

Understanding and Interpreting SAT® Suite Scores and Reports



May 2025

Workshop Description

This session will support educators in using SAT results to make data-driven decisions and inform student learning to foster greater college readiness for all students. Designed to help improve student performance through curriculum review, participants will review skill/knowledge statements tied to the SAT Content Domains, consider guided questions for further reflection, and complete an implementation plan. Educators will walk away with a clear understanding of how to interpret scores and benchmarks and deeper understanding of the skills and knowledge assessed on the SAT Suite of Assessments.

Thank you for joining us today. We will start shortly. While you wait, please answer this poll question:




Today's Objectives

- Access SAT Suite data to identify your school's areas of strength and growth
- Analyze student data to identify support needs
- Determine next steps for your school




Steps for Analyzing SAT Suite Data

- 1 Understand **SAT Suite scores, benchmarks, and score bands**
- 2 Review **Performance Reports** and **Knowledge and Skills Report** in the K12 Reporting Portal
- 3 Use **Skills Insight™** to create an action plan
- 4 Employ the **SAT Suite Question Bank (SSQB)** to amplify your action plan
- 5 Explore the **Teacher Implementation Guide** to inform classroom practices
- 6 Have students strengthen their skills through digital practice on **Bluebook™** and **Official SAT Practice on Khan Academy®**

 **Understand SAT Suite Scores, Benchmarks, and Score Bands**

 **Review Performance Reports and the Knowledge and Skills Report**

 **Use Skills Insight**

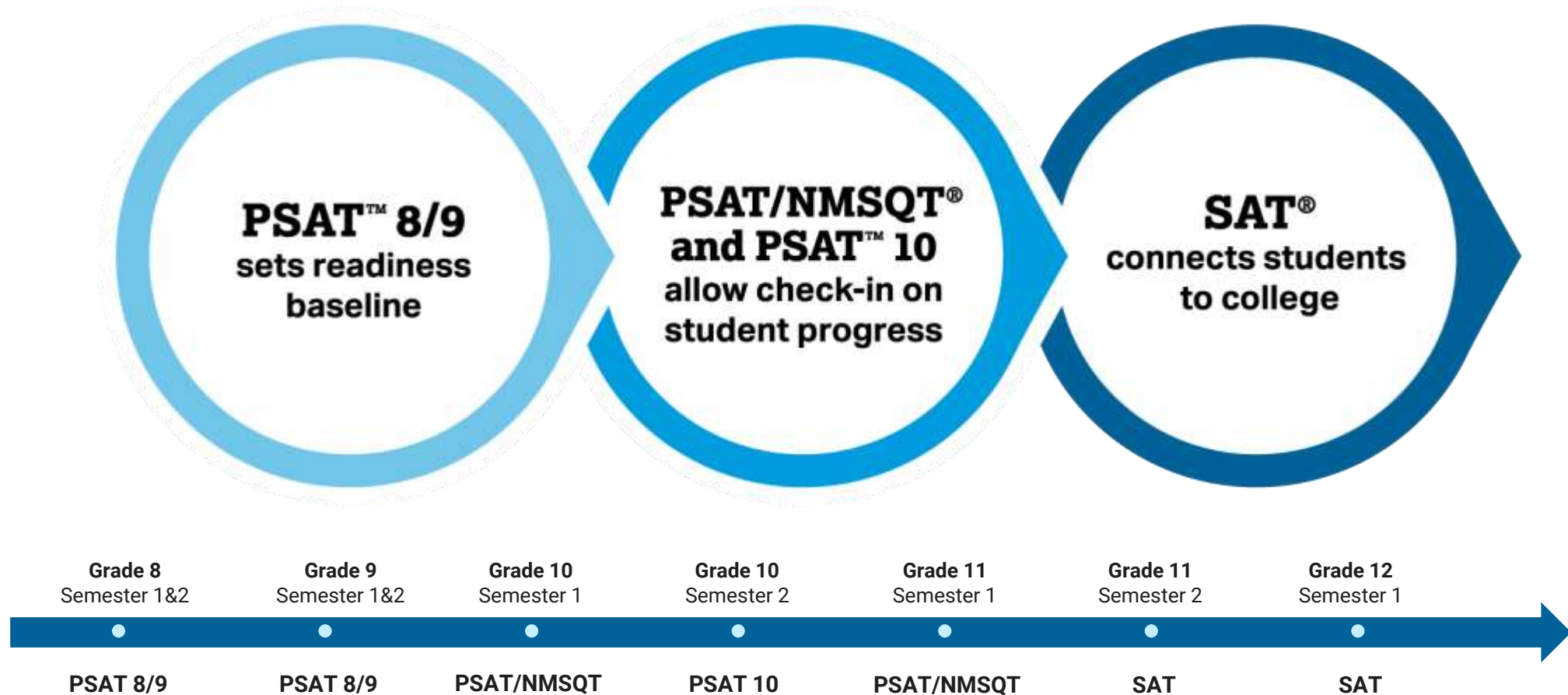
 **Employ the SAT Suite Question Bank**

 **Explore the Teacher Implementation Guide**

 **Digital SAT Suite Practice**

Understand SAT Suite Scores, Benchmarks, and Score Bands

The SAT Suite of Assessments



Digital SAT Suite Test Specifications

Total standard time is **2 hours and 24 minutes**, which includes a **10-minute break** between Reading & Writing and Math



Reading & Writing



Math



Module 1

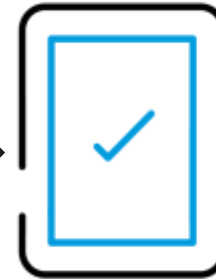
32 Minutes
27 Questions



Module 2

32 Minutes
27 Questions

10-min break



Module 1

35 Minutes
22 Questions



Module 2

35 Minutes
22 Questions

Benefits of Multi-Stage Adaptive Testing

1

Shorter Tests

2

Questions are tailored according to students' achievement

3

Allows students to navigate back to questions within a module

4

More secure testing

5

Allows disruptions in internet connectivity

6

More precise measurement



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

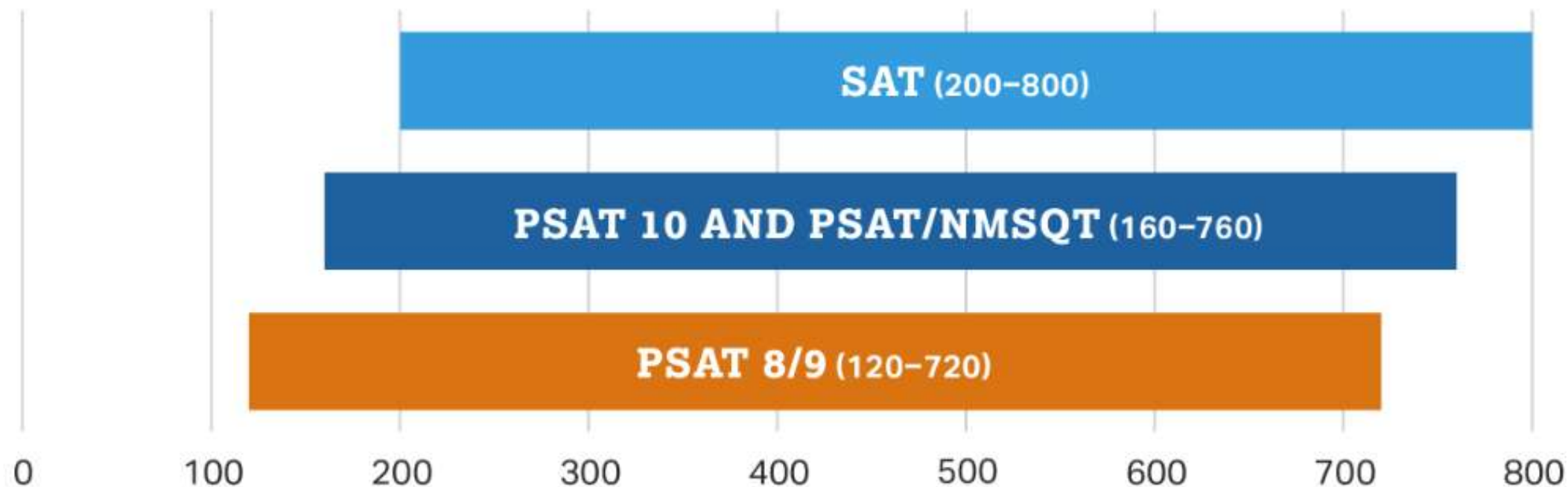
Content Domain	Domain Description	Skills/Knowledge Testing Points	Operational Question Distribution
Craft and Structure	Students will use comprehension, vocabulary, and reasoning skills and knowledge to understand and use high-utility words and phrases in context, evaluate texts rhetorically, and make connections between topically related texts.	<ul style="list-style-type: none"> • Words in Context • Text Structure and Purpose • 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.	<ul style="list-style-type: none"> • Central Ideas and Details • Command of Evidence (Textual, Quantitative) • 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.	<ul style="list-style-type: none"> • Boundaries • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> Linear equations in one variable Linear equations in two variables Linear functions Systems of two linear equations in two variables 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.	<ul style="list-style-type: none"> Equivalent expressions Nonlinear equations in one variable and systems of equations in two variables. 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.	<ul style="list-style-type: none"> Ratios, rates, proportional relationships, and units Percentages One-variable data: distributions and measures of center and spread Two-variable data: models and scatterplots Probability and conditional probability Inference from sample statistics and margin of error 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.	<ul style="list-style-type: none"> Area and volume Lines, angles, and triangles Right triangles and trigonometry Circles 	≈15% / 5-7 questions

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

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.

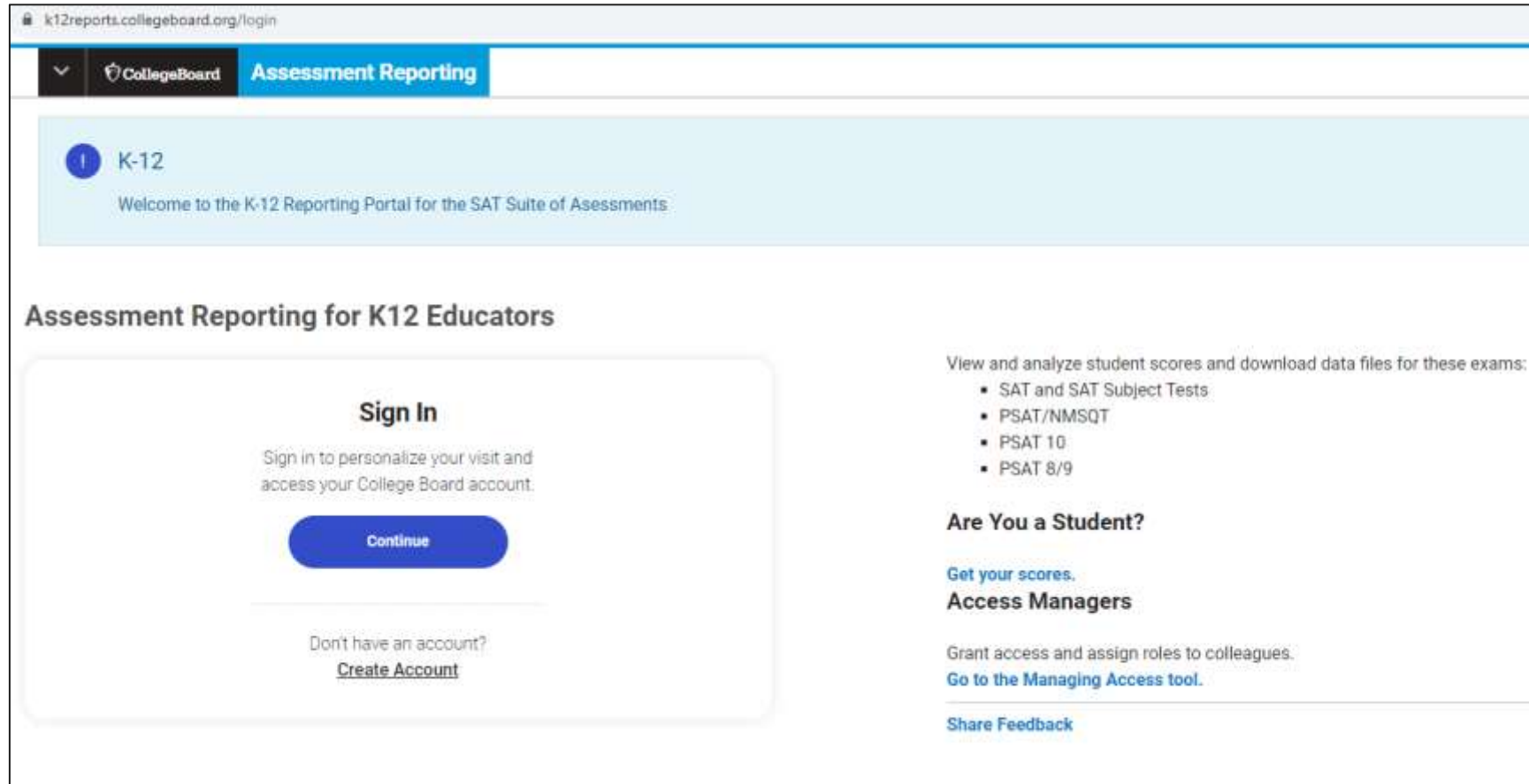
Performance Score Band	Scale Anchor Percentile Location (Lower Limit of Band)	Digital SAT Suite Test Section	
		Reading and Writing	Math
1	n/a	<370	<370
2	PSAT 8/9 25th percentile	370–410	370–410
3	PSAT/NMSQT / PSAT 10 25th percentile PSAT 8/9 50th percentile	420–480	420–460
4	SAT 25th percentile PSAT/NMSQT / 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

Performance Score Bands by SAT Suite Test Section

Performance Score Band	Section Score	
	Reading and Writing	Math
1	<370	<370
2	PSAT 8/9 370–410	370–410
3	PN, PSAT 10, SAT 420–480	420–460 PSAT 8/9
4	490–540	470–540 PN, PSAT 10, SAT
5	550–600	550–600
6	610–670	610–670
7	680–800	680–800

Review Performance Reports and 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's a navigation bar with the CollegeBoard logo and 'Assessment Reporting'. Below this, a light blue banner says 'K-12 Welcome to the K-12 Reporting Portal for the SAT Suite of Assessments'. The main heading is 'Assessment Reporting for K12 Educators'. On the left, a 'Sign In' box prompts users to sign in to personalize their visit and access their College Board account, with a blue 'Continue' button. Below the button, it says 'Don't have an account? [Create Account](#)'. On the right, it lists exams for which scores can be viewed and analyzed: SAT and SAT Subject Tests, PSAT/NMSQT, PSAT 10, and PSAT 8/9. Below this, it asks 'Are You a Student?' and provides links for 'Get your scores', 'Access Managers' (to grant access and assign roles to colleagues), and 'Share Feedback'.

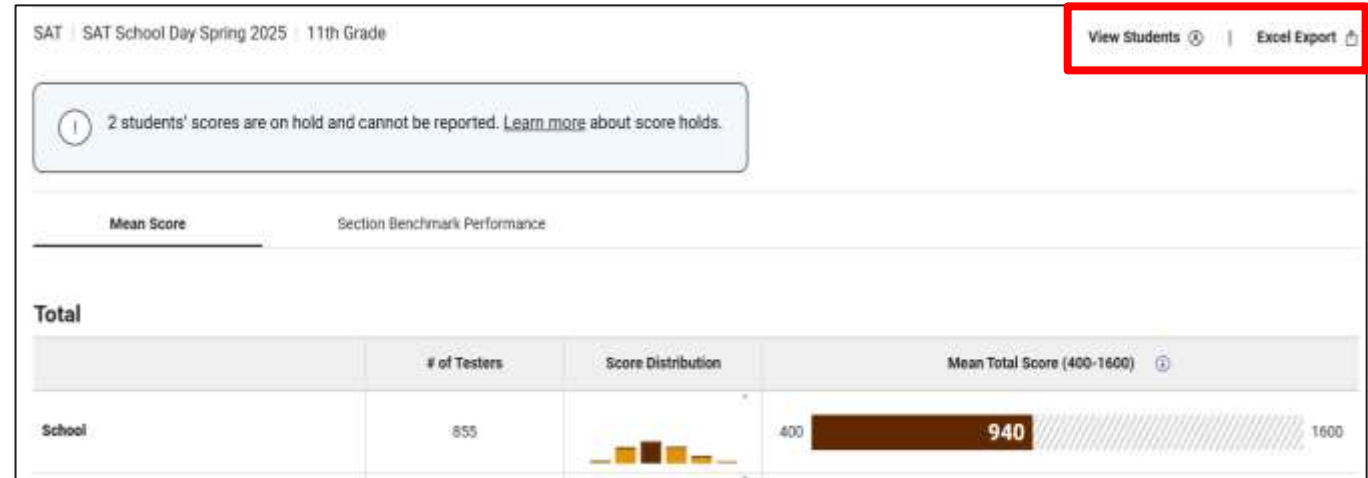
1. Log in to your College Board account.
2. Request and receive **detail** access from the K12 Portal Data Access Manager.
3. Log in to the K-12 Reporting Portal to analyze student scores and download data files.



Common Report Features

There are some common features that are available in most reports. You can:

- Export the report data to XLS
- View tooltips that provide additional descriptions or explanations of the data available in the report.



In aggregate reports, click **View Students** to run a student roster report to view all the students included in the aggregate report.

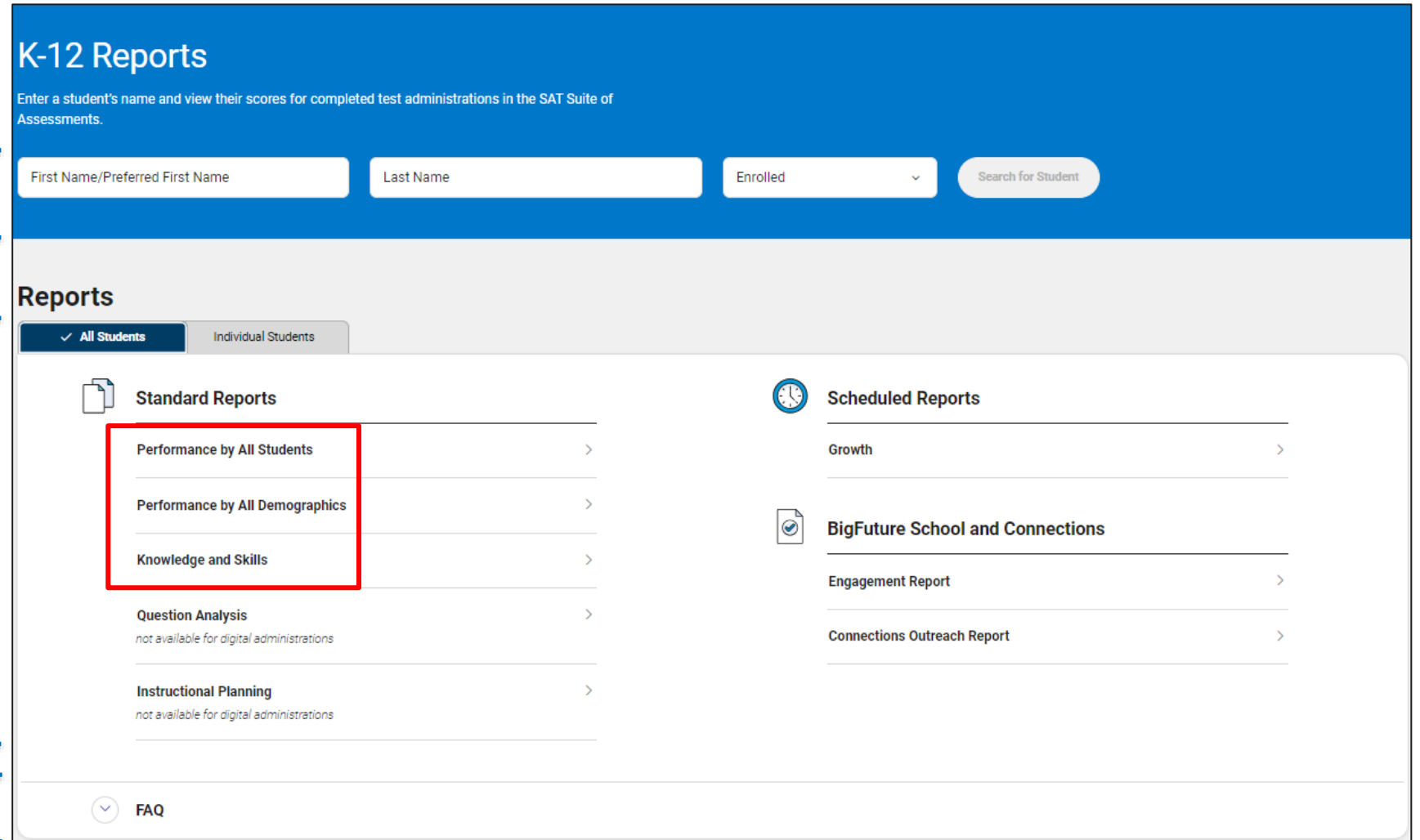
- Only **available** to individuals with the **detailed reporting** role.
- Roster reports are **available at the school-level only**.

Reports Home Page – All Students

Search for a student
(available to schools and districts)

Run All Students Reports

FAQ's
(report descriptions)



The screenshot shows the 'K-12 Reports' interface. At the top, there's a blue header with the title 'K-12 Reports' and a subtitle 'Enter a student's name and view their scores for completed test administrations in the SAT Suite of Assessments.' Below this is a search bar with three input fields: 'First Name/Preferred First Name', 'Last Name', and 'Enrolled' (a dropdown menu). A 'Search for Student' button is to the right. Below the search bar is a 'Reports' section with two tabs: 'All Students' (selected) and 'Individual Students'. Under 'All Students', there are two columns of report links. The left column, titled 'Standard Reports', includes 'Performance by All Students', 'Performance by All Demographics', 'Knowledge and Skills', 'Question Analysis' (not available for digital administrations), and 'Instructional Planning' (not available for digital administrations). The right column, titled 'Scheduled Reports', includes 'Growth'. Below these columns is a 'BigFuture School and Connections' section with 'Engagement Report' and 'Connections Outreach Report'. At the bottom left, there is a 'FAQ' link with a dropdown arrow.

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
- Question Analysis
not available for digital administrations
- Instructional Planning
not available for digital administrations

Scheduled Reports

- Growth

BigFuture School and Connections

- Engagement Report
- Connections Outreach Report

FAQ

Make Selections to Run Your Report

Performance by All Students

Make selections to run a report

School | Institution



Test

PSAT 10



Administration

Spring 2025



Grade Level

10



IMPORTANT: Remember, these data points are for your **internal use** only. Please do not share with unauthorized users. **Sharing data outside your institution is prohibited** other than aggregate reporting by your institution. To request approval to share data with third parties, please contact externaldatarequest@collegeboard.org.

By running this report, you agree not to share the data and information with unauthorized users.

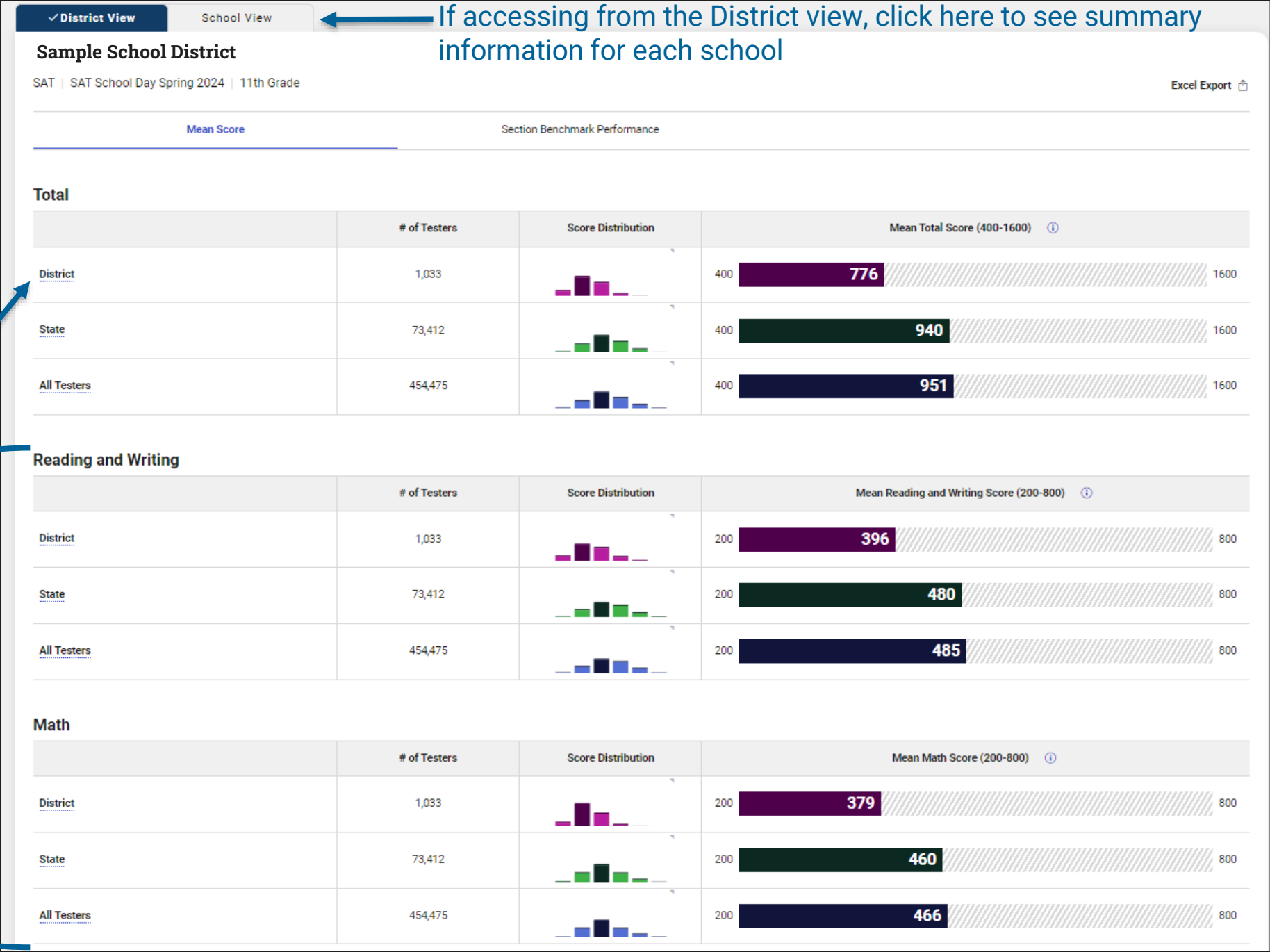
Cancel

I Agree, Run Report

Performance by All Students - Mean Score

Overall Score Mean by School, District, State, and All Testers

Section Score Mean by School, District, State, and All Testers



Performance by All Students – Benchmark Performance

Distribution of **Overall Benchmark Performance Types** by School, District, State, and All Testers

Distribution of **Section Performance Levels** by School, District, State, and All Testers

District View

School View

If accessing from the District view, click here to see summary information for each school

Excel Export

Sample School District

SAT | SAT School Day Spring 2024 | 11th Grade

Mean Score

Section Benchmark Performance



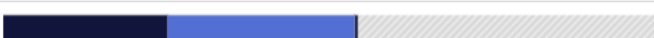
Total

Benchmark Performance Types

Met Both Benchmarks

Met One Benchmark

Met No Benchmarks

	# of Testers	Benchmark Performance			Benchmark Distribution
		Met Both Benchmarks	Met One Benchmark	Met No Benchmarks	
District	1,033	5%	18%	78%	0%  100%
State	73,412	23%	29%	48%	0%  100%
All Testers	454,475	25%	29%	46%	0%  100%




Reading and Writing

Performance Levels

Meets/ Exceeds Benchmark

Approaching Benchmark

Not Yet Approaching Benchmark

	# of Testers	Performance Levels			Benchmark Distribution
		Meets/ Exceeds Benchmark	Approaching Benchmark	Not Yet Approaching Benchmark	
District	1,033	22%	5%	73%	0%  100%
State	73,412	51%	6%	43%	0%  100%
All Testers	454,475	53%	6%	41%	0%  100%


Math

Performance Levels

Meets/ Exceeds Benchmark

Approaching Benchmark

Not Yet Approaching Benchmark

	# of Testers	Performance Levels			Benchmark Distribution
		Meets/ Exceeds Benchmark	Approaching Benchmark	Not Yet Approaching Benchmark	
District	1,033	5%	1%	93%	0%  100%

Performance by Demographics - Mean Score

Data on Overall Score Mean by Demographic Subgroups for School or District

Data on Section Score Means by Demographic Subgroups for School or District

Mean Score

Section Benchmark Performance

Total

	# of Testers	% Percentage	Score Distribution	Mean Total Score (320-1520) ⓘ	
All Groups	679	<div><div></div></div> 100%	<div><div></div></div>	320	<div><div>823</div></div> 1520
Male	357	<div><div></div></div> 53%	<div><div></div></div>	320	<div><div>821</div></div> 1520
Female	322	<div><div></div></div> 47%	<div><div></div></div>	320	<div><div>826</div></div> 1520
Another	0	N/A	Not calculated	Score is not calculated for less than 10 testers	
No Response	0	N/A	Not calculated	Score is not calculated for less than 10 testers	

Reading and Writing

	# of Testers	% Percentage	Score Distribution	Mean Reading and Writing Score (160-760) ⓘ	
All Groups	679	<div><div></div></div> 100%	<div><div></div></div>	160	<div><div>417</div></div> 760
Male	357	<div><div></div></div> 53%	<div><div></div></div>	160	<div><div>414</div></div> 760
Female	322	<div><div></div></div> 47%	<div><div></div></div>	160	<div><div>421</div></div> 760
Another	0	N/A	Not calculated	Score is not calculated for less than 10 testers	
No Response	0	N/A	Not calculated	Score is not calculated for less than 10 testers	

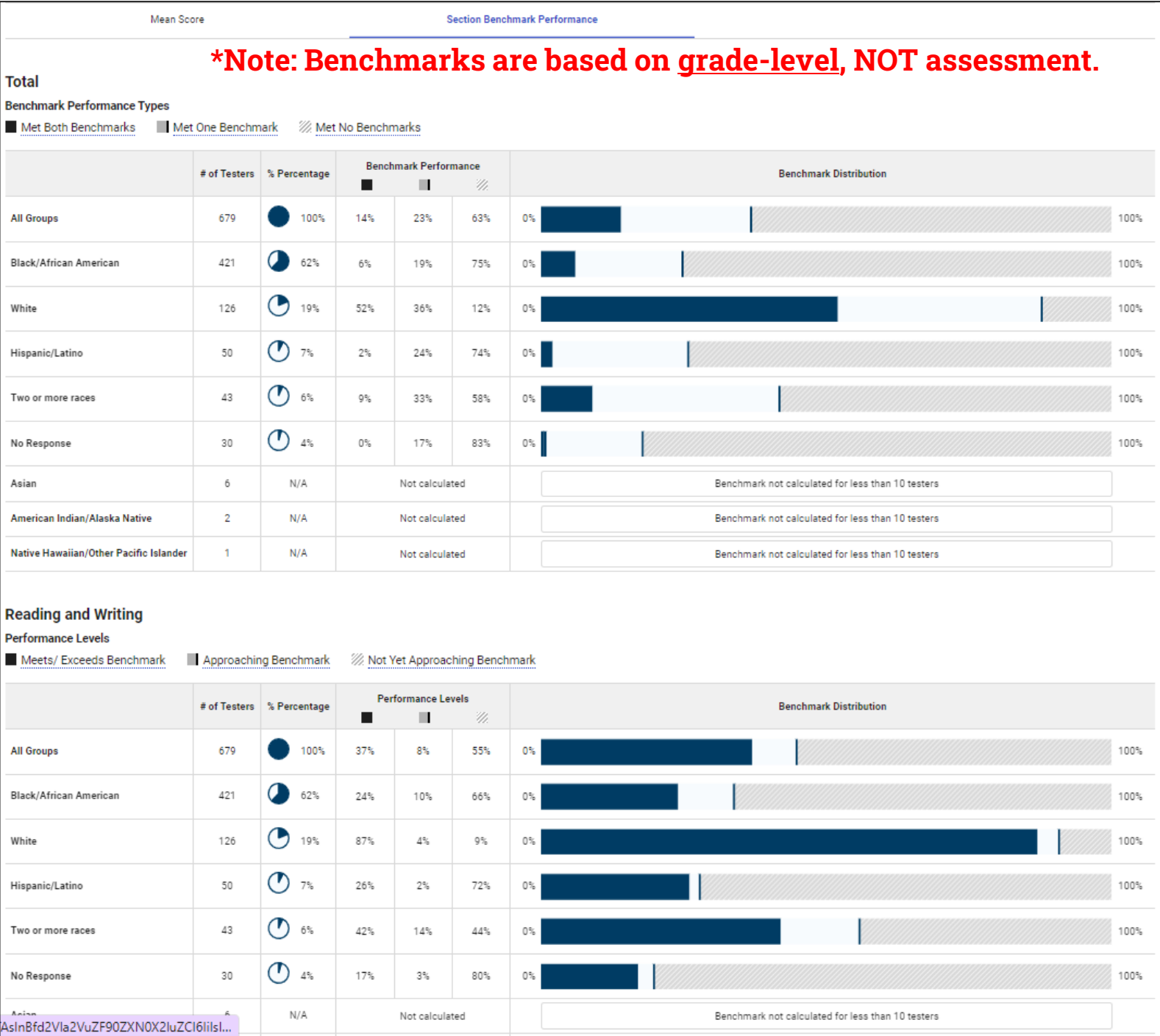
Math

	# of Testers	% Percentage	Score Distribution	Mean Math Score (160-760) ⓘ	
All Groups	679	<div><div></div></div> 100%	<div><div></div></div>	160	<div><div>406</div></div> 760
Male	357	<div><div></div></div> 53%	<div><div></div></div>	160	<div><div>407</div></div> 760
Female	322	<div><div></div></div> 47%	<div><div></div></div>	160	<div><div>405</div></div> 760
Another	0	N/A	Not calculated	Score is not calculated for less than 10 testers	
No Response	0	N/A	Not calculated	Score is not calculated for less than 10 testers	

Performance by Demographics – Benchmark Performance

Data on Distribution of Overall Benchmark Performance Types by Demographic Subgroups for School or District

Data on Distribution of Section Performance Levels by Demographic Subgroups for School or District



Activity: Performance Data Comparisons

Log into your College Board account and access the K-12 Reporting Portal to analyze your school data trends. Please consider the following questions:

1. Mean Scores

- What do you notice about your school in comparison to other testers? (e.g. state, U.S and U.S. territories, global, etc.)
- How are your students performing in relation to the SAT College and Career Readiness Benchmarks?

2. Section Benchmark Performance

- What do you notice about section benchmarks for Both Benchmarks? Reading and Writing? Math?
- What are some factors you think might be the cause of any discrepancies?
- Is this data consistent with other data you have?

3. Demographics

- Do you notice any differences in performance by gender?
- Are any sub-section(s) of students performing higher/lower than anticipated?



Make Selections to Run Your Report

Knowledge and Skills

Make selections to run a report

District | Institution



Test

SAT



Administration

SAT School Day Spring 2025



Grade Level

11



IMPORTANT: Remember, these data points are for your **internal use** only. Please do not share with unauthorized users. **Sharing data outside your institution is prohibited** other than aggregate reporting by your institution. To request approval to share data with third parties, please contact externaldatarequest@collegeboard.org.

By running this report, you agree not to share the data and information with unauthorized users.

Cancel

I Agree, Run Report

Knowledge and Skills Report

Display aggregate performance of students at your:

- ☐ District
- ☐ State (Public Schools Only)
- ☐ State (All Schools)
- ☐ U.S. and U.S. Territories
- ☐ Global Testers

SAT | SAT School Day Spring 2025 | 11th grade

[View Students](#)

Reading and Writing

Math

Groups (Total # of Testers)

☒ School (274) — ☐ District (1,553) — ☐ State (Public Schools Only) (9,694) — ☐ State (All Schools) (9,928) — ☐ U.S. and U.S. Territories (886,038) — ☐ Global Testers (888,931)

[Compare Groups](#)

[Export Report](#)

To better understand the knowledge and skills related to each content domain and performance score band in this report, click the **Skills Insight and Example Questions** link. This will take you to our Skills Insight™ tool, where you can view Skills Insight statements that show what test takers scoring in particular Reading and Writing and Math section score ranges.

[See More](#)

[Skills Insight and Example Questions](#)

Performance Score Band	Reading and Writing		Information and Ideas ⓘ		Craft and Structure ⓘ		Expression of Ideas ⓘ		Standard English Conventions ⓘ	
			(26% of section, 12-14 questions)		(28% of section, 13-15 questions)		(20% of section, 8-12 questions)		(26% of section, 11-15 questions)	
	# of Testers	%	# of Testers	%	# of Testers	%	# of Testers	%	# of Testers	%
200-360	4	1%	4	1%	2	1%	7	3%	4	1%
370-410	3	1%	4	1%	9	3%	4	1%	14	5%
420-480	20	7%	25	9%	50	18%	24	9%	42	15%
490-540	60	22%	45	16%	46	17%	45	16%	49	18%
550-600	65	24%	66	24%	61	22%	84	31%	62	23%
610-670	78	28%	82	30%	59	22%	64	23%	59	22%
680-800	44	16%	48	18%	47	17%	46	17%	44	16%

To help you decide where to focus your efforts, look at the distribution of scores by performance score band

Knowledge and Skills Report: Student-Level Data

1. Click on “View Students”
2. Click on “Add/Hide” to choose your columns – be sure to select columns under *Scores and Benchmarks* and *Knowledge and Skills*
3. Click on “Excel Export” to download the file to view performance score bands for each content domain at the student-level

PSAT | PSAT/NMSQT Fall 2024 | 11th grade

Reading and Writing

Groups (Total # of Testers)

- School (279)
- District (1,505)
- State (Public School) (1,448,510)
- Global Testers (1,448,510)

NMSC Information

- ☐ National Merit Selection Index
- ☐ National Merit Eligibility Indicator

High School

PSAT/NMSQT | Fall 2024 | 11th Grade

AP Potential Tool

Excel Export

Search by Student Name/Student ID

Create Score Reports

Create Labels

Filter (1)

Add/Hide

282 Results Found

Show 50 | 100 | 200

Select All	Student Name	School Student ID	District Student ID	State Student ID	Gender	Date of Birth	Grade	Administration	Assessment	Record Locator	Tested On	Scores Released	Guidance Purposes Only	Total Score (32-152)

Reset To Default

Cancel

Apply

Activity: Student Roster Excel Export – Conditional Formatting

1. Click **View Students**
2. Click **Add/Hide**
3. Expand **Knowledge and Skills (Digital Administration Only)** and select columns to add
4. Click **Excel Export**
5. In Excel, select column(s) and click on **Conditional Formatting**
 - a. Home > Styles > Conditional Formatting
 - b. Select Columns > Highlight Cell Rules > Equal To > Enter Values and Select Color
 - c. If multi-high school district, determine colors for consistency. See sample colors.

Section Benchmarks by Grade Levels

	Grade 8	Grade 9	Grade 10	Grade 11	SAT
RW	390	410	430	460	480
Math	430	450	480	510	530

Section Score

Performance Score Band		Reading and Writing	Math
1	Red	<370	<370 Dark Red
2	Orange	370–410	370–410 Red
3	Yellow	420–480	420–460 Orange
4	Green	490–540	470–540 Yellow
5	Blue	550–600	550–600 Green
6	Purple	610–670	610–670 Blue
7	Purple	680–800	680–800 Purple

Sample Student Roster Color-Coded

Data sorted by Column O – Expression of Ideas

	Met RW Section Benchmark	Met Math Section Benchmark	Reading and Writing Section	Information and Ideas	Craft and Structure	Standard English Conventions	Expression of Ideas	Math Section	Algebra	Advanced Math Pe	Problem-Solving	Geometry and Tr
6	Not Yet Approaching	Not Yet Approaching	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360
7	Not Yet Approaching	Not Yet Approaching	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	150-360	160-360
8	Not Yet Approaching	Not Yet Approaching	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360
13	Not Yet Approaching	Not Yet Approaching	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360
14	Not Yet Approaching	Not Yet Approaching	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360
16	Not Yet Approaching	Not Yet Approaching	160-360	370-410	160-360	160-360	160-360	160-360	160-360	160-360	420-460	160-360
19	Not Yet Approaching	Not Yet Approaching	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360
20	Not Yet Approaching	Not Yet Approaching	160-360	370-410	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360
21	Not Yet Approaching	Not Yet Approaching	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360
22	Not Yet Approaching	Meets/Exceeds	160-360	160-360	160-360	160-360	160-360	550-600	470-540	550-600	550-600	550-600
23	Not Yet Approaching	Not Yet Approaching	160-360	160-360	370-410	160-360	160-360	370-410	420-460	370-410	370-410	470-540
24	Not Yet Approaching	Not Yet Approaching	370-410	370-410	370-410	370-410	160-360	370-410	370-410	160-360	470-540	160-360
28	Not Yet Approaching	Not Yet Approaching	160-360	370-410	160-360	160-360	160-360	160-360	160-360	160-360	160-360	160-360
29	Not Yet Approaching	Not Yet Approaching	160-360	160-360	420-480	160-360	160-360	160-360	370-410	160-360	370-410	160-360
9	Approaching	Not Yet Approaching	420-480	420-480	420-480	490-540	370-410	160-360	160-360	370-410	160-360	160-360
10	Meets/Exceeds	Not Yet Approaching	420-480	490-540	490-540	490-540	370-410	370-410	370-410	370-410	370-410	370-410
18	Not Yet Approaching	Not Yet Approaching	370-410	160-360	160-360	370-410	370-410	160-360	160-360	160-360	370-410	370-410
26	Meets/Exceeds	Not Yet Approaching	420-480	550-600	490-540	490-540	370-410	420-460	470-540	370-410	420-460	370-410
2	Not Yet Approaching	Not Yet Approaching	420-480	160-360	490-540	160-360	420-480	370-410	420-460	370-410	420-460	420-460
4	Meets/Exceeds	Not Yet Approaching	490-540	550-600	550-600	420-480	420-480	420-460	370-410	370-410	610-670	470-540
5	Not Yet Approaching	Not Yet Approaching	370-410	420-480	160-360	370-410	420-480	370-410	370-410	370-410	420-460	370-410
12	Not Yet Approaching	Not Yet Approaching	370-410	420-480	370-410	370-410	420-480	160-360	160-360	160-360	160-360	160-360
15	Approaching	Not Yet Approaching	420-480	420-480	420-480	420-480	420-480	370-410	370-410	160-360	370-410	160-360
17	Meets/Exceeds	Meets/Exceeds	490-540	490-540	490-540	420-480	420-480	470-540	470-540	470-540	470-540	470-540
25	Approaching	Not Yet Approaching	420-480	370-410	420-480	420-480	420-480	370-410	160-360	370-410	470-540	470-540
30	Meets/Exceeds	Not Yet Approaching	420-480	490-540	490-540	160-360	420-480	370-410	370-410	370-410	370-410	160-360
1	Meets/Exceeds	Not Yet Approaching	490-540	490-540	490-540	490-540	490-540	420-460	470-540	470-540	160-360	420-460
11	Meets/Exceeds	Approaching	550-600	550-600	550-600	550-600	490-540	470-540	470-540	470-540	470-540	470-540
27	Approaching	Not Yet Approaching	420-480	420-480	370-410	420-480	490-540	370-410	370-410	420-460	370-410	160-360
3	Meets/Exceeds	Meets/Exceeds	550-600	610-670	610-670	490-540	550-600	550-600	470-540	550-600	550-600	470-540

Activity: Organize Data By Class

Sync data with information from your SIS to identify student need by classes.

From SIS	From College Board
SASID (State Student ID)	Section Scores (RW/Math)
Student Name	Met Section Benchmark (RW/Math)
Course (Math & English)	Content Domain Score Bands
Current Grade Level	AP Potential (optional)
MLL	
IEP	

- **SASID** will be the common identifier to merge the data.
- In the Excel file you download from College Board, be sure to **remove headers** and **rename the State Student ID column "SASID"**
- Pay attention to what Math course students took in tested year to identify trends.
- Place the **spreadsheet tabs in the same workbook**.
- Create a VLookup function or Power Query to merge the tabs into one spreadsheet. [\(Use AI to help with this!\)](#)


Activity: Organize Data by Class

1. In Excel, use the VLOOKUP Function or Power Query to merge data in two spreadsheets that have a common field.
2. If you don't know how to use VLOOKUP or Power Query, use AI for help
3. **AI Prompt Example:** "Provide an easy-to-follow formula to merge two spreadsheets' data using the common field of SASID"
4. Add the name of your spreadsheets and "make it simpler" if you need clearer instructions

Provide an easy to follow formula to merge two spreadsheets' data using the common field of SASID

 Copilot

Here's an easy-to-follow formula to merge two spreadsheets using the common field SASID in Excel or Google Sheets:

 **Step-by-Step Using VLOOKUP**

 Spreadsheet Setup:

- Sheet1 (Main Sheet):
 - Column A: SASID
 - Column B: Student Name
- Sheet2 (Data to Merge):
 - Column A: SASID
 - Column B: Test Score

 **Formula to Use in Sheet1:**

In Sheet1, go to cell C2 (next to the student name), and enter:

```
1 =VLOOKUP(A2, Sheet2!A:B, 2, FALSE)
2
```

```
= VLOOKUP(A2, Sheet2!A: B, 2, FALSE)
```

Can you provide a template for this? How to merge multiple columns at once?

Sample Data Organized by Class

Filter data by color (performance bands) to find the totals for the class breakdowns.

Student	Student Name	Course	Current Grad	Reading and Writing Section Score (160-760)	Met ERW/RW Section Benchmark	Information and Ide	Craft and Struct	Standard English Conventio	Expression of Ide	AP Potent
1		English 9-1 A 2493E10	9	440	Meets/Exceeds	370-410	360-390	550-600	490-540	F
2		English 9-1 Hon 2493E15	9	500	Meets/Exceeds	420-480	550-600	420-480	490-540	F
3		English 9-1 A 2493E10	9	400	Not Yet Approaching	370-410	370-410	370-410	420-480	N
4		English 9-1 A 2493E10	9	380	Not Yet Approaching	370-410	360-390	360-390	360-390	N
5		English 9-1 A 2493E10	9	490	Meets/Exceeds	550-600	490-540	550-600	490-540	F
6		English 9-1 Hon 2493E15	9	590	Meets/Exceeds	550-600	550-600	610-670	550-600	F
7		English 9-1 Hon 2493E15	9	560	Meets/Exceeds	610-670	490-540	490-540	550-600	F
8		English 9-1 Hon 2493E15	9	630	Meets/Exceeds	610-670	680-740	420-480	680-740	F
9		English 9-1 A 2493E10	9	430	Meets/Exceeds	420-480	420-480	420-480	360-390	F
10		English 9-1 Hon 2493E15	9	560	Meets/Exceeds	490-540	550-600	490-540	550-600	F
11		English 9-1 A 2493E10	9	460	Meets/Exceeds	420-480	420-480	490-540	490-540	F
12		English 9-1 A 2493E10	9	500	Meets/Exceeds	490-540	490-540	490-540	420-480	F
13		English 9-1 A 2493E10	9	480	Meets/Exceeds	550-600	550-600	370-410	370-410	F
14		English 9-1 Hon 2493E15	9	610	Meets/Exceeds	610-670	550-600	550-600	610-670	F
15		English 9-1 Hon 2493E15	9	590	Meets/Exceeds	490-540	490-540	550-600	550-600	F
16		English 9-1 A								
17		English 9-1 A								
18		English 9-1 A								
19		English 9-1 A								
20		English 9-1 A								

English 9 Example	Performance	Section Score	Total	Information		Craft		Standard English		Expression of Ideas				
	1	160 - 360	477	65	14%	57	12%	117	25%	130	27%	Met ERW/RW Section Benchmark		
	2	370 - 410		75	16%	102	21%	123	26%	99	21%	Not Yet Approaching 179 38%		
	3	420 - 480		154	32%	160	34%	137	29%	128	27%	Approaching 48 10%		
	4	490 - 540		96	20%	110	23%	77	16%	85	18%	Meets/Exceeds 250 52%		
	5	550 - 600		62	13%	33	7%	17	4%	29	6%			
	6	610 - 670		20	4%	10	2%	5	1%	2	0%			
	7	680 - 800		5	1%	5	1%	1	0%	4	1%			
	Performance	Section Score	Total	Information		Craft		Standard English		Expression of Ideas				
	1	160 - 360										Met ERW/RW Section Benchmark		
	2	370 - 410										Not Yet Approaching		
	3	420 - 480										Approaching		
	4	490 - 540										Meets/Exceeds		
	5	550 - 600												
	6	610 - 670												
	7	680 - 800												

Activity: Knowledge and Skills Guided Questions

Looking at the data in the Knowledge and Skills Report, please consider the following questions:

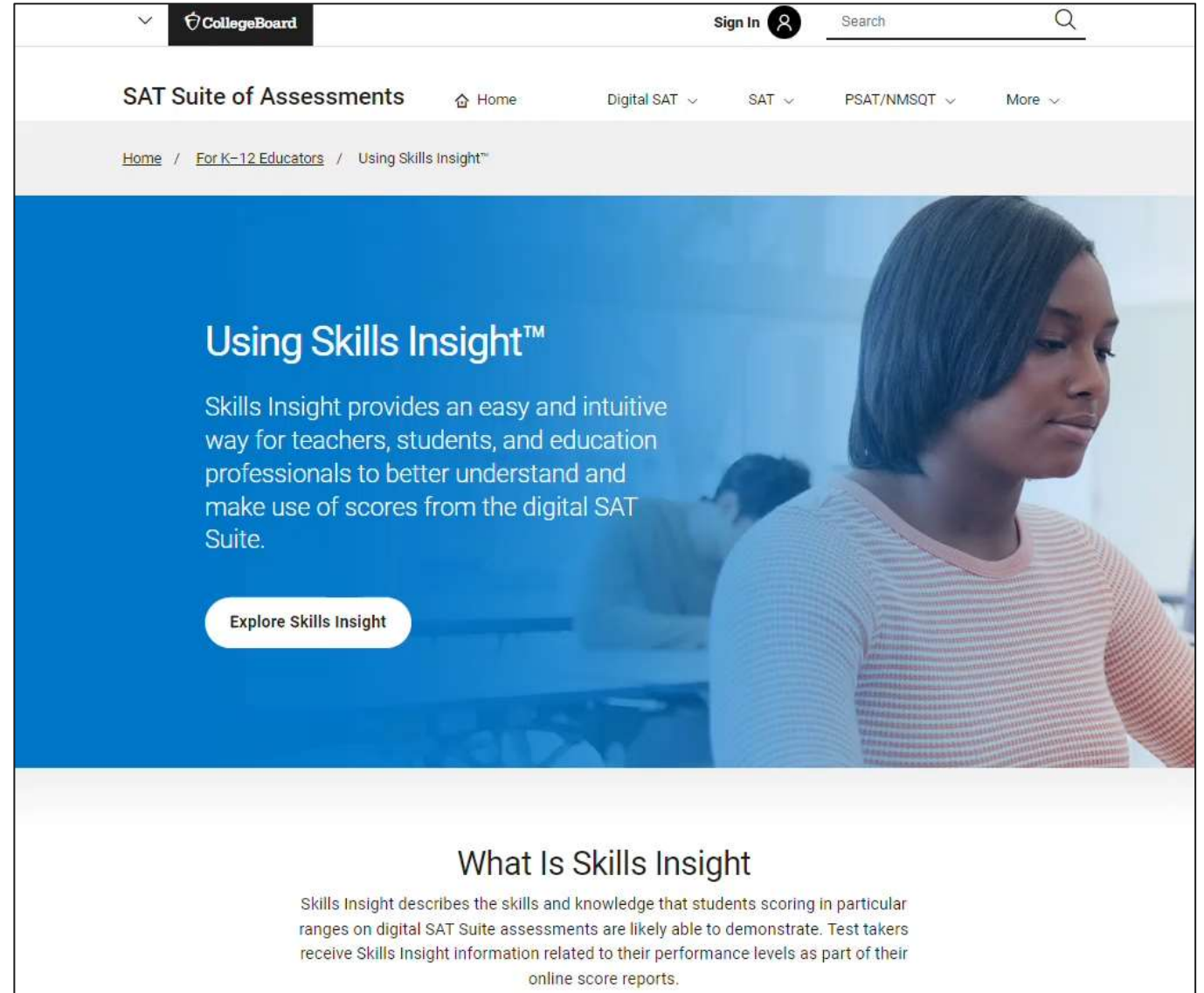
1. In what performance score band do your mean scores fall for Reading and Writing? Math?
2. What are three things this data is telling you?
3. Does your data review match what you thought you knew about your students? Why or why not?
4. Are there any trends that you see related to previous course pathways that might impact scores?



Use 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 'Skills Insight' page on the CollegeBoard SAT Suite of Assessments website. The page has a blue header with the CollegeBoard logo, 'Sign In', and a search bar. Below the header, there's a navigation bar with 'SAT Suite of Assessments' and links to 'Home', 'Digital SAT', 'SAT', 'PSAT/NMSQT', and 'More'. A breadcrumb trail reads 'Home / For K-12 Educators / Using Skills Insight™'. The main content area features a large blue background with a photo of a student. The title 'Using Skills Insight™' is prominently displayed, 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 labeled 'Explore Skills Insight' is positioned below the text. At the bottom, a section titled 'What Is Skills Insight' provides a detailed description of the tool's purpose.

CollegeBoard

Sign In

Search

SAT Suite of Assessments

Home Digital SAT SAT PSAT/NMSQT More

Home / For K-12 Educators / Using Skills Insight™

Using Skills Insight™

Skills Insight 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.

Explore Skills Insight

What Is Skills Insight

Skills Insight describes the skills and knowledge that students scoring in particular ranges on digital SAT Suite assessments are likely able to demonstrate. 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's 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'. A left-hand menu is open, showing a tree structure of content domains: Information and Ideas (selected), Craft and Structure, Expression of Ideas, and Standard English Conventions. Under 'Information and Ideas', there are sub-items: Reading and Writing, Information and Ideas (selected), Craft and Structure, Expression of Ideas, and Standard English Conventions. To the right of the menu is a 'Select Score Band' dropdown menu and a 'Go' button. Below the menu, there is a paragraph of text explaining the tool's purpose: 'To help students get the most effective 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 test takers on digital SAT Suite questions; as such, they do not necessarily describe the performance of individual students. Example test questions that test takers can generally answer correctly accompany each set of statements.' Below this, there is a section titled 'Viewing Skills Insight Statements' with instructions: 'To view Skills Insight statements, make selections in the drop-down menus above.' and a list of steps: '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

The screenshot shows the top section of the SAT Suite of Assessments Skills Insight Tool. It has a blue header with the text "READING AND WRITING" in white. Below this, the title "SAT Suite of Assessments Skills Insight Tool" is displayed in large white font. At the bottom of the header, there are two white input fields: the first contains "Information and Ideas" with a dropdown arrow, and the second contains "420 - 480" with a dropdown arrow. To the right of these fields is a white button with the text "Go" in blue.

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.

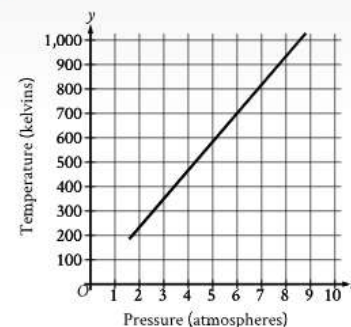
Skills

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 on the Reading and Writing and Math sections 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[®] Suite

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

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

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

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

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">Within a context, create and/or solve a simple equation in one variableSolve a simple one-step linear equation in one variable
2	<ul style="list-style-type: none">Solve problems using a graph or linear equation when given one or more pieces of the following information: slope, intercepts, input-output pairsIdentify 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	<ul style="list-style-type: none">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 variableWithin 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	<ul style="list-style-type: none">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 situationSolve 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	<ul style="list-style-type: none">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 functionWith 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	<ul style="list-style-type: none">Find and interpret the meaning of intercepts or slope for complex linear equationsFind 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 givenMake 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	<ul style="list-style-type: none">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 situationMake 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

24 SKILLS INSIGHT FOR THE DIGITAL SAT SUITE

Activity: Identifying Content Across Score Bands

Open the **Skills Insight PDF** to review a specific content domain in either Reading and Writing or Math in which students are struggling. Please consider the following questions:

1. What do you notice about the progression of skills?
2. Explore the knowledge and skills in the other content domains for your subject. What do you notice?
3. How do these skills align with your curriculum and scope/sequence?
4. What Knowledge/Skills will students demonstrate when they are college and career ready?



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

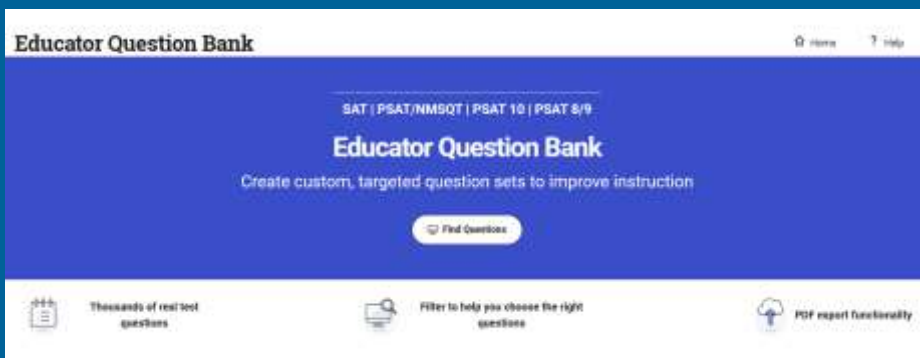
A sample consisting of 720 adults who own televisions was selected at random for a study. Based on the sample, it is estimated that 32% of all adults who own televisions use their televisions to watch nature shows, with an associated margin of error of 3.41%. Which of the following is the most plausible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

Employ the 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

Educator Question Bank

HomeHelp

Digital Question Bank Results

To create a question set:

1. Use the filters to narrow your list.
2. Select question IDs to view question content.
3. Check boxes to add questions to your set.
4. Select the **Export** button.
5. Choose to print questions with or without the correct answers and explanations.

[Learn more](#) about test content and specifications for the SAT Suite of Assessments on the [Help page](#).

Your Search Criteria [New Search](#)

Assessment: PSAT/NMSQT & PSAT 10

Test: Math

Domain Scores: Algebra

Difficulty: ? Skill: ? ☐ Exclude Active Questions ? [New!](#) Include State Standards: ?

Please Select v Please Select v Choose your state v

Export

457 questions in results set.

Show selected questions | [Show All](#)

✓	ID #	Difficulty ?	Domain ?	Skill ?
<input type="checkbox"/>	04ab3cb1	■ ■ □	Algebra	Linear equations in two variables
<input type="checkbox"/>	08683c12	■ □ □	Algebra	Linear equations in one variable
<input type="checkbox"/>	ae422489	■ ■ □	Algebra	Systems of two linear equations in two variables

SSQB – Sample Question

Question ID 08683c12



Assessment	Test	Domain	Skill	Difficulty	Standard ID
PSAT/NMSQT & PSAT 10	Math	Algebra	Linear equations in one variable	■ □ □	A-CED.1 A-REI.1 A-REI.3 A-SSE.1 A-SSE.2 F-LE.5

ID: 08683c12

If $2x + 3 = 9$, what is the value of $6x - 1$?

ID: 08683c12 Answer

Correct Answer: 17

Rationale

The correct answer is 17. It's given that $2x + 3 = 9$. Multiplying each side of this equation by 3 yields $3(2x + 3) = 3(9)$, or $6x + 9 = 27$. Subtracting 10 from each side of this equation yields $6x + 9 - 10 = 27 - 10$, or $6x - 1 = 17$. Therefore, the value of $6x - 1$ is 17.

Question Difficulty: Easy

Add to PDF

Cancel

Activity: Employing the SAT Suite Question Bank

Navigate to the SAT Suite Question Bank

- Filter to the content domain you identified as in need of improvement for the majority of your students.
- Filter to one skill/knowledge point in that content domain.
- Select a set of questions to create a common formative assessment and export to a PDF.

Discussion Questions:

1. Thinking about that domain, which to standard(s) does it align?
2. Review your curriculum and identify where that instruction lives or doesn't live for that standard.
3. In addition to the SAT Suite Question Bank, what actions or strategies might address these issues for improved student success?
4. Where are there existing opportunities to design common activities, assignments, and assessments that build skills from year to year?

Your Search Criteria [New Search](#)

Assessment: SAT
Test: Reading and Writing
Domain Scores: Information and Ideas, Craft and Structure, Expression of Ideas, Standard English Conventions

Difficulty: ? Skill: ? ☐ Exclude Active Questions ? [New! Include State Standards: ?](#)

Please Select v Please Select v

938 questions in results set.

✓	ID #	Difficulty	
<input type="checkbox"/>	eabdcce7	■ ■ ■	Information and Ideas
<input type="checkbox"/>	57344d59	■ ■ ■	Information and Ideas
<input type="checkbox"/>	b23beb5f	■ ■ ■	Information and Ideas

Choose your state v

- Choose your state
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia

Explore the Teacher Implementation Guide

Teacher Implementation Guide – Quick Reference

- Reading and Writing.....p. 19-38
- Math.....p. 39-63
- Essay.....p. 64-73
- Test Taking Strategies.....p. 84-86
- 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) contains an extensive discussion of high-utility academic vocabulary and how to help students develop their stores of it.

The Digital SAT Suite and Classroom Practice



The Digital SAT® Suite and Classroom Practice: English Language Arts/ Literacy

2023 EDITION



Evidence-Based Approaches to Helping All Students Become College and Career Ready

Appendix A: Qualitative Text Complexity Rubric

Dimension

Grades 4–5

Complexity Band

Figure B1: Text Complexity Example (Grades 6–8)

If the cell
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- The S
- The m the ch

Source: Brainiac
Last modified O
biology/section

Figure B2: Text Complexity Examples (Grades 9–11)

It is essential that daughter cells be exact duplicates of the parent cell. Mistakes in the duplication or distribution of the chromosomes lead to mutations that may be passed forward to cause new cell considered from the abnormal cell. To there are internal cycle checkpoints are favorable. The transition, and du

The G₁ Checkpoint
The G₁ checkpoint division to proceed the point at which In addition to ade to the genomic D! requirements will

The G₁ Checkpoint
The G₁ checkpoint are not met. As in assessed. However that all of the chr DNA is not damag

The M Checkpoint
The M checkpoint M checkpoint it al if all the sister cha Because the separ irreversible step, il pair of sister chromat opposite poles of i

Source: Fowler, Samantha. "Cell Cycle." Concepts of Biology Biology pages K-2 the end

Figure B3: Text Complexity Example (Grades 12–14)

Progress through the cell cycle is regulated. The cycle can be controlled or put on "pause" at any one of several phase transitions. Such checkpoints monitor whether the cell is on track to complete a successful cell division event. . . .]

The sequence of signals that control progress through the cell cycle is probably more intricate and extensive than we currently know, but the best-described checkpoints are in G₁, G₂, and M.

We generally envision checkpoints as monitoring and blocking progress until essential events of a current phase of the cell cycle phase are completed. These kinases are part of molecular sensing mechanisms that act by phosphorylating cytoplasmic and/or nuclear proteins required by upcoming phases of the cycle. . . .]

The G₁ Checkpoint
The G₁ checkpoint controls the transition from the G₁ to the S phase of the cell cycle. If actively dividing cells (e.g., stem cells) in G₁ fail to complete their preparation for replication, the S phase kinase won't be produced and the cell won't proceed to the S phase until the preparatory biochemistry catches up with the rest of the cycle. To enter S, a cell must be ready to make proteins of replication, like DNA polymerase, helicases, primases . . . among others. Only when these molecules have accumulated to become active at appropriate levels, is it "safe" to enter S and begin replicating DNA. . . .]

The G₂ Checkpoint
Passage through the G₂ checkpoint is only possible if DNA made in the prior S phase is not damaged. Or if it was, that the damage has been (or can be) repaired. . . .] Cells that do successfully complete replication and pass the G₂ checkpoint must prepare to make the proteins necessary for the upcoming mitosis phase. These include nuclear proteins necessary to condense chromatin into chromosomes, tubulin for making microtubules, etc. Only when levels of these and other required proteins reach a threshold can the cell begin mitosis.

The M Checkpoint
The M checkpoint is monitored by the original MPF-catalyzed phosphorylation of proteins that a) bind to cohesin causing it to condense and form chromatids, b) lead to the breakdown of the nuclear envelope, and c) enable spindle fiber formation. We have seen that the tension in the spindle apparatus at metaphase tugs at the kinetochores holding the duplicated chromatids together. When this tension reaches a threshold, MPF peaks and an activated separate enzyme causes the chromatids to separate at their centromeres. Beginning in anaphase, continuing tension in the spindle apparatus drives the new chromosomes to opposite poles of the cell. Near the end of mitosis and cytokinesis, proteins phosphorylated by MPF initiate the breakdown of cyclins in the cell. Passing the M checkpoint means that the cell will complete mitosis and cytokinesis, and that each daughter cell will enter a new G₁ phase.

Source: Bergelson, David. 2000. "Reaction to a Regulation of the Cell Cycle." *WormBook*. WormBook.org. Retrieved May 10, 2016. URL: <http://www.wormbook.org/book/doi/10.1017/CBO9780511529011.008>.

HISTORY

Creating, communicating, and evaluating knowledge. Students often believe that historians simply chronicle historical events, recording what happened in the past completely, objectively, and accurately (and, too often, boringly). Historians, on the other hand, are aware that this isn't


“Historians read in ways consistent with how knowledge is created and communicated in their discipline.”

SCIENCE


Creating, communicating, and evaluating knowledge. Scientists try to describe the workings of the natural world. They're aware of the fallibility

“When scientists write, the language and structure used embody scientific notions of objectivity, multimodality, process, hierarchy, and so on.”

The Digital SAT Suite and Classroom Practice



The Digital SAT[®] Suite and Classroom Practice: Math



Evidence-Based Approaches to Helping All Students Become College and Career Ready

3. Learning Priorities When Functions Are Foregrounded

3.1. Use of Multiple Representations. Within a view of algebra that foregrounds functions, a central learning priority for students is the ability to use multiple representations of functions (expressions of relationships between quantities that vary) to model and analyze contextual situations. Representations of functions allow us to explore generality in such relationships as well as the relationships between the behavior of the functions' independent and dependent variables. Commonly used representations of functions include tables, graphs, and expressions and equations.

Consider the context of a gym that charges an initial fee of \$10 to join plus a fee of \$15 each month. We can use multiple representations of functions to model and explore this context. Symbolically, after m months the total cost, c , of the gym membership can be written as $c = 10 + 15m$. This relationship can also be depicted using a table or a graph, as shown below.



2. Unpacking the Concept of Function

The two primary, complementary perspectives used to interpret and make sense of functions are the *correspondence view* and the *covariation view*. A *correspondence view* is one in which students are taught to consider a function as an operation for which one inputs a number and then another number, the output, emerges. This approach is quite prevalent in secondary math curricula and state standards (e.g., NGA Center for Best Practices and Council of Chief State School Officers 2010). Metaphorically, the correspondence approach is often thought

3. Putting It All Together

This section presents two geometry tasks that bring the ideas in the chapter together. The first task highlights how students can combine the geometric reasoning cycle with modeling to develop new geometric concepts. The second task illustrates how students can use their prior knowledge to generalize a new result modeling a real-world scenario.

3.1. Pizza Parlor Proximity Problem. The geometric reasoning cycle can be used to develop new understandings to model real-world scenarios. Consider the Pizza Parlor Proximity Problem (National Council of Teachers

2.2.2. Example Investigation 2. Given the proliferation of mobile devices with high-resolution cameras, photographs have increasingly become a way to document our lives. Arnold, Johnson, and Perez (2021) discuss the possibility of using such photographs as data sources in the classroom. Johnson (2021) details a lesson in which students identify their favorite outdoor space, take a picture of it, and submit the picture along with information about the space to a class dataset. Example variables that can be explored via the resultant dataset include how students get to these spaces (car, bike, skateboard, walk/run), how often in the last seven days students enjoyed their spaces, what percentage of the spaces consist of human-made objects, what color is primarily represented in the spaces, and whether students exercise in the spaces. Using a class dataset, students can, for instance, investigate the relationship between the type of transportation used to get to the spaces and the number of days they visited the spaces in the last week. Figure 6 shows four box plots, one for each transportation category, allowing students to compare the distributions of the number of days they visited their respective spaces in a week.

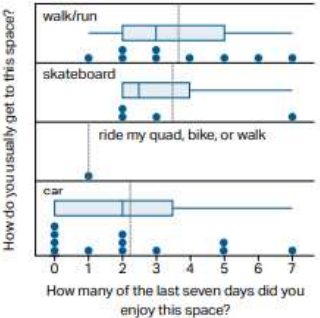


Figure 6. Number of days in the previous week that students visited their favorite outdoor spaces, by mode of transportation (adapted from Johnson [2021], 11)

Activity: Action Plan

Use an 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

Action Plan				
Skill to Develop	Strategy	Implementation Timeline	Resource(s) Needed	Indicator of Success

Digital SAT Suite Practice

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

My Practice

After completing the full-length practice test, students can sign in to [My Practice](https://mypractice.collegeboard.org) to:

- View **practice score results** and practice exam questions, answers, and explanations.
- Access **progress bars** representing knowledge of all the content domains on the test.
- Use practice test scores to filter questions in the **Question Bank** by domain, skill, and difficulty, allowing targeted practice in areas with the most opportunity to grow.
- Generate a set of **Practice Specific Questions** based on practice test results to provide additional review in the areas with the greatest opportunities for improvement.



Student Question Bank

Choose your test questions and improve your skills.

My Dashboard / Student Question Bank

Create a Question Set

Step 1: Choose Your Assessment

Select assessment

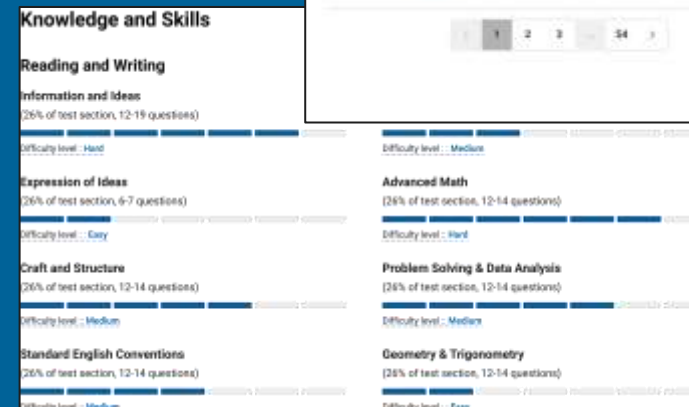
Your Search Criteria

Assessment: SAT | Section: Reading and Writing | Domain: Information and Ideas | Generate Draft and Download

Add Filters: Difficulty: All | Exclude Active Questions

338 questions in results set | Show: Selected Questions (7/2)

ID #	Difficulty	Domain	Skill
1502188	Medium	Information and Ideas	Central Ideas and Details
1502189	Medium	Information and Ideas	Central Ideas and Details
1502190	Medium	Information and Ideas	Command of Evidence
1502191	Medium	Information and Ideas	Command of Evidence
1502192	Medium	Information and Ideas	Command of Evidence
1502193	Medium	Information and Ideas	Command of Evidence
1502194	Medium	Information and Ideas	Inference
1502195	Medium	Information and Ideas	Command of Evidence
1502196	Medium	Information and Ideas	Command of Evidence
1502197	Medium	Information and Ideas	Command of Evidence



Digital SAT Prep with Khan Academy

- Once students have identified the knowledge and skills they need the most support on in **My Practice**, they can start Official Digital SAT Prep on Khan Academy
- Includes thousands of practice questions, videos, lessons, and hints to help students build the skills needed.



Access additional practice questions, video lessons, quizzes and tests, and more.

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, and links for 'AI Activities', 'Donate', and 'wc'. The main header area is dark blue with the text 'Test prep' and 'Official Digital SAT® Prep'. On the left, a sidebar 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 (Foundations, Medium, Advanced).

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	

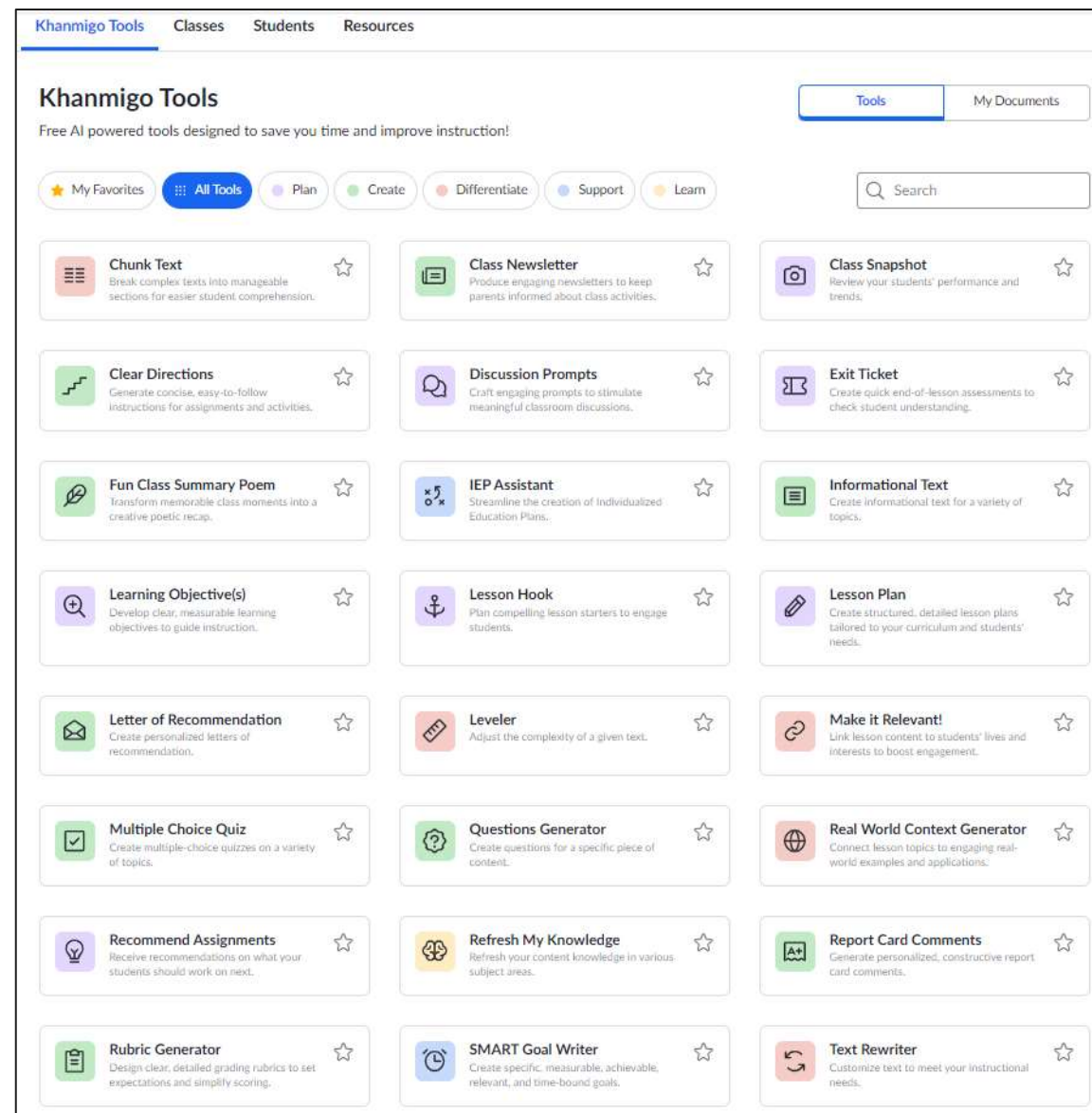
Official Digital SAT Prep Course on Khan Academy

- 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.

The screenshot displays the Khan Academy Digital SAT Math interface. On the left, a sidebar lists 10 units, with Unit 2, 'Foundations: Algebra', highlighted. The main content area shows the details for Unit 2, including a progress bar for 'Unit mastery: 10%' (80 / 800 mastery points). Below this, a row of icons represents mastery levels: Mastered (purple), Proficient (blue), Familiar (orange), Attempted (light orange), Not started (white), Quiz (light blue), and Unit test (star). A row of 10 icons shows progress for each skill, with the first icon being purple (Mastered) and the others being white (Not started). The 'About this unit' section explains that this unit introduces foundational Algebra skills. Below this, the 'Solving linear equations and inequalities: foundations' section is shown, with a 'Learn' tab selected. It lists three lessons: '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' tab is also visible, showing a 'Solving linear equations and inequalities Proficient' status and a 'Nice! Ready to move on' message. The 'Linear equation word problems: foundations' section is partially visible at the bottom.

Educators Can Access Khanmigo for Free!

Teachers and administrators can get help tracking student progress on SAT prep, group students based on recent work, and help meet students' needs in less time.



Khanmigo for Teachers: Multiple Choice Quiz

Multiple Choice Quiz

Create multiple-choice quizzes on a variety of topics.

What is the topic for the quiz?*
e.g., the Emancipation Proclamation, Newton's laws of motion

Digital SAT Expression of Ideas

Standards or learning objective*
Provide a full standard description or learning objective associated with your topic.

Transition word or phrase Digital SAT Reading and Writing, expression of ideas

Notes*
Add any details about the topic or teaching tools you'd like to use

Questions mimic SAT

[Use Khan Academy content instead](#)

Grade level*

College

Answer choices*

4 options: a, b, c, d

Number of questions*

5

Start

Bulleted list

Digital SAT Expression of Ideas - Multiple choice quiz

Note: This tool needs your expertise to be excellent. Be sure to double-check this quiz for accuracy and make edits as needed!

1. The company has seen a significant increase in profits this quarter. __, they plan to expand their operations into new markets.

a. However
b. Therefore
c. Similarly
d. For example

2. The northern region experienced a mild winter this year. __, the southern region faced severe snowstorms.

a. Additionally
b. For instance
c. Consequently
d. In contrast

3. The new marketing strategy was implemented last month. __, sales have increased by 20%.

a. In addition
b. For instance

Make the quiz organized by SAT performance score band, and label each section.

You could organize the quiz by SAT performance score bands and label each section like this:

```
# Digital SAT Expression of Ideas
_Note: This tool needs your expertise to be excellent. Be sure to double-check this quiz for accuracy and make edits as needed!

## Score Band: 200-400

1. The company has seen a significant increase in profits this quarter. __, they plan to expand their operations into new markets.
1. However
2. Therefore
3. Similarly
4. For example

## Score Band: 400-600

2. The northern region experienced a mild winter this year. __, the southern region faced severe snowstorms.
1. Additionally
2. For instance
3. Consequently
4. In contrast

## Score Band: 600-800


3. The new marketing strategy was implemented last month. __, sales have increased by 20%.
1. In addition
2. For instance
```

Use Khanmigo Teacher Tools to create quizzes by using specific terminology from Skills Insight within Khanmigo to align content to SAT Suite specific practice.

Activity: Khanmigo for Teachers – Creating a Lesson Plan

1. Go to <https://www.khanmigo.ai/teachers>
2. Click on “Lesson Plan”
3. Start typing in the “Describe the topic” box and it will give you the option to “Provide your own content”
4. Tell Khanmigo the topic (content domain), standards or learning objective (use Skills Insight), and any other notes (class length, grade of students, differentiate for English Language Learners, include an exit ticket, etc.)

Khanmigo makes mistakes sometimes. [Here's why](#)



Lesson Plan

Create structured, detailed lesson plans tailored to your curriculum and students' needs.


Describe the topic*
What are you planning to teach?

Standards or learning objective*
Provide a full standard description or learning objective associated with your topic.

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

Notes*
Add any details about the topic or teaching tools you'd like to use

Class is 90 minutes. Instruction needs to be differentiated.

 [Use Khan Academy content instead](#)

Start

