# Understanding and Interpreting SAT® Suite Scores and Reports

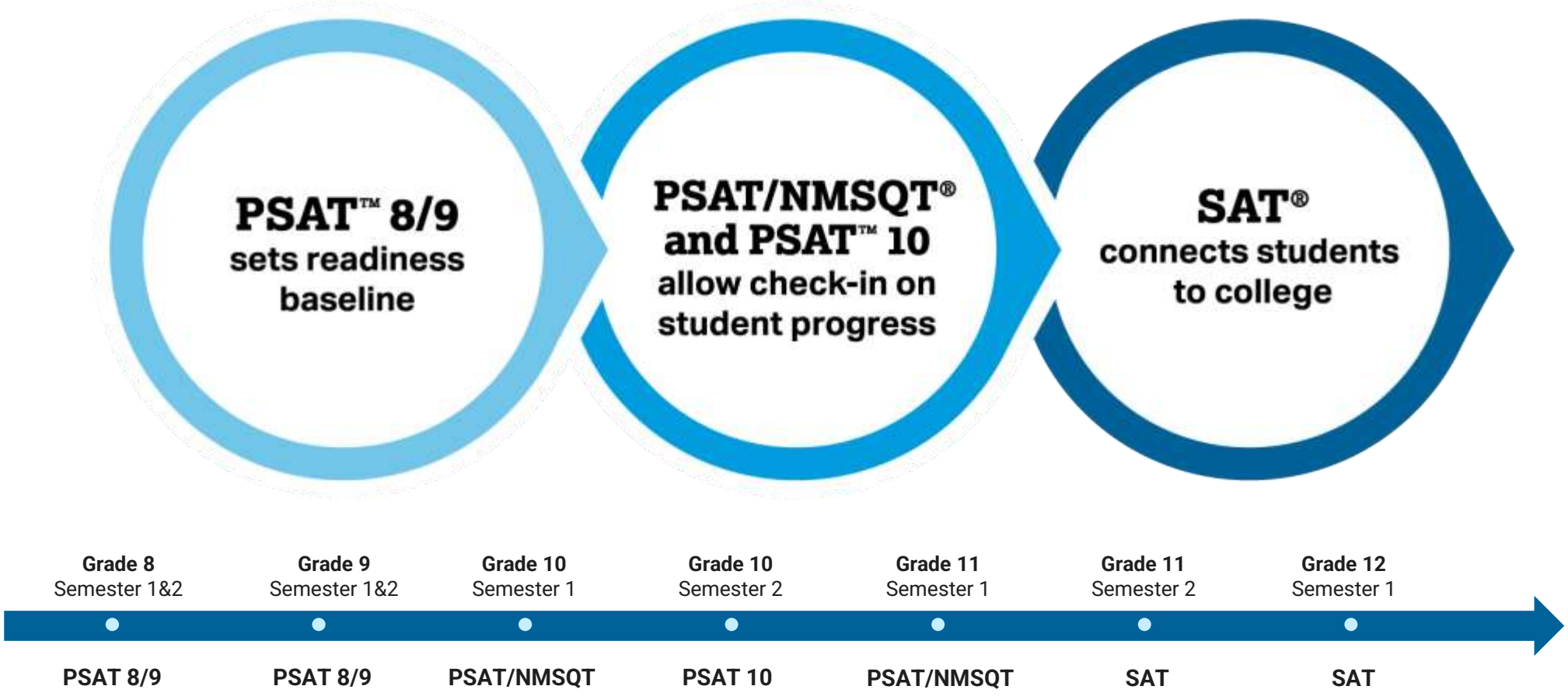
May 2024

# Agenda

- Setting the Stage
- Exploring Content Domains
- Analyzing SAT Suite Data
  - Scores and Benchmarks
- Analyzing Content Domains: A Deeper Dive into the Skill and Knowledge Statements
  - Review the Knowledge and Skills Report
  - Skills Insight™
  - SAT Suite Question Bank
  - Teacher Implementation Guide
  - Reading and Writing Ideas
  - Math Ideas
  - Practice for Students

# Setting the Stage

# The SAT Suite of Assessments



# Exploring Content Domains

# SAT Suite Knowledge and Skills Content Domains

## Reading and Writing

- Information and Ideas
- Craft and Structure
- Explanation of Ideas
- Standard English Conventions

## Math

- Algebra
- Advanced Math
- Problem Solving and Data Analysis
- Geometry and Trigonometry

# Reading and Writing Content Specifications

| Content Domain | Domain Description | Skills/Knowledge Testing Points | Operational Question Distribution |
|---|---|---|---|
| **Craft and Structure** | Students will use comprehension, vocabulary, and reasoning skills and knowledge to understand and use high-utility words and phrases in context, evaluate texts rhetorically, and make connections between topically related texts. | • Words in Context<br>• Text Structure and Purpose<br>• Cross-Text Connections | ≈28% / 13-15 questions |
| **Information and Ideas** | Students will use comprehension, analysis, and reasoning skills and knowledge and the ability to locate, interpret, evaluate, and integrate information and ideas from texts and informational graphics. | • Central Ideas and Details<br>• Command of Evidence (Textual, Quantitative)<br>• Inferences | ≈26% / 11-14 questions |
| **Standard English Conventions** | Students will use editing skills and knowledge to make text conform to core conventions of Standard English sentence structure, usage, and punctuation. | • Boundaries<br>• Form, Structure, and Sense | ≈26% / 11-15 questions |
| **Expression of Ideas** | Students will use the ability to revise texts to improve the effectiveness and to meet specific rhetorical goals. | • Rhetorical Synthesis Transitions | ≈20% / 8-12 questions |

# Math Content Specifications

| Content Domain | Domain Description | Skills/Knowledge Testing Points | Operational Question Distribution |
|---|---|---|---|
| **Algebra** | Students will analyze, fluently solve, and create linear equations and inequalities as well as analyze and fluently solve equations and systems of equations using multiple techniques. | • Linear equations in one variable<br>• Linear equations in two variables<br>• Linear functions<br>• Systems of two linear equations in two variables<br>• Linear inequalities in one or two variables | ≈35% / 13-15 questions |
| **Advanced Math** | Students will demonstrate the ability to progress to more advanced math courses, including demonstrating an understanding of absolute value, quadratic, exponential, polynomial, rational, radical, and other nonlinear equations. | • Equivalent expressions<br>• Nonlinear equations in one variable and systems of equations in two variables.<br>• Nonlinear functions | ≈35% / 13-15 questions |
| **Problem Solving and Data Analysis** | Students will apply quantitative reasoning about ratios, rates, and proportional relationships; understand and apply unit rate; and analyze and interpret one- and two-variable data. | • Ratios, rates, proportional relationships, and units<br>• Percentages<br>• One-variable data: distributions and measures of center and spread<br>• Two-variable data: models and scatterplots<br>• Probability and conditional probability<br>• Inference from sample statistics and margin of error<br>• Evaluating statistical claims: observational studies and experiments | ≈15% / 5-7 questions |
| **Geometry and Trigonometry** | Students will solve problems that focus on area and volume; angles, triangles, and trigonometry; and circles. | • Area and volume<br>• Lines, angles, and triangles<br>• Right triangles and trigonometry<br>• Circles | ≈15% / 5-7 questions |

# Activity: Reflecting on State Standards and SAT Content Domains

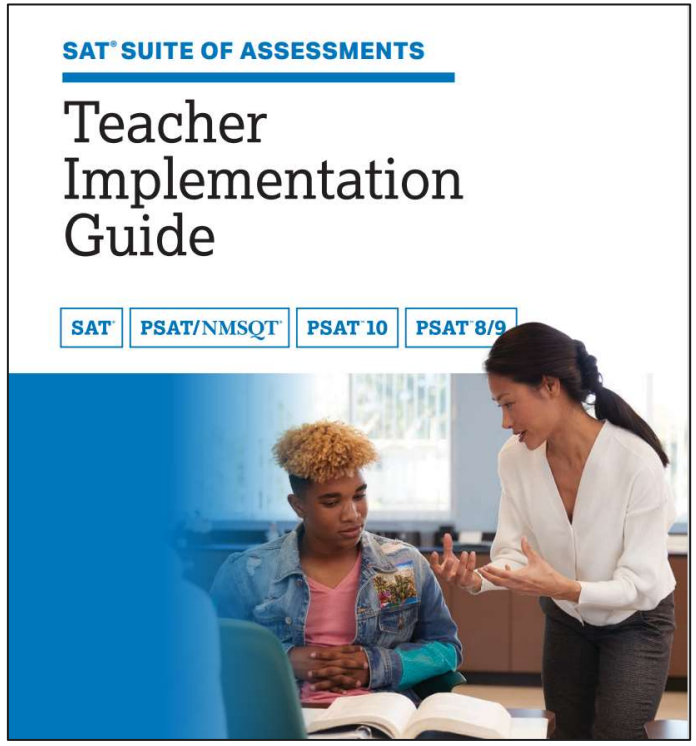
**Through research, the College Board has identified a critical set of knowledge, skills, and understandings that consistently predict student success in college and workforce training programs that are aligned to state standards**

As you review the RI State Standards and the SAT Content Domains on slides 6 and 7

1. Reflect on up to three areas you feel confident your students understand and are able to demonstrate. (Note the overarching standards and the content domains)
2. Reflect on up to three areas you feel students have difficulty demonstrating understanding in.

Discuss in groups:

1. Are we teaching this?
2. Where and when?
3. With what success? What is your evidence?



# Analyzing SAT Suite Data

# Steps for Analyzing SAT Suite Data

1. Understand SAT Suite scores, benchmarks, and score bands
2. Review the Knowledge and Skills report
3. Use results in conjunction with Skills Insight™
4. Go deeper with the SAT Suite Question Bank (SSQB)
5. Explore the Teacher Implementation Guide to better understand the standards and inform classroom practices
6. Strengthen students' skills through Official SAT Practice on Khan Academy®

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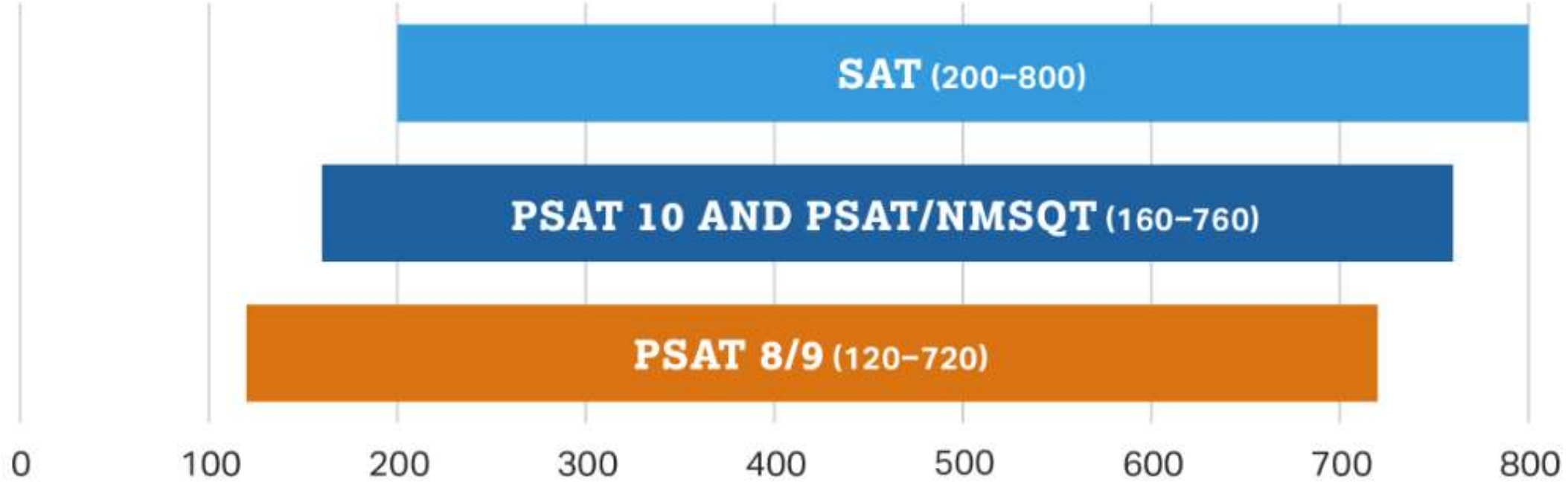
# Scores and Benchmarks

# Scores Can Help Monitor Progress Over Time

Section scores are placed on a vertical scale, in 10-point increments



# 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
- 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 | RW |
| | 430 | 450 | 480 | 510 | 530 | MATH |

# Skills Insight Performance Score Bands by SAT Suite Test Section

| | Section Score | |
|---|---|---|
| Performance Score Band | Reading and Writing | Math |
| 1 | <370 | <370 |
| 2 | 370–410 | 370–410 |
| 3 | 420–480 | 420–460 |
| 4 | 490–540 | 470–540 |
| 5 | 550–600 | 550–600 |
| 6 | 610–670 | 610–670 |
| 7 | 680–800 | 680–800 |

# SAT Suite Benchmark Scores and Corresponding Performance Score Bands

| Benchmark (Skills Insight Score Band) | SAT | | PSAT/NMSQT and PSAT 10 | | PSAT 8/9 | |
|---|---|---|---|---|---|---|
| | Reading and Writing | Math | Reading and Writing | Math | Reading and Writing | Math |
| College and Career Readiness | 480 (3) | 530 (4) | | | | |
| Eleventh grade* | 460 (3) | 510 (4) | 460 (3) | 510 (4) | | |
| Tenth grade* | | | 430 (3) | 480 (4) | | |
| Ninth grade* | | | | | 410 (2) | 450 (3) |
| Eighth grade* | | | | | 390 (2) | 430 (3) |

* Grade-level benchmarks are subject to potential revision by College Board as more operational data for the digital SAT Suite become available.

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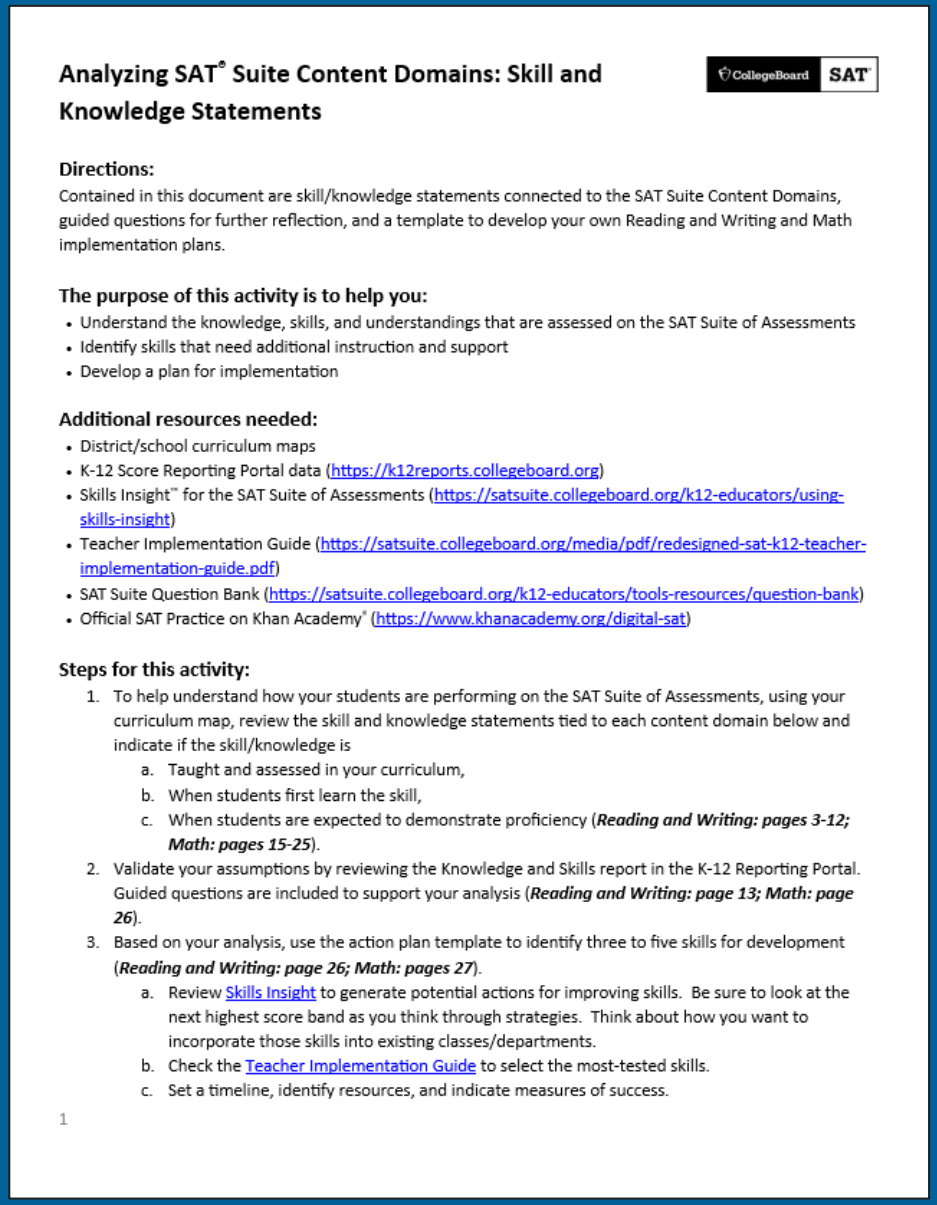
# Analyzing Content Domains: A Deeper Dive into the Skill and Knowledge Statements

# Activity:

Please review the skill and knowledge statements tied to each content domain and answer if it is taught and assessed in your curriculum, when students first learn the skill, and when students are expected to demonstrate proficiency

- Reading and Writing: pages 3-12
- Math: pages 15-25



**Analyzing SAT® Suite Content Domains: Skill and Knowledge Statements**

CollegeBoard SAT

**Directions:**
Contained in this document are skill/knowledge statements connected to the SAT Suite Content Domains, guided questions for further reflection, and a template to develop your own Reading and Writing and Math implementation plans.

**The purpose of this activity is to help you:**
- Understand the knowledge, skills, and understandings that are assessed on the SAT Suite of Assessments
- Identify skills that need additional instruction and support
- Develop a plan for implementation

**Additional resources needed:**
- District/school curriculum maps
- K-12 Score Reporting Portal data (https://k12reports.collegeboard.org)
- Skills Insight™ for the SAT Suite of Assessments (https://satsuite.collegeboard.org/k12-educators/using-skills-insight)
- Teacher Implementation Guide (https://satsuite.collegeboard.org/media/pdf/redesigned-sat-k12-teacher-implementation-guide.pdf)
- SAT Suite Question Bank (https://satsuite.collegeboard.org/k12-educators/tools-resources/question-bank)
- Official SAT Practice on Khan Academy® (https://www.khanacademy.org/digital-sat)

**Steps for this activity:**
1. To help understand how your students are performing on the SAT Suite of Assessments, using your curriculum map, review the skill and knowledge statements tied to each content domain below and indicate if the skill/knowledge is
   a. Taught and assessed in your curriculum,
   b. When students first learn the skill,
   c. When students are expected to demonstrate proficiency (***Reading and Writing: pages 3-12; Math: pages 15-25***).
2. Validate your assumptions by reviewing the Knowledge and Skills report in the K-12 Reporting Portal. Guided questions are included to support your analysis (***Reading and Writing: page 13; Math: page 26***).
3. Based on your analysis, use the action plan template to identify three to five skills for development (***Reading and Writing: page 26; Math: pages 27***).
   a. Review Skills Insight to generate potential actions for improving skills. Be sure to look at the next highest score band as you think through strategies. Think about how you want to incorporate those skills into existing classes/departments.
   b. Check the Teacher Implementation Guide to select the most-tested skills.
   c. Set a timeline, identify resources, and indicate measures of success.

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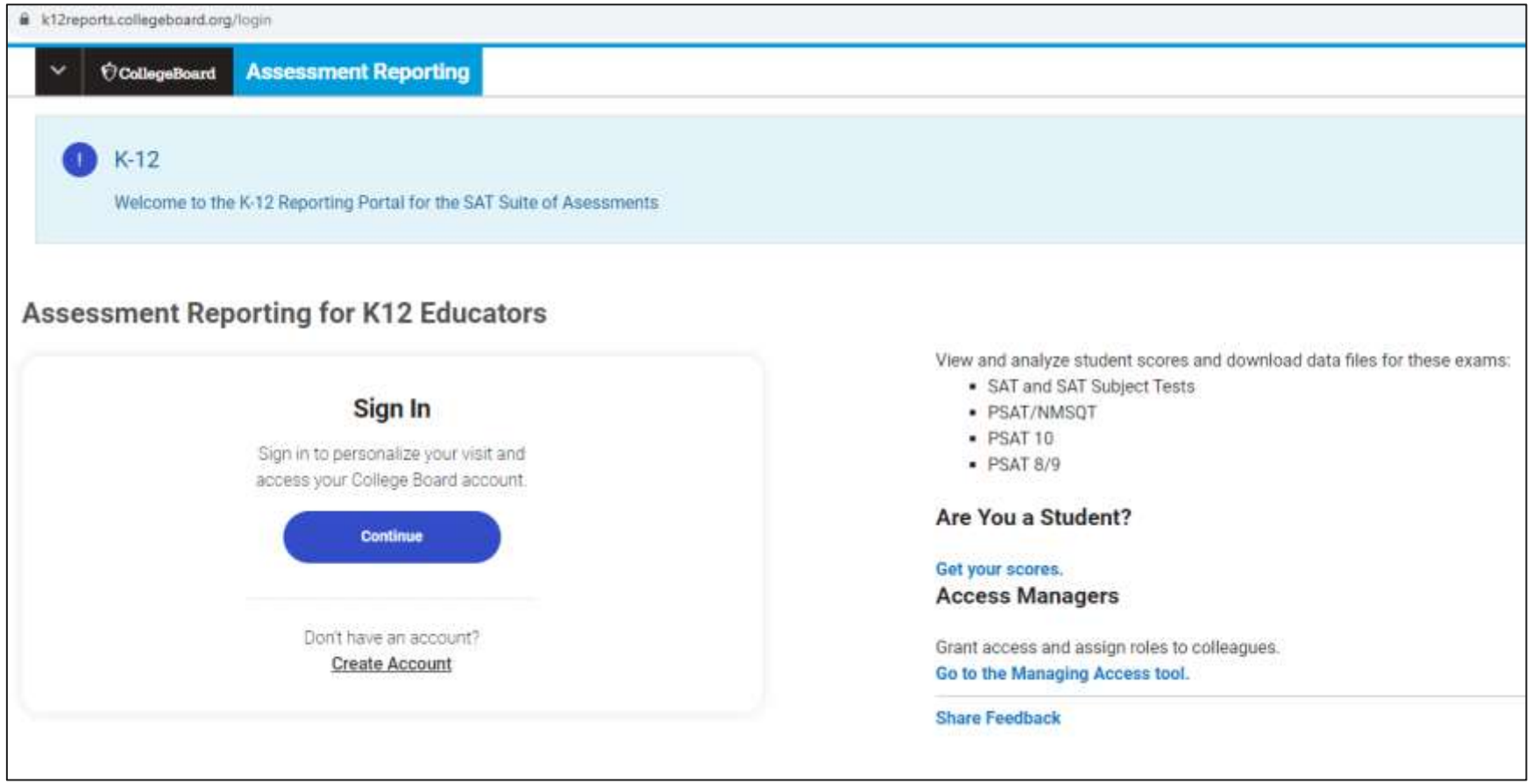
# Review the Knowledge and Skills Report

# Access the K-12 Reporting Portal

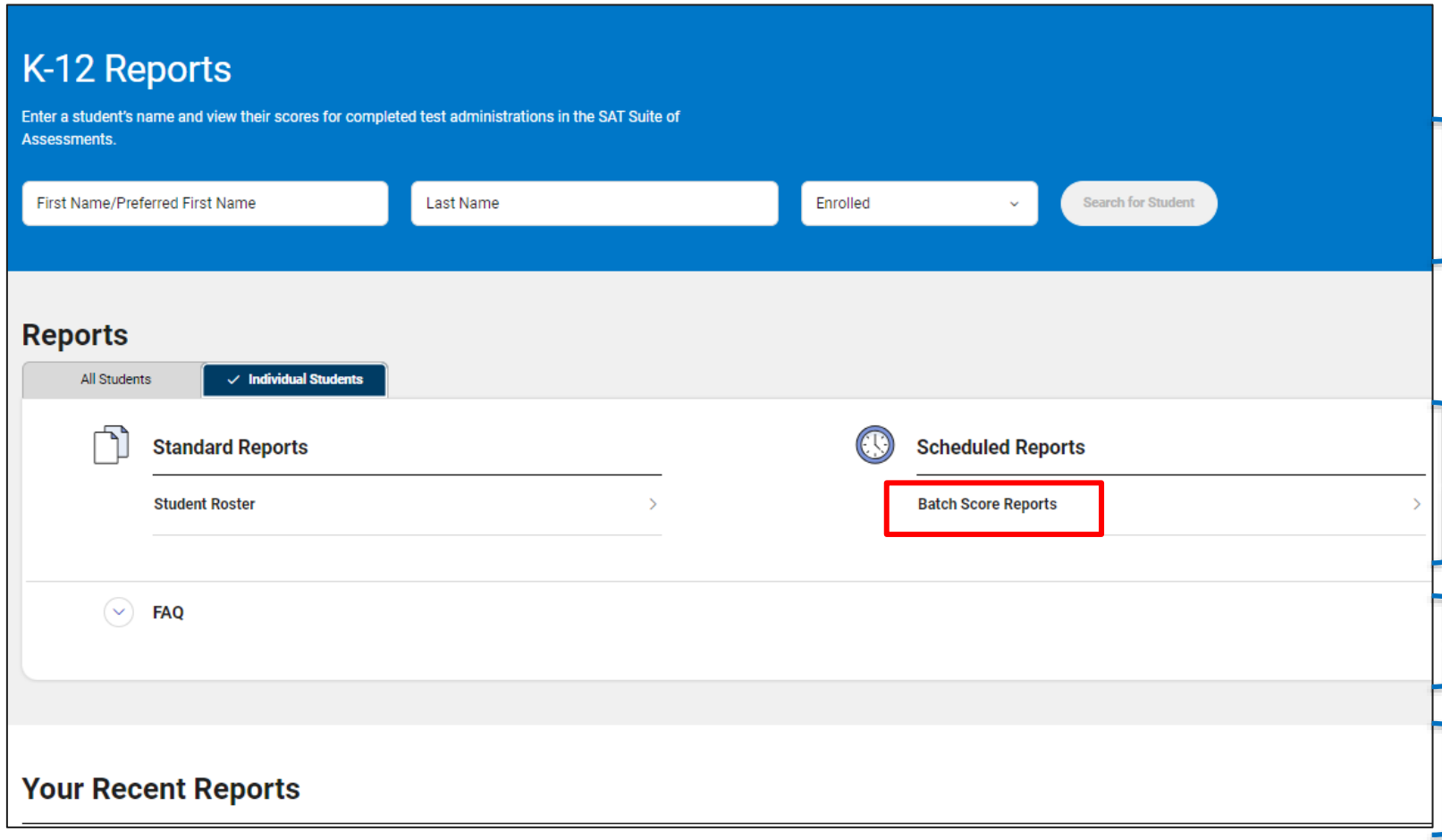



1. Log in to your College Board account.
2. Request and receive **detail** access from the K12 Portal Data Access Manager.
3. Log in to the K-12 Reporting Portal to analyze student scores and download data files.



https://k12reports.collegeboard.org/login

# Reports Home Page – Individual Students



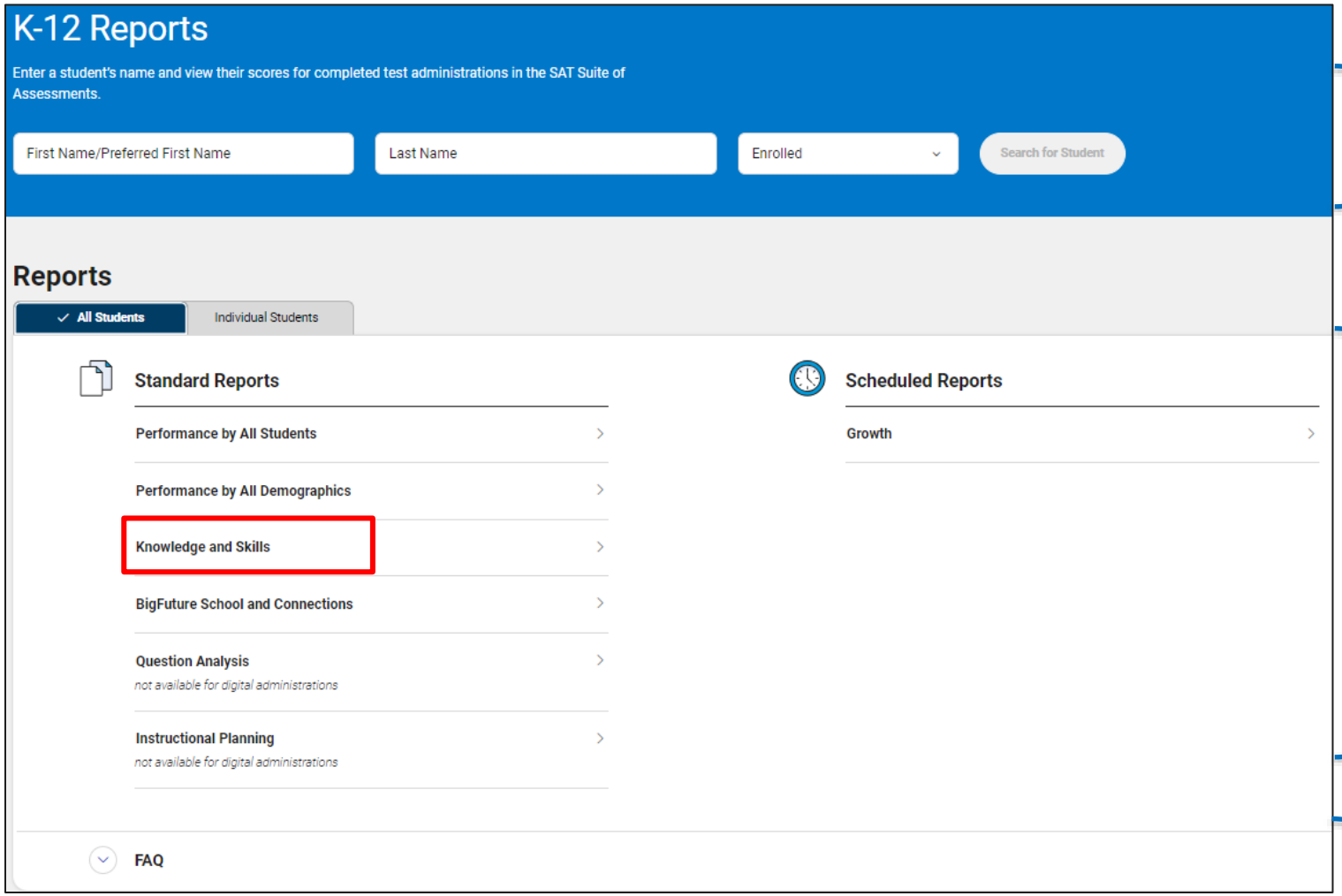

Search for a student
(available to schools and districts)

Run Individual Students

FAQ's
(report descriptions)

Recently Run Reports
(current log in, or since previous)

# Reports Home Page – All Students

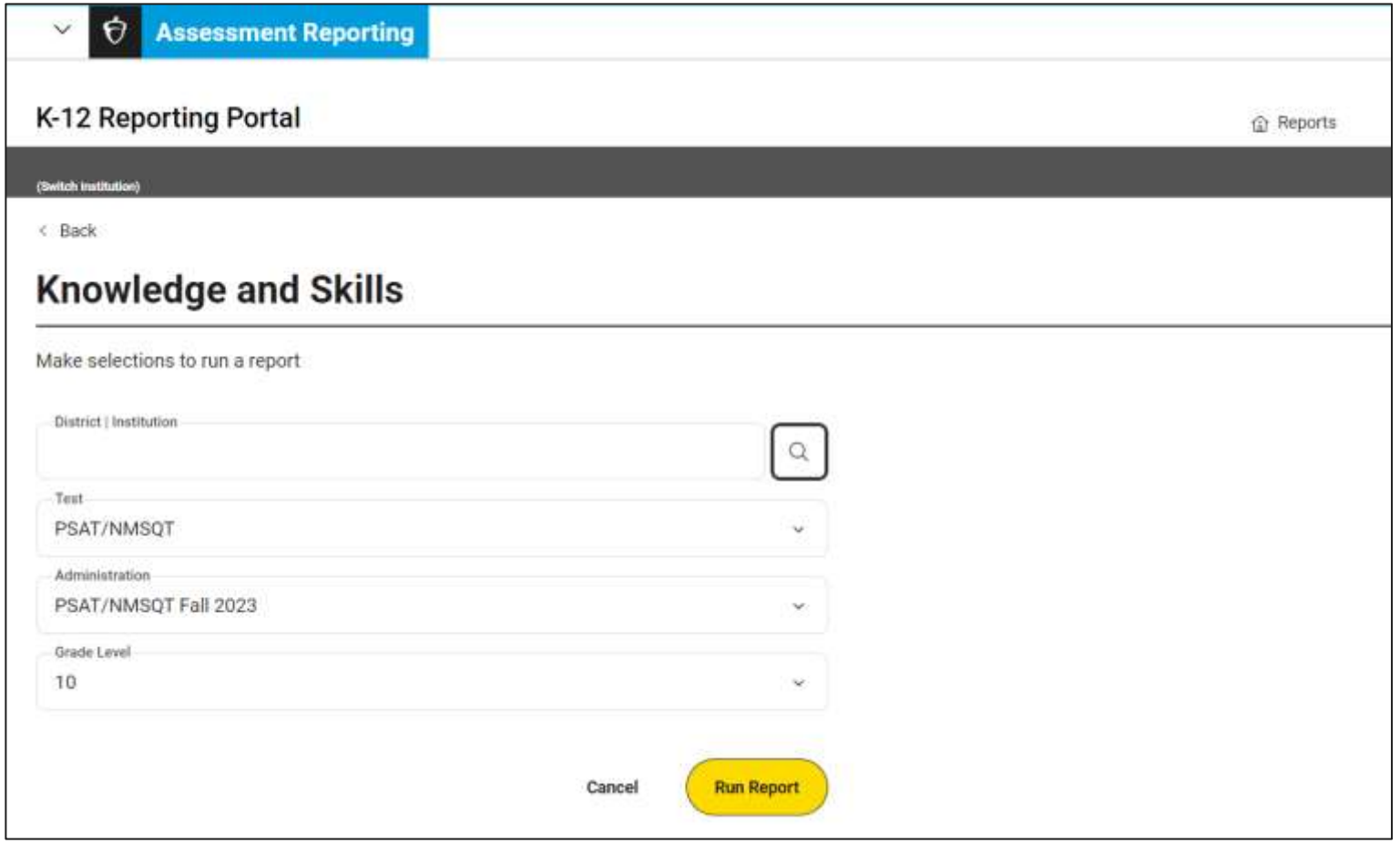



Search for a student
(available to schools and districts)

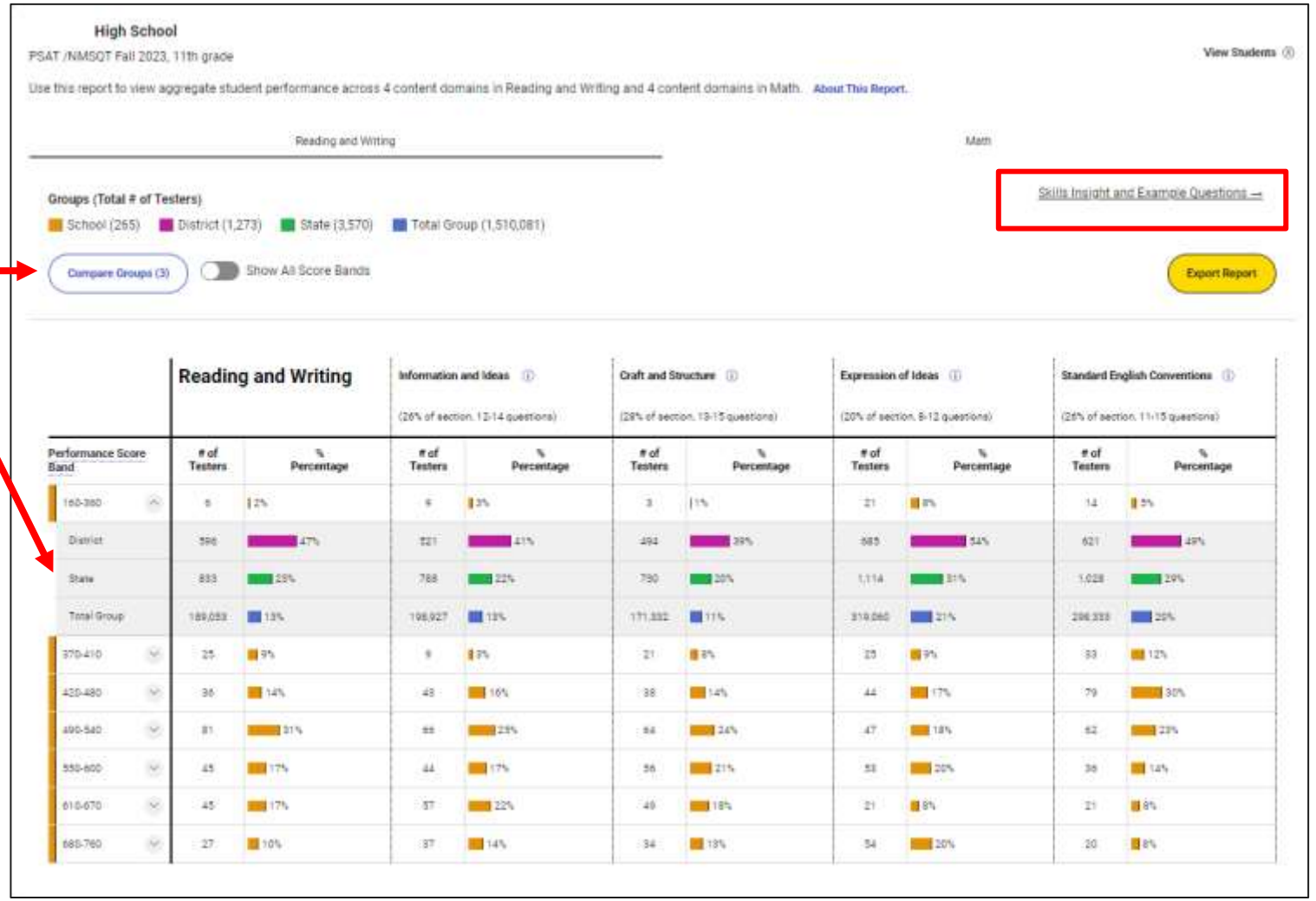
Run All Students Reports

FAQ's
(report descriptions)

# Make Selections to Run Your Report



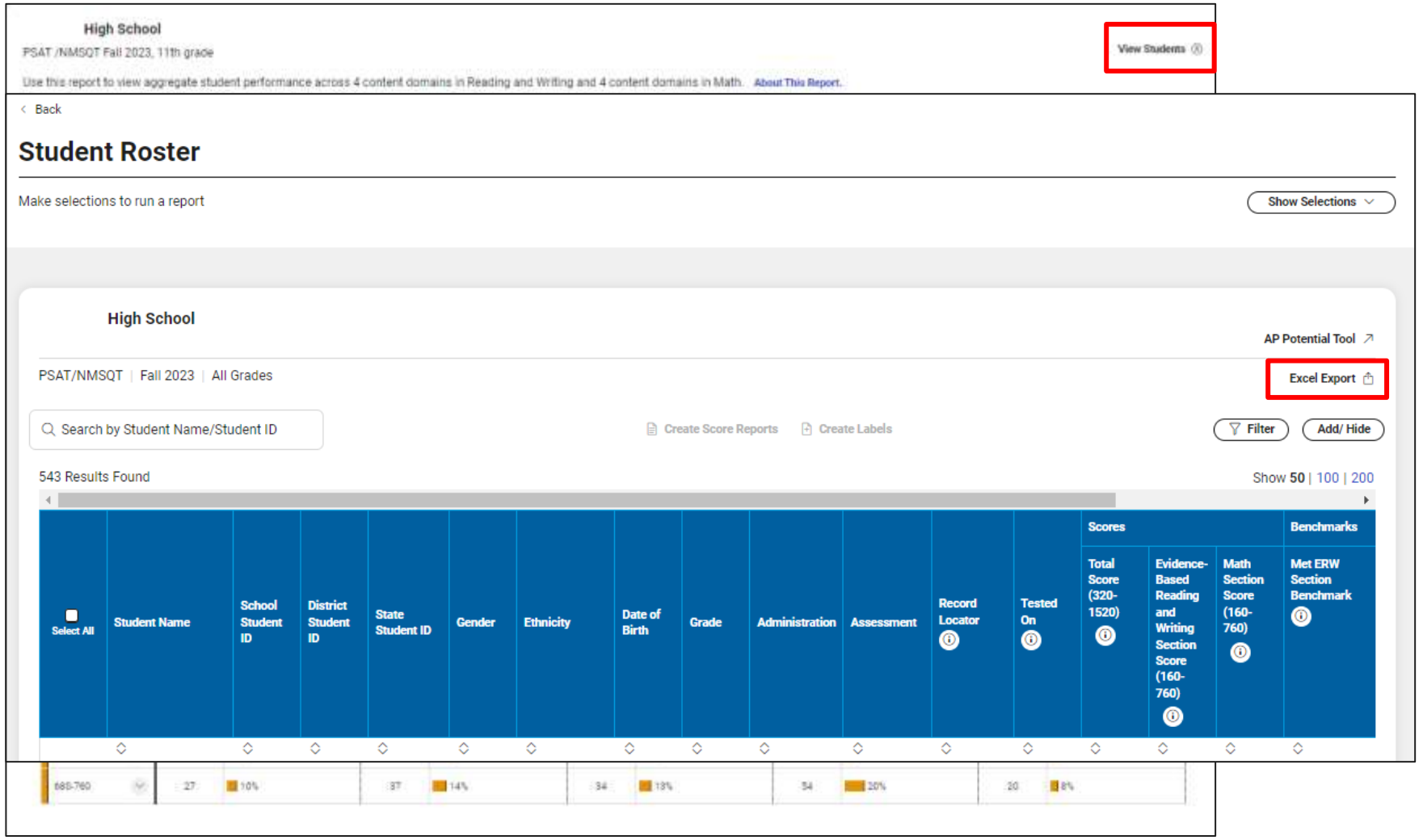
# Knowledge and Skills Report



# Knowledge and Skills Report: Student-Level Data

1. Click on “View Students”

2. Click on “Excel Export” to download the file to view performance score bands for each content domain at the student-level

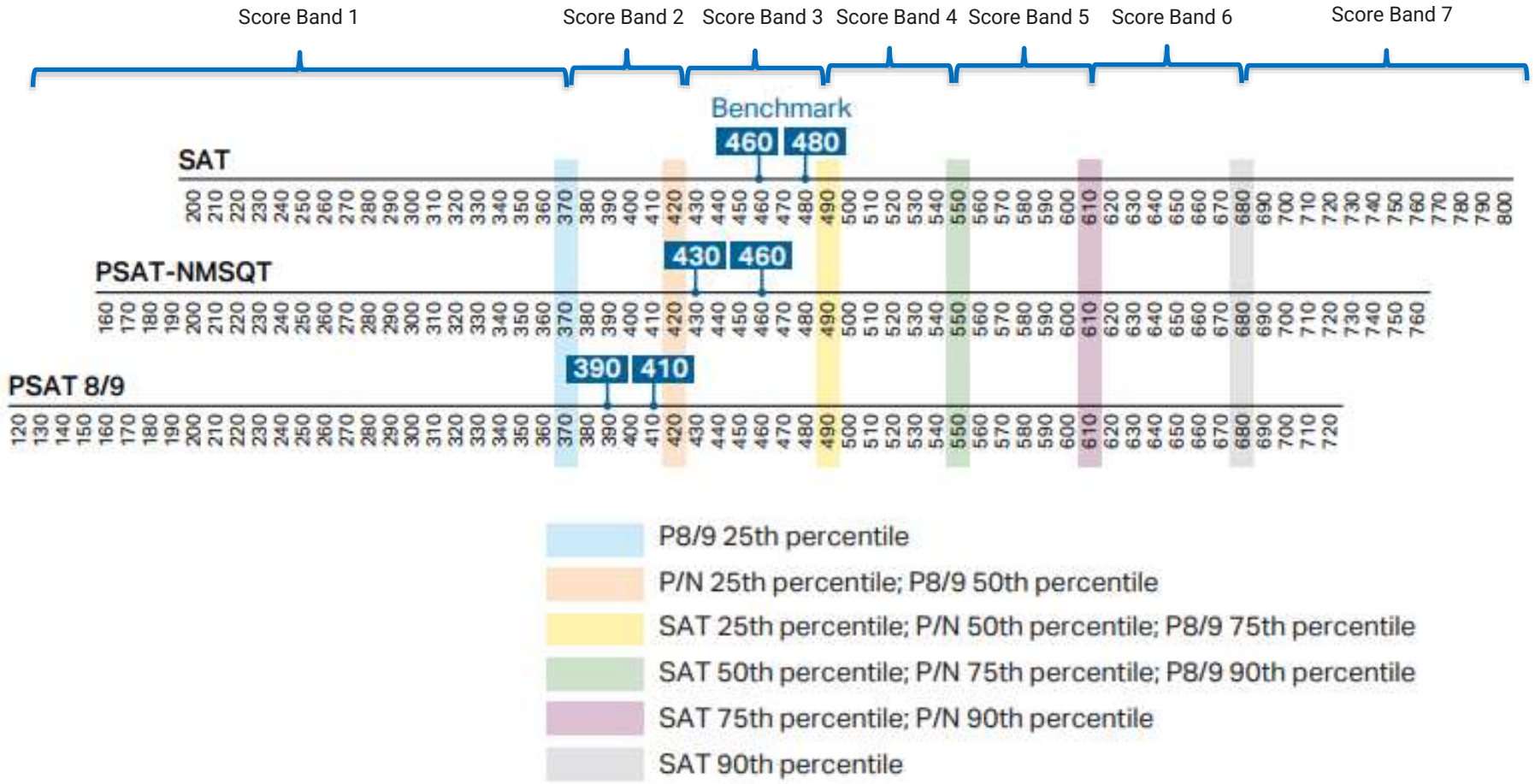


# A Closer Look At Score Bands

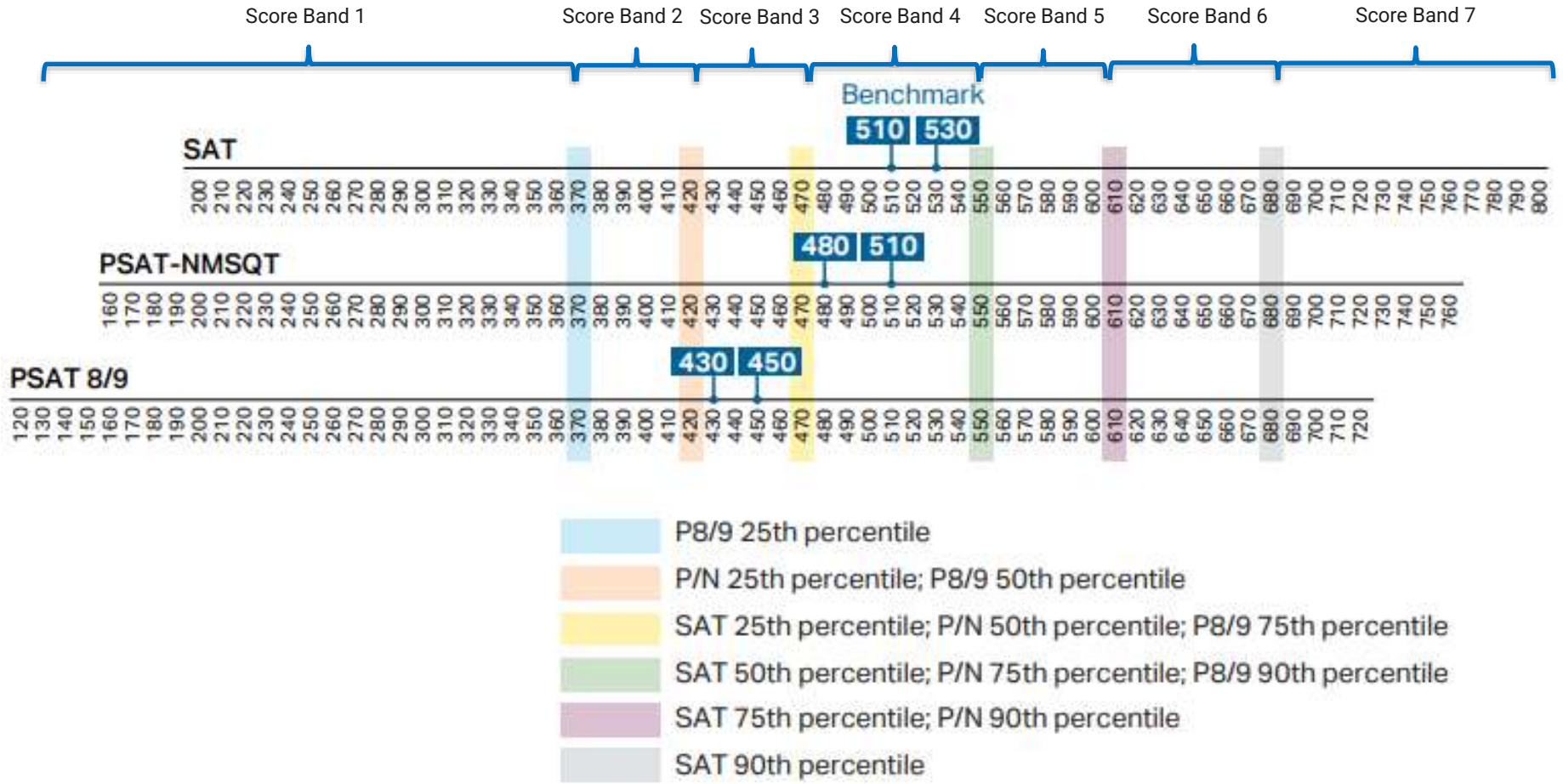
- The seven performance score bands cover the entirety of the digital suite's vertical scale.
- This is possible because each test in the SAT Suite measures essentially the same knowledge and skills as all the other tests
- The six scale anchor points selected correspond to various widely recognized percentile scores across the digital suite's vertical scale, resulting in seven performance score bands.

| Performance Score Band | Scale Anchor Percentile Location (Lower Limit of Band) | Digital SAT Suite Test Section | |
|---|---|---|---|
| | | Reading and Writing | Math |
| 1 | n/a | <370 | <370 |
| 2 | PSAT 8/9 25th percentile | 370–410 | 370–410 |
| 3 | PSAT/NMSQT / PSAT 10 25th percentile<br>PSAT 8/9 50th percentile | 420–480 | 420–460 |
| 4 | SAT 25th percentile<br>PSAT/NMSQT / PSAT 10 50th percentile<br>PSAT 8/9 75th percentile | 490–540 | 470–540 |
| 5 | SAT 50th percentile<br>PSAT/NMSQT / PSAT 10 75th percentile<br>PSAT 8/9 90th percentile | 550–600 | 550–600 |
| 6 | SAT 75th percentile<br>PSAT/NMSQT / PSAT 10 90th percentile | 610–670 | 610–670 |
| 7 | SAT 90th percentile | 680–800 | 680–800 |

# Reading and Writing Section Performance Score Bands and Benchmark Score Locations



# Math Section Performance Score Bands and Benchmark Score Locations



# Activity: Identify the Score Band – Information and Ideas

- Determine the main idea of passages at the high school level
- Determine the most effective literary quotation to illustrate a straightforward claim about a character, setting, or theme
- Draw a reasonable text-based inference from passages at the early college level
- Determine the most effective textual evidence (e.g., an additional finding; a quotation from a scholar) to support a claim in passages at the middle grades level as well as some at the high school level
- Draw a reasonable text-based inference from passages at the middle grades level as well as some at the high school level
- Draw a reasonable text-based inference from passages at the high school level as well as some at the early college level

# Activity: Identify the Score Band – Algebra

- Within a complex context, choose the best interpretation of a part of an equation or of an input-output pair when given a linear equation that models the situation
- Solve problems using a graph or linear equation when given one or more pieces of the following information: slope, intercepts, input-output pairs
- With or without a context, create and/or solve a linear equation or system of linear equations, or identify the correct coefficients or constants in the equation(s) that represent(s) the situation
- With or without a simple context, create a linear equation or inequality in one or two variables that represents the possible value(s) of the variable
- With or without a context, create a linear equation or inequality in two variables when given two input-output pairs, a table of values, or details about a translation of a given function
- Find and interpret the meaning of intercepts or slope for complex linear equations

# Activity:  Guided Questions for Analyzing Data

(Reading and Writing: page 13; Math: page 26)

1. Does your analysis match what you thought you knew?  Why or why not?
2. What surprised you? Why?
3. How are your students performing in relation to the College and Career benchmarks?
4. Where in the curriculum are the skills from the questions being taught/or where should they be taught?
5. What actions or strategies might address these issues for improved student success?
6. Where are there existing opportunities to design common activities, assignments, and assessments that build skills from year to year?

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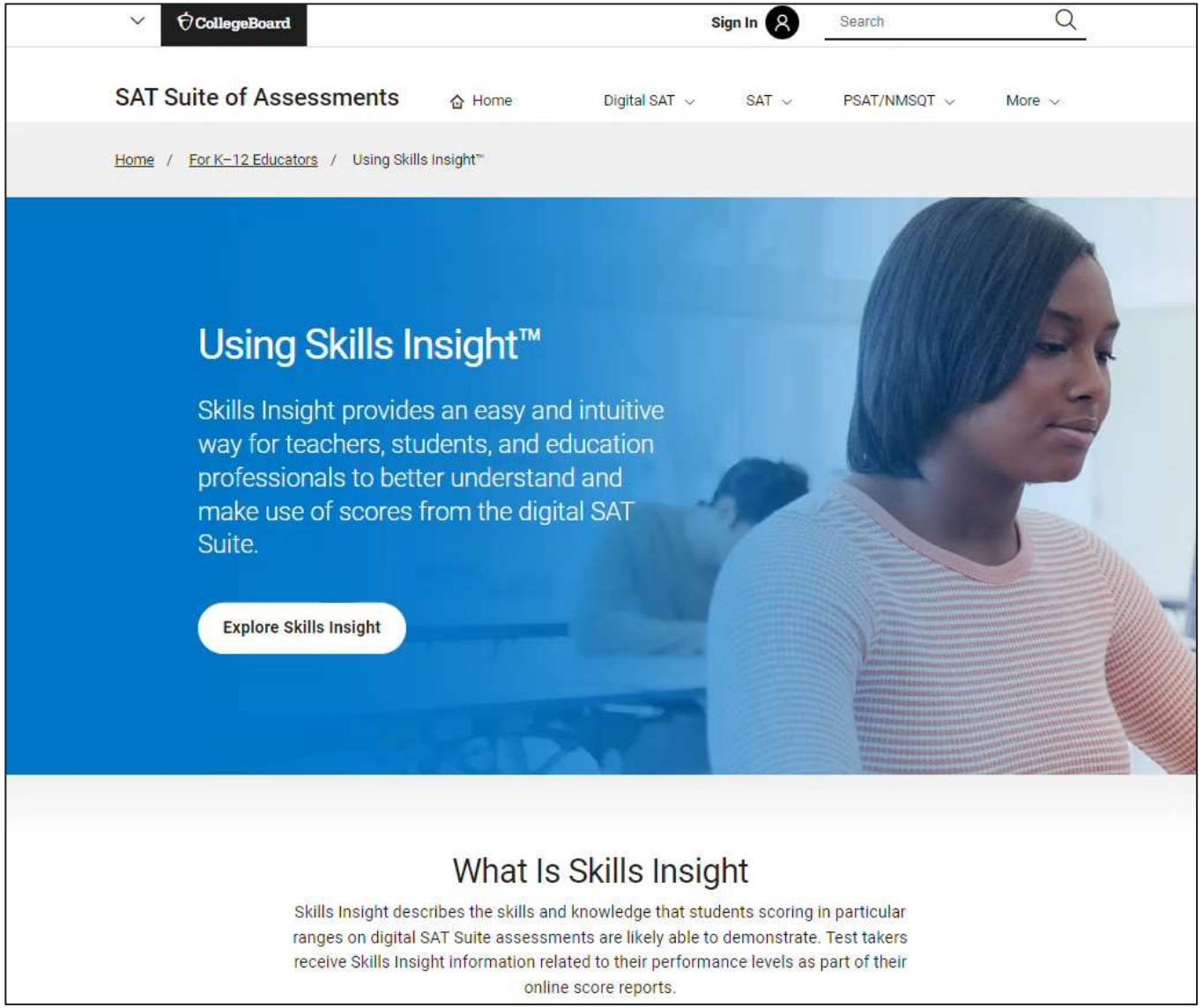
# Skills Insight™

# Skills Insight Tool

Describes the skills and knowledge that students scoring in particular ranges on digital SAT Suite assessments are likely able to demonstrate



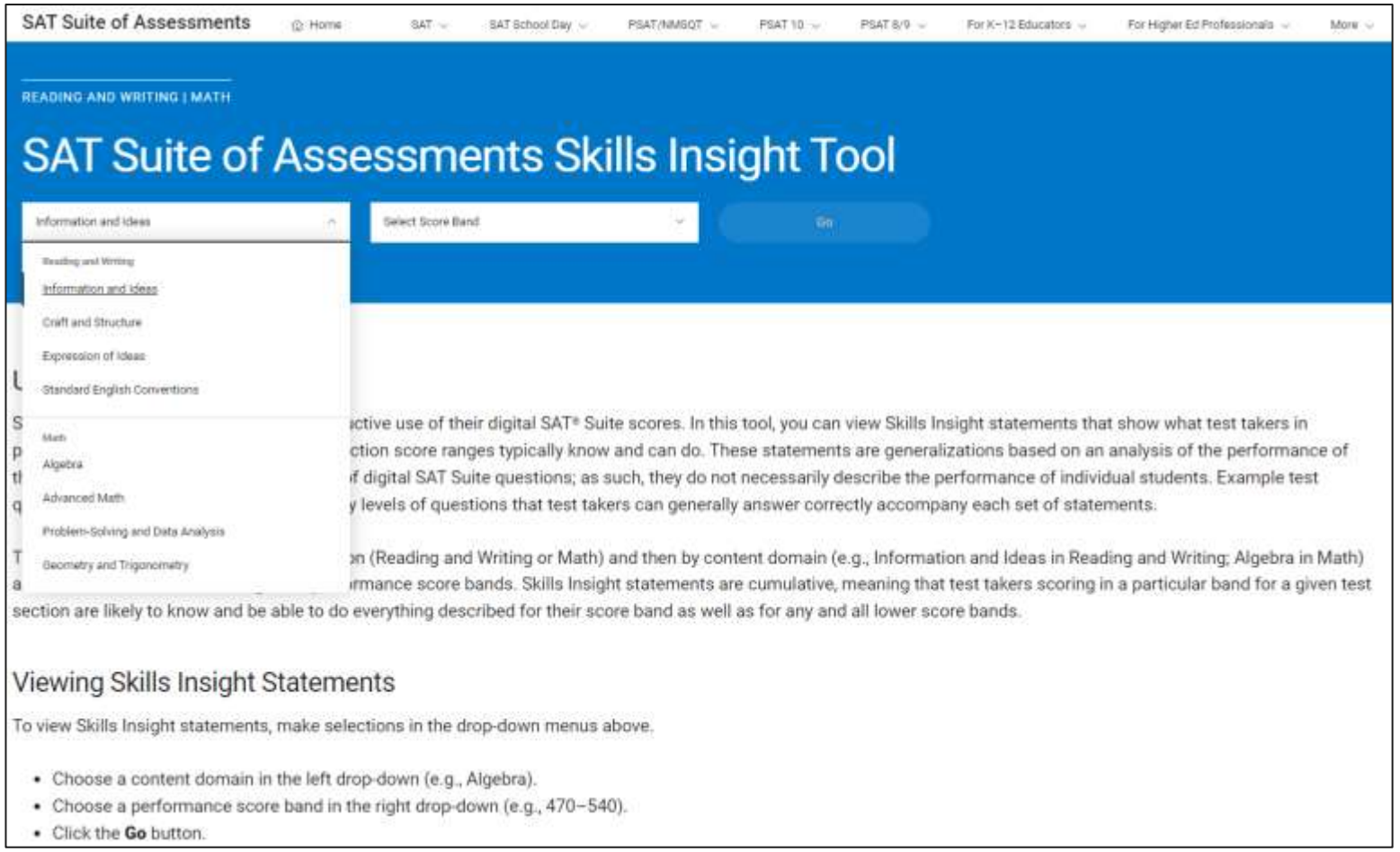



https://satsuite.collegeboard.org/skills-insight

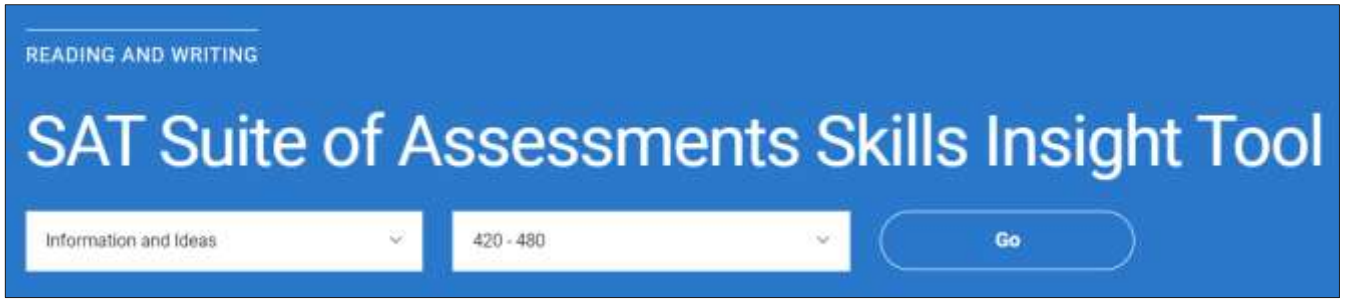
# How to Use Skills Insight

Skills Insight consists of two main components:

- Skill/Knowledge Statements
- Exemplar Test Questions



# Skills Insight – Reading and Writing Example

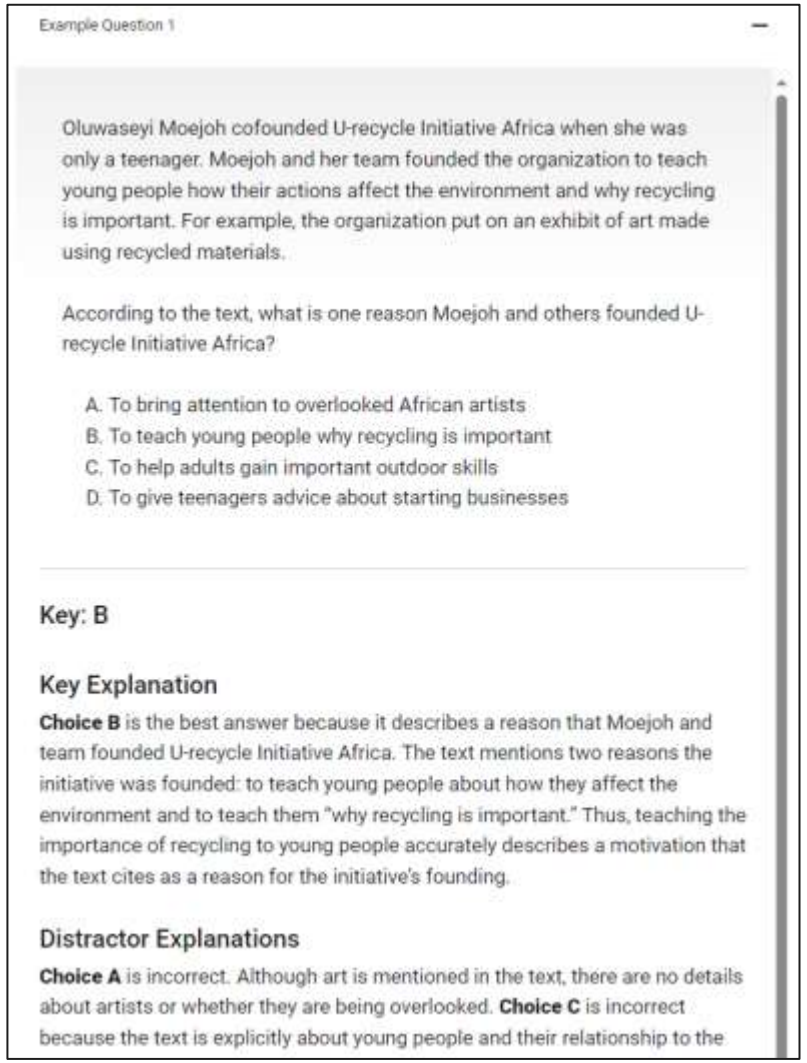



After selecting the domain and score range, the Skills Insight tool will share example questions and skill statements.

## Skills

A student in this performance score band can typically demonstrate the following skills in this content domain:

- Determine the most effective textual evidence (e.g., an additional finding; a quotation from a scholar) to support a claim in passages at the middle grades level as well as some at the high school level
- Accurately identify explicitly stated and implicitly conveyed details in passages at the high school level



Example Question 1

Oluwaseyi Moejoh cofounded U-recycle Initiative Africa when she was only a teenager. Moejoh and her team founded the organization to teach young people how their actions affect the environment and why recycling is important. For example, the organization put on an exhibit of art made using recycled materials.

According to the text, what is one reason Moejoh and others founded U-recycle Initiative Africa?

A. To bring attention to overlooked African artists
B. To teach young people why recycling is important
C. To help adults gain important outdoor skills
D. To give teenagers advice about starting businesses

**Key: B**

**Key Explanation**

**Choice B** is the best answer because it describes a reason that Moejoh and team founded U-recycle Initiative Africa. The text mentions two reasons the initiative was founded: to teach young people about how they affect the environment and to teach them "why recycling is important." Thus, teaching the importance of recycling to young people accurately describes a motivation that the text cites as a reason for the initiative's founding.

**Distractor Explanations**

**Choice A** is incorrect. Although art is mentioned in the text, there are no details about artists or whether they are being overlooked. **Choice C** is incorrect because the text is explicitly about young people and their relationship to the

# Skills Insight – Math Example

MATH

## SAT Suite of Assessments Skills Insight Tool

Algebra | 370 - 410 | Go

After selecting the domain and score range, the Skills Insight tool will share example questions and skill statements.

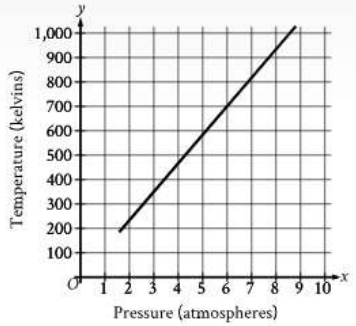
### Skills

A student in this performance score band can typically demonstrate the following skills in this content domain:

- Solve problems using a graph or linear equation when given one or more pieces of the following information: slope, intercepts, input-output pairs
- Identify the coordinates of a solution, point, or intercept when given a graph of a linear equation or a graph of a system of two linear equations

Example Question 2

Oxygen gas is placed inside a tank with a constant volume. The graph shows the estimated temperature $y$, in kelvins, of the oxygen gas when its pressure is $x$ atmospheres.




What is the estimated temperature, in kelvins, of the oxygen gas when its pressure is $6$ atmospheres?

A. $6$
B. $60$
C. $700$
D. $760$

**Key: C**

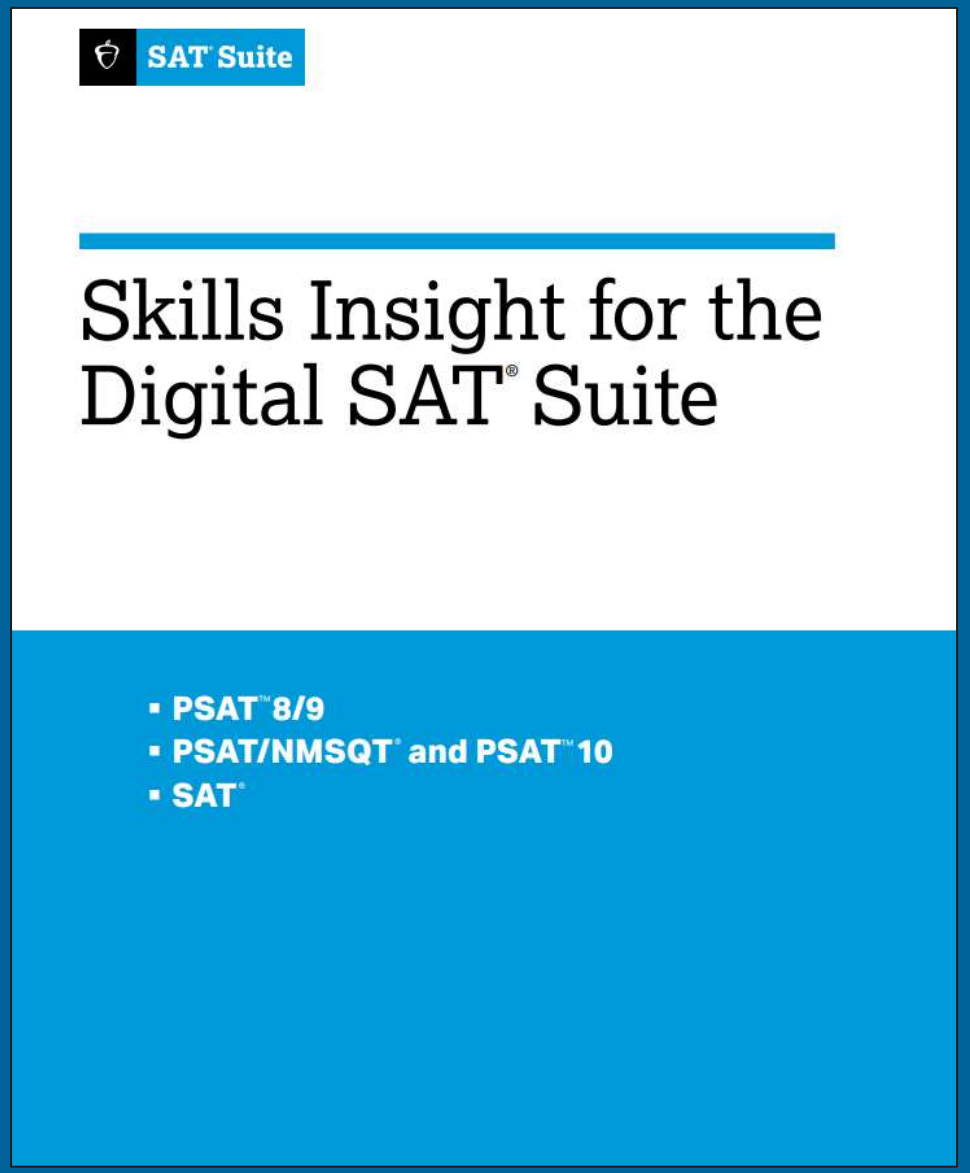
**Key Explanation**

**Choice C** is correct. For the graph shown, the $x$-axis represents pressure, in atmospheres, and the $y$-axis represents temperature, in kelvins. Therefore, the estimated temperature, in kelvins, of the oxygen gas when its pressure is $6$ atmospheres is represented by the $y$-coordinate of the point on the graph that has an $x$-coordinate of $6$. The point on the graph with an $x$-coordinate of $6$ has a $y$-coordinate of approximately $700$. Therefore, the estimated temperature, in kelvins, of the oxygen gas when its pressure is $6$ atmospheres is $700$.

**Distractor Explanations**

# Skills Insight PDF

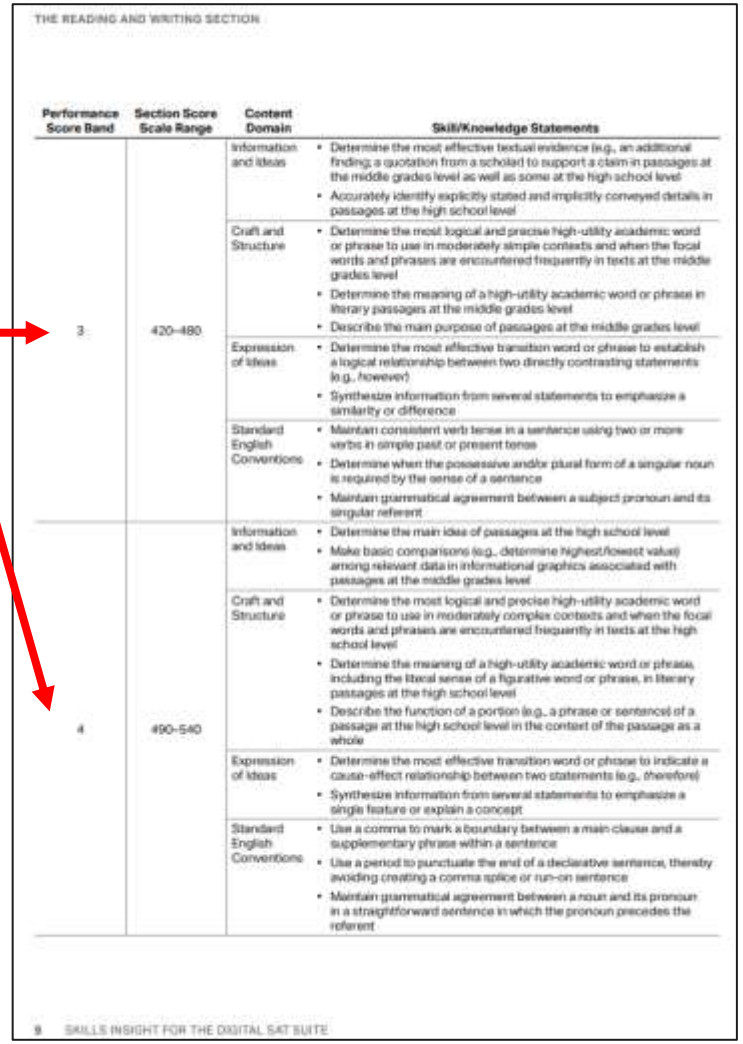
- Provides an overview of the Skills Insight framework
- Includes the full sets of skill/knowledge statements across all performance score bands and brief overviews of the test sections
- Use to better grasp the skills and knowledge that students scoring in particular ranges are typically able to demonstrate and how those capacities increase in sophistication and complexity at successively higher performance score bands
- Examining the statements associated with a given set of scores and, at higher score bands, can help to understand test performance and how to improve it




https://satsuite.collegeboard.org/media/pdf/skills-insight-digital-sat-suite.pdf

# Skills Insight PDF – Reading and Writing Example

Organized by Performance Score Band



THE READING AND WRITING SECTION

| Performance Score Band | Section Score Scale Range | Content Domain | Skill/Knowledge Statements |
|---|---|---|---|
| 3 | 420–480 | Information and Ideas | • Determine the most effective textual evidence (e.g., an additional finding; a quotation from a scholar) to support a claim in passages at the middle grades level as well as some at the high school level<br>• Accurately identify explicitly stated and implicitly conveyed details in passages at the high school level |
| | | Craft and Structure | • Determine the most logical and precise high-utility academic word or phrase to use in moderately simple contexts and when the focal words and phrases are encountered frequently in texts at the middle grades level<br>• Determine the meaning of a high-utility academic word or phrase in literary passages at the middle grades level<br>• Describe the main purpose of passages at the middle grades level |
| | | Expression of Ideas | • Determine the most effective transition word or phrase to establish a logical relationship between two directly contrasting statements (e.g., however)<br>• Synthesize information from several statements to emphasize a similarity or difference |
| | | Standard English Conventions | • Maintain consistent verb tense in a sentence using two or more verbs in simple past or present tense<br>• Determine when the possessive and/or plural form of a singular noun is required by the sense of a sentence<br>• Maintain grammatical agreement between a subject pronoun and its singular referent |
| 4 | 490–540 | Information and Ideas | • Determine the main idea of passages at the high school level<br>• Make basic comparisons (e.g., determine highest/lowest value) among relevant data in informational graphics associated with passages at the middle grades level |
| | | Craft and Structure | • Determine the most logical and precise high-utility academic word or phrase to use in moderately complex contexts and when the focal words and phrases are encountered frequently in texts at the high school level<br>• Determine the meaning of a high-utility academic word or phrase, including the literal sense of a figurative word or phrase, in literary passages at the high school level<br>• Describe the function of a portion (e.g., a phrase or sentence) of a passage at the high school level in the context of the passage as a whole |
| | | Expression of Ideas | • Determine the most effective transition word or phrase to indicate a cause-effect relationship between two statements (e.g., therefore)<br>• Synthesize information from several statements to emphasize a single feature or explain a concept |
| | | Standard English Conventions | • Use a comma to mark a boundary between a main clause and a supplementary phrase within a sentence<br>• Use a period to punctuate the end of a declarative sentence, thereby avoiding creating a comma splice or run-on sentence<br>• Maintain grammatical agreement between a noun and its pronoun in a straightforward sentence in which the pronoun precedes the referent |

9 SKILLS INSIGHT FOR THE DIGITAL SAT SUITE

Organized by Content Domain

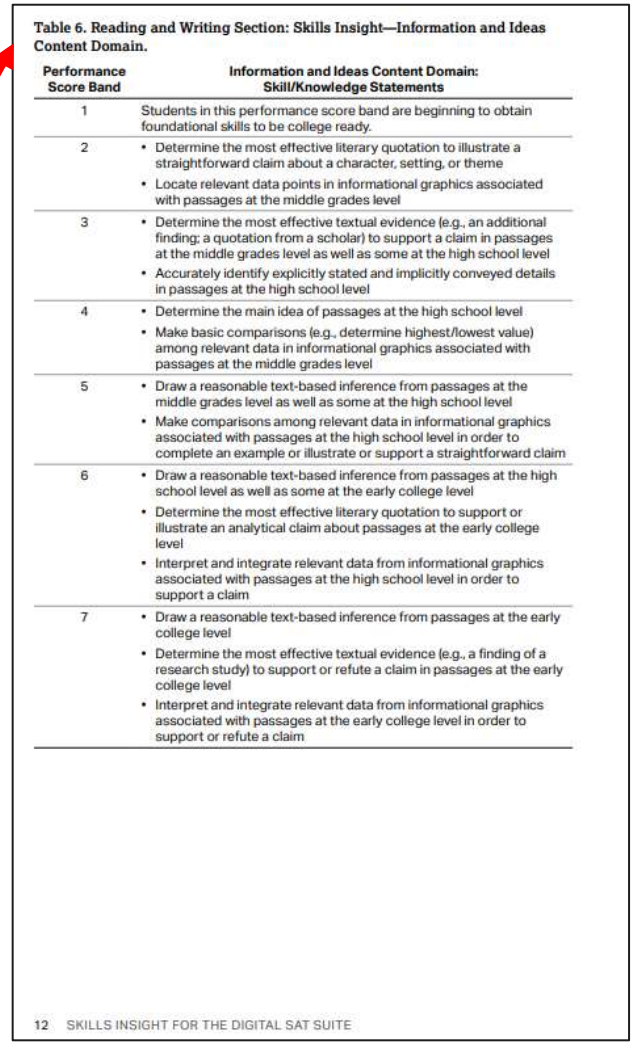


**Table 6. Reading and Writing Section: Skills Insight—Information and Ideas Content Domain.**

| Performance Score Band | Information and Ideas Content Domain: Skill/Knowledge Statements |
|---|---|
| 1 | Students in this performance score band are beginning to obtain foundational skills to be college ready. |
| 2 | • Determine the most effective literary quotation to illustrate a straightforward claim about a character, setting, or theme<br>• Locate relevant data points in informational graphics associated with passages at the middle grades level |
| 3 | • Determine the most effective textual evidence (e.g., an additional finding; a quotation from a scholar) to support a claim in passages at the middle grades level as well as some at the high school level<br>• Accurately identify explicitly stated and implicitly conveyed details in passages at the high school level |
| 4 | • Determine the main idea of passages at the high school level<br>• Make basic comparisons (e.g., determine highest/lowest value) among relevant data in informational graphics associated with passages at the middle grades level |
| 5 | • Draw a reasonable text-based inference from passages at the middle grades level as well as some at the high school level<br>• Make comparisons among relevant data in informational graphics associated with passages at the high school level in order to complete an example or illustrate or support a straightforward claim |
| 6 | • Draw a reasonable text-based inference from passages at the high school level as well as some at the early college level<br>• Determine the most effective literary quotation to support or illustrate an analytical claim about passages at the early college level<br>• Interpret and integrate relevant data from informational graphics associated with passages at the high school level in order to support a claim |
| 7 | • Draw a reasonable text-based inference from passages at the early college level<br>• Determine the most effective textual evidence (e.g., a finding of a research study) to support or refute a claim in passages at the early college level<br>• Interpret and integrate relevant data from informational graphics associated with passages at the early college level in order to support or refute a claim |

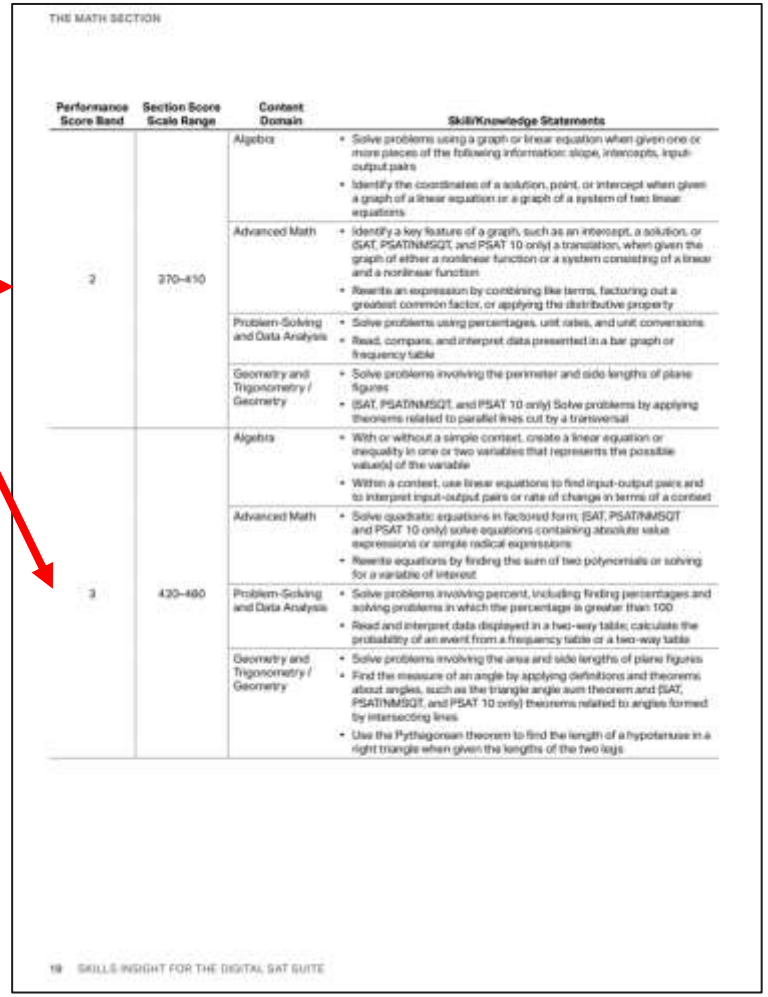
12 SKILLS INSIGHT FOR THE DIGITAL SAT SUITE



https://satsuite.collegeboard.org/media/pdf/skills-insight-digital-sat-suite.pdf

# Skills Insight PDF – Math Example

Organized by Performance Score Band



THE MATH SECTION

| Performance Score Band | Section Score Scale Range | Content Domain | Skill/Knowledge Statements |
|---|---|---|---|
| 2 | 270–410 | Algebra | • Solve problems using a graph or linear equation when given one or more pieces of the following information: slope, intercepts, input-output pairs<br>• Identify the coordinates of a solution, point, or intercept when given a graph of a linear equation or a graph of a system of two linear equations |
| | | Advanced Math | • Identify a key feature of a graph, such as an intercept, a solution, or (SAT, PSAT/NMSQT, and PSAT 10 only) a translation, when given the graph of either a nonlinear function or a system consisting of a linear and a nonlinear function<br>• Rewrite an expression by combining like terms, factoring out a greatest common factor, or applying the distributive property |
| | | Problem-Solving and Data Analysis | • Solve problems using percentages, unit rates, and unit conversions<br>• Read, compare, and interpret data presented in a bar graph or frequency table |
| | | Geometry and Trigonometry / Geometry | • Solve problems involving the perimeter and side lengths of plane figures<br>• (SAT, PSAT/NMSQT, and PSAT 10 only) Solve problems by applying theorems related to parallel lines cut by a transversal |
| 3 | 430–480 | Algebra | • With or without a simple context, create a linear equation or inequality in one or two variables that represents the possible value(s) of the variable<br>• Within a context, use linear equations to find input-output pairs and to interpret input-output pairs or rate of change in terms of a context |
| | | Advanced Math | • Solve quadratic equations in factored form; (SAT, PSAT/NMSQT and PSAT 10 only) solve equations containing absolute value expressions or simple radical expressions<br>• Rewrite equations by finding the sum of two polynomials or solving for a variable of interest |
| | | Problem-Solving and Data Analysis | • Solve problems involving percent, including finding percentages and solving problems in which the percentage is greater than 100<br>• Read and interpret data displayed in a two-way table; calculate the probability of an event from a frequency table or a two-way table |
| | | Geometry and Trigonometry / Geometry | • Solve problems involving the area and side lengths of plane figures<br>• Find the measure of an angle by applying definitions and theorems about angles, such as the triangle angle sum theorem and (SAT, PSAT/NMSQT, and PSAT 10 only) theorems related to angles formed by intersecting lines<br>• Use the Pythagorean theorem to find the length of a hypotenuse in a right triangle when given the lengths of the two legs |

19 SKILLS INSIGHT FOR THE DIGITAL SAT SUITE

Organized by Content Domain

THE MATH SECTION

Table 11. Math Section: Skills Insight—Algebra Content Domain.

| Performance Score Band | Algebra Content Domain: Skill/Knowledge Statements |
|---|---|
| 1 | • Within a context, create and/or solve a simple equation in one variable<br>• Solve a simple one-step linear equation in one variable |
| 2 | • Solve problems using a graph or linear equation when given one or more pieces of the following information: slope, intercepts, input-output pairs<br>• Identify the coordinates of a solution, point, or intercept when given a graph of a linear equation or a graph of a system of two linear equations |
| 3 | • With or without a simple context, create a linear equation or inequality in one or two variables that represents the possible value(s) of the variable<br>• Within a context, use linear equations to find input-output pairs and to interpret input-output pairs or rate of change in terms of a context |
| 4 | • Within a complex context, choose the best interpretation of a part of an equation or of an input-output pair when given a linear equation that models the situation<br>• Solve problems about linear relationships, making use of structure when present, that include equations, intercepts, slope, and input-output pairs, including finding equations for parallel and perpendicular lines |
| 5 | • With or without a context, create a linear equation or inequality in two variables when given two input-output pairs, a table of values, or details about a translation of a given function<br>• With or without a complex context, create one or both of the two linear equations in two variables that model the situation, or find and use the solution to a given system of linear equations |
| 6 | • Find and interpret the meaning of intercepts or slope for complex linear equations<br>• Find the number of solutions to a complex linear equation; (SAT, PSAT/NMSQT, and PSAT 10 only) find the number of solutions to a system of two linear equations, or find missing coefficients of a linear equation or a system of two linear equations when the number of solutions is given<br>• Make connections between a table, an algebraic representation, a graph, a solution, or features of a graph of a complex linear equation or a system of two linear equations |
| 7 | • With or without a context, create and/or solve a linear equation or system of linear equations, or identify the correct coefficients or constants in the equation(s) that represent(s) the situation<br>• 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 (SAT, PSAT/NMSQT, and PSAT 10 only) linear inequalities when these representations include symbolic representations that may contain variable constants |

34 SKILLS INSIGHT FOR THE DIGITAL SAT SUITE



https://satsuite.collegeboard.org/media/pdf/skills-insight-digital-sat-suite.pdf

# Activity: Identify the Score Band – Expression of Ideas

Researchers believe that pieces of hull found off Oregon's coast are from a Spanish cargo ship that was lost in 1697. Stories passed down among the area's Confederated Tribes of Siletz Indians support this belief. _____ Siletz stories describe how blocks of beeswax, an item the ship had been carrying, began washing ashore after the ship was lost.

Which choice completes the text with the most logical transition?
A. For this reason,
B. For example,
C. However,
D. Likewise,

Score Band 2

# Activity: Identify the Score Band – Expression of Ideas

It has long been thought that humans first crossed a land bridge into the Americas approximately 13,000 years ago. _____ based on radiocarbon dating of samples uncovered in Mexico, a research team recently suggested that humans may have arrived more than 30,000 years ago—much earlier than previously thought.

Which choice completes the text with the most logical transition?
A. As a result,
B. Similarly,
C. However,
D. In conclusion,

Score Band 3

# Activity: Identify the Score Band – Problem Solving and Data Analysis

A wind turbine completes 900 revolutions in 50 minutes. At this rate, how many revolutions per minute does this turbine complete?

A. 18
B. 850
C. 950
D. 1,400

Score Band 1

# Activity: Identify the Score Band – Problem Solving and Data Analysis

Last year, 200 students enrolled in an interior design program. This year, the number of students enrolled is 147% of last year's number. How many students are enrolled in the interior design program this year?

A. 247
B. 294
C. 347
D. 394

Score Band 3

# Activity: Identify the Score Band – Problem Solving and Data Analysis

A sample consisting of 720 adults who own televisions was selected at random for a study. Based on the sample, it is estimated that 32% of all adults who own televisions use their televisions to watch nature shows, with an associated margin of error of 3.41%. Which of the following is the most plausible conclusion about all adults who own televisions?

A. More than 35.41% of all adults who own televisions use their televisions to watch nature shows.
B. Between 28.59% and 35.41% of all adults who own televisions use their televisions to watch nature shows.
C. Since the sample included adults who own televisions and not just those who use their televisions to watch nature shows, no conclusion can be made.
D. Since the sample did not include all the people who watch nature shows, no conclusion can be made.

Score Band 4

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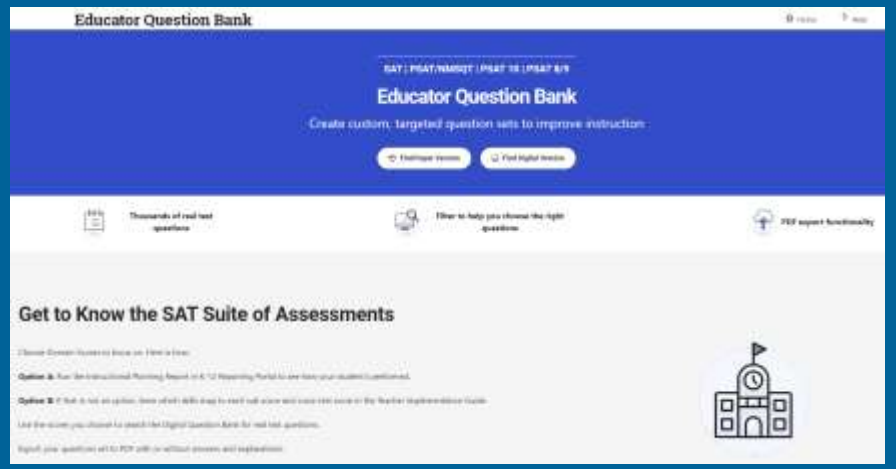
# SAT Suite Question Bank

Create custom, targeted question sets and improve instruction




https://satsuitequestionbank.collegeboard.org

# SAT Suite Question Bank (SSQB)

**Enables Access**
The SAT Suite Question Bank provides educators with access to questions from the SAT, PSAT/NMSQT, PSAT 10 and PSAT 8/9 assessments

**Informs Instruction**
Educators can view the skills and knowledge that students need to be successful on any SAT Suite Assessment

**Easy to Use**
Questions grouped into Easy/Medium/Hard (aligned to score performance ranges) and content domains aligned to Knowledge and Skills report.  Additional filters can then be applied.

# SSQB – Entering Search Criteria

**Your Search Criteria** New Search

Assessment: **PSAT/NMSQT & PSAT 10**

Test: **Reading and Writing**

Domain Scores: **Information and Ideas**

**Difficulty:** ? Please Select

**Skill:** ? Please Select

Export

**291** questions in results set.

**Show selected questions** | Show All

| ✓ | ID # | Difficulty ? | Domain ? | Skill ? |
|---|---|---|---|---|
| ☐ | 8c5213c5 | ■□□ | Information and Ideas | Central Ideas and Details |
| ☐ | 3a4ad06d | ■■■ | Information and Ideas | Command of Evidence |
| ☐ | 50948f5b | ■□□ | Information and Ideas | Inferences |
| ☐ | 94aba545 | ■■■ | Information and Ideas | Command of Evidence |
| ☐ | e75b4de6 | ■■□ | Information and Ideas | Command of Evidence |

# SSQB – Sample Question

| Assessment | Test | Domain | Skill | Difficulty |
|---|---|---|---|---|
| PSAT/NMSQT & PSAT 10 | Math | Algebra | Linear equations in two variables | ■■□ |

**ID: acae979c**

Last week, an interior designer earned a total of $\$1,258$ from consulting for $x$ hours and drawing up plans for $y$ hours. The equation $68x + 85y = 1,258$ represents this situation. Which of the following is the best interpretation of $68$ in this context?

A. The interior designer earned $\$68$ per hour consulting last week.

B. The interior designer worked $68$ hours drawing up plans last week.

C. The interior designer earned $\$68$ per hour drawing up plans last week.

D. The interior designer worked $68$ hours consulting last week.

**ID: acae979c Answer**

**Correct Answer:** A

**Rationale**

Choice A is correct. It's given that $68x + 85y = 1,258$ represents the situation where an interior designer earned a total of $\$1,258$ last week from consulting for $x$ hours and drawing up plans for $y$ hours. Thus, $68x$ represents the amount earned, in dollars, from consulting for $x$ hours, and $85y$ represents the amount earned, in dollars, from drawing up plans for $y$ hours. Since $68x$ represents the amount earned, in dollars, from consulting for $x$ hours, it follows that the interior designer earned $\$68$ per hour consulting last week.

Choice B is incorrect. The interior designer worked $y$ hours, not $68$ hours, drawing up plans last week.

Choice C is incorrect. The interior designer earned $\$85$ per hour, not $\$68$ per hour, drawing up plans last week.

Choice D is incorrect. The interior designer worked $x$ hours, not $68$ hours, consulting last week.

**Question Difficulty:** Medium

Add to PDF | Cancel

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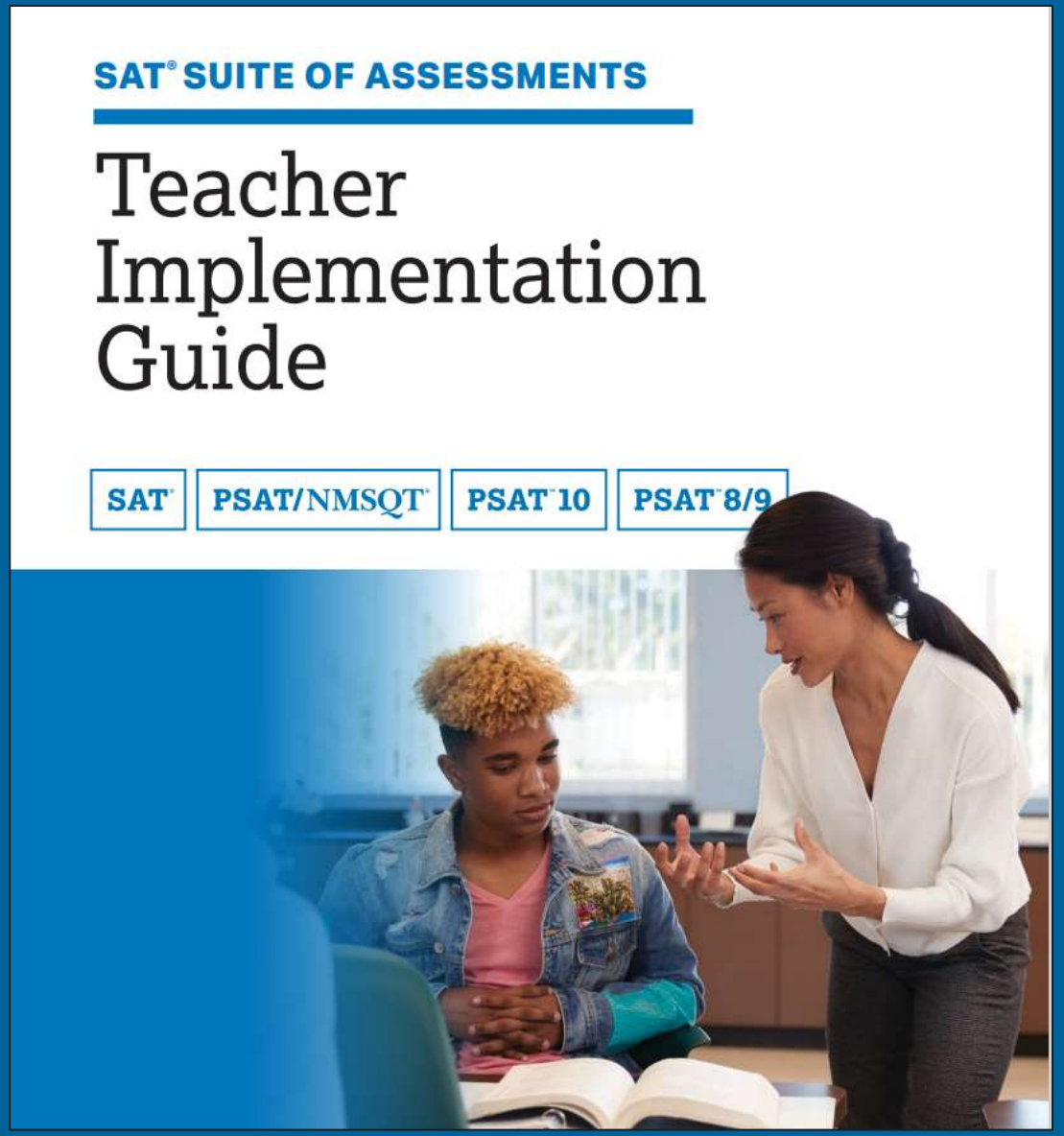
# Teacher Implementation Guide

# Teacher Implementation Guide – Quick Reference

- Reading and Writing……*p. 19-38*
- Math……*p. 39-63*
- Test Taking Strategies……*p. 84-86*
- Essay……*p. 64-73*
- Instructional Strategies……*p. 88-93*
- Essay Rubric and Samples……*p.94-116*
- Detailed Skills Knowledge and Testing Points……*p.117-133*




https://satsuite.collegeboard.org/media/pdf/redesigned-sat-k12-teacher-implementation-guide.pdf

# Teacher Implementation Guide

## General Instructional Strategies

- The single best preparation students can undertake for the digital SAT Suite Reading and Writing section is engaging in **wide and/or deep reading** and in **writing routinely** for a range of tasks, purposes, and audiences.
  - *Wide reading* involves reading a great variety of texts on differing subjects, while *deep reading* involves reading intensively about a single subject. Both kinds of reading are capable of developing students' comprehension skills, metacognitive ability (i.e., the ability to monitor and adjust one's own reading approach), and stamina (i.e., the ability to read over an extended period of time without fatigue or loss of understanding).
  - Students should be given a range of writing tasks over the course of the school year. These tasks should involve both on-demand writing—first-draft writing to a prompt under time constraints—and writing over extended time periods and involving various aspects of the writing process, including planning, drafting, obtaining and using feedback, revising, editing, and publishing.
  - Students should engage in numerous **appropriately challenging reading and writing tasks** throughout the school year.

- Sudents need **extensive exposure to and experience with reading, comprehending, and working with informational graphics.**
  - Select Reading and Writing passages are accompanied by a table, bar graph, or line graph. Students must be able to locate relevant data points from such graphics, make reasonable interpretations of the data, and integrate information conveyed graphically with that expressed in words.
  - Students should gain experience working with elements of informational graphics, including the title, the labels used for key elements, the quantitative data represented, and any legend or additional contextual information provided to make the graphic easier to understand.
- Students should have **ample practice demonstrating the kinds of skills and knowledge tested in the Reading and Writing section**. Among the most critical literacy-related skills and knowledge assessed by the digital SAT Suite are the following:
  - Locating and/or reasonably inferring the main point of a text, and identifying and using supporting details.
  - Understanding and using textual and quantitative evidence (e.g., quotations, facts, figures, data) to support or challenge points or claims.
  - Making reasonable text-based inferences.
  - Determining the meaning of and effectively using high-utility academic vocabulary in context.
  - Analyzing the structure of texts, including identifying a text's overall organizational pattern and figuring out the contribution that important parts of a text (e.g., particular statements) make to the text as a whole.
  - Making text-supported connections between two or more texts on the same topic or similar topics, including recognizing where the texts agree and disagree in terms of content and/or point of view.

**COMPANION RESOURCE**

Chapter 9 of *The Official Digital SAT Study Guide* walks through Reading and Writing informational graphics for students.

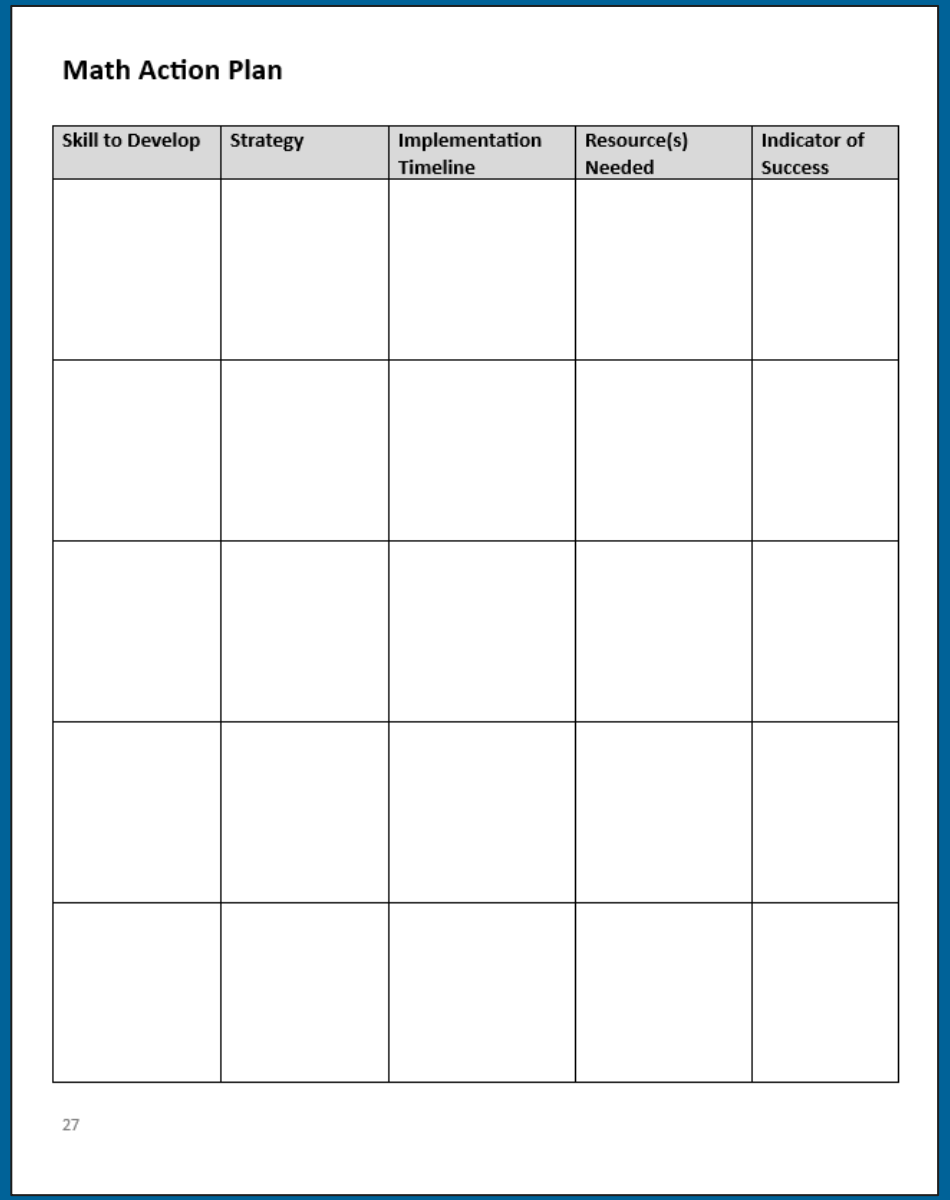
**"HIGH-UTILITY ACADEMIC VOCABULARY"**

*High-utility academic vocabulary* (sometimes known as *tier two words and phrases*) is commonly encountered in readings, especially complex readings, but less often in conversation and isn't specific to any one domain of knowledge, such as history or science. Chapter 3 of the *Classroom Practice Guide for the Digital SAT Suite: ELA/Literacy* (satsuite.org/digital-classroom-practice-english) contains an extensive discussion of high-utility academic vocabulary and how to help students develop their stores of it.

# Activity: Action Plan

Use the action plan template to identify three to five skills for development

- Review Skills Insight to generate potential actions for improving skills. Be sure to look at the next highest score band as you think through strategies. Consider how you want to incorporate those skills into existing classes/departments.
- Check the Teacher Implementation Guide to select the most-tested skills.
- Set a timeline, identify resources, and indicate measures of success
  - -Reading and Writing: page 14
  - -Math: page 27



**Math Action Plan**

| Skill to Develop | Strategy | Implementation Timeline | Resource(s) Needed | Indicator of Success |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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# Reading and Writing Ideas

# What should students be doing?

| | | | |
|---|---|---|---|
| Pursue inquiries that connect to communities and identities | Wide reading of a diverse array of texts | Read with an analytical lens | Wide informal and formal disciplinary writing |
| Engage in higher-order discussion of complex texts in varying groupings | Vary speech for audiences and listen to understand | Set goals and reflect on growth | Monitor language, vocabulary, and conceptual knowledge development |

***Modified from the Michigan Association of Intermediate School Administrators General Education Leadership Network Disciplinary Literacy Task Force (2019) Essential instructional practices for disciplinary literacy: grades 6 to 12 Lansing, MI: Authors***
***https://www.gomaisa.org/organizations/general-education-leadership-network-geln/sat-resources/***

# What should teachers be doing?

| | | | |
|---|---|---|---|
| Establish engaging purposes for students to read, write, and communicate through problem-based instructional frames | Support intentional and standards-aligned instruction in disciplinary reading with abundant, diverse reading opportunities | Implement intentional and standards-aligned instruction in disciplinary writing | Support higher-order discussion of increasingly complex text |
| Intentionally build vocabulary and conceptual knowledge | Engage in ongoing assessment | Connect with community resources | Build awareness of how talk varies across contexts |

***Modified from the Michigan Association of Intermediate School Administrators General Education Leadership Network Disciplinary Literacy Task Force (2019) Essential instructional practices for disciplinary literacy: grades 6 to 12 Lansing, MI: Authors***
***https://www.gomaisa.org/organizations/general-education-leadership-network-geln/sat-resources/***

# General Instructional Strategies

- Students should engage routinely in reading and demonstrating understanding of appropriately challenging texts **across subject areas and text types** as well as **writing in various disciplines** and using a range of text types.
  - The Reading and Writing section includes passages in the subject areas of literature, history/social studies, the humanities, and science. Each subject area constructs and conveys knowledge differently, so students should be familiar with how to productively read texts in a range of academic disciplines.

# What does this look like daily?

Support intentional and standards-aligned instruction in disciplinary reading with abundant, diverse reading opportunities

- Implementing interactive, problem-based units of instruction
- Using a variety of text types across disciplinary contexts
- Provide time for collective meaning-making and discussion
- Modeling and guided practice using strategies for comprehension, analysis and synthesis

***Modified from the  Michigan Association of Intermediate School Administrators General Education Leadership Network Disciplinary Literacy Task Force (2019) Essential instructional practices for disciplinary literacy: grades 6 to 12 Lansing, MI: Authors***

# What's Next for Teachers…

What does this look like daily?

- Use sample SAT reading and writing questions to connect to effective strategies
- Attend to precision of language and detail in reading and writing
  - Name and notice different text structures for students as they move across disciplines
  - Model the use of textual evidence
  - Demonstrate close reading strategies to revisit small chunks of text within extended texts

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# Math Ideas

# In Summary…

Calculator permitted for all questions

Reference sheet & calculator can be accessed throughout the test

Each multiple choice question has one correct answer

**Student-produced response** questions:

- enter only one answer
- up to 5 characters for a positive answer
- up to 6 characters (including the negative sign) for a negative answer
- fraction and decimal responses are both permitted
  - if the fraction doesn't fit, enter the decimal equivalent
  - if the decimal doesn't fit, enter by rounding
- Don't enter symbols: %, $, commas, etc.
- Mixed numbers (such as 3 ½) should be entered as an improper fraction (7/2) or its decimal equivalent 3.5

# What should students be doing?

**Standards for Mathematical Practice**

| | | | |
|---|---|---|---|
| Make sense of problems and persevere in solving them | Reason abstractly and quantitatively | Construct viable arguments and critique the reasoning of others | Model with mathematics |
| Use appropriate tools strategically | Attend to precision | Look for and make use of structure | Look for and express regularity in repeated reasoning |

# What should teachers be doing?

## Effective Mathematics Teaching Practices

- Establish mathematics goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate meaningful mathematical discourse
- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- Elicit and use evidence of student thinking

NCTM® NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

# What's next for our Math Teachers…

What does this look like daily?

- Use sample SAT math questions to connect to effective strategies
  - Look for and make use of structure
  - Use appropriate tools strategically
  - Attend to precision
- Use brief instructional routines frequently with sample SAT problems
  - Three Reads
  - Math Talks
  - Error Analysis (e.g., My Favorite No)

# Three Reads

**Read 1: Understand the Story Context**

- Remove the question
- Make sure students make sense of the story context

**Read 2: Identify Quantities**

- Keep question removed
- Ask, “What can be counted or measured?”
- Students think deeply about various quantities & how they’re related

**Read 3: Reveal Questions and Plan Solution Strategies**

- Ask, “What are some ways we might solve this?”
- Students plan and strategize

# General Instructional Strategies

- Ensure that students practice solving **multistep problems**. Math questions on assessments in the digital SAT Suite often ask students to solve more than one problem to arrive at the correct answer.
- **Vary the types** of problems in homework assignments so that students aren't always using the same strategy to find solutions. Students benefit from the practice of determining the right **mathematical strategy** to solve problems in addition to solving the problems correctly.

# What does this look like daily?

Use and connect multiple representations

In the *xy*-plane, the parabola with equation $y = (x - 11)^2$ intersects the line with equation $y = 25$ at two points, *A* and *B*. What is the length of the segment **AB**?

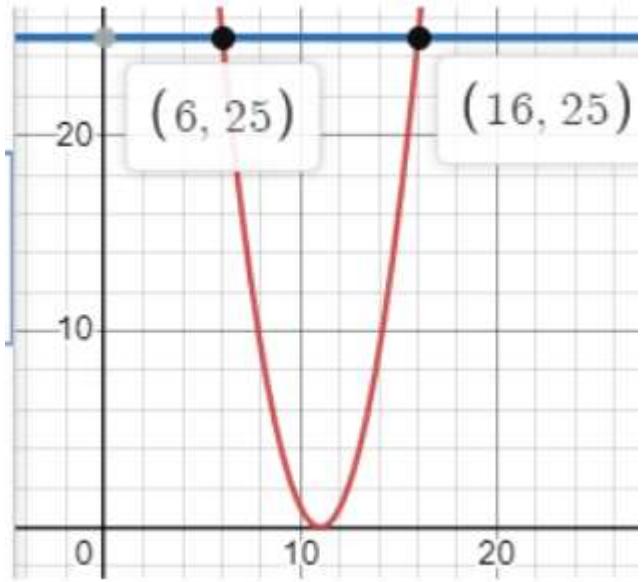
A) 10
B) 12
C) 14
D) 16

# What does this look like daily?

## Representation 1:
Table

| x | $y = (x - 11)^2$ | $y = 25$ |
|---|---|---|
| 5 | 36 | 25 |
| 6 | 25 | 25 |
| 7 | 16 | 25 |
| 8 | 9 | 25 |
| 9 | 4 | 25 |
| ... | ... | ... |
| 15 | 16 | 25 |
| 16 | 25 | 25 |

## Representation 2:
Graph




## Representation 3:
Algebra

$$25 = (x - 11)^2$$

$$\sqrt{25} = \sqrt{(x - 11)^2}$$

$$\pm 5 = x - 11$$

$$5 = x - 11 \qquad -5 = x - 11$$

$$16 = x \qquad 6 = x$$

$$16 - 6 = 10$$

# What does this look like daily?

Look for and make use of structure

**Lesson on Solving Systems of Equations**

Option 1:
Solve question 1-30


Name : Score :
Teacher : Date :
System of 3 Equations

# What does this look like daily?

Look for and make use of structure

**Lesson on Solving Systems:**

**Option 2:** Highlight problems that lend themselves to the different approaches for solving systems of equation and explain why:

Blue: graphing
Yellow: substitution
Green: elimination

Choose 2 problems from each and solve.

# General Instructional Strategies

- Assign students some math problems or create some classroom-based assessments that **don't allow for the use of a calculator**. While all digital SAT Suite Math questions permit the use of a calculator, this practice encourages **greater number sense**, probes students' understanding of content on a **conceptual level**, and builds student skill in determining when it's more **efficient** to answer a question without using a calculator.

- Separate students into **small working groups**. Ask them to discuss how to arrive at solutions. When their solutions are incorrect, ask them to **discuss** how to make corrections. Encourage students to express quantitative relationships in **meaningful words and sentences** to support their arguments and conjectures.

# What does this look like daily?

Construct viable arguments and critique the reasoning of others

| Sentence Stems | |
|---|---|
| Explain | Justify |
| First, I _____ because . . .<br>Then/next, I . . .<br>I noticed _____ so I . . .<br>I tried _____ and what happened was . . .<br>How did you get . . . ?<br>What else could we do? | I know _____ because . . .<br>I predict _____ because . . .<br>If _____ then _____ because . . .<br>Why did you . . . ?<br>How do you know . . . ?<br>Can you give an example? |

# What does this look like daily?

## Number Talk

| | | |
|---|---|---|
| What is 10% of 200?<br>*How do you know?*<br>**20** | What is 12% of 200?<br>*How do you know?*<br>**24** | What is 8% of 200?<br>*How do you know?*<br>**16** |

*What is p% of 200?*

# General Instructional Strategies

- Develop interest and facility in math by having students **practice using math to address tasks and problems** in a wide range of subject areas. Use tables, expressions, and graphs that students encounter in other courses to present math as a tool that may be applied to many areas of study rather than being relegated to math classes.
- Provide frequent opportunities for students to interpret and apply math skills and knowledge in **real-world and academic contexts**, particularly ones in the sciences and social studies.

# What does this look like daily?

Make sense of problems and persevere in solving them

Store A sells raspberries for $5.50 per pint and blackberries for $3.00 per pint. Store B sells raspberries for $6.50 per pint and blackberries for $8.00 per pint. A certain purchase of raspberries and blackberries would cost $37.00 at store A or $66.00 at store B. How many pints of blackberries are in this purchase?

A) 12

B) 8

C) 5

D) 4

# Final Suggestions

Make connections among different strategies

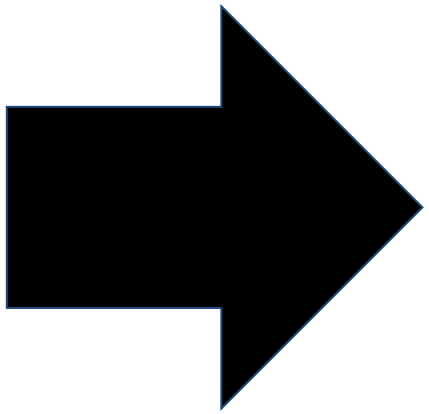
Encourage efficiency

Standards for Mathematical Practice
&
Effective Teaching Practices

Exposure to the calculator

Exposure to the reference sheet

Take a test yourself!



Better prepared

# What should leaders be doing?

Form a leadership team with a shared commitment to continuous improvement and ongoing attention to data

Build a collective sense of responsibility for all students and a focus on developing independence and competence in a safe learning environment

Maintain learning environments that reflect a strong commitment to effective instruction and culturally sustaining approaches

Professional learning opportunities reflect research on adult learning and effective instruction

Allocate academic support equitably in addition to high-quality classroom instruction with multiple supports available to students

Systems assess and respond to individual student needs

High-quality instructional resources are well maintained, available, and effectively utilized

Intentional community networking

***Modified from the Michigan Association of Intermediate School Administrators General Education Leadership Network Disciplinary Literacy Task Force (2020) Essential School-Wide Practices In Disciplinary Literacy: Grades 6 to 12. Lansing, MI: Authors***

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# Practice for Students

# Digital SAT Suite - Student Practice and Preparation

SAT® Suite

Bluebook™


**Test Preview**

Untimed preview to review navigation, tools, and content layout

**Full Length Practice Exams**

Digital and Linear Formats

Khan Academy

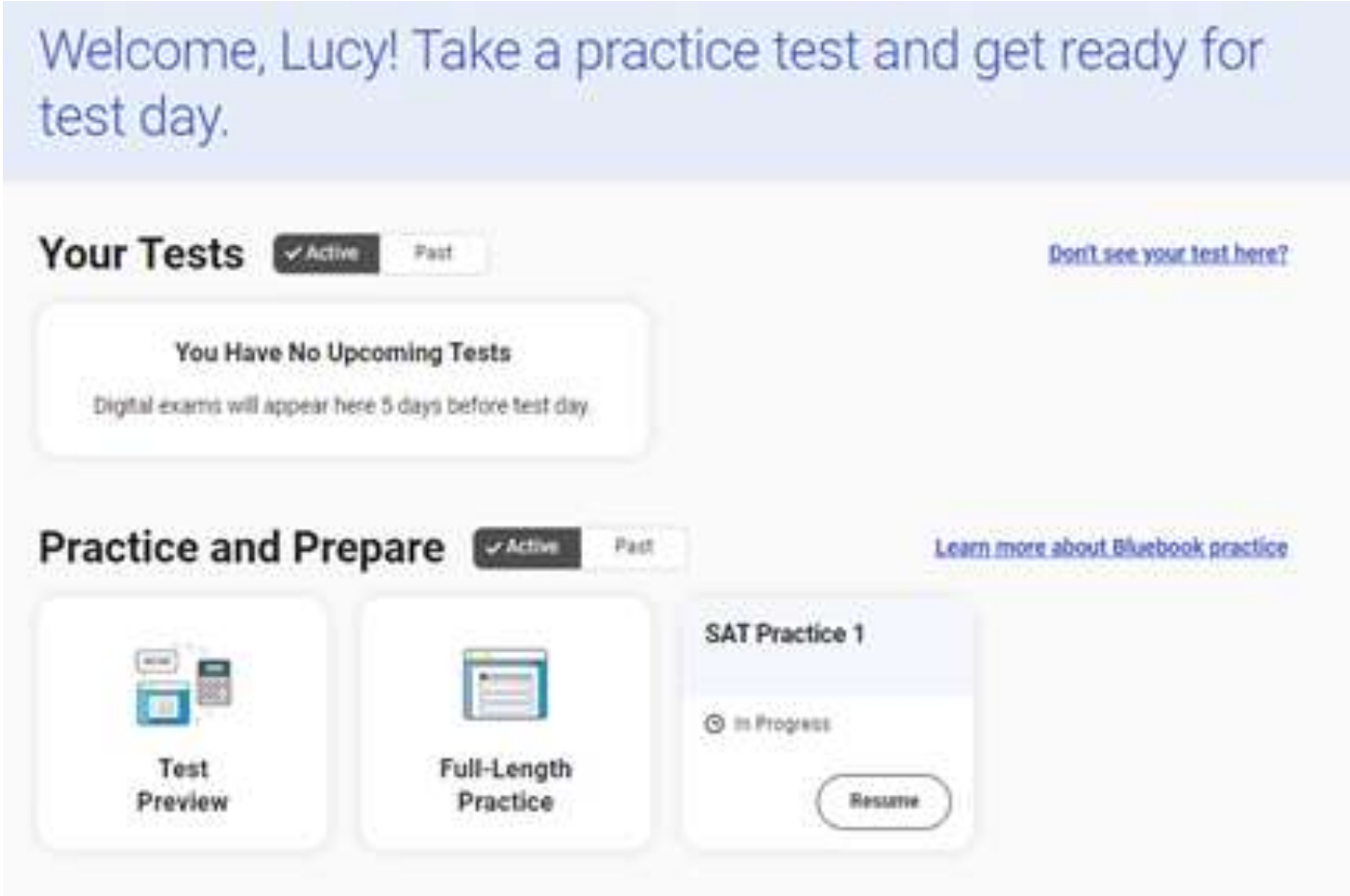
**Digital SAT Prep Course**

Videos, articles, and worked examples of digital SAT content

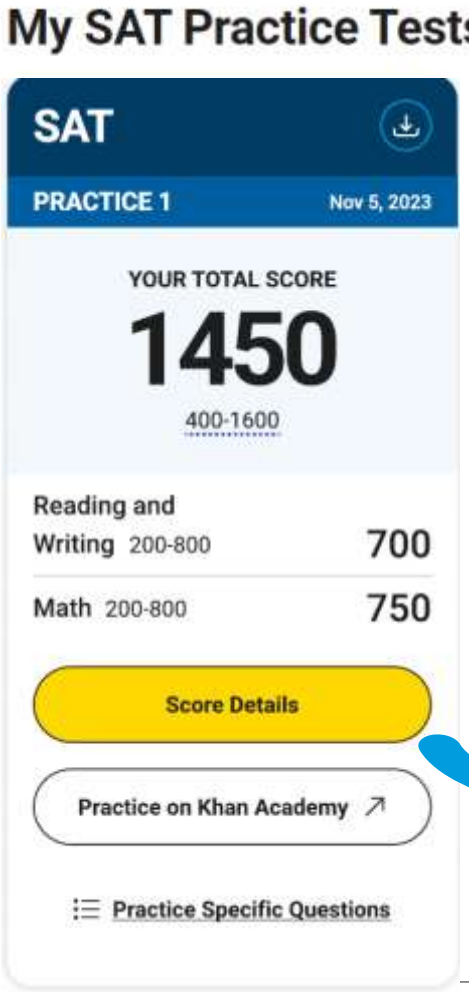
**Start with Bluebook and strengthen skills with Khan Academy**

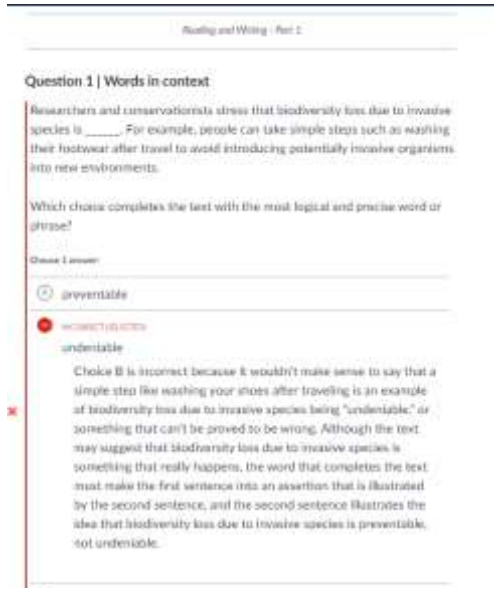
# Practice Tests on Bluebook

- Four full-length practice exams for all SAT Suite Assessments currently available
- No time lost for exiting and coming back
- Retake as many times as you want
- Students can practice with the same accommodations and supports they will receive on test day
- Practice Test Question Review and Scores in MyPractice



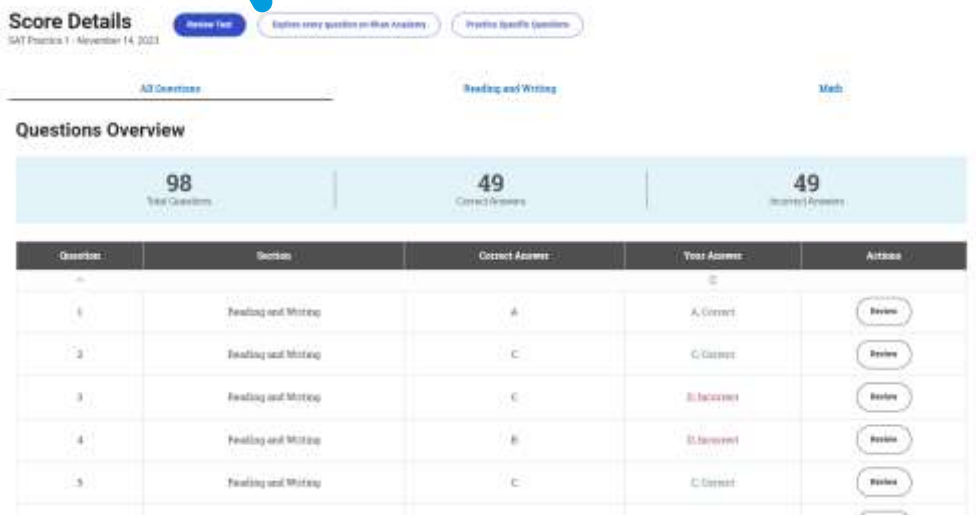
# MyPractice

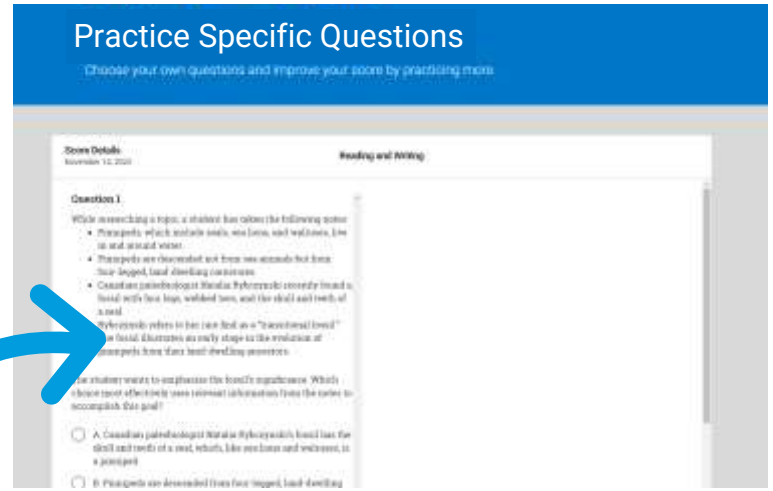



**Review every answer and rationale from your completed practice tests**

**See questions with explanations on Khan Academy**



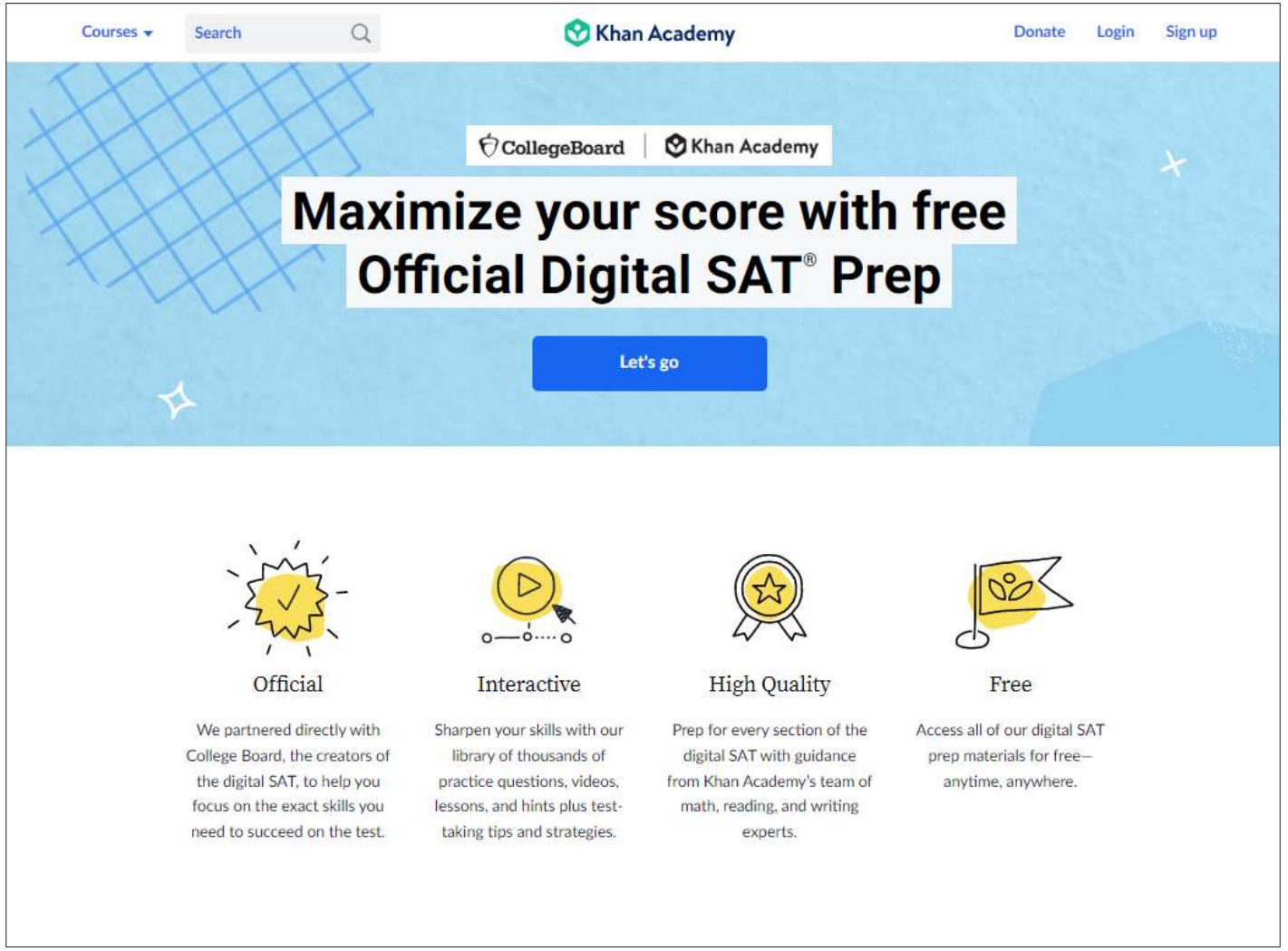




**Use the Practice Specific Questions to explore similar questions and create personalized practice**

# Official Digital SAT Prep Course on Khan Academy

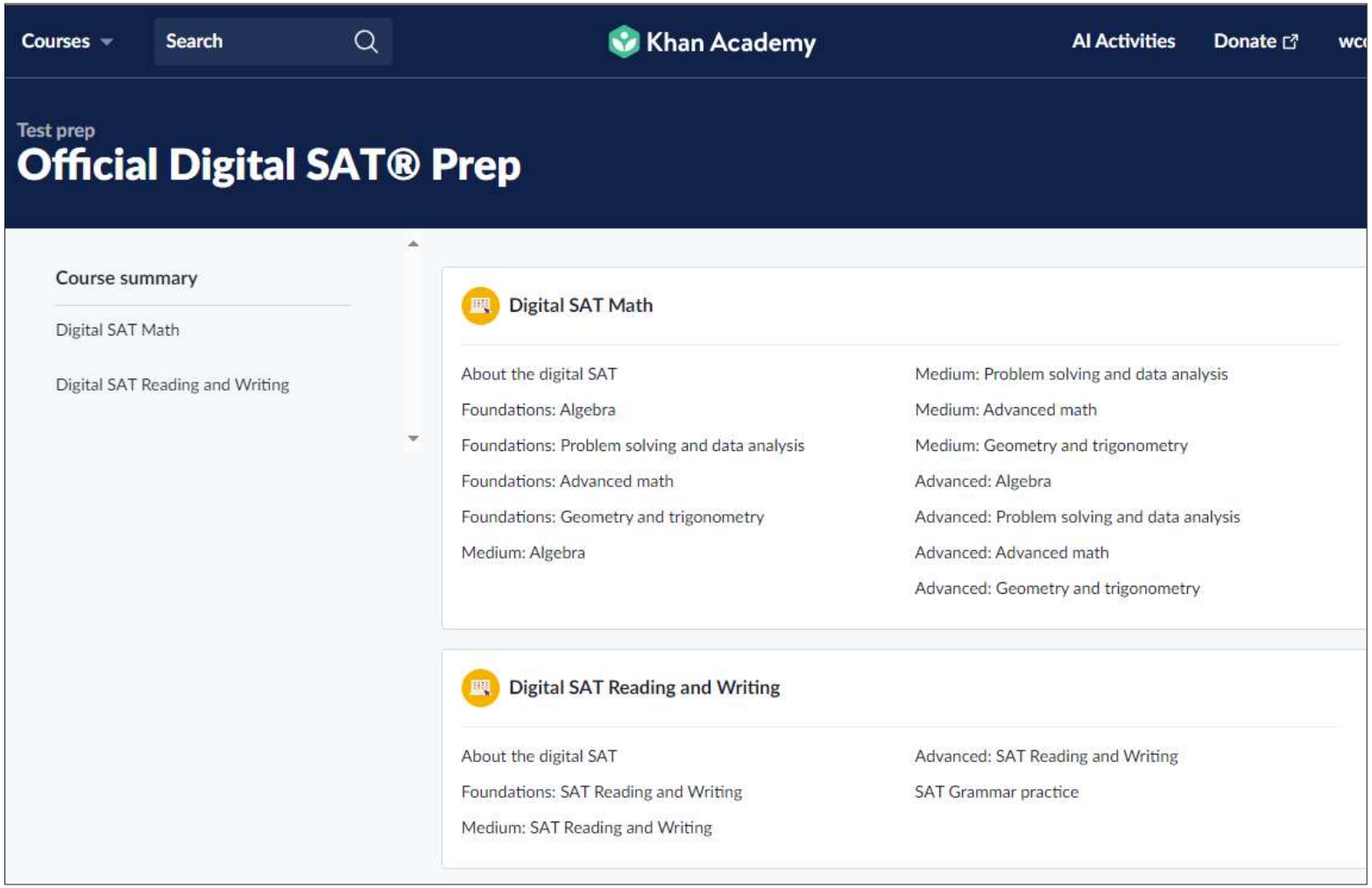
- Khan Academy partners with College Board, providing free authentic practice questions, hints, tips, strategies, videos, and explanations from experienced tutors and test prep experts.

- Khan Academy's Official Digital SAT Prep is a mastery-based course with assignable content and skill-level reporting.



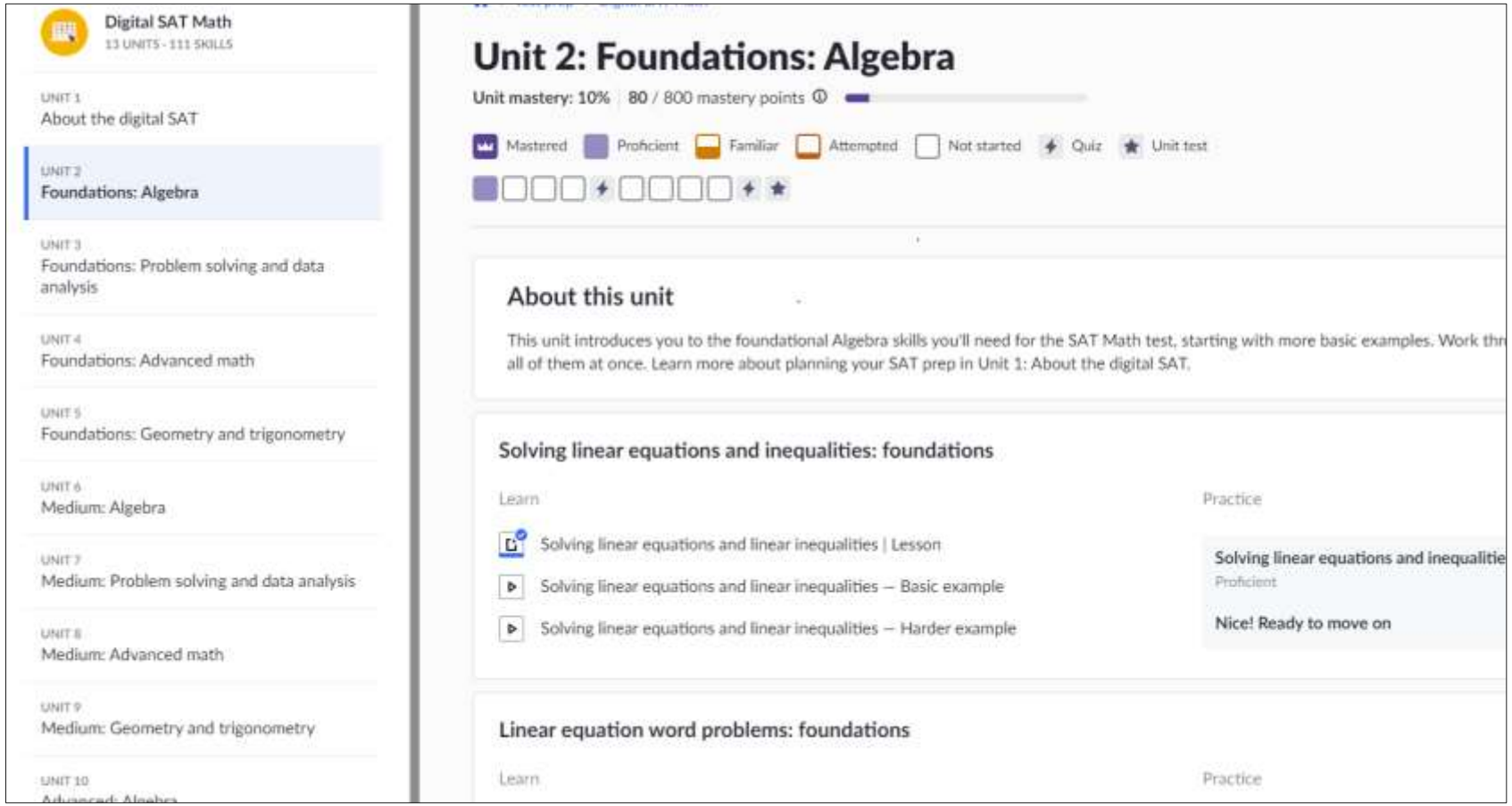
# Official Digital SAT Prep Course on Khan Academy

- The Official Digital SAT Prep course is fully aligned to the content domains, skills, and knowledge assessed on the digital SAT.
- The digital SAT Math course has 13 units and the Digital SAT Reading and Writing course has 5 units.



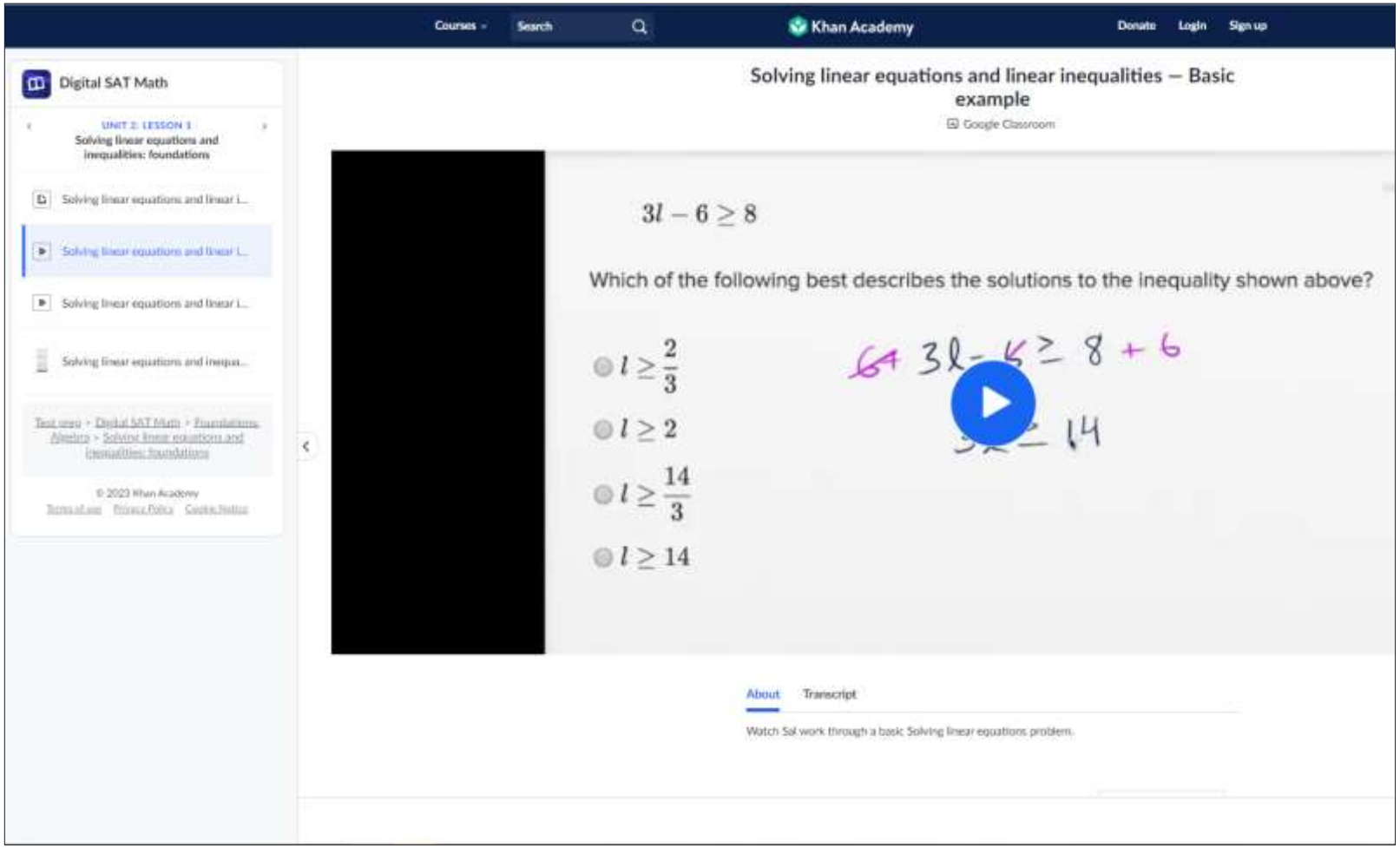
# Official Digital SAT Prep Course on Khan Academy

- Students can move through the Math or Reading and Writing course unit by unit or go straight to units they want to address first.
- Within each unit students will progress through videos, quizzes, and unit tests.
- Student progress is tracked as they work through each unit.



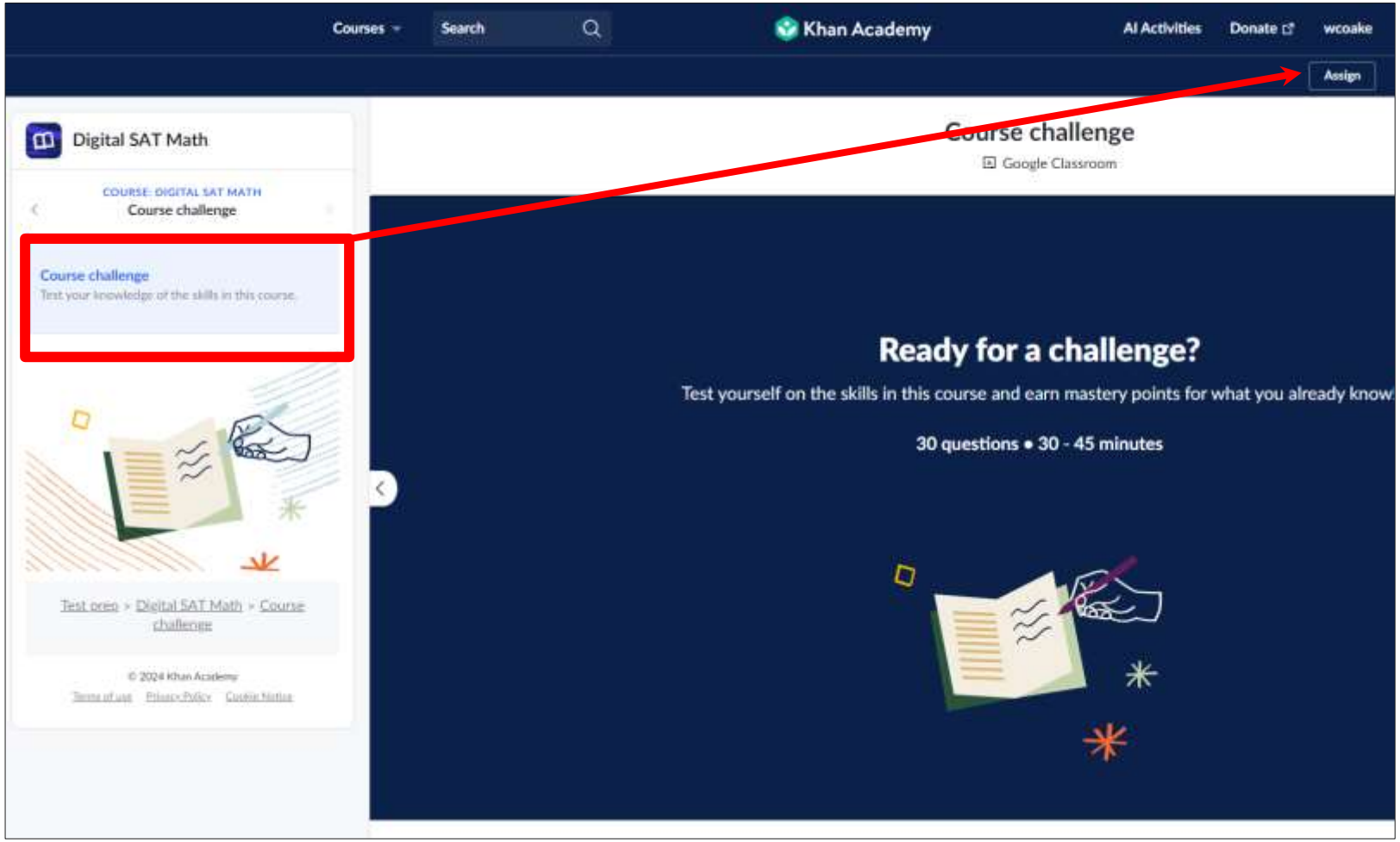
# Official Digital SAT Prep Course on Khan Academy

Intertwined with articles, quizzes, and unit tests, students can view videos to increase their understanding of specific Reading and Writing or Math topics.



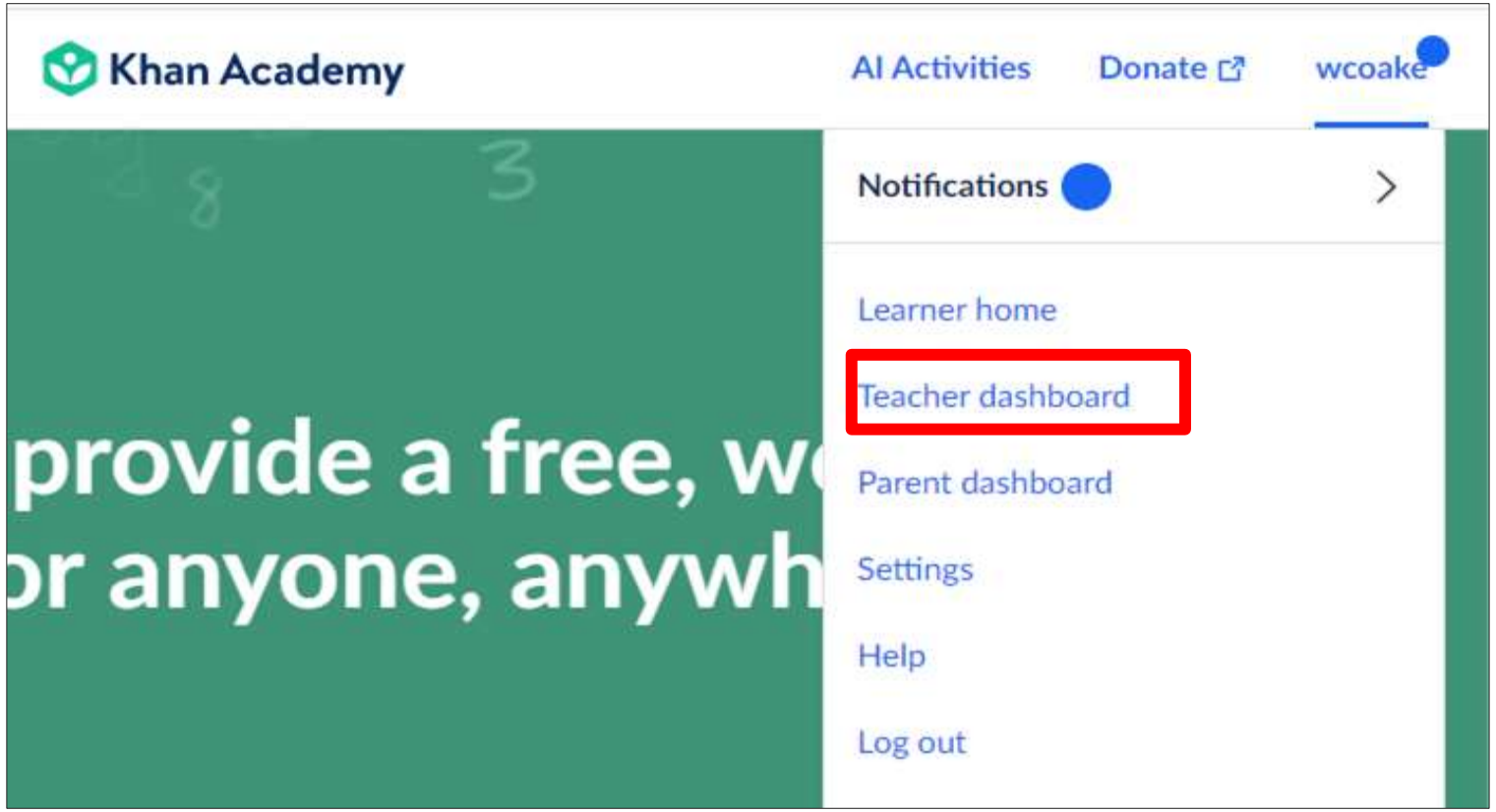
# Official Digital SAT Prep Course on Khan Academy

- Students may complete the Course Challenge to learn more about the skills that are important for them to practice ahead of test day.
- Teachers have the option of assigning the Course Challenge to students.



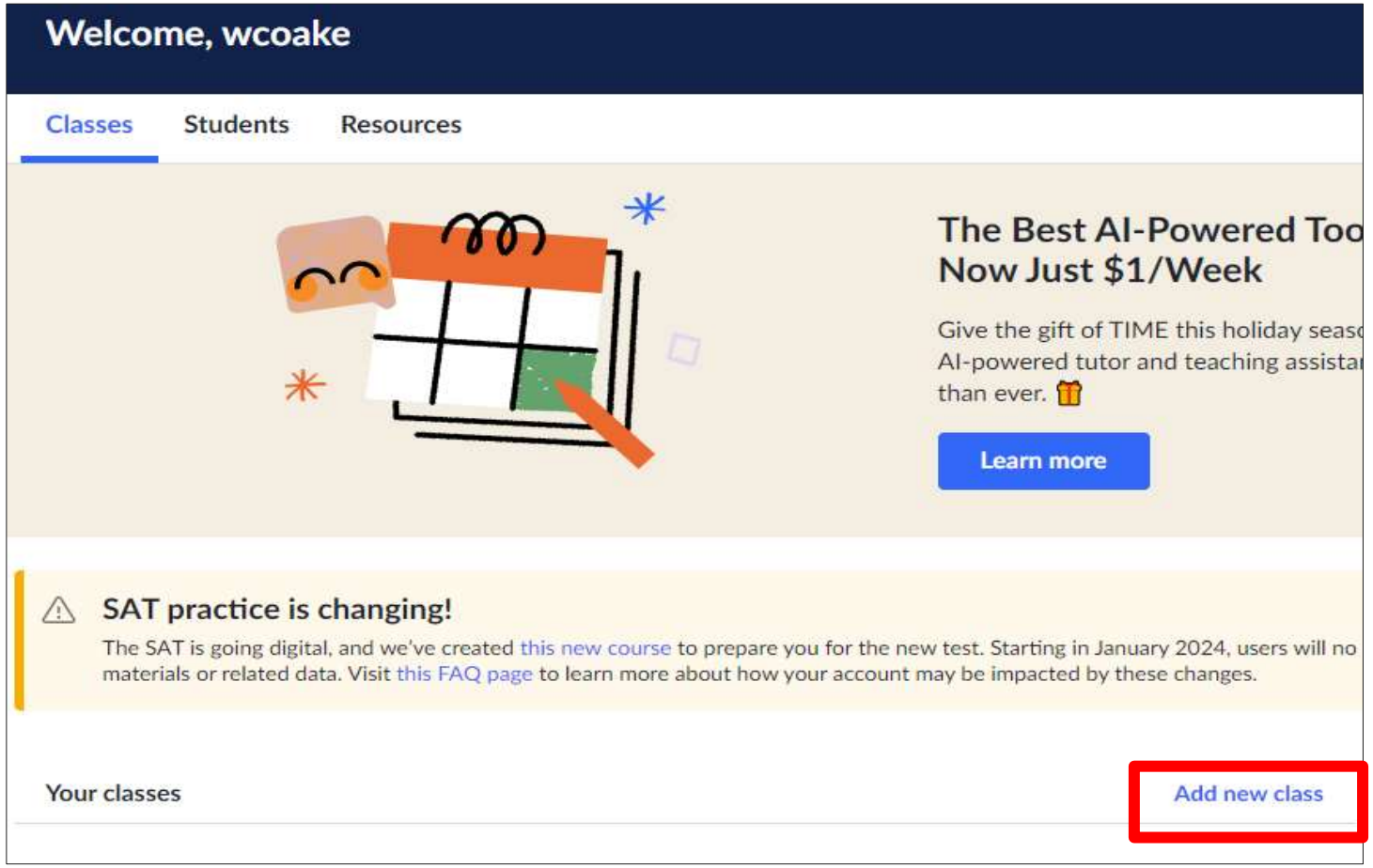
# Creating a Course

- Educators can create Khan Academy courses in their Teacher dashboard and invite students to join.
- Educators can monitor student practice progress for those students tagged to their course.



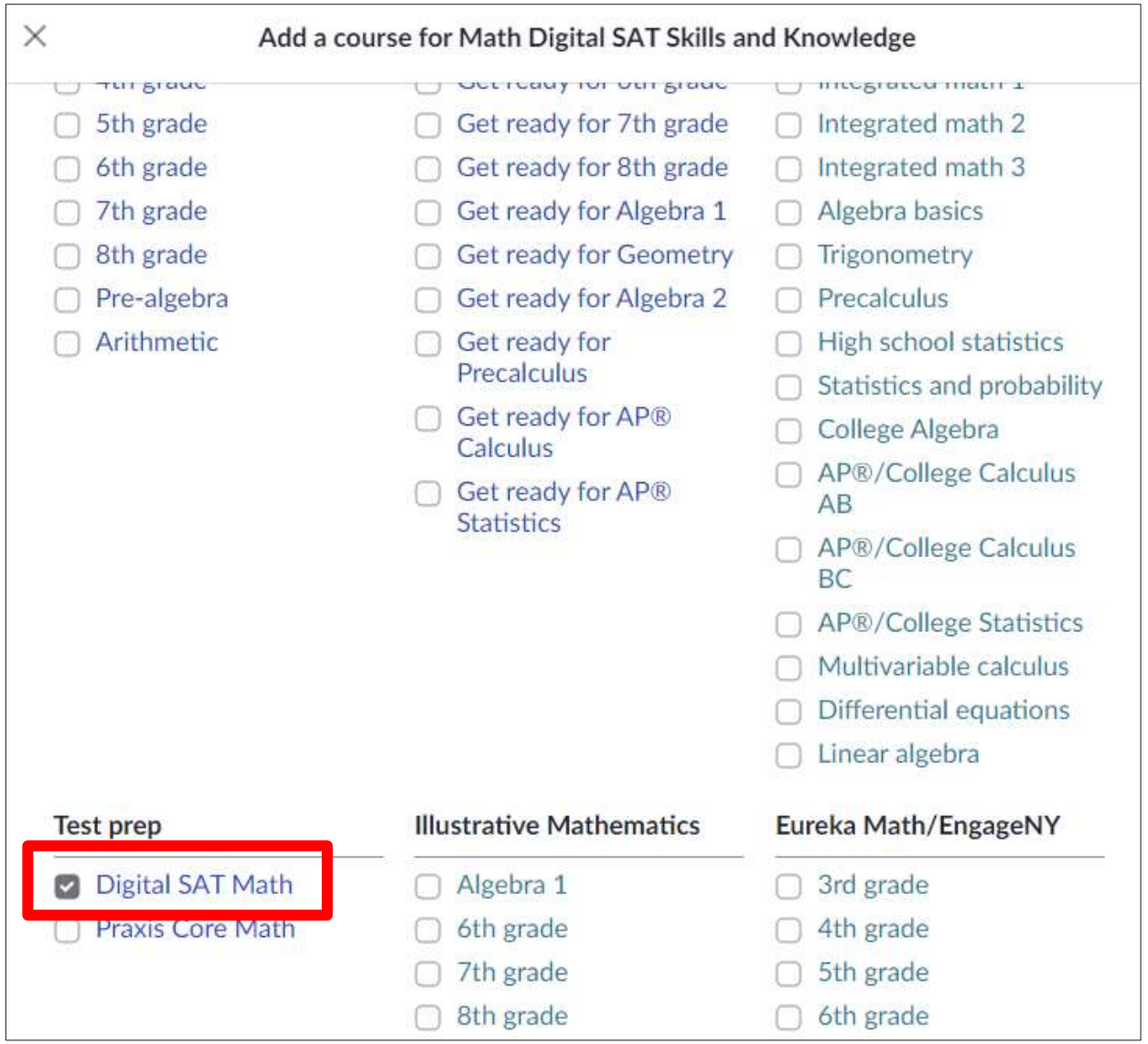
# Creating a Course

- Within the Teacher dashboard, educators can add a new class.



# Creating a Course

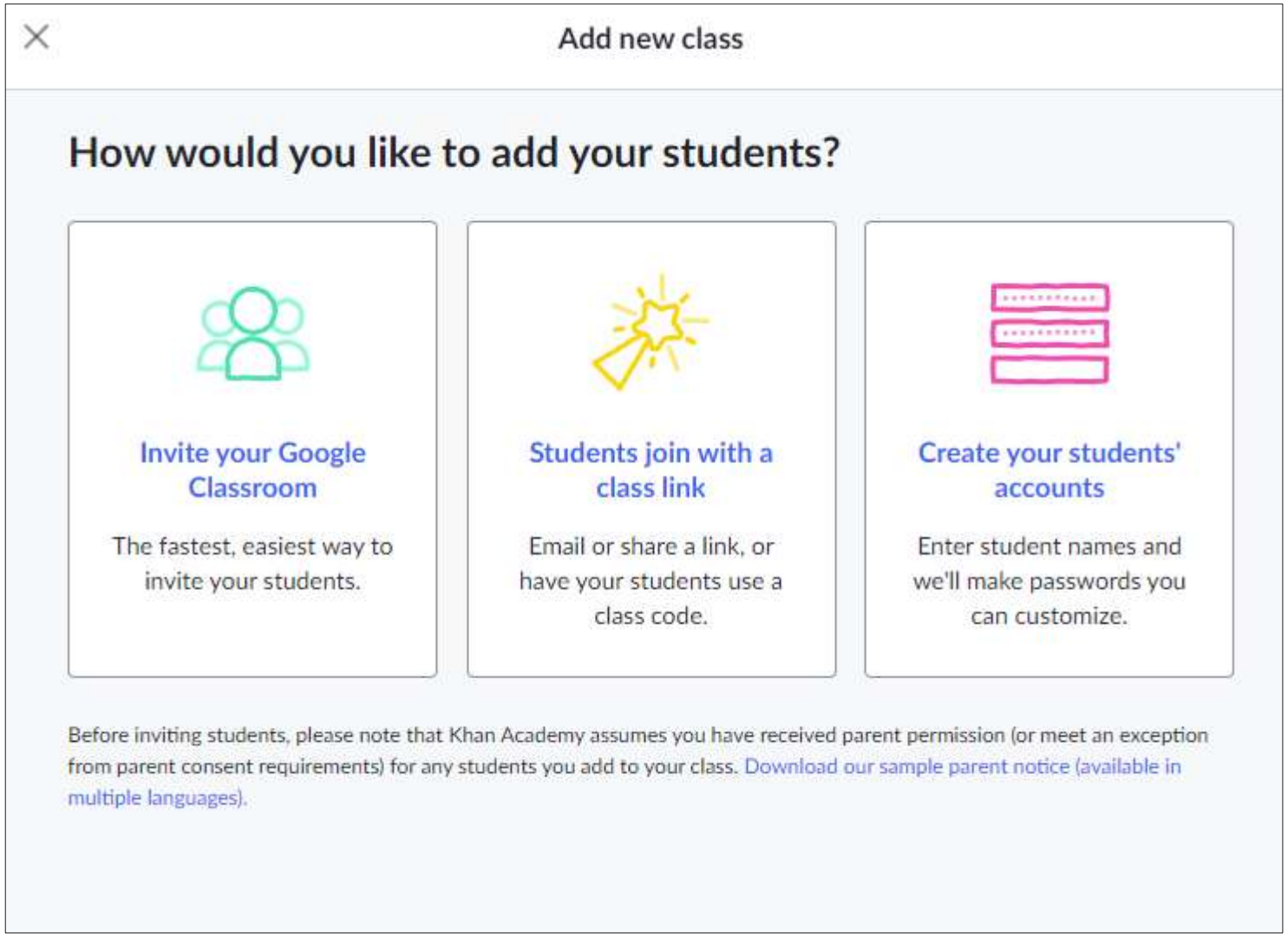
Educators can choose the content they want students to see in their course. For SAT practice, educators need to click the ***Digital SAT Math*** and ***Digital SAT Reading and Writing*** content under Test Prep.



# Adding Students to Course

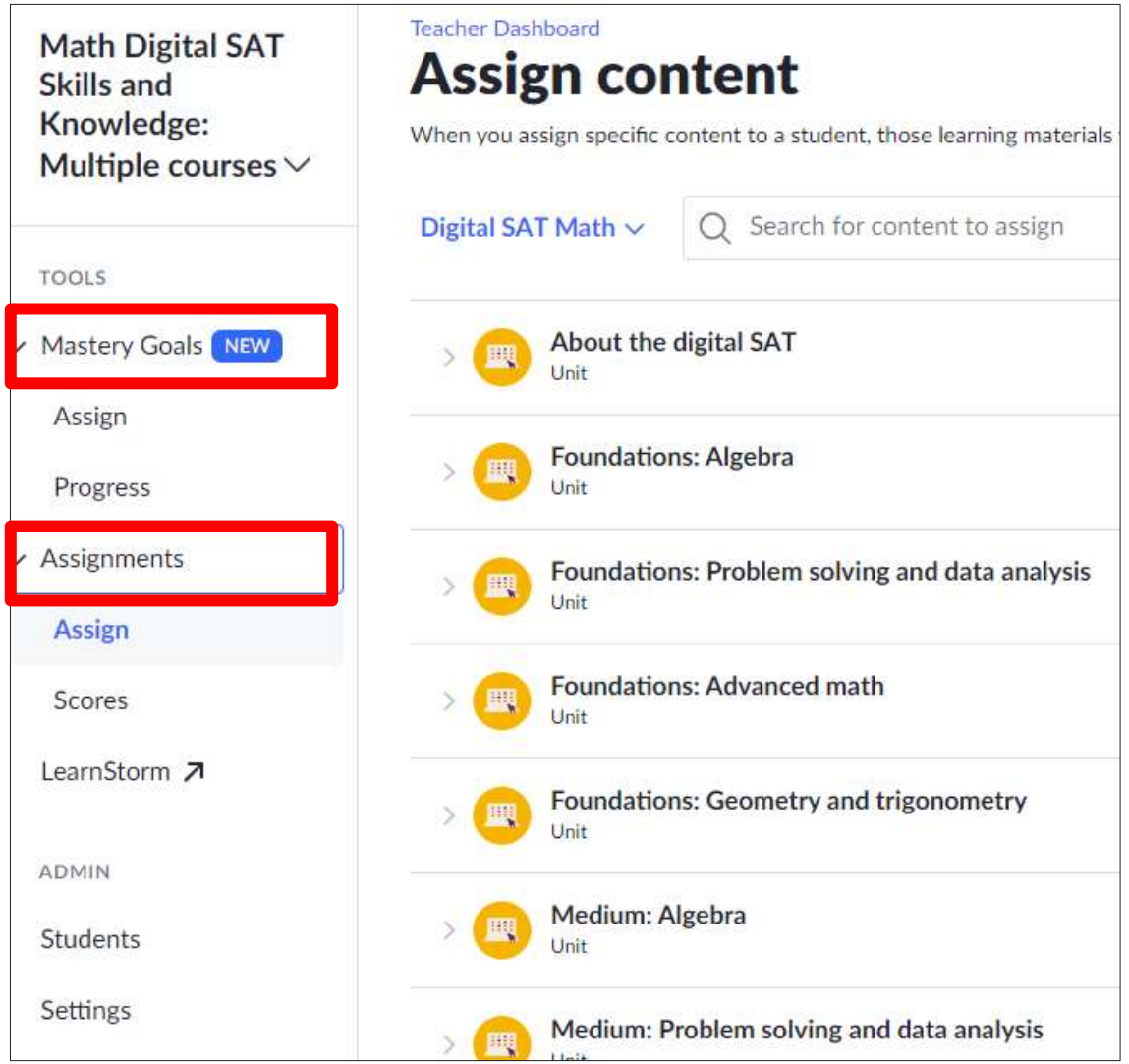
Three ways students can join a course:

1. Through Google Classroom Invitation
2. By using a join code provided by teacher
3. Teacher can create student accounts

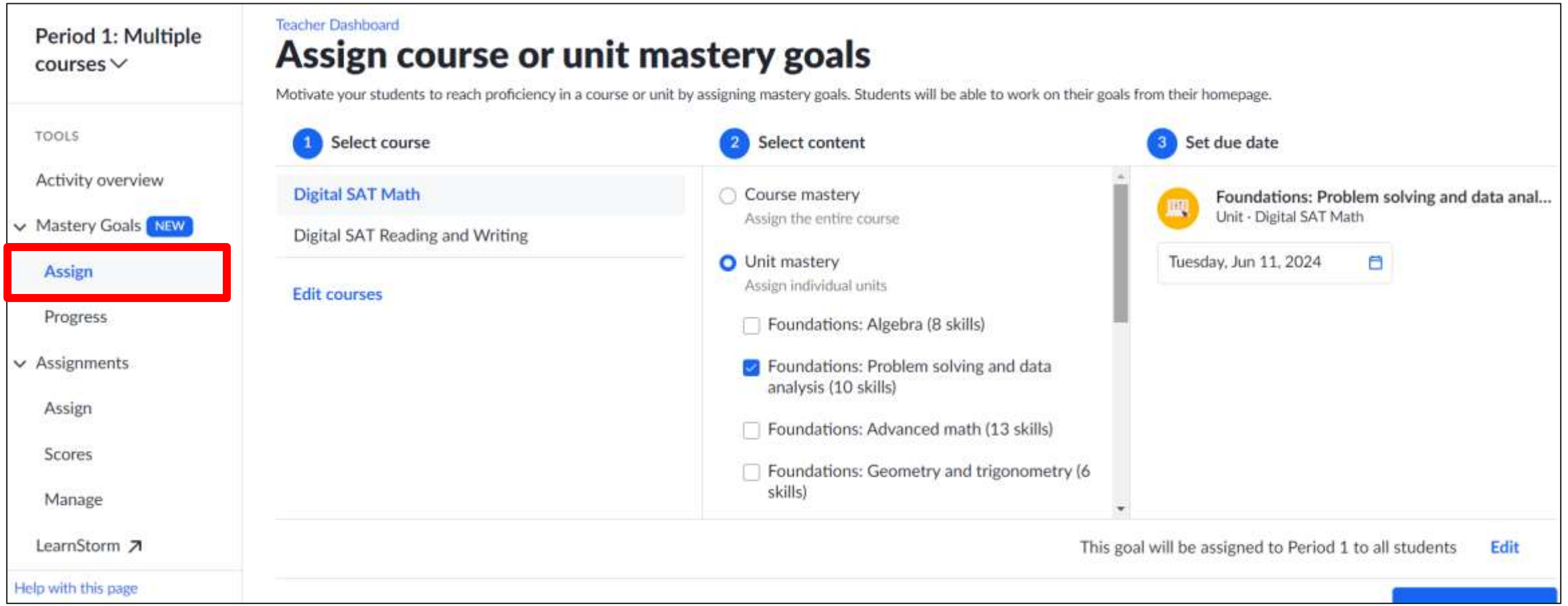


# Assigning Content

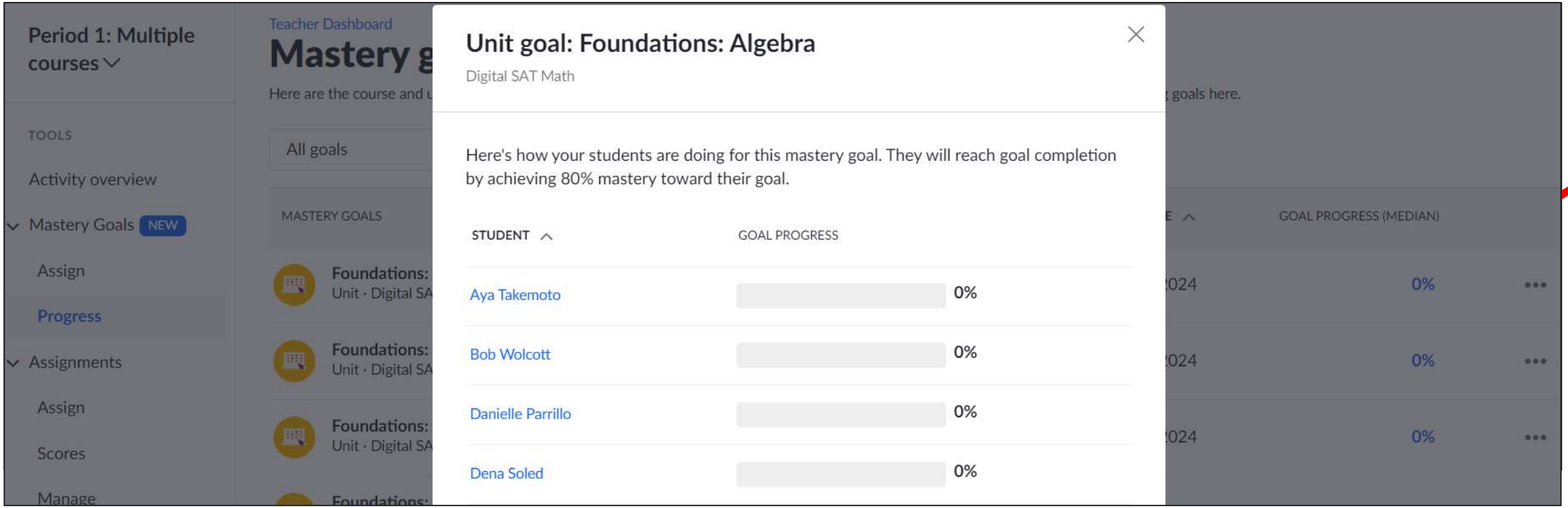
- Educators can assign content they want their entire class, or individual students, to focus on.
- Assignments can be set up, with specific due dates,  by designated mastery levels or general assignment completion.



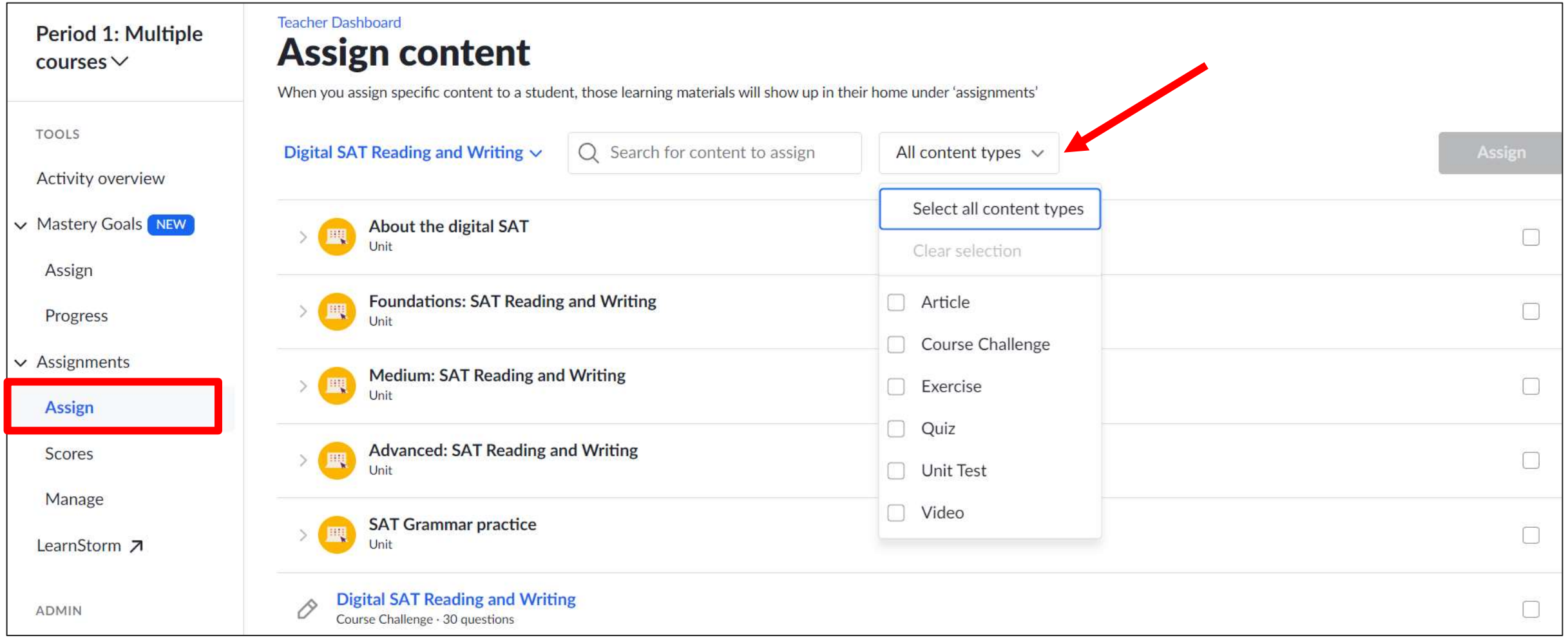
# Mastery Goals: Assigning Content



# Mastery Goals: Viewing Progress

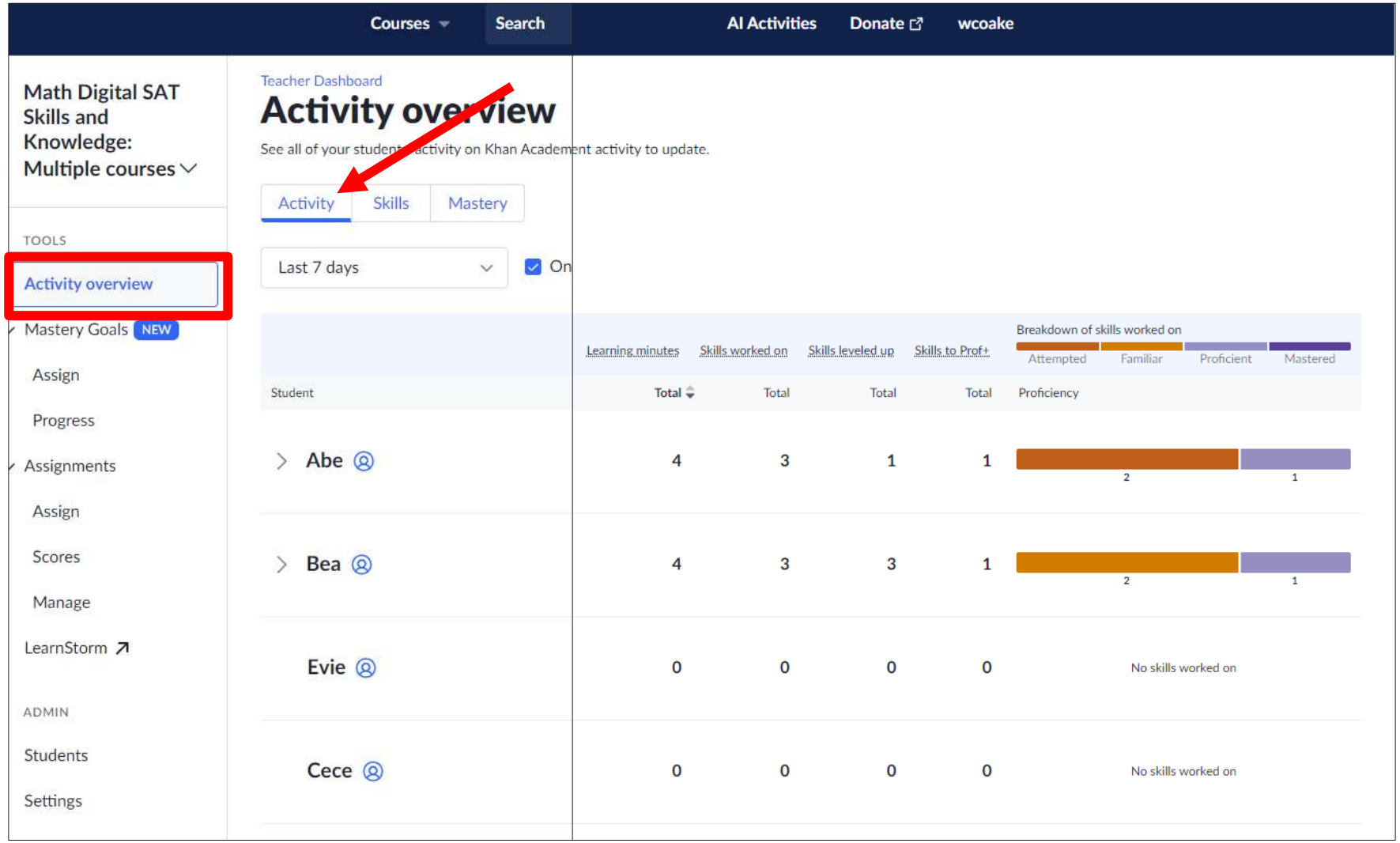


# Assignments: Assign Content

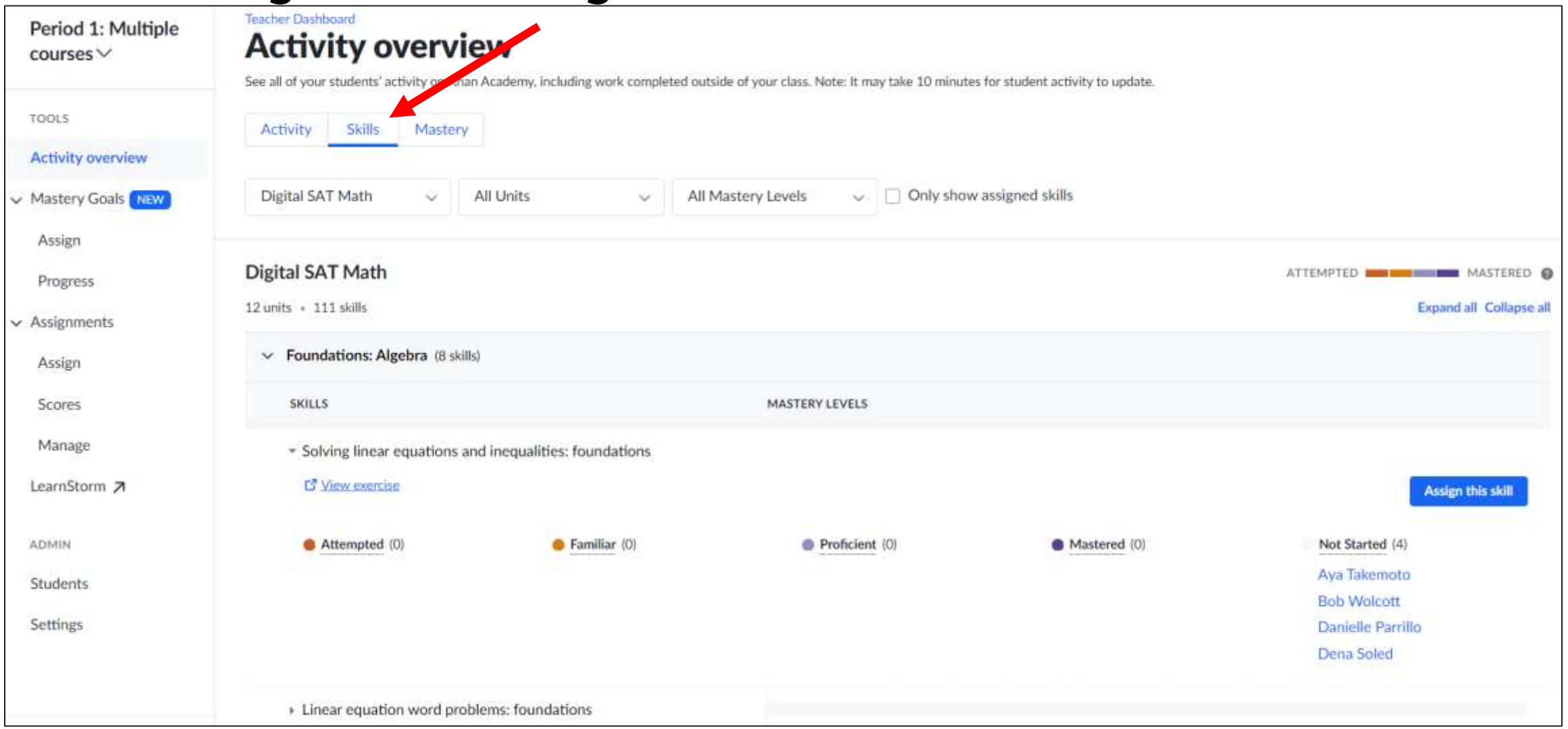


# Monitoring Class Progress – Activity Overview

- Educators can monitor students' overall progress on all assignments.
- Tracking includes:
  - Lessons completed
  - Skills completed
  - Skills leveled up
  - Skill proficiency

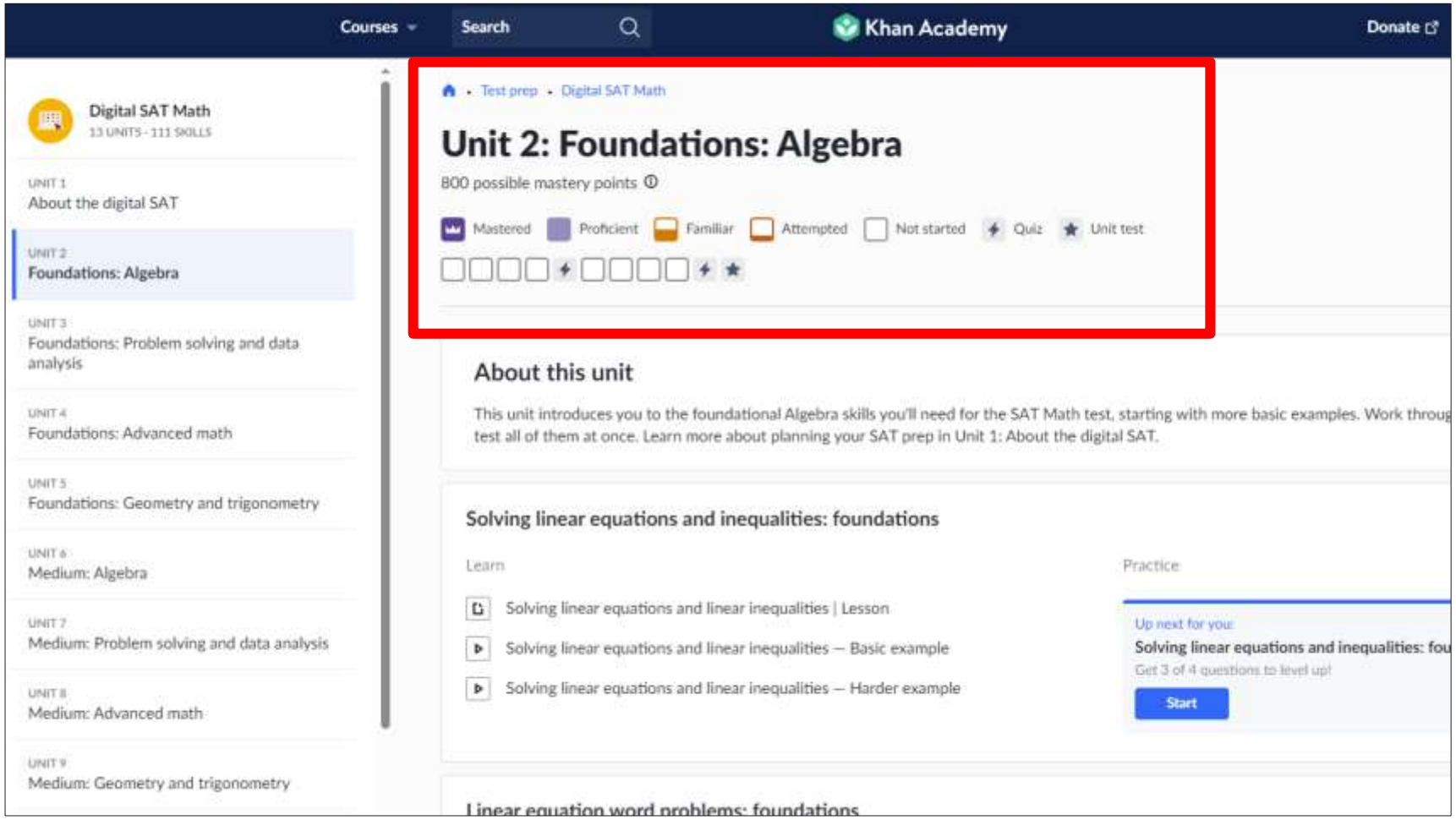


# Monitoring Class Progress – Skills Overview



# Student View: Unit Mastery Goal

Students can track their progress toward mastery on each skill within the assigned unit.



# Student View: Unit Mastery Goal

As students complete lessons within a unit, they will be prompted to continue practice until mastery has been achieved.