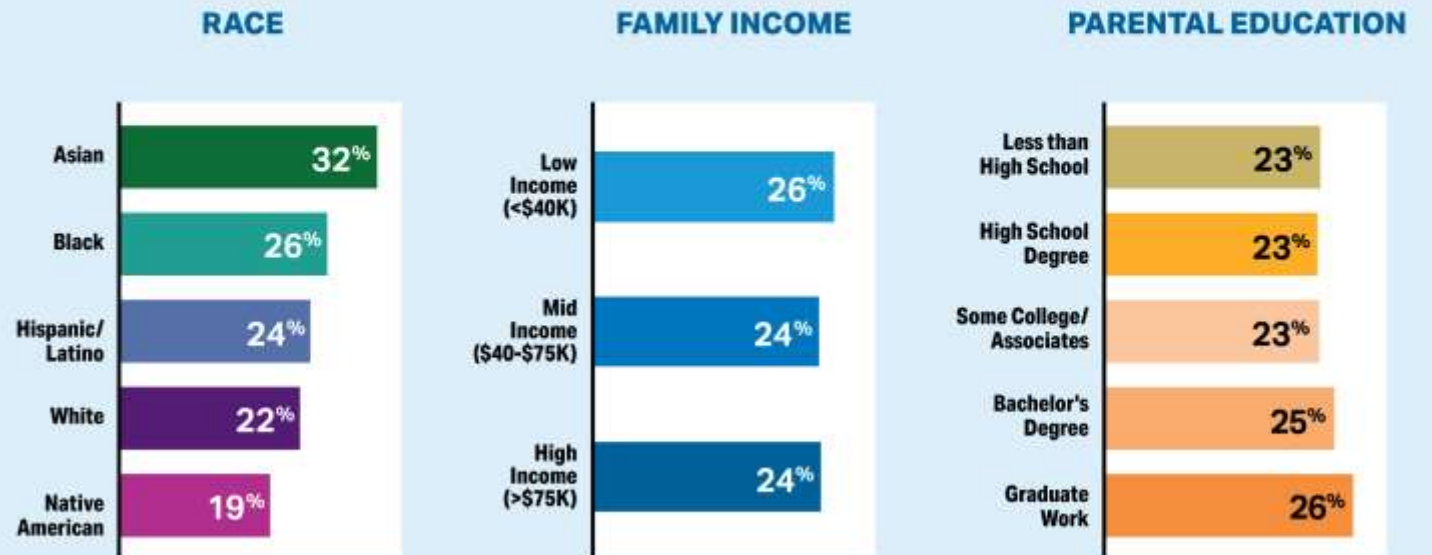
Based on 250,000 students from the Class of 2017

Practice advanced students regardless of gender, race, income, and high school GPA

Usage is Consistent Across Demographics

Roughly Equal Usage of Official SAT® Practice by Race, Family-Income Level, and Parental Education Level

The percentage of the SAT test-taking population subgroup that linked their College Board & Khan Academy® accounts.



Data reflect students from the high school graduating class of 2017 who took the October 2015 PSAT/NMSQT® and the new SAT through January of 2017, and the percentage within each subgroup who linked their College Board and Khan Academy accounts.

Diagnostic Quizzes

The screenshot shows the Khan Academy website interface. At the top, there are navigation tabs for "Practice", "Tips and Planning", and "Full Exams". Below these, there are two main subject categories: "MATH" and "READING & WRITING". The "MATH" category is selected. A prominent message reads: "Complete these 4 quizzes to unlock your personalized Math practice". Below this message is a large teal call-to-action box for "DIAGNOSTIC QUIZ Quiz 1 — Math (No Calculator)" with a "Take the quiz" button. At the bottom, there are four smaller buttons representing the four required quizzes: "Quiz 1 — Math (No Calculator)", "Quiz 2 — Math (No Calculator)", "Quiz 3 — Math (Calculator OK)", and "Quiz 4 — Math (Calculator OK)".

Practice Personalized Recommendations

Official SAT[®] Practice **Practice** Tips and Planning Full Exams In partnership with CollegeBoard

MATH READING & WRITING

Your Math practice recommendations

OVERALL Math

LAST MISSED ON A DIAGNOSTIC QUIZ:
Right triangle word problems
Level 2 questions completed: 0 of 20 Practice this skill

Right triangle word problems Data collection and conclusions Solving quadratic equations 15 min TIMED MINI-SECTION Math (Calculator OK)

Let us know if you [have a problem](#) or [an idea for making this system better!](#)

Or choose from the full list of Math practice and videos

Heart of algebra

These skills focus on linear equations, their graphs, and their applications.

Solving linear equations and linear inequalities
Level 3 questions completed: 0 of 25 Practice


Interpreting linear functions
Level 3 questions completed: 0 of 20 Practice

HOW-TO EXAMPLES

Basic example
 Harder example

Basic example
 Harder example

Hints and Tutorials Available to Build Skills

 Interpreting linear functions [Exit this practice](#)

profit, P , in dollars, for g garments cleaned. What is the meaning of the 1,250 in the equation?




- A Elena will make \$1,250 profit if she cleans 3.2 garments per day.
- B After cleaning 1,250 garments, Elena will have made \$4,000 in profit.
- C Elena must clean 1,250 garments per month to break even with \$0 profit.
- D Elena must make \$1,250 each month cleaning garments to break even with \$0 profit.

We can see that if

$g = 1,250$

then:

$P = 0$

 [Show hint \(2 remaining\)](#) Do 5 questions   3 4 5 Check answer

MATH

Heart of algebra

Solving linear equations — Harder

Total energy points

0

Solving linear equations — Harder

Solving systems of linear equations — Easier

Solving systems of linear equations — Harder

Interpreting linear functions — Easier

Interpreting linear functions — Harder

Graphing linear equations — Easier

$$3 + 10x - 5 = (a + 1) \cdot x - 2$$

In the equation shown above, a is a constant. For what value of a does the equation have infinitely many solutions?

- 2
- 7
- 10
- 9

$(3) + 10x - 5 = (a + 1) \cdot x - 2$

$1 = 1$



Earn Energy Points

The screenshot shows a web browser window titled "Khan Academy" with the URL "https://www.khanacademy.org". The page is for "Quiz 1 — Math (No Calculator)" and includes an "Exit this Diagnostic" link in the top right. A teal banner displays "ENERGY POINTS EARNED" with a large "725" and subtext: "225 points for answering questions correctly" and "500 points for completing this quiz". An illustration of math tools (calculator, compass, hourglass, ruler) is on the right. Below, two columns show "Starting skill level: 3" and "Starting skill level: 2" with lists of skills and their completion status (green checkmarks for correct, red X for incorrect). A progress bar at the bottom shows 11 items: 3 incorrect, 2 correct, 3 incorrect, 1 correct, 1 incorrect. Buttons for "Exit this Diagnostic" and "Review your answers" are at the bottom right.

Starting skill level: 3	Starting skill level: 2
Complex numbers ✓	Isolating quantities ✗
Solving systems of linear equations ✓	Radical and rational equations ✗
Circle theorems ✓	Congruence and similarity ✗
	Linear equation word problems ✗
	Structure in expressions ✗
	Graphing linear equations ✗
	Linear inequality word problems ✗

Progress bar: ✗ ✗ ✗ ✓ ✓ ✗ ✗ ✗ ✓ ✗

Buttons: Exit this Diagnostic, Review your answers

Take Full-Length Exams

Practice **Full Exams**

Exams

Practice exam 1
1 of 4 sections complete

Practice exam 2
Complete previous exams to unlock

Practice exam 3
Complete previous exams to unlock

Practice exam 4
Complete previous exams to unlock

These practice exams are in the new SAT format, which will appear on the October 2015 PSAT and March 2016 SAT. These practice exams are available exclusively at

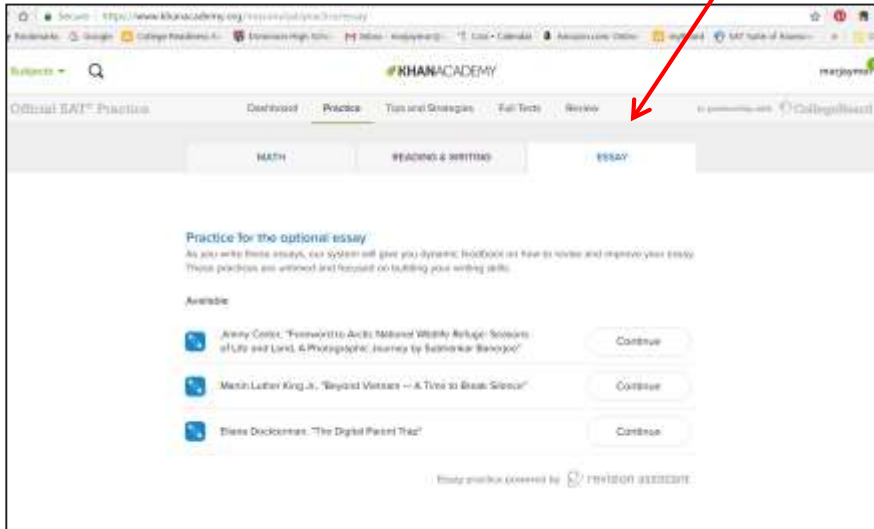
CONTINUE PRACTICE EXAM 1 After completing a section, you can stop or review

Reading
51 questions Review this section

35 min Writing and Language
44 questions Start this section

25 min Math (No calculator)
20 questions
Complete previous sections to unlock

New Essay Practice!



- Practice Tests 1 and 2 have essay passages and prompts. Students can receive scores on these essays.
- Official SAT Practice on Khan Academy includes three practice prompts.
 - The system analyzes student's writing and gives specific recommendations for how to improve their writing in the three areas scored on the SAT essay: Reading, Analysis, and Writing.
 - Students get "Signal Strengths" to get a sense for how well the essay is measuring against different criteria.
 - Students can revise and rewrite to improve the essay and writing skills.
 - An optional prewriting area is provided to outline and organize ideas.
 - Students can view the rubric used to evaluate SAT essays.
- Tips and Strategies are available to help students approach the essay task.

New Essay Practice!

The screenshot shows the Khan Academy Essay Practice interface. At the top, there is a navigation bar with "Essay Practice" and the Khan Academy logo. Below this is a "Start Prewriting" button. The main content area displays a passage about Dr. King Jr. with several lines highlighted in orange. Three feedback pop-ups are overlaid on the right side of the page:

- Analysis Pop-up (top):** Triggered by a share icon. It contains a green checkmark and the text: "Good job picking out some of the key features of the passage. Now, develop your analysis by explaining their effects on the argument." Below this is a "Helpful?" section with radio buttons for "Yes" and "No", and a checkbox for "I took care of this." which is currently unchecked.
- Writing Pop-up (middle):** Triggered by a lightbulb icon. It contains a green checkmark and the text: "Your ideas are flowing together nicely here. Be sure your paragraphs -- and your whole essay -- are organized clearly." Below this is a "Helpful?" section with radio buttons for "Yes" and "No", and a checkbox for "I took care of this." which is currently unchecked.
- Analysis Pop-up (bottom):** Triggered by a share icon. It contains a red flag icon and the text: "Include an introduction that lays out your main claim on how Dr. King builds his argument, and not just a summary of what Dr. King says." Below this is a "Helpful?" section with radio buttons for "Yes" and "No", and a checkbox for "I took care of this." which is currently unchecked.

The passage text visible in the background includes: "ner King Jr's main traits, he usually wrote his", "y people think. During the Vietnam War, King felt", "e entire situation as unjust. He brings up many", "as well.", "white and black that were killing and being killed", "g the sons and their brothers and their husbands to", "ons relative to the rest of our population." This", "g all those being murdered both from Vietnam and", "onvince his audience that no matter the outcome of", "njured both physically and emotionally.", "to use descriptions to appeal more to the people,", "For example, when explaining the irony of the"

Coaching Resources

Allow teachers, counselors and other educators to see student progress and provide targeted help based on their practice

Features include:

Recommended SAT Skills to focus on based on class performance

- Lesson Plans created by *teachers for teachers* available for skills in Math, Reading, and Writing
- Additional Khan Academy content

Recent SAT activity by student

- Top recommended skills for practice
- Upcoming SAT test date
- Notification if account is connected to their College Board account

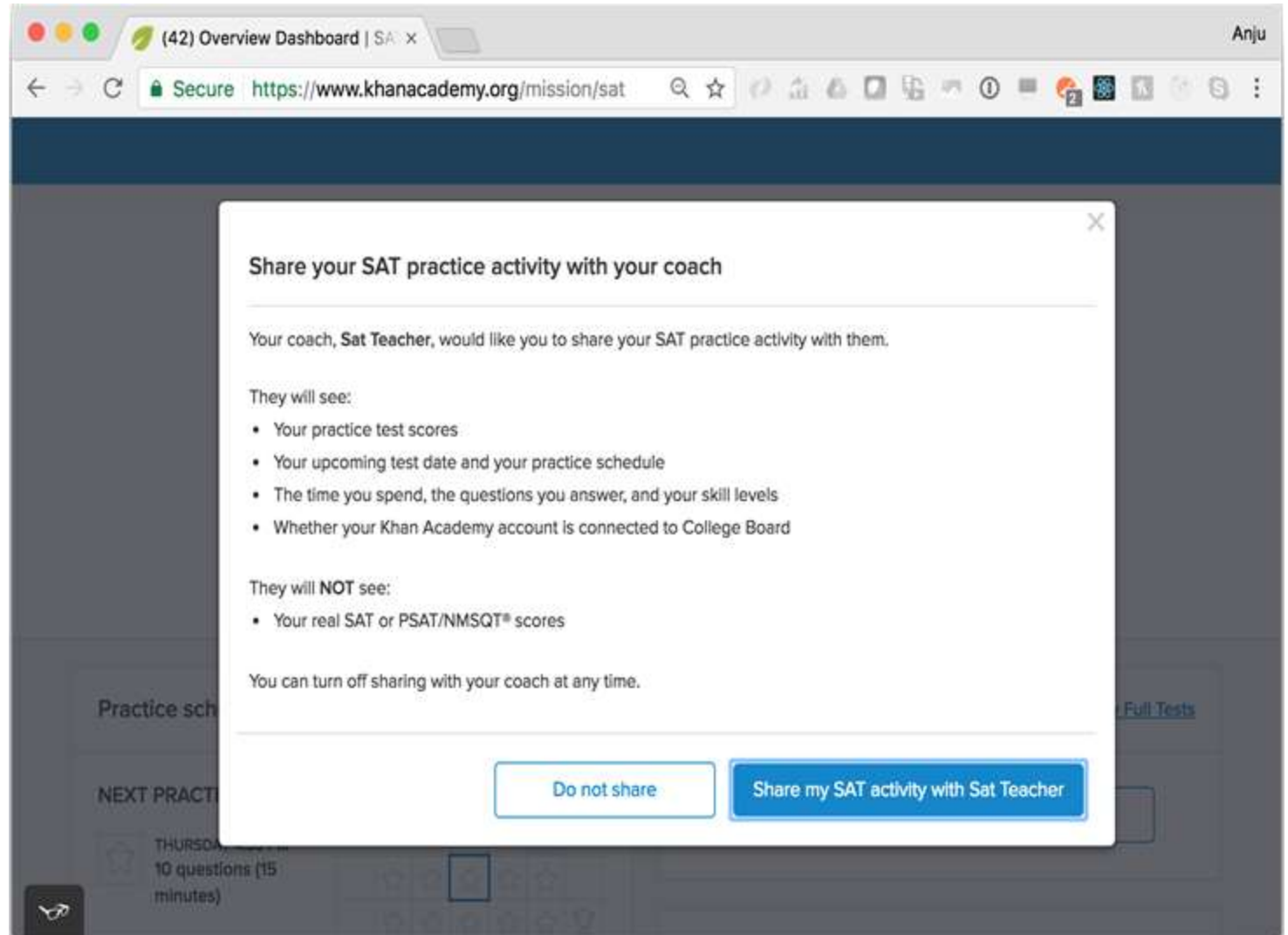
Individual progress by each student

- Questions attempted, answer choices, and correct answers
- Practice Test scores

Student permissions

In addition to adding a student to a class, the student will need to accept the SAT coach data sharing agreement.

When you add students to a class, they will see the following image on their SAT dashboard prompting them to share SAT data with you.



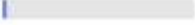
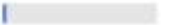




Recent SAT Activity

Based on practice schedule set by student

Recent SAT activity [This week](#) [Last week](#)

View your students' progress on their scheduled practice as well as whether they've connected their Khan Academy and College Board accounts.

STUDENT	SCHEDULED PRACTICE QUESTION GOAL ▲	SCHEDULED PRACTICE TESTS	DAYS UNTIL TEST	CONNECTED TO COLLEGE BOARD
Aya Takemoto	41 / 50 		50 days	✗
Eric Mueller	0 / 0 —	—	—	✗
Courtney Pierce	1 / 50 	—	40 days	✗
Tierney Kraft	0 / 0 —	—	50 days	✓
Whitney Houston	1 / 40 		40 days	✓
Jalen Alexander	0 / 40 	—	—	✓
Maureen West	0 / 0 —	—	50 days	✗
Melany Franklin	0 / 0 —	—	—	✗

Students who have not shared their SAT activity yet [Request SAT data sharing again](#)

Alexandra Walker
Richard Green
Jill

Days until official test indicated in practice schedule

Indicates scheduled practice test

"—" indicates no practice schedule

If a student has not approved data sharing, their name will appear in a list at the bottom of your coach dashboard. You can re-initiate a data-sharing request at any time.

Student Tab

Coaches will also receive a weekly notification about a student's progress.

These emails will include information about practice tests students just completed or have upcoming this week, plus a summary of student's activity for the past week.

Top recommended practice

These are the current recommended practice activities for Aya Takemoto. Currently, coaches cannot assign SAT skill practice. [Learn more.](#)

Each time they complete a timed mini-section (it's always the final activity), we will generate a new four-item list of practice recommendations.

Math

- SKILL PRACTICE
Systems of linear equations word problems
- SKILL PRACTICE
Interpreting linear functions
- SKILL PRACTICE
Ratios, rates, and proportions
- TIMED MINI-SECTION
Math (No Calculator)

Reading & Writing

- SKILL PRACTICE
Reading: Literature
- SKILL PRACTICE
Writing: Informative
- SKILL PRACTICE
Effective language use: Style and tone
- TIMED MINI-SECTION
Writing and language

Completed practice

[All](#) [Math](#) [Reading & Writing](#) [Essay](#)

August 15		CORRECT
TIMED MINI-SECTION Reading	3 / 11	
SKILL PRACTICE Effective language use: Precision and concision	1 / 5	
TIMED MINI-SECTION Math (Calculator OK)	3 / 10	

Recent activity

WEEK	QUESTIONS
This week	41 / 50
Last week	22 / 50

Practice plan

A calendar view showing practice activities for August and September. The calendar has columns for days of the week (S, M, T, W, Th, F, Sa) and rows for weeks. Stars indicate scheduled practice activities. The current date is August 15th, which has a star. The next week, August 22nd, also has a star. The calendar continues into September.

Test Date

Saturday, October 7 SAT
50 days away
Not registered

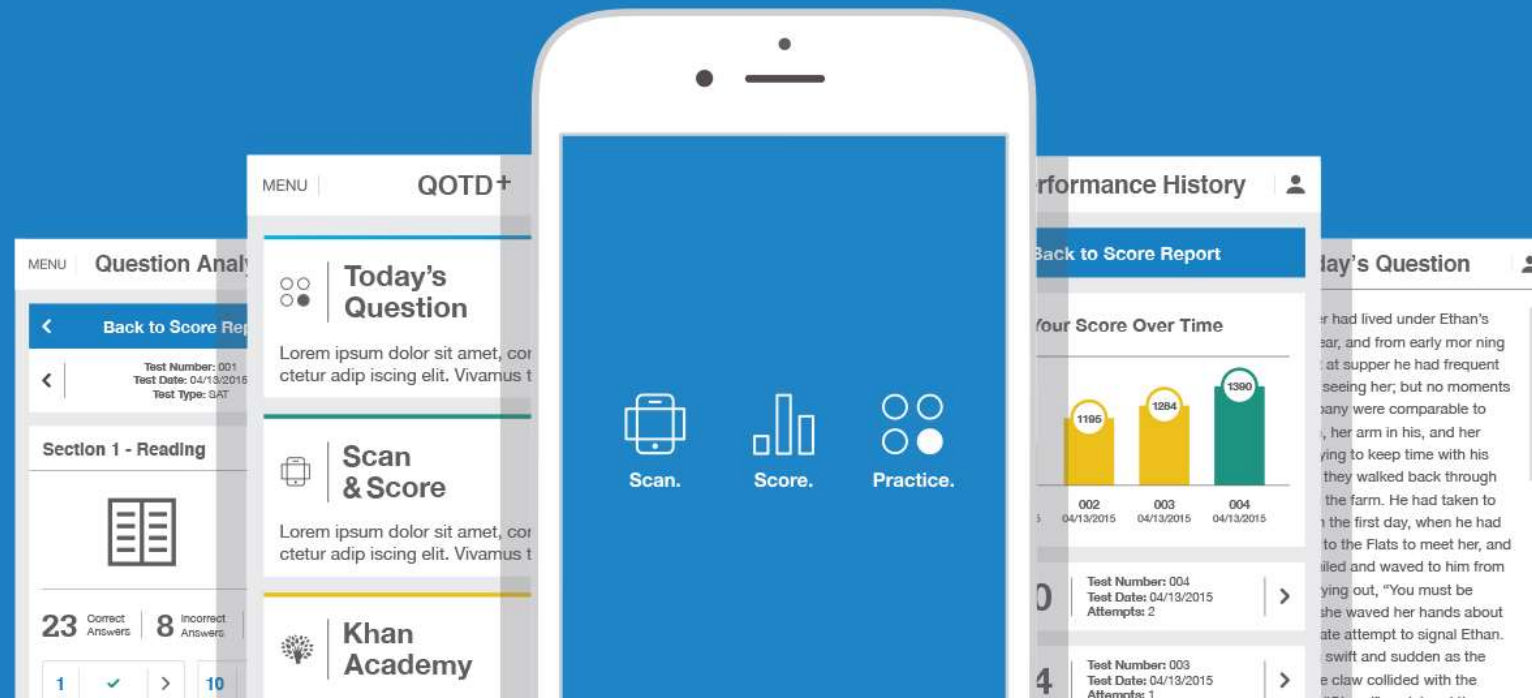
Overall levels

- Math

Daily Practice for the SAT

sat.org/scoring

- ✓ Daily SAT practice questions
- ✓ Instant practice test scoring



Teacher/Coach Implementation Guide

<https://collegereadiness.collegeboard.org/pdf/teacher-coach-implementation-guide.pdf>.

Purpose:

The Teacher/Coach Implementation Guide is a six-week, turn-key guide to incorporating SAT Practice into a content course, SAT class, advisory period, or after-school program to help students get ready for test day


OFFICIAL SAT® PRACTICE ON KHAN ACADEMY®

Teacher/Coach Implementation Guide



Khan Academy Resources

- Go to satpractice.org/k12 for resources about Official SAT Practice on Khan Academy.
- View sample study plans and study-group ideas at sat.org/studygroup.
- Student resources for the SAT and PSAT-related assessments are at sat.org/k12.
- Instructional videos on Khan Academy at youtube.com/collegeboard.



Practice





for a lot more than a test

GET READY FOR THE NEW SAT® WITH OFFICIAL SAT PRACTICE

- Official SAT® Practice – from the creators of the SAT and Khan Academy*
- World-class test practice that's free to all students
- All online so students can practice anytime, anywhere
- Personalized to show students where they excel and where they need more work

Practice **HAVING OPTIONS.**

STUDENTS HAVE ACCESS TO:



 FULL-LENGTH PRACTICE TESTS Four official full-length practice tests, plus study and test-taking tips	 DAILY PRACTICE APP More practice available on your phone featuring questions of the day
 VIDEO LESSONS Easy-to-follow videos explain problems step by step	 INTERACTIVE PROBLEMS AND INSTANT FEEDBACK Get hints, explanations, and constant progress updates to know where you stand

Sign up for free at **SATPRACTICE.ORG**

STOP PREPPING AND START PRACTICING.

Every student in the world now has access to high-quality test practice for free, leveling the playing field like never before. Get the inside scoop on the SAT, and build your own personalized practice program today.

© 2015 The College Board. 00251_007
Khan Academy is a registered trademark in the United States and other jurisdictions.

A college readiness partnership
 CollegeBoard +  KHANACADEMY