

# Understanding and Interpreting SAT® Suite Scores and Reports



May 2024

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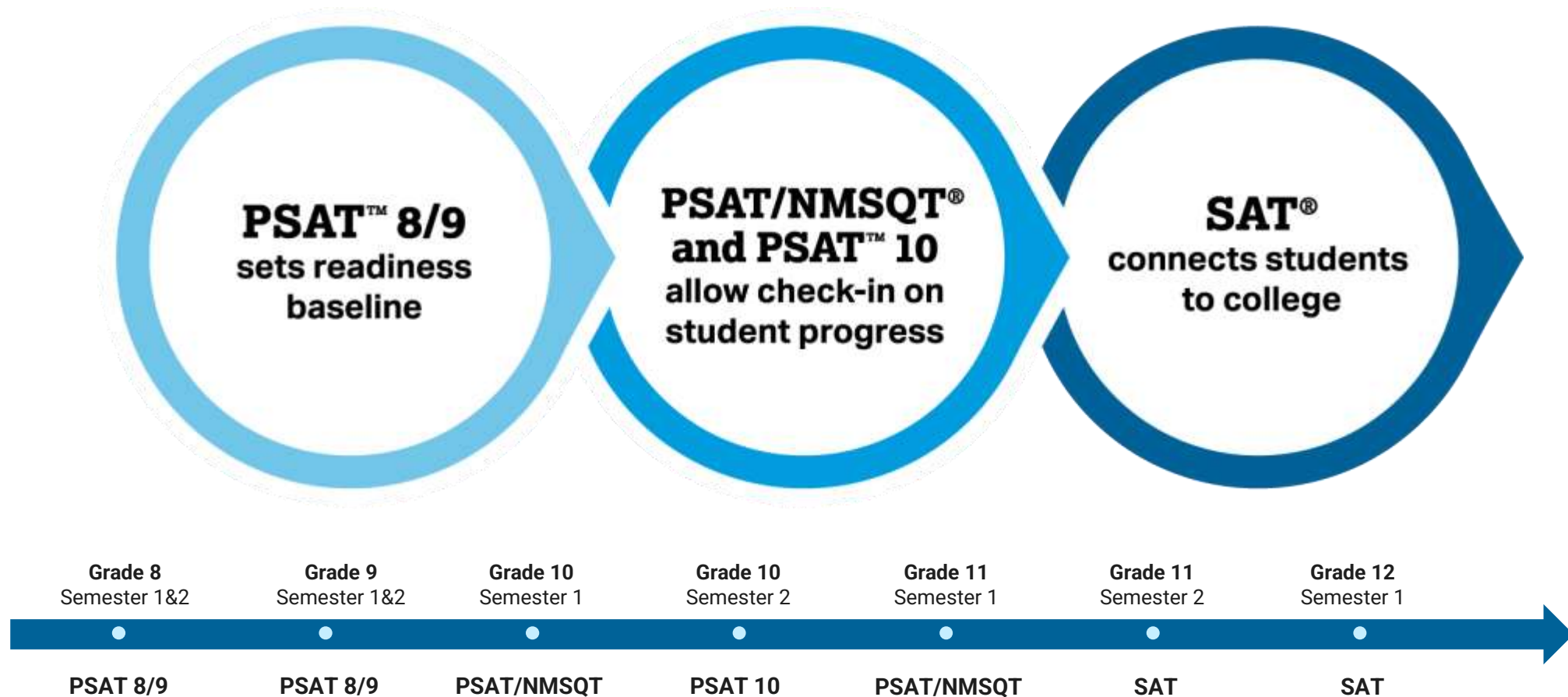
# Agenda

- 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

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# 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
<b>Craft and Structure</b>	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.	<ul style="list-style-type: none"> <li>• Words in Context</li> <li>• Text Structure and Purpose</li> <li>• Cross-Text Connections</li> </ul>	≈28% / 13-15 questions
<b>Information and Ideas</b>	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.	<ul style="list-style-type: none"> <li>• Central Ideas and Details</li> <li>• Command of Evidence (Textual, Quantitative)</li> <li>• Inferences</li> </ul>	≈26% / 11-14 questions
<b>Standard English Conventions</b>	Students will use editing skills and knowledge to make text conform to core conventions of Standard English sentence structure, usage, and punctuation.	<ul style="list-style-type: none"> <li>• Boundaries</li> <li>• Form, Structure, and Sense</li> </ul>	≈26% / 11-15 questions
<b>Expression of Ideas</b>	Students will use the ability to revise texts to improve the effectiveness and to meet specific rhetorical goals.	<ul style="list-style-type: none"> <li>• Rhetorical Synthesis</li> <li>• Transitions</li> </ul>	≈20% / 8-12 questions

# Math Content Specifications

Content Domain	Domain Description	Skills/Knowledge Testing Points	Operational Question Distribution
<b>Algebra</b>	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.	<ul style="list-style-type: none"> <li>• Linear equations in one variable</li> <li>• Linear equations in two variables</li> <li>• Linear functions</li> <li>• Systems of two linear equations in two variables</li> <li>• Linear inequalities in one or two variables</li> </ul>	≈35% / 13-15 questions
<b>Advanced Math</b>	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.	<ul style="list-style-type: none"> <li>• Equivalent expressions</li> <li>• Nonlinear equations in one variable and systems of equations in two variables.</li> <li>• Nonlinear functions</li> </ul>	≈35% / 13-15 questions
<b>Problem Solving and Data Analysis</b>	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.	<ul style="list-style-type: none"> <li>• Ratios, rates, proportional relationships, and units</li> <li>• Percentages</li> <li>• One-variable data: distributions and measures of center and spread</li> <li>• Two-variable data: models and scatterplots</li> <li>• Probability and conditional probability</li> <li>• Inference from sample statistics and margin of error</li> <li>• Evaluating statistical claims: observational studies and experiments</li> </ul>	≈15% / 5-7 questions
<b>Geometry and Trigonometry</b>	Students will solve problems that focus on area and volume; angles, triangles, and trigonometry; and circles.	<ul style="list-style-type: none"> <li>• Area and volume</li> <li>• Lines, angles, and triangles</li> <li>• Right triangles and trigonometry</li> <li>• Circles</li> </ul>	≈15% / 5-7 questions



# Activity: Reflecting on State Standards and SAT Content Domains

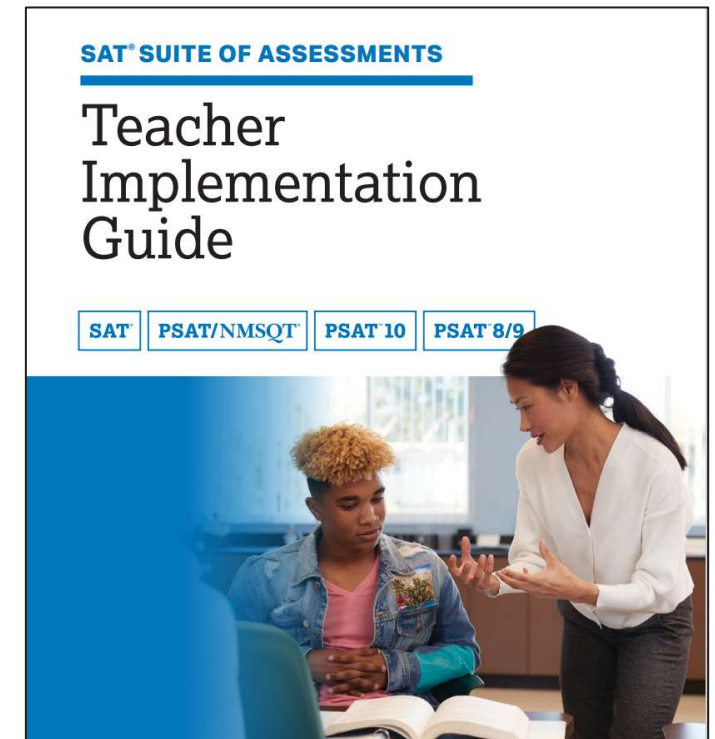
Through research, the College Board has identified a critical set of knowledge, skills, and understandings that consistently predict student success in college and workforce training programs that are aligned to state standards

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®

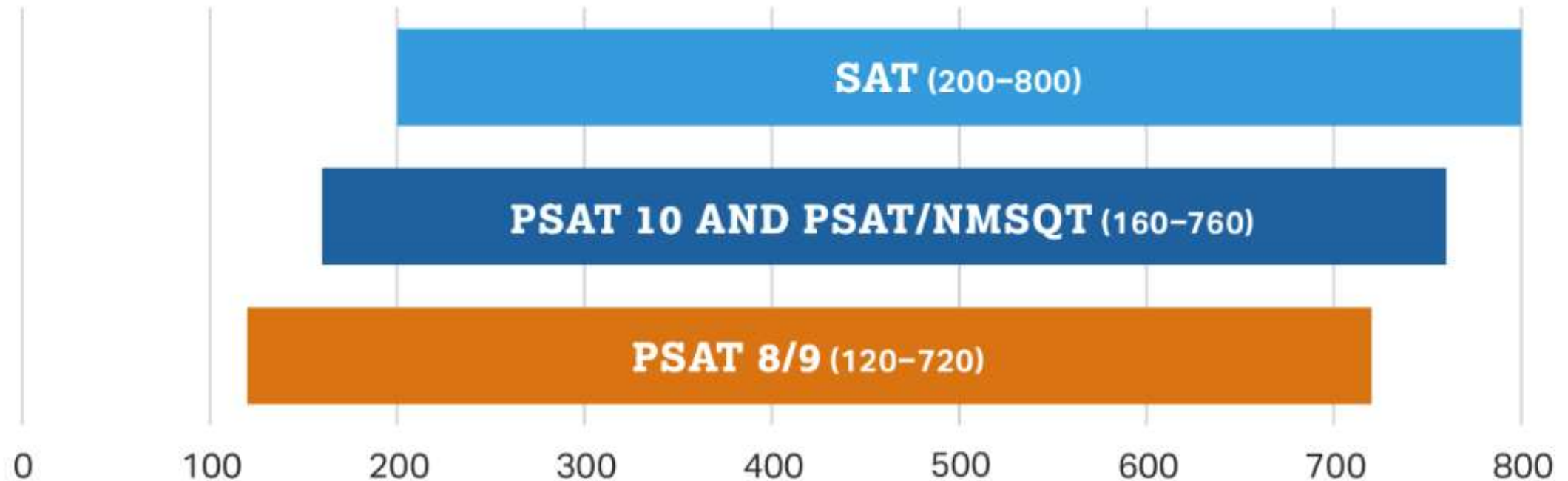


# Scores and Benchmarks

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# 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	Section Score	
	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.



# **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<sup>®</sup> Suite Content Domains: Skill and Knowledge Statements



### 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>)

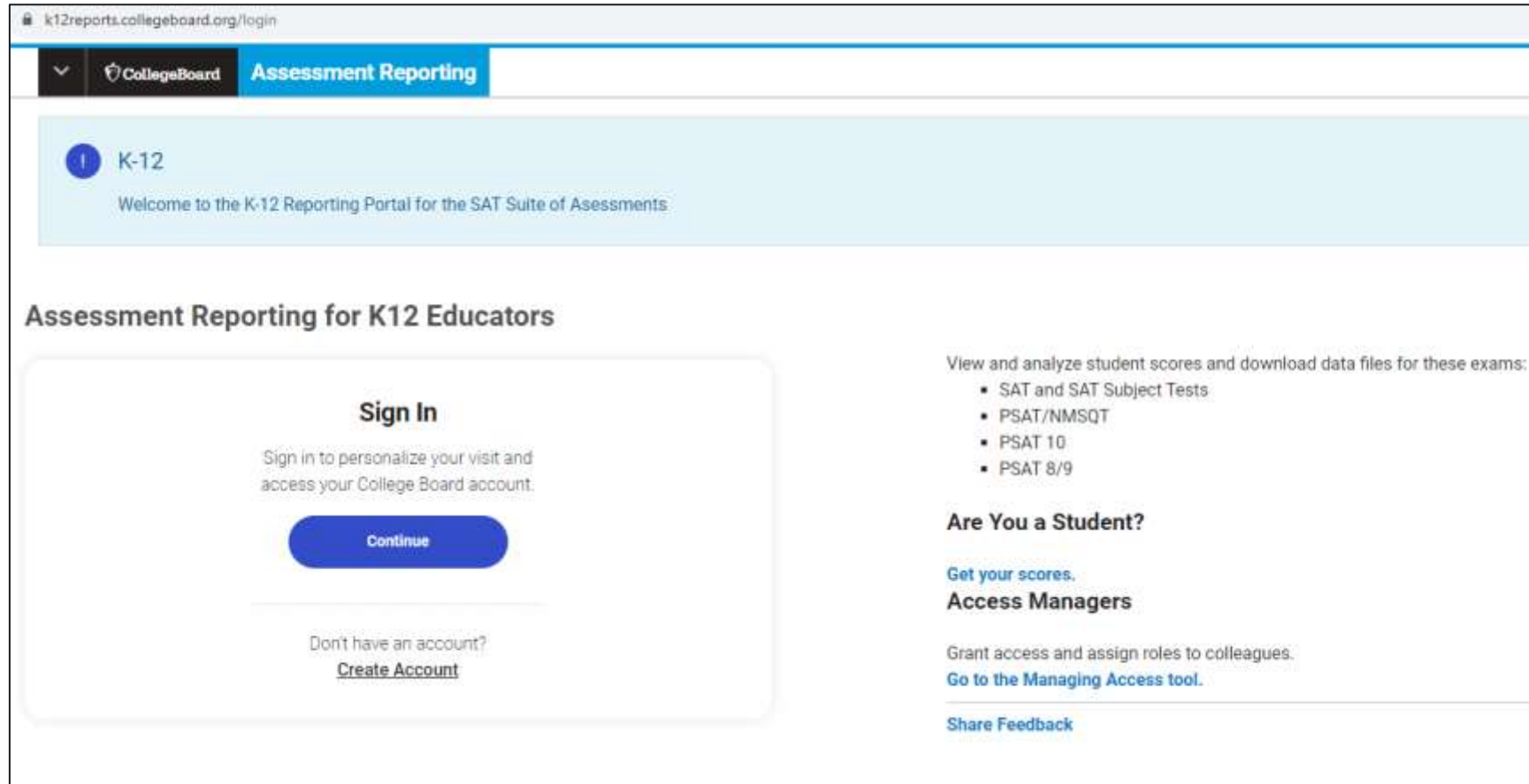
### Steps for this activity:

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.



# Review the Knowledge and Skills Report

# Access the K-12 Reporting Portal



The screenshot shows the login page for the K-12 Reporting Portal. At the top, there is a navigation bar with the CollegeBoard logo and the text "Assessment Reporting". Below this, a light blue banner contains a "K-12" icon and the text "Welcome to the K-12 Reporting Portal for the SAT Suite of Assessments". The main content area is titled "Assessment Reporting for K12 Educators" and features a "Sign In" section with a "Continue" button and a "Create Account" link. To the right, there is a list of exams: "SAT and SAT Subject Tests", "PSAT/NMSQT", "PSAT 10", and "PSAT 8/9". Below this, there is a section for "Are You a Student?" with a link to "Get your scores" and "Access Managers". At the bottom, there is a link to "Share Feedback".

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.



# Reports Home Page – Individual Students

The screenshot shows the 'K-12 Reports' section of a web application. At the top, there is a blue header with the text 'K-12 Reports' and a sub-header 'Enter a student's name and view their scores for completed test administrations in the SAT Suite of Assessments.' Below this are four input fields: 'First Name/Preferred First Name', 'Last Name', 'Enrolled' (a dropdown menu), and a 'Search for Student' button. The main content area is titled 'Reports' and has two tabs: 'All Students' and 'Individual Students' (which is selected). Under 'Individual Students', there are two main categories: 'Standard Reports' and 'Scheduled Reports'. 'Standard Reports' includes a 'Student Roster' link. 'Scheduled Reports' includes a 'Batch Score Reports' link, which is highlighted with a red rectangular box. There is also a 'FAQ' link with a dropdown arrow. At the bottom of the page, there is a section titled 'Your Recent Reports'.

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

**K-12 Reports**  
Enter a student's name and view their scores for completed test administrations in the SAT Suite of Assessments.

First Name/Preferred First Name    Last Name    Enrolled    Search for Student

**Reports**  
✓ All Students    Individual Students

**Standard Reports**

- Performance by All Students >
- Performance by All Demographics >
- Knowledge and Skills** >
- BigFuture School and Connections >
- Question Analysis >  
not available for digital administrations
- Instructional Planning >  
not available for digital administrations

**Scheduled Reports**

- Growth >

FAQ

Search for a student  
(available to schools and districts)

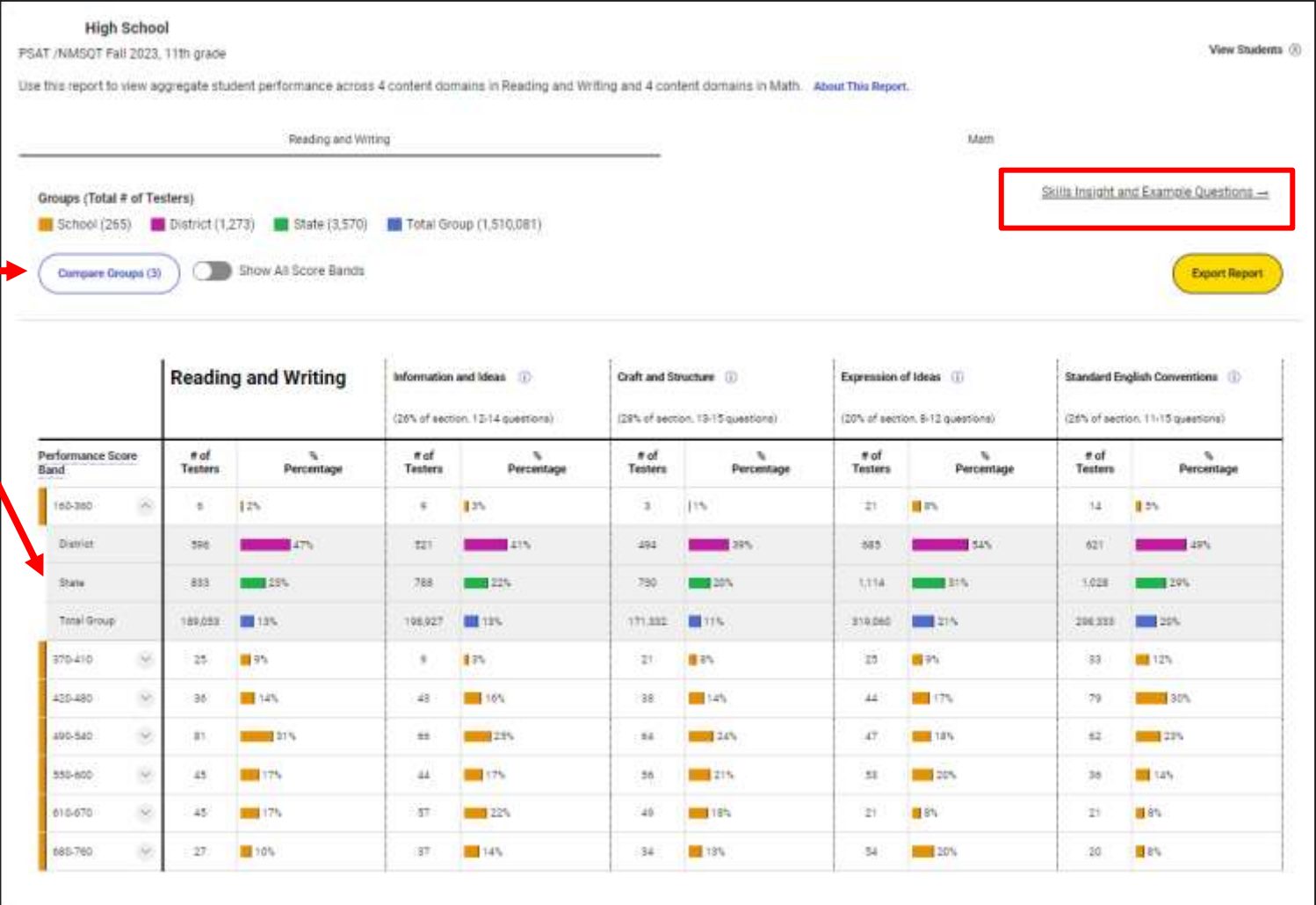
Run All Students Reports

FAQ's  
(report descriptions)

# Make Selections to Run Your Report

The screenshot shows the 'Assessment Reporting' section of the 'K-12 Reporting Portal'. The page title is 'K-12 Reporting Portal' with a 'Reports' link in the top right. Below the title is a '(Switch institution)' link. A breadcrumb trail shows '< Back'. The main heading is 'Knowledge and Skills'. The instruction 'Make selections to run a report' is followed by four selection fields: 'District | Institution' with a search icon, 'Test' with 'PSAT/NMSQT' selected, 'Administration' with 'PSAT/NMSQT Fall 2023' selected, and 'Grade Level' with '10' selected. At the bottom right are 'Cancel' and 'Run Report' buttons.

# 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

The screenshot displays the 'High School' Knowledge and Skills Report interface. At the top right, a red box highlights the 'View Students' button. Below this, the 'Student Roster' section is visible, featuring a search bar and a red box around the 'Excel Export' button. The main table shows columns for student information and scores. At the bottom, a summary bar displays performance metrics for various score bands.

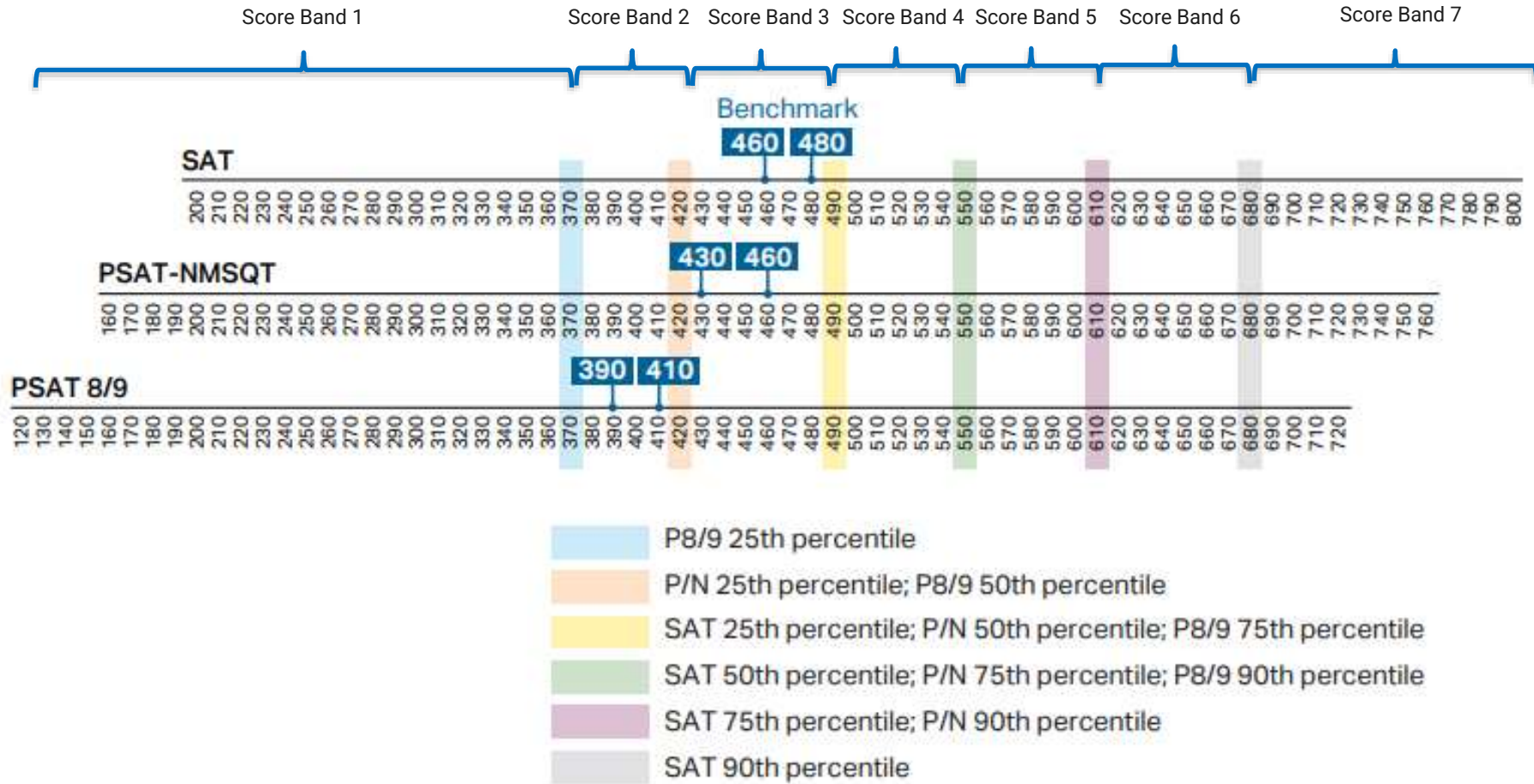
High School													AP Potential Tool										
PSAT/NMSQT   Fall 2023   All Grades													Excel Export										
Search by Student Name/Student ID													Filter		Add/Hide								
543 Results Found													Show 50   100   200										
Select All	Student Name	School Student ID	District Student ID	State Student ID	Gender	Ethnicity	Date of Birth	Grade	Administration	Assessment	Record Locator	Tested On	Scores		Benchmarks								
													Total Score (320-1520)	Evidence-Based Reading and Writing Section Score (160-760)	Math Section Score (160-760)	Met ERW Section Benchmark							
													660-760	27	10%	37	14%	34	13%	34	20%	20	8%

# A Closer Look At Score Bands

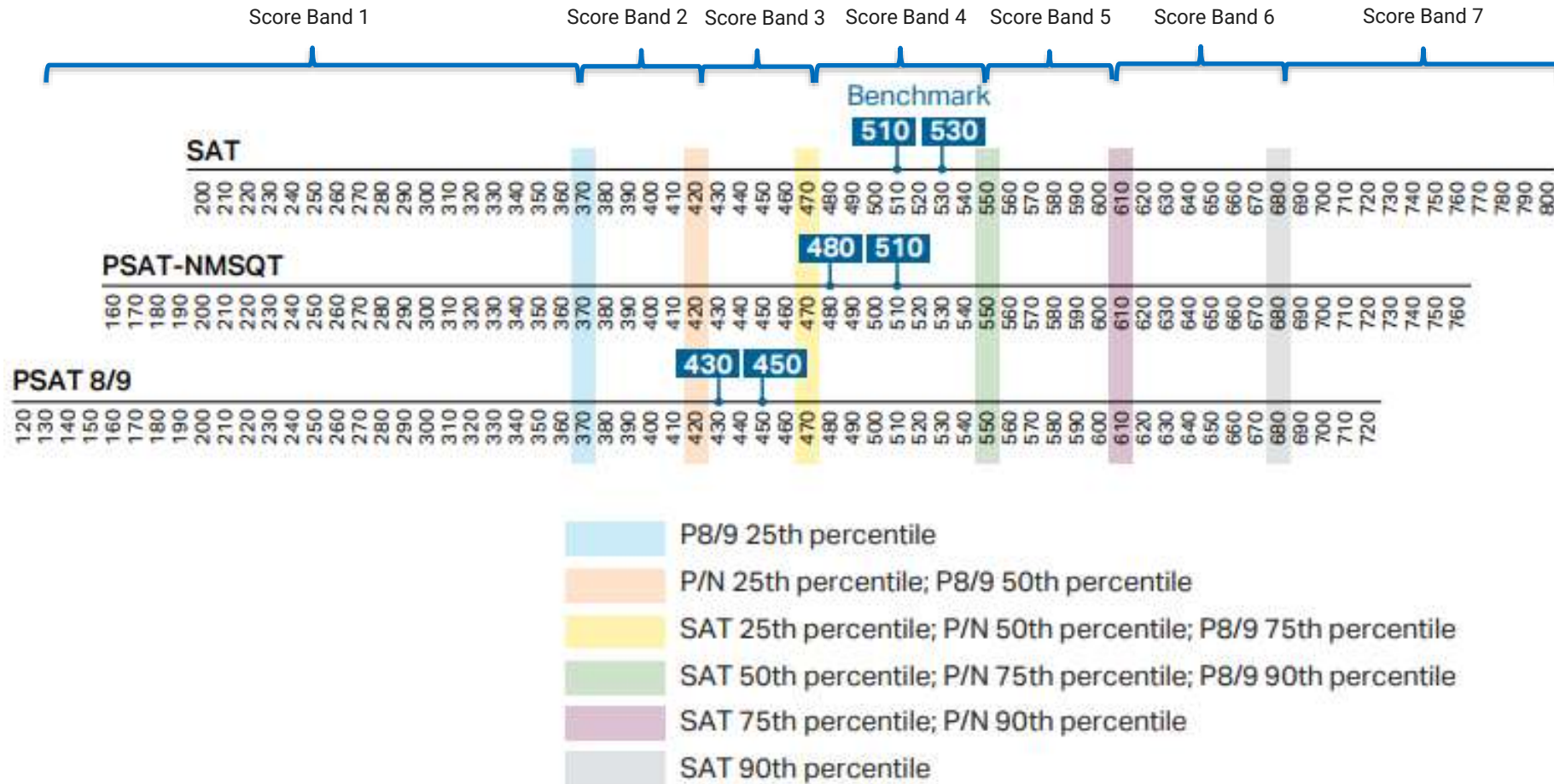
- The seven performance score bands cover the entirety of the digital suite’s vertical scale.
- This is possible because each test in the SAT Suite measures essentially the same knowledge and skills as all the other tests
- The six scale anchor points selected correspond to various widely recognized 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 PSAT 8/9 50th percentile	420–480	420–460
4	SAT 25th percentile PSAT/NMSQT / PSAT 10 50th percentile PSAT 8/9 75th percentile	490–540	470–540
5	SAT 50th percentile PSAT/NMSQT / PSAT 10 75th percentile PSAT 8/9 90th percentile	550–600	550–600
6	SAT 75th percentile 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



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# 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



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# 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

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# 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?

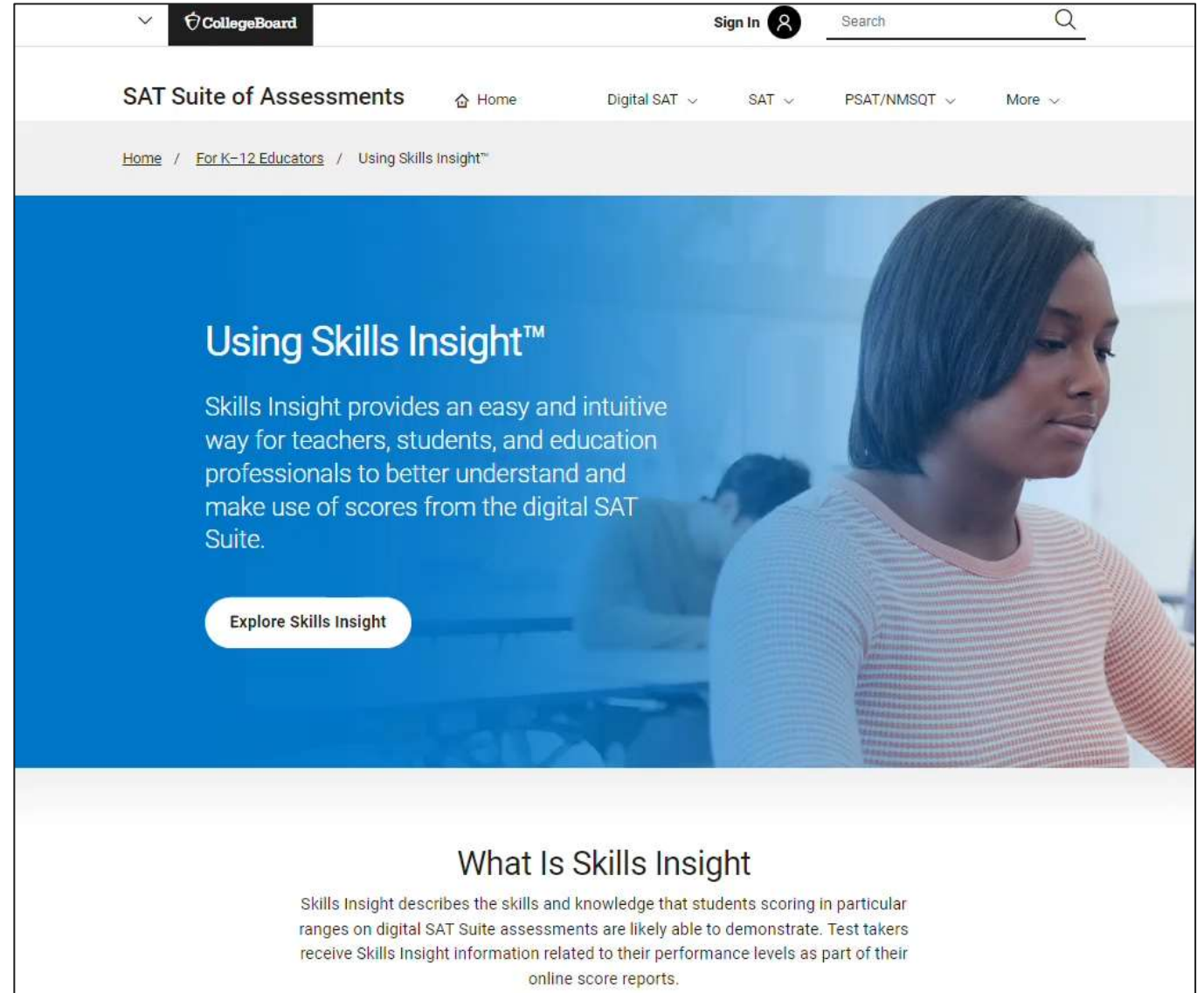


# Skills Insight™



# Skills Insight Tool

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



The screenshot shows the top navigation bar of the CollegeBoard SAT Suite website. It includes the CollegeBoard logo, a search bar, and a 'Sign In' button. Below the navigation bar, there are links for 'SAT Suite of Assessments', 'Home', 'Digital SAT', 'SAT', 'PSAT/NMSQT', and 'More'. The main content area features a blue background with a photo of a young woman. The heading 'Using Skills Insight™' is followed by a paragraph explaining that the tool provides an easy and intuitive way for teachers, students, and education professionals to better understand and make use of scores from the digital SAT Suite. A white button with the text 'Explore Skills Insight' is positioned below the paragraph. At the bottom of the page, there is a section titled 'What Is Skills Insight' with a paragraph explaining that the tool describes the skills and knowledge that students scoring in particular ranges on digital SAT Suite assessments are likely able to demonstrate, and that test takers receive Skills Insight information related to their performance levels as part of their online score reports.

# How to Use Skills Insight

Skills Insight consists of two main components:

- Skill/Knowledge Statements
- Exemplar Test Questions

The screenshot shows the 'SAT Suite of Assessments Skills Insight Tool' interface. At the top, there is a navigation bar with links for Home, SAT, SAT School Day, PSAT/NMSQT, PSAT 10, PSAT 8/9, For K-12 Educators, For Higher Ed Professionals, and More. Below this, the page is titled 'READING AND WRITING | MATH' and 'SAT Suite of Assessments Skills Insight Tool'. There are two main drop-down menus: 'Information and Ideas' on the left and 'Select Score Band' on the right. A 'Go' button is positioned to the right of the 'Select Score Band' menu. The 'Information and Ideas' menu is open, showing a list of sub-categories: Reading and Writing, Information and Ideas (selected), Craft and Structure, Expression of Ideas, and Standard English Conventions. Below the 'Select Score Band' menu, there is a paragraph of text explaining the tool's purpose: 'The purpose of this tool is to provide students with an active use of their digital SAT® Suite scores. In this tool, you can view Skills Insight statements that show what test takers in a particular score range typically know and can do. These statements are generalizations based on an analysis of the performance of a large group of digital SAT Suite test takers; as such, they do not necessarily describe the performance of individual students. Example test questions and levels of questions that test takers can generally answer correctly accompany each set of statements.' Below this text, there is another paragraph: 'Select a content domain (Reading and Writing or Math) and then by content domain (e.g., Information and Ideas in Reading and Writing; Algebra in Math) and then by performance score bands. Skills Insight statements are cumulative, meaning that test takers scoring in a particular band for a given test section are likely to know and be able to do everything described for their score band as well as for any and all lower score bands.' At the bottom of the screenshot, there is a section titled 'Viewing Skills Insight Statements' with the instruction: 'To view Skills Insight statements, make selections in the drop-down menus above.' Below this instruction, there are three bullet points: 'Choose a content domain in the left drop-down (e.g., Algebra).', 'Choose a performance score band in the right drop-down (e.g., 470–540).', and 'Click the Go button.'

# Skills Insight – Reading and Writing Example

READING AND WRITING

## SAT Suite of Assessments Skills Insight Tool

Information and Ideas    420 - 480    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:

- 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.

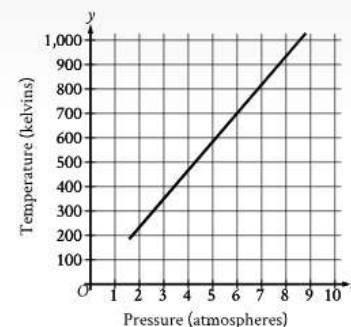
### Skills

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

## Skills Insight for the Digital SAT<sup>®</sup> Suite

- PSAT<sup>™</sup> 8/9
- PSAT/NMSQT<sup>™</sup> and PSAT<sup>™</sup> 10
- SAT<sup>™</sup>



# 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	<ul style="list-style-type: none"> <li>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</li> <li>Accurately identify explicitly stated and implicitly conveyed details in passages at the high school level</li> </ul>
		Craft and Structure	<ul style="list-style-type: none"> <li>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</li> <li>Determine the meaning of a high-utility academic word or phrase in literary passages at the middle grades level</li> <li>Describe the main purpose of passages at the middle grades level</li> </ul>
		Expression of Ideas	<ul style="list-style-type: none"> <li>Determine the most effective transition word or phrase to establish a logical relationship between two directly contrasting statements (e.g., however)</li> <li>Synthesize information from several statements to emphasize a similarity or difference</li> </ul>
		Standard English Conventions	<ul style="list-style-type: none"> <li>Maintain consistent verb tense in a sentence using two or more verbs in simple past or present tenses</li> <li>Determine when the possessive and/or plural form of a singular noun is required by the sense of a sentence</li> <li>Maintain grammatical agreement between a subject pronoun and its singular referent</li> </ul>
4	490-540	Information and Ideas	<ul style="list-style-type: none"> <li>Determine the main idea of passages at the high school level</li> <li>Make basic comparisons (e.g., determine highest/lowest value) among relevant data in informational graphics associated with passages at the middle grades level</li> </ul>
		Craft and Structure	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul>
		Expression of Ideas	<ul style="list-style-type: none"> <li>Determine the most effective transition word or phrase to indicate a cause-effect relationship between two statements (e.g., therefore)</li> <li>Synthesize information from several statements to emphasize a single feature or explain a concept</li> </ul>
		Standard English Conventions	<ul style="list-style-type: none"> <li>Use a comma to mark a boundary between a main clause and a supplementary phrase within a sentence</li> <li>Use a period to punctuate the end of a declarative sentence, thereby avoiding creating a comma splice or run-on sentence</li> <li>Maintain grammatical agreement between a noun and its pronoun in a straightforward sentence in which the pronoun precedes the referent</li> </ul>

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	<ul style="list-style-type: none"> <li>Determine the most effective literary quotation to illustrate a straightforward claim about a character, setting, or theme</li> <li>Locate relevant data points in informational graphics associated with passages at the middle grades level</li> </ul>
3	<ul style="list-style-type: none"> <li>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</li> <li>Accurately identify explicitly stated and implicitly conveyed details in passages at the high school level</li> </ul>
4	<ul style="list-style-type: none"> <li>Determine the main idea of passages at the high school level</li> <li>Make basic comparisons (e.g., determine highest/lowest value) among relevant data in informational graphics associated with passages at the middle grades level</li> </ul>
5	<ul style="list-style-type: none"> <li>Draw a reasonable text-based inference from passages at the middle grades level as well as some at the high school level</li> <li>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</li> </ul>
6	<ul style="list-style-type: none"> <li>Draw a reasonable text-based inference from passages at the high school level as well as some at the early college level</li> <li>Determine the most effective literary quotation to support or illustrate an analytical claim about passages at the early college level</li> <li>Interpret and integrate relevant data from informational graphics associated with passages at the high school level in order to support a claim</li> </ul>
7	<ul style="list-style-type: none"> <li>Draw a reasonable text-based inference from passages at the early college level</li> <li>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</li> <li>Interpret and integrate relevant data from informational graphics associated with passages at the early college level in order to support or refute a claim</li> </ul>

12 SKILLS INSIGHT FOR THE DIGITAL SAT SUITE

# 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	370–410	Algebra	<ul style="list-style-type: none"> <li>Solve problems using a graph or linear equation when given one or more pieces of the following information: slope, intercepts, input-output pairs</li> <li>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</li> </ul>
		Advanced Math	<ul style="list-style-type: none"> <li>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</li> <li>Rewrite an expression by combining like terms, factoring out a greatest common factor, or applying the distributive property</li> </ul>
		Problem-Solving and Data Analysis	<ul style="list-style-type: none"> <li>Solve problems using percentages, unit rates, and unit conversions</li> <li>Read, compare, and interpret data presented in a bar graph or frequency table</li> </ul>
3	430–460	Geometry and Trigonometry / Geometry	<ul style="list-style-type: none"> <li>Solve problems involving the perimeter and side lengths of plane figures</li> <li>(SAT, PSAT/NMSQT, and PSAT 10 only) Solve problems by applying theorems related to parallel lines cut by a transversal</li> </ul>
		Algebra	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
		Advanced Math	<ul style="list-style-type: none"> <li>Solve quadratic equations in factored form, (SAT, PSAT/NMSQT and PSAT 10 only) solve equations containing absolute value expressions or simple radical expressions</li> <li>Rewrite equations by finding the sum of two polynomials or solving for a variable of interest</li> </ul>
3	430–460	Problem-Solving and Data Analysis	<ul style="list-style-type: none"> <li>Solve problems involving percent, including finding percentages and solving problems in which the percentage is greater than 100</li> <li>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</li> </ul>
		Geometry and Trigonometry / Geometry	<ul style="list-style-type: none"> <li>Solve problems involving the area and side lengths of plane figures</li> <li>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</li> <li>Use the Pythagorean theorem to find the length of a hypotenuse in a right triangle when given the lengths of the two legs</li> </ul>

18 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	<ul style="list-style-type: none"> <li>Within a context, create and/or solve a simple equation in one variable</li> <li>Solve a simple one-step linear equation in one variable</li> </ul>
2	<ul style="list-style-type: none"> <li>Solve problems using a graph or linear equation when given one or more pieces of the following information: slope, intercepts, input-output pairs</li> <li>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</li> </ul>
3	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
4	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
5	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
6	<ul style="list-style-type: none"> <li>Find and interpret the meaning of intercepts or slope for complex linear equations</li> <li>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</li> <li>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</li> </ul>
7	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>

24 SKILLS INSIGHT FOR THE DIGITAL SAT SUITE

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# 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?

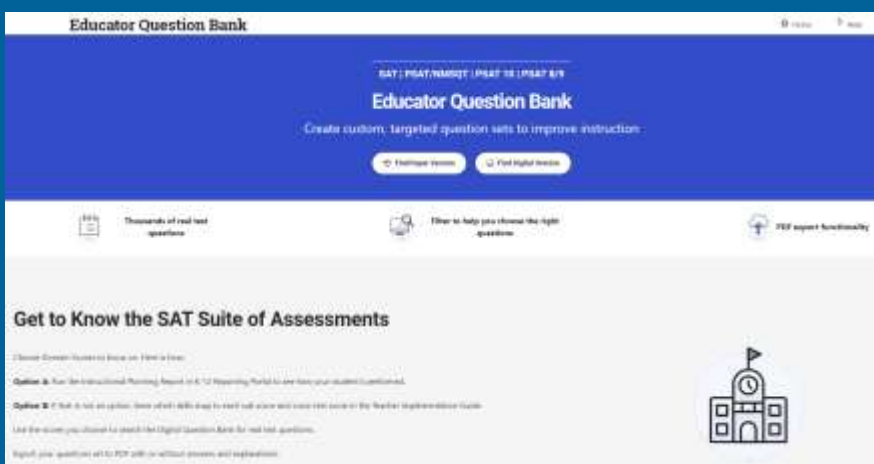
- A. More than 35.41% of all adults who own televisions use their televisions to watch nature shows.
- B. Between 28.59% and 35.41% of all adults who own televisions use their televisions to watch nature shows.
- C. Since the sample included adults who own televisions and not just those who use their 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**



# SAT Suite Question Bank

Create custom, targeted question sets and improve instruction



# 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:  ? Skill:  ?  
Please Select  Please Select

[Export](#)

---

291 questions in results set. [Show selected questions](#) | [Show All](#)

<input checked="" type="checkbox"/>	ID #	Difficulty <span>?</span>	Domain <span>?</span>	Skill <span>?</span>
<input type="checkbox"/>	8c5213c5	■ □ □	Information and Ideas	Central Ideas and Details
<input type="checkbox"/>	3a4ad06d	■ ■ ■	Information and Ideas	Command of Evidence
<input type="checkbox"/>	50948f5b	■ □ □	Information and Ideas	Inferences
<input type="checkbox"/>	94aba545	■ ■ ■	Information and Ideas	Command of Evidence
<input type="checkbox"/>	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](#)





# 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

SAT® SUITE OF ASSESSMENTS

## Teacher Implementation Guide

SAT® PSAT/NMSQT® PSAT™ 10 PSAT™ 8/9



# 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.

- Students 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](https://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



# 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/>

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# 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

# 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



# 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  $3 \frac{1}{2}$ ) should be entered as an improper fraction ( $\frac{7}{2}$ ) 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

# 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



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# 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**?

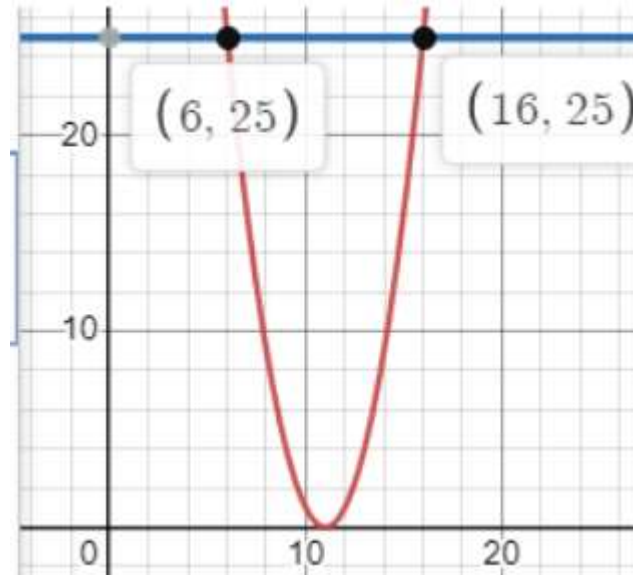
- A) 10
- B) 12
- C) 14
- D) 16

# 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

$$\begin{aligned}25 &= (x - 11)^2 \\ \sqrt{25} &= \sqrt{(x - 11)^2} \\ \pm 5 &= x - 11 \\ 5 = x - 11 & \quad -5 = x - 11 \\ 16 = x & \quad 6 = x \\ 16 - 6 &= 10\end{aligned}$$

# 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 2 Equations**

Use substitution to solve each system.

1) $-2x - 3y - 2z = 12$ $3x + 2y + z = 16$ $5x + 3y + z = 18$	2) $3x + 2y + 3z = 28$ $2x - 3y - 2z = 15$ $-y + 3z + 2z = 31$
3) $-2x - 3y - 2z = 14$ $3x + 2y + 3z = 15$ $4x + 3y + 2z = 11$	4) $3x + 2y + 3z = 28$ $-4x - 3y + 2z = 26$ $-x + 3y + 2z = 22$
5) $3x + 2y + 3z = 8$ $2x - 3y + 2z = 18$ $-5x + 3y + 2z = 152$	6) $2x + 2y + 2z = 14$ $4x - 3y + 2z = 19$ $-2x + 2y + 2z = 34$
7) $-2x - 3y - 2z = 141$ $-2x + 2y + 2z = 30$ $2x + 3y + 2z = 6$	8) $3x + 2y + 3z = 18$ $-3x + 2y - 2z = 36$ $-4x + 2y + 2z = 12$
9) $x + y + z = 30$ $x + y - 2z = 10$ $2x + 3y + z = 3$	10) $-4x - 3y - 2z = 36$ $3x + 2y + 2z = 56$ $4x - 3y + 2z = 42$
11) $3x + 2y + 3z = 25$ $-2x - 3y - 2z = 23$ $-4x + 3y + 2z = 7$	12) $-4x - 3y - 2z = 184$ $3x + 2y + 2z = 8$ $-x - 3y + 2z = 18$

# 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 ... Then/next, I ... I noticed ____ so I ... I tried ____ and what happened was ... How did you get ... ? What else could we do?	I know ____ because ... I predict ____ because ... If ____ then ____ because ... Why did you ... ? How do you know ... ? Can you give an example?

# What does this look like daily?

## Number Talk

What is 10% of 200?

*How do you know?*

**20**

What is 12% of 200?

*How do you know?*

**24**

What is 8% of 200?

*How do you know?*

**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

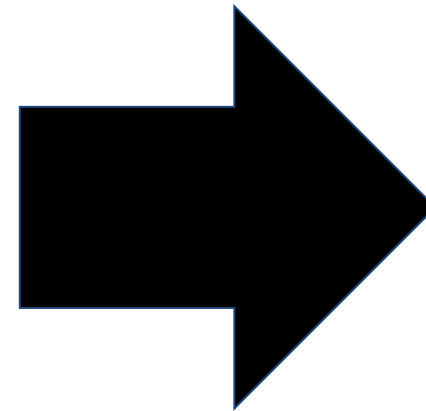
Make connections  
among different  
strategies  
Encourage  
efficiency

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



# Practice for Students

# Digital SAT Suite - Student Practice and Preparation



**My Practice**

Review your practice test scores, dig deeper into your performance, and learn your strengths before test day.

**Test Preview**

Untimed preview to review navigation, tools, and content layout

**Full Length Practice Exams**

Digital and Linear Formats



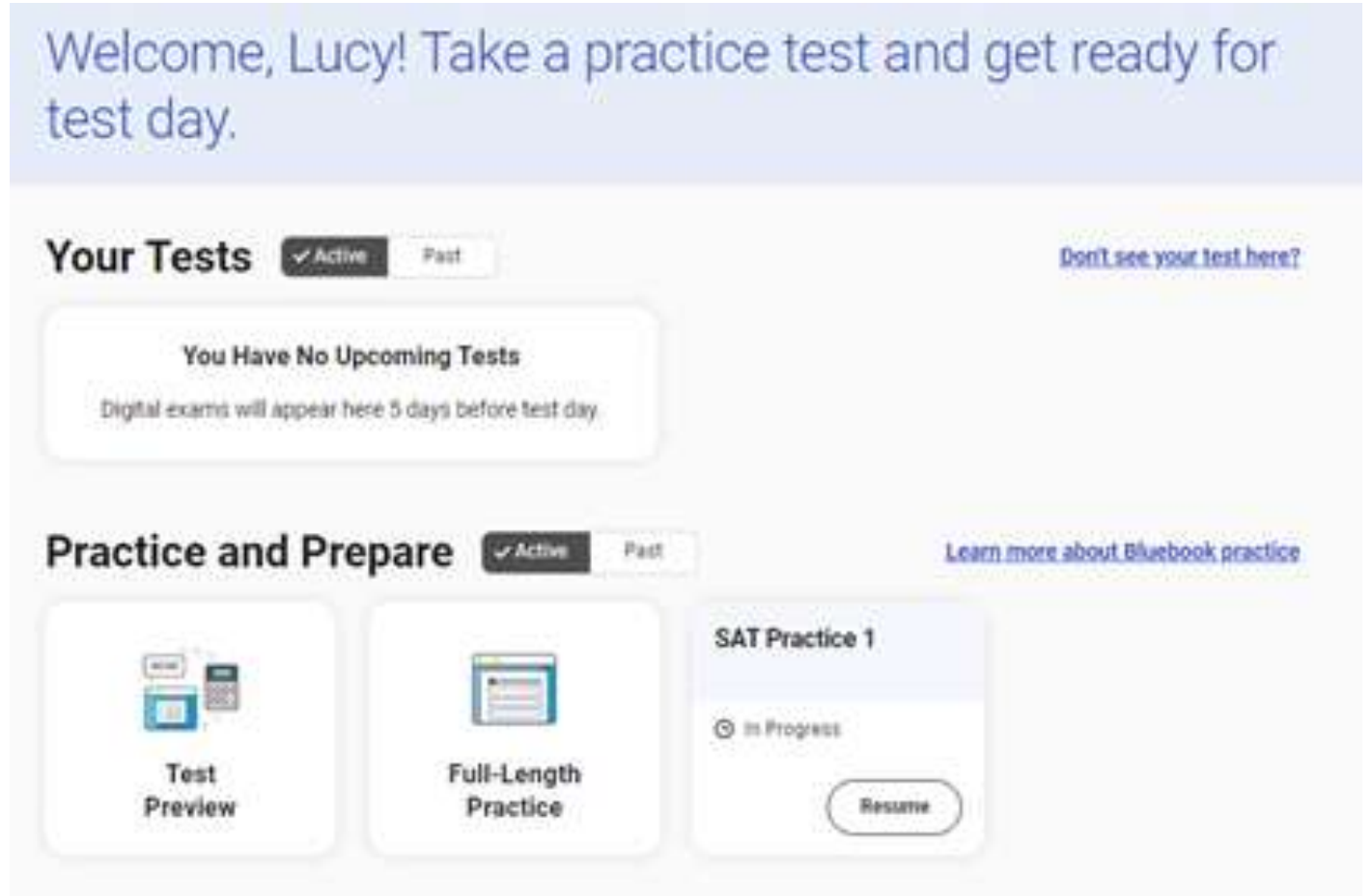
**Digital SAT Prep Course**

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

## My SAT Practice Tests

**SAT**  
PRACTICE 1 Nov 5, 2023

**YOUR TOTAL SCORE**  
**1450**  
400-1600

Reading and Writing 200-800 **700**  
Math 200-800 **750**

[Score Details](#)  
[Practice on Khan Academy](#)  
[Practice Specific Questions](#)

Question 1 | Words in context

Researchers and conservationists stress that biodiversity loss due to invasive species is \_\_\_\_\_. For example, people can take simple steps such as washing their footwear after travel to avoid introducing potentially invasive organisms into new environments.

Which choice completes the text with the most logical and precise word or phrase?

Choose 1 answer:

preventable

**undeniable**

**INCORRECT ANSWER**

Choice B is incorrect because it wouldn't make sense to say that a simple step like washing your shoes after traveling is an example of biodiversity loss due to invasive species being "undeniable," or something that can't be proved to be wrong. Although the text may suggest that biodiversity loss due to invasive species is something that really happens, the word that completes the text must make the first sentence into an assertion that is illustrated by the second sentence, and the second sentence illustrates the idea that biodiversity loss due to invasive species is preventable, not undeniable.

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

**See questions with explanations on Khan Academy**



**Score Details** [Review Test](#) [Explore every question on Khan Academy](#) [Practice Specific Questions](#)

SAT Practice 1 November 14, 2023

Question	Section	Correct Answer	Your Answer	Action
1	Reading and Writing	A	A Correct	<a href="#">Review</a>
2	Reading and Writing	C	C Correct	<a href="#">Review</a>
3	Reading and Writing	C	B Incorrect	<a href="#">Review</a>
4	Reading and Writing	B	B Incorrect	<a href="#">Review</a>
5	Reading and Writing	C	C Correct	<a href="#">Review</a>

**Practice Specific Questions**  
Choose your own questions and improve your score by practicing more.

**Score Details**  
November 14, 2023

**Question 1**

While researching a topic, a student has notes for the following notes:

- Paragraphs which include verbs, are lines, and webpages, live up and around water.
- Paragraphs are described as three two animals for their three-legged, four-dwelling organisms.
- Canadian paleontologist Harold Hyatt recently found a fossil with five legs, walked two, and the skull and neck of a seal.
- Hyatt's refers to his own field as a "transitional fossil" or fossil illustrates an early stage in the evolution of organisms from their last-dwelling ancestors.

Use student wants to emphasize the fossil's significance. Which choice most effectively uses relevant information from the notes to accomplish this goal?

A. Canadian paleontologist Harold Hyatt recently found the skull and neck of a seal, which, like sea lions and webpages, is a parasite.

B. Paragraphs are described as three two-legged, four-dwelling



**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.

The screenshot shows the Khan Academy website interface. At the top, there are navigation links for 'Courses', 'Search', 'Khan Academy', 'Donate', 'Login', and 'Sign up'. Below the navigation is a blue banner with the CollegeBoard and Khan Academy logos, and the main headline: 'Maximize your score with free Official Digital SAT® Prep'. A blue 'Let's go' button is centered below the headline. Below the banner, there are four feature cards: 'Official' (with a checkmark icon), 'Interactive' (with a play button icon), 'High Quality' (with a star icon), and 'Free' (with a flag icon). Each card has a short description of the feature.

**Official**  
We partnered directly with College Board, the creators of the digital SAT, to help you focus on the exact skills you need to succeed on the test.

**Interactive**  
Sharpen your skills with our library of thousands of practice questions, videos, lessons, and hints plus test-taking tips and strategies.

**High Quality**  
Prep for every section of the digital SAT with guidance from Khan Academy's team of math, reading, and writing experts.

**Free**  
Access all of our digital SAT prep materials for free—anytime, anywhere.

# 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.

The screenshot shows the Khan Academy website interface for the Official Digital SAT Prep course. The top navigation bar includes 'Courses', a search bar, the Khan Academy logo, 'AI Activities', 'Donate', and 'wcc'. The main heading is 'Test prep Official Digital SAT® Prep'. A sidebar on the left lists 'Course summary', 'Digital SAT Math', and 'Digital SAT Reading and Writing'. The main content area is divided into two sections: 'Digital SAT Math' and 'Digital SAT Reading and Writing'. Each section lists various topics and their corresponding difficulty levels.

Course	Topic	Difficulty Level
Digital SAT Math	About the digital SAT	Medium: Problem solving and data analysis
	Foundations: Algebra	Medium: Advanced math
	Foundations: Problem solving and data analysis	Medium: Geometry and trigonometry
	Foundations: Advanced math	Advanced: Algebra
	Foundations: Geometry and trigonometry	Advanced: Problem solving and data analysis
	Medium: Algebra	Advanced: Advanced math
		Advanced: Geometry and trigonometry
Digital SAT Reading and Writing	About the digital SAT	Advanced: SAT Reading and Writing
	Foundations: SAT Reading and Writing	SAT Grammar practice
	Medium: SAT Reading and Writing	

# 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.

Digital SAT Math  
13 UNITS · 111 SKILLS

UNIT 1  
About the digital SAT

UNIT 2  
Foundations: Algebra

UNIT 3  
Foundations: Problem solving and data analysis

UNIT 4  
Foundations: Advanced math

UNIT 5  
Foundations: Geometry and trigonometry

UNIT 6  
Medium: Algebra

UNIT 7  
Medium: Problem solving and data analysis

UNIT 8  
Medium: Advanced math

UNIT 9  
Medium: Geometry and trigonometry

UNIT 10  
Advanced: Algebra

## Unit 2: Foundations: Algebra

Unit mastery: 10% | 80 / 800 mastery points

Mastered Proficient Familiar Attempted Not started Quiz Unit test

### About this unit

This unit introduces you to the foundational Algebra skills you'll need for the SAT Math test, starting with more basic examples. Work through all of them at once. Learn more about planning your SAT prep in Unit 1: About the digital SAT.

### Solving linear equations and inequalities: foundations

Learn Practice

- Solving linear equations and linear inequalities | Lesson
- Solving linear equations and linear inequalities — Basic example
- Solving linear equations and linear inequalities — Harder example

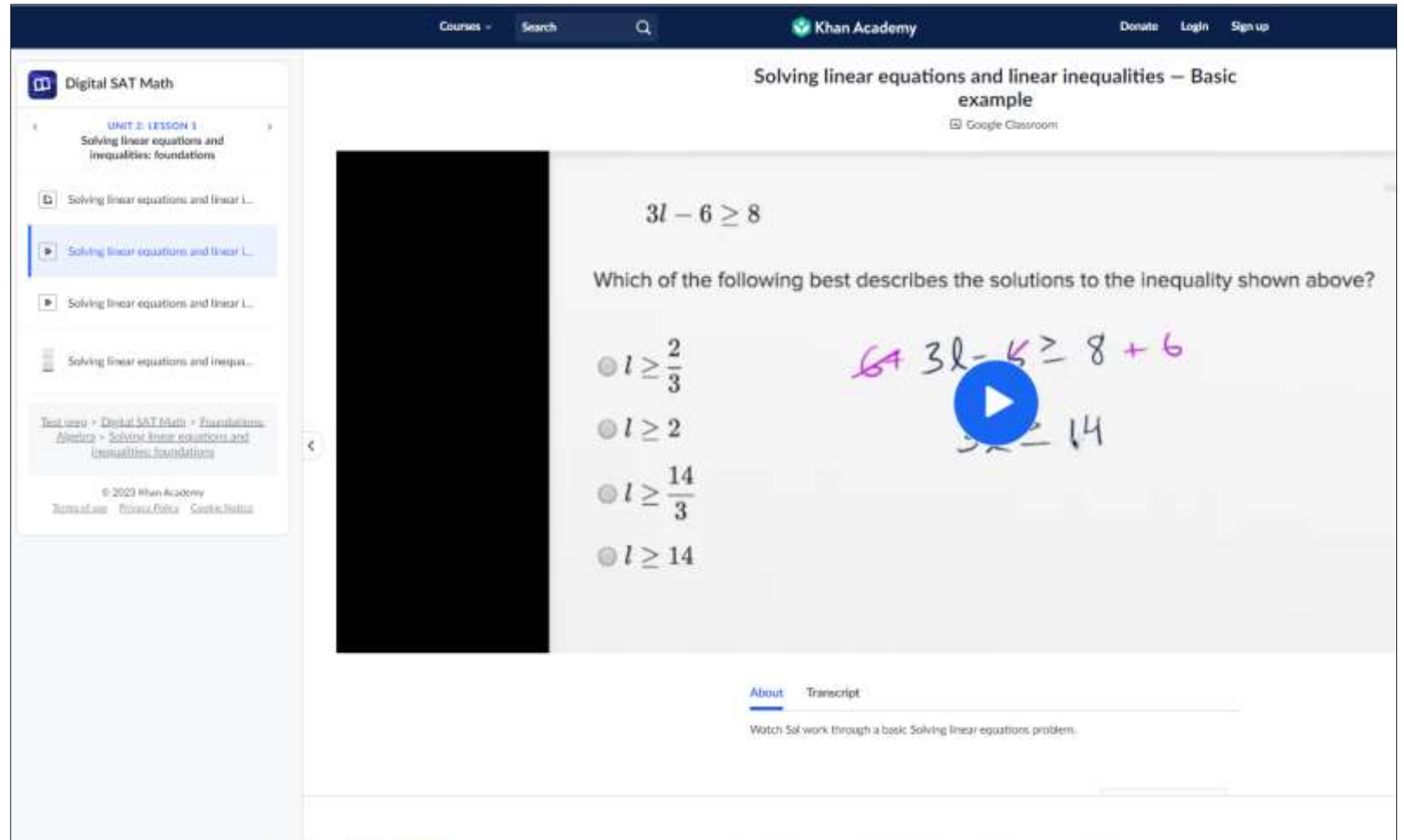
Nice! Ready to move on

### Linear equation word problems: foundations

Learn Practice

# 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.



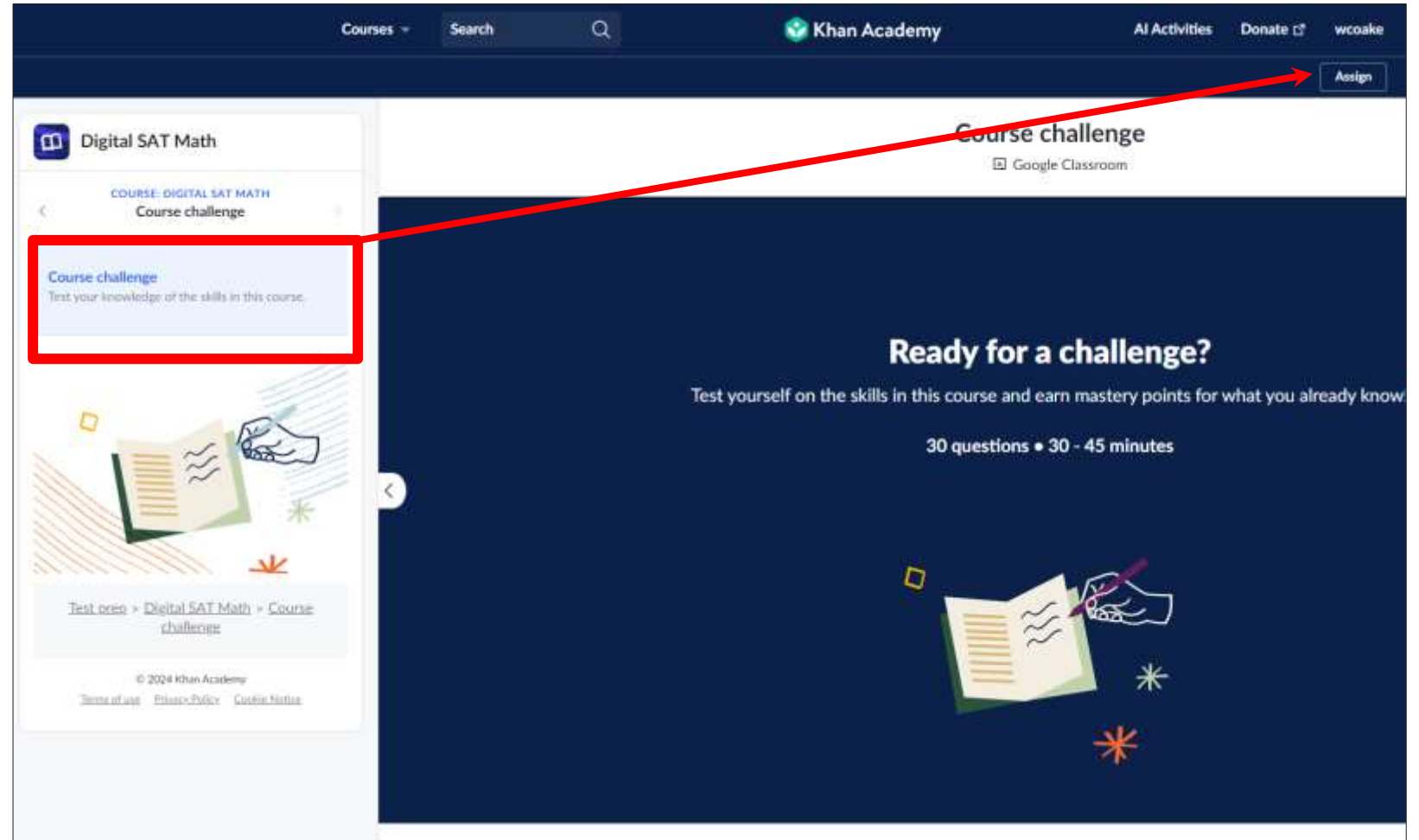
The screenshot shows the Khan Academy interface for a video titled "Solving linear equations and linear inequalities – Basic example". The video content displays the inequality  $3l - 6 \geq 8$  and asks, "Which of the following best describes the solutions to the inequality shown above?". The options are:

- $l \geq \frac{2}{3}$
- $l \geq 2$
- $l \geq \frac{14}{3}$
- $l \geq 14$

Handwritten work in pink and blue ink shows the solution process:  $3l - 6 \geq 8 + 6$  and  $3l \geq 14$ . A blue play button is overlaid on the work. The video player includes a sidebar with a course navigation menu, a search bar, and a footer with "About" and "Transcript" links.

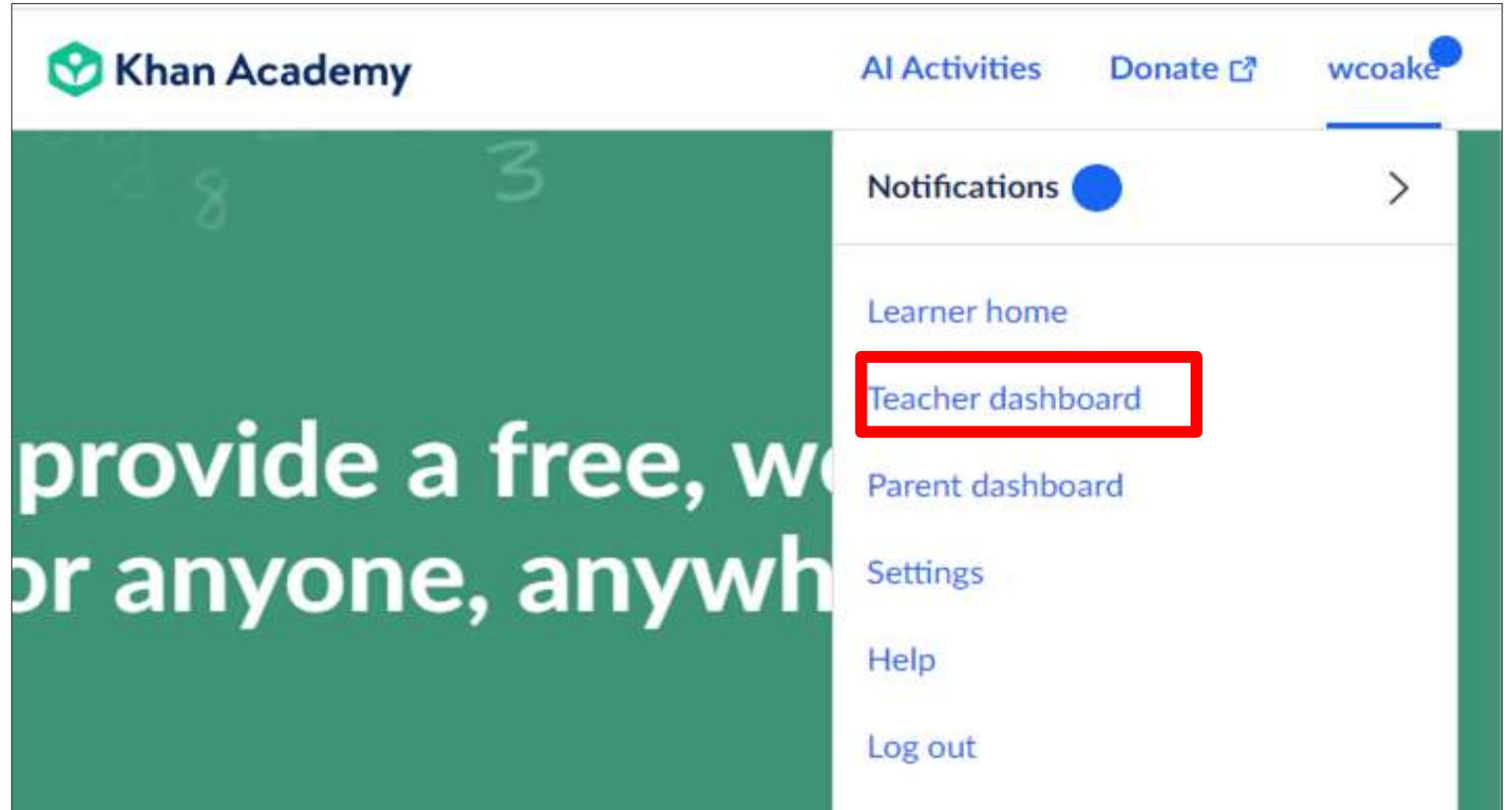
# Official Digital SAT Prep Course on Khan Academy

- 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.

The screenshot displays the Teacher dashboard interface. At the top, a dark blue header contains the text "Welcome, wcoake". Below this, three navigation tabs are visible: "Classes" (highlighted with a blue underline), "Students", and "Resources". The main content area features a large promotional banner with a cartoon illustration of a calendar and a pencil. To the right of the illustration, the text reads "The Best AI-Powered Tool Now Just \$1/Week" and "Give the gift of TIME this holiday season. AI-powered tutor and teaching assistant more powerful than ever." Below this text is a blue button labeled "Learn more".

Below the banner, a yellow warning banner contains a warning icon and the text "SAT practice is changing!". The text below the warning icon reads: "The SAT is going digital, and we've created [this new course](#) to prepare you for the new test. Starting in January 2024, users will no longer have access to old SAT practice materials or related data. Visit [this FAQ page](#) to learn more about how your account may be impacted by these changes."

At the bottom of the dashboard, the text "Your classes" is displayed on the left, and a blue button labeled "Add new class" is highlighted with a red rectangular border on the right.

# 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.

×

Add a course for Math Digital SAT Skills and Knowledge

<input type="checkbox"/> 4th grade	<input type="checkbox"/> Get ready for 6th grade	<input type="checkbox"/> Integrated math 1
<input type="checkbox"/> 5th grade	<input type="checkbox"/> Get ready for 7th grade	<input type="checkbox"/> Integrated math 2
<input type="checkbox"/> 6th grade	<input type="checkbox"/> Get ready for 8th grade	<input type="checkbox"/> Integrated math 3
<input type="checkbox"/> 7th grade	<input type="checkbox"/> Get ready for Algebra 1	<input type="checkbox"/> Algebra basics
<input type="checkbox"/> 8th grade	<input type="checkbox"/> Get ready for Geometry	<input type="checkbox"/> Trigonometry
<input type="checkbox"/> Pre-algebra	<input type="checkbox"/> Get ready for Algebra 2	<input type="checkbox"/> Precalculus
<input type="checkbox"/> Arithmetic	<input type="checkbox"/> Get ready for Precalculus	<input type="checkbox"/> High school statistics
	<input type="checkbox"/> Get ready for AP <sup>®</sup> Calculus	<input type="checkbox"/> Statistics and probability
	<input type="checkbox"/> Get ready for AP <sup>®</sup> Statistics	<input type="checkbox"/> College Algebra
		<input type="checkbox"/> AP <sup>®</sup> /College Calculus AB
		<input type="checkbox"/> AP <sup>®</sup> /College Calculus BC
		<input type="checkbox"/> AP <sup>®</sup> /College Statistics
		<input type="checkbox"/> Multivariable calculus
		<input type="checkbox"/> Differential equations
		<input type="checkbox"/> Linear algebra

Test prep	Illustrative Mathematics	Eureka Math/EngageNY
<input checked="" type="checkbox"/> Digital SAT Math	<input type="checkbox"/> Algebra 1	<input type="checkbox"/> 3rd grade
<input type="checkbox"/> Praxis Core Math	<input type="checkbox"/> 6th grade	<input type="checkbox"/> 4th grade
	<input type="checkbox"/> 7th grade	<input type="checkbox"/> 5th grade
	<input type="checkbox"/> 8th grade	<input type="checkbox"/> 6th grade



# 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

×


Add new class

### How would you like to add your students?




**Invite your Google Classroom**

The fastest, easiest way to invite your students.



**Students join with a class link**

Email or share a link, or have your students use a class code.



**Create your students' accounts**

Enter student names and we'll make passwords you can customize.

Before inviting students, please note that Khan Academy assumes you have received parent permission (or meet an exception from parent consent requirements) for any students you add to your class. [Download our sample parent notice \(available in multiple languages\).](#)

# 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.

Math Digital SAT Skills and Knowledge: Multiple courses ▾

TOOLS

- ✓ Mastery Goals **NEW**
- Assign
- Progress
- ✓ Assignments
- Assign
- Scores
- LearnStorm ↗

ADMIN

- Students
- Settings

Teacher Dashboard

## Assign content

When you assign specific content to a student, those learning materials

Digital SAT Math ▾

- > About the digital SAT Unit
- > Foundations: Algebra Unit
- > Foundations: Problem solving and data analysis Unit
- > Foundations: Advanced math Unit
- > Foundations: Geometry and trigonometry Unit
- > Medium: Algebra Unit
- > Medium: Problem solving and data analysis Unit

# Mastery Goals: Assigning Content

**Period 1: Multiple courses** ▾

TOOLS

Activity overview

▾ **Mastery Goals** NEW

**Assign**

Progress

▾ Assignments

Assign

Scores

Manage

LearnStorm ↗

[Help with this page](#)

Teacher Dashboard

## Assign course or unit mastery goals

Motivate your students to reach proficiency in a course or unit by assigning mastery goals. Students will be able to work on their goals from their homepage.

- 1 Select course**
  - Digital SAT Math
  - Digital SAT Reading and Writing

[Edit courses](#)
- 2 Select content**
  - Course mastery  
Assign the entire course
  - Unit mastery  
Assign individual units
    - Foundations: Algebra (8 skills)
    - Foundations: Problem solving and data analysis (10 skills)
    - Foundations: Advanced math (13 skills)
    - Foundations: Geometry and trigonometry (6 skills)
- 3 Set due date**
  - Foundations: Problem solving and data anal...  
Unit - Digital SAT Math
  - Tuesday, Jun 11, 2024

This goal will be assigned to Period 1 to all students [Edit](#)

# Mastery Goals: Viewing Progress

The screenshot shows a teacher dashboard interface. A modal window is open, displaying the following information:

- Unit goal: Foundations: Algebra** (Digital SAT Math)
- Here's how your students are doing for this mastery goal. They will reach goal completion by achieving 80% mastery toward their goal.
- A table showing student progress:

STUDENT	GOAL PROGRESS
Aya Takemoto	0%
Bob Wolcott	0%
Danielle Parrillo	0%
Dena Soled	0%

The background dashboard shows a sidebar with 'Mastery Goals' selected, and a main area with a list of goals, each with a 'Progress' link. A red arrow points to the 'Progress' link in the background.

# Assignments: Assign Content

Teacher Dashboard

## Assign content







When you assign specific content to a student, those learning materials will show up in their home under 'assignments'

Digital SAT Reading and Writing ▾

All content types ▾

Assign

- Select all content types
- Clear selection
- Article
- Course Challenge
- Exercise
- Quiz
- Unit Test
- Video

>	 About the digital SAT Unit	<input type="checkbox"/>
>	 Foundations: SAT Reading and Writing Unit	<input type="checkbox"/>
>	 Medium: SAT Reading and Writing Unit	<input type="checkbox"/>
>	 Advanced: SAT Reading and Writing Unit	<input type="checkbox"/>
>	 SAT Grammar practice Unit	<input type="checkbox"/>
	 Digital SAT Reading and Writing Course Challenge · 30 questions	<input type="checkbox"/>

# 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

The screenshot shows the Khan Academy Teacher Dashboard for 'Math Digital SAT Skills and Knowledge'. The 'Activity overview' tab is selected and highlighted with a red box. A red arrow points to the 'Activity' tab. The dashboard displays a table of student activity for the last 7 days. The table includes columns for Learning minutes, Skills worked on, Skills leveled up, Skills to Prof., and a breakdown of skills worked on (Attempted, Familiar, Proficient, Mastered). The data is as follows:

Student	Learning minutes	Skills worked on	Skills leveled up	Skills to Prof.	Breakdown of skills worked on			
	Total	Total	Total	Total	Attempted	Familiar	Proficient	Mastered
Abe	4	3	1	1	2	1	0	0
Bea	4	3	3	1	2	1	0	0
Evie	0	0	0	0	No skills worked on			
Cece	0	0	0	0	No skills worked on			



# Monitoring Class Progress – Skills Overview

The screenshot shows the 'Activity overview' page for 'Digital SAT Math'. The 'Skills' tab is selected, as indicated by a red arrow. The page displays a list of skills under the 'Foundations: Algebra' unit. The first skill is 'Solving linear equations and inequalities: foundations', which has a 'View exercise' link and an 'Assign this skill' button. Below the skill name, there are five mastery level categories: 'Attempted (0)', 'Familiar (0)', 'Proficient (0)', 'Mastered (0)', and 'Not Started (4)'. The 'Not Started' category lists four students: Aya Takemoto, Bob Wolcott, Danielle Parrillo, and Dena Soled. The page also includes a legend for 'ATTEMPTED' and 'MASTERED' at the top right, and a 'Expand all / Collapse all' link.

**Teacher Dashboard**  
**Activity overview**  
See all of your students' activity on Khan Academy, including work completed outside of your class. Note: It may take 10 minutes for student activity to update.

Activity Skills **Skills** Mastery

Digital SAT Math All Units All Mastery Levels  Only show assigned skills

**Digital SAT Math** ATTEMPTED MASTERED ⓘ  
12 units • 111 skills [Expand all](#) [Collapse all](#)

Foundations: Algebra (8 skills)

SKILLS	MASTERY LEVELS
Solving linear equations and inequalities: foundations <a href="#">View exercise</a>	<b>Attempted</b> (0) <b>Familiar</b> (0) <b>Proficient</b> (0) <b>Mastered</b> (0) <b>Not Started</b> (4) Aya Takemoto Bob Wolcott Danielle Parrillo Dena Soled
Linear equation word problems: foundations	

# Student View: Unit Mastery Goal

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

The screenshot shows the Khan Academy interface for a student. The top navigation bar includes 'Courses', 'Search', the Khan Academy logo, and 'Donate'. The main content area is titled 'Digital SAT Math' with '13 UNITS - 111 SKILLS'. A sidebar on the left lists units from 1 to 9, with 'UNIT 2: Foundations: Algebra' selected. The main content area for Unit 2 shows '800 possible mastery points' and a progress bar with icons for 'Mastered', 'Proficient', 'Familiar', 'Attempted', and 'Not started'. Below this, there are sections for 'About this unit', 'Solving linear equations and inequalities: foundations', and 'Linear equation word problems: foundations'. The 'Solving linear equations and inequalities: foundations' section includes a 'Learn' section with three items: 'Solving linear equations and linear inequalities | Lesson', 'Solving linear equations and linear inequalities — Basic example', and 'Solving linear equations and linear inequalities — Harder example'. A 'Practice' section is also visible, with a 'Start' button.



# Student View: Unit Mastery Goal

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

The screenshot displays the Khan Academy interface for a student. At the top, there are navigation links for 'Courses', 'Search', and 'Khan Academy', along with 'Donate' and 'Abe'. The main heading is 'Linear relationship word problems: foundations'. Below this, a progress bar for 'Unit 2' shows a sequence of colored boxes, with the first one highlighted. A 'Show' button is visible on the right. The central area features a large blue background with the text 'Keep on practicing!' and '2/4 correct · 250 energy pts'. Below this text are three cartoonish, colorful shapes (a blue cube, a green circle, and a blue octagon) with faces. At the bottom, there is a 'Try again' button and a 'Up next: Lesson 4' button. On the left side, a sidebar shows the course structure: 'Digital SAT Math' > 'Lesson 3: Linear relationship word problems: foundations'. Below this, there are links to 'Understanding linear relationships', 'Interpreting linear functions - Basic', 'Linear function word problems - Basic', and 'Linear relationship word problems: foundations' (which is highlighted and shows 'Attempted · 50%'). At the bottom of the sidebar, there is a breadcrumb trail: 'Test prep > Digital SAT Math > Foundations: Algebra > Linear relationship word problems: foundations' and a copyright notice for Khan Academy.