

Utilizing SAT[®] Suite Results to Plan for Instruction



May 2026



3 responses submitted

How well do you feel you are able to understand and interpret SAT Suite data? (1 = Not at all, 2 = Slightly, 3 = Moderately, 4 = Very, 5 = Extremely)

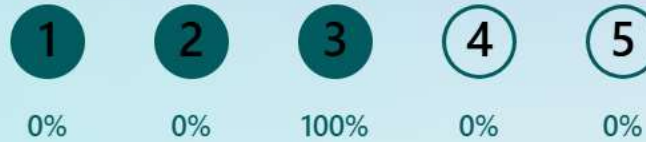
Scan the QR or use link to join



<https://forms.office.com/r/y3vtbbHDD>

 Copy link

3.00



Today's Objectives

- Understand SAT Suite scores, benchmarks, content domains, and performance levels
- Leverage the Student Data Portal (SDP) to analyze student results
- Use instructional resources to align instruction to student needs and explore digital tools to support student growth
- Draft an actionable plan for classroom or school-wide implementation



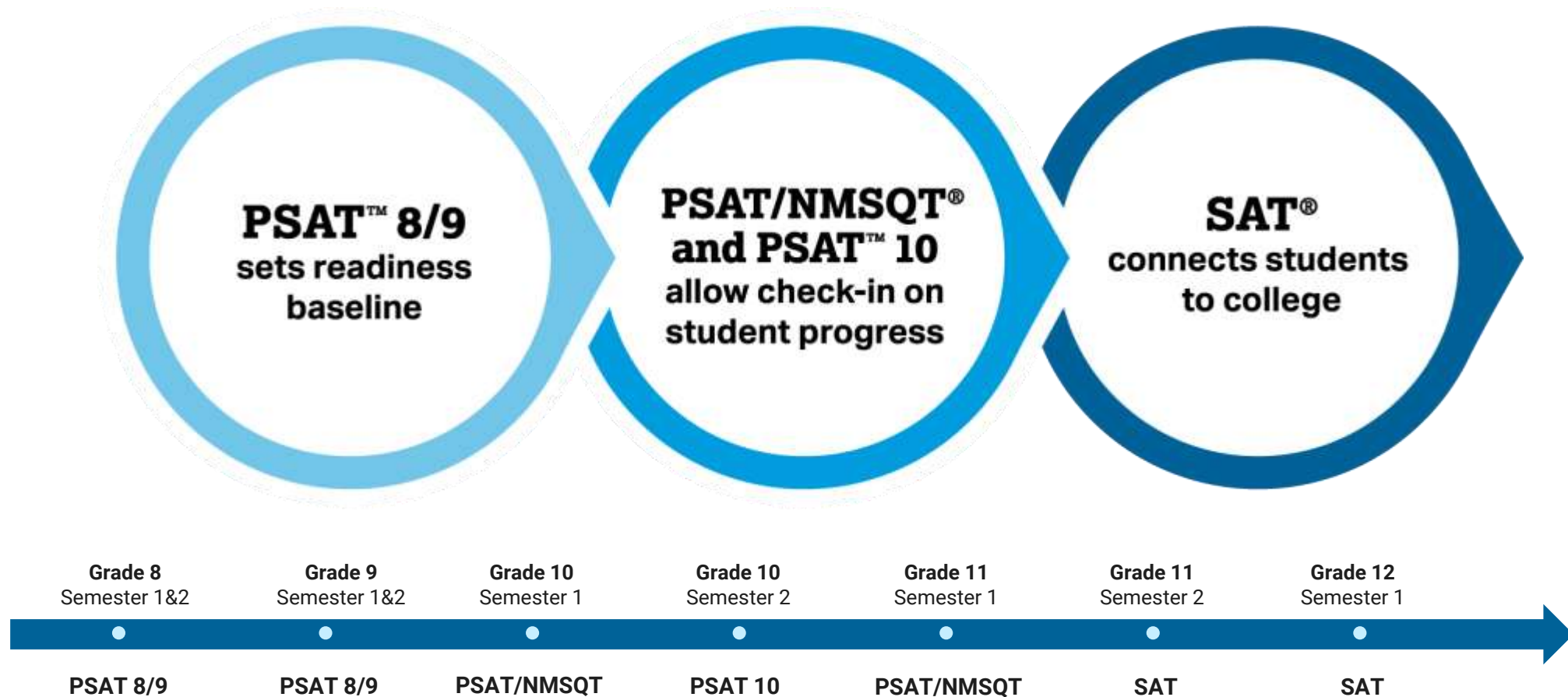
All resources are available at:
<https://tinyurl.com/46p89tw6>

or

<https://view-su2.highspot.com/viewer/ad7399e13d083bd0ea0fccdce18efc48>

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



Module 1

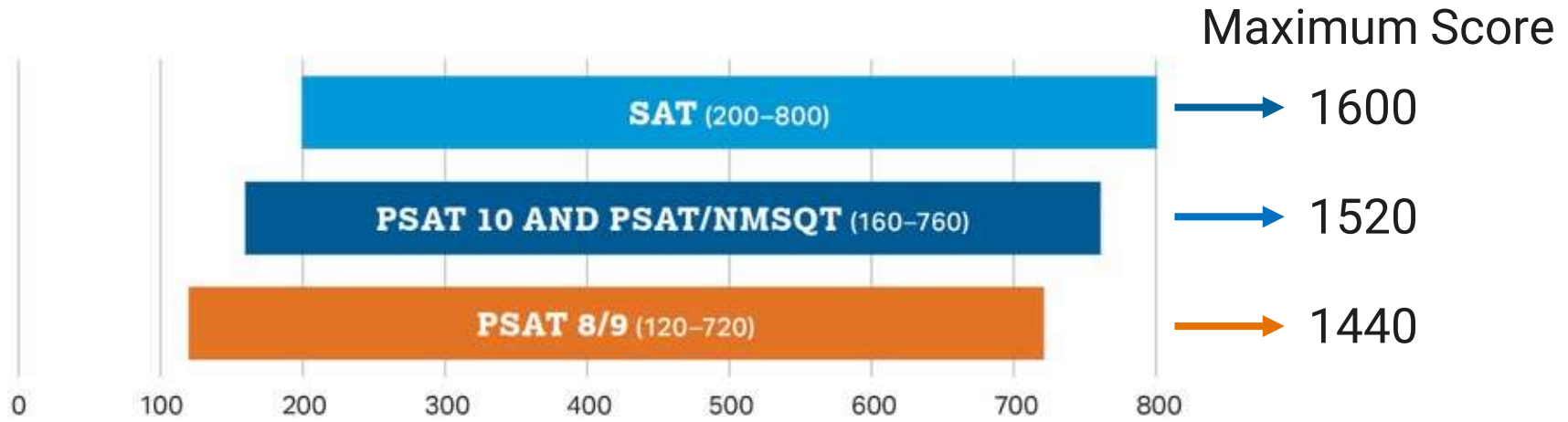
35 Minutes
22 Questions



Module 2

35 Minutes
22 Questions

SAT Suite Alignment: Scores Can Help Monitor Progress Over Time



Content and Domain Alignment

All tests in the SAT Suite are aligned to the same research backbone and focus on the same domain of knowledge and skills.

Scoring

All tests in the SAT Suite are on a common score scale that provides consistent feedback, enabling teachers to adjust instruction to better support students who are ahead or behind.

SAT College and Career Readiness Benchmarks

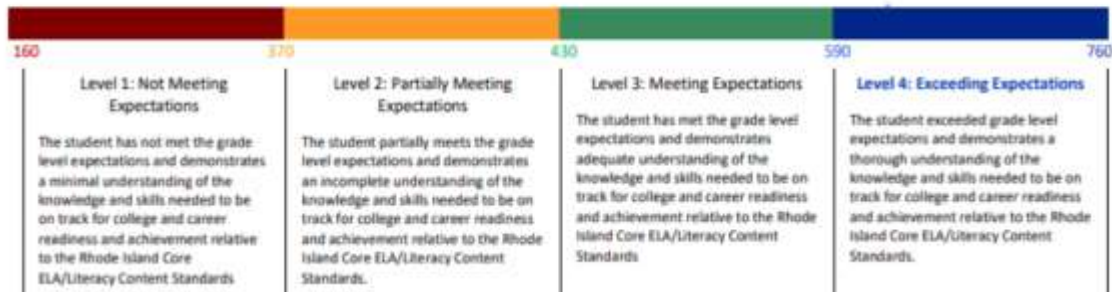
- 75% likelihood of earning at least a C in a first-semester, credit-bearing college course in a related subject
- Set at section level
- Grade-level benchmarks are based on expected student growth toward the SAT Benchmarks

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

PSAT 10 Performance Levels

PSAT ELA Achievement Levels

- A student receives a scale score between 160 and 760
- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**
- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level.



PSAT Math Achievement Levels

- A student receives a scale score between 160 and 760
- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**
- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level.



SAT Performance Levels

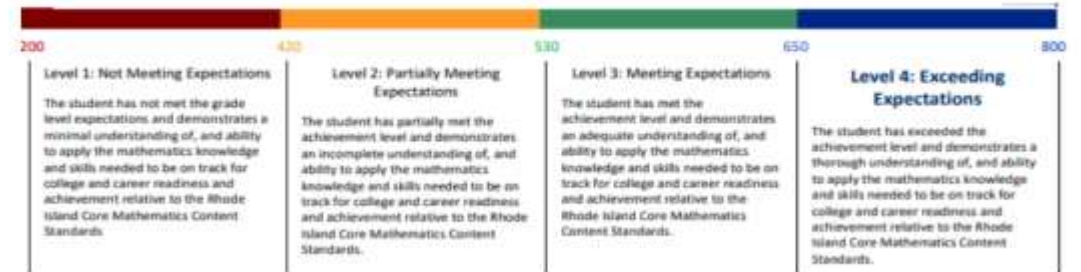
SAT ELA Achievement Levels

- A student receives a scale score between 200 and 800
- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**
- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level.

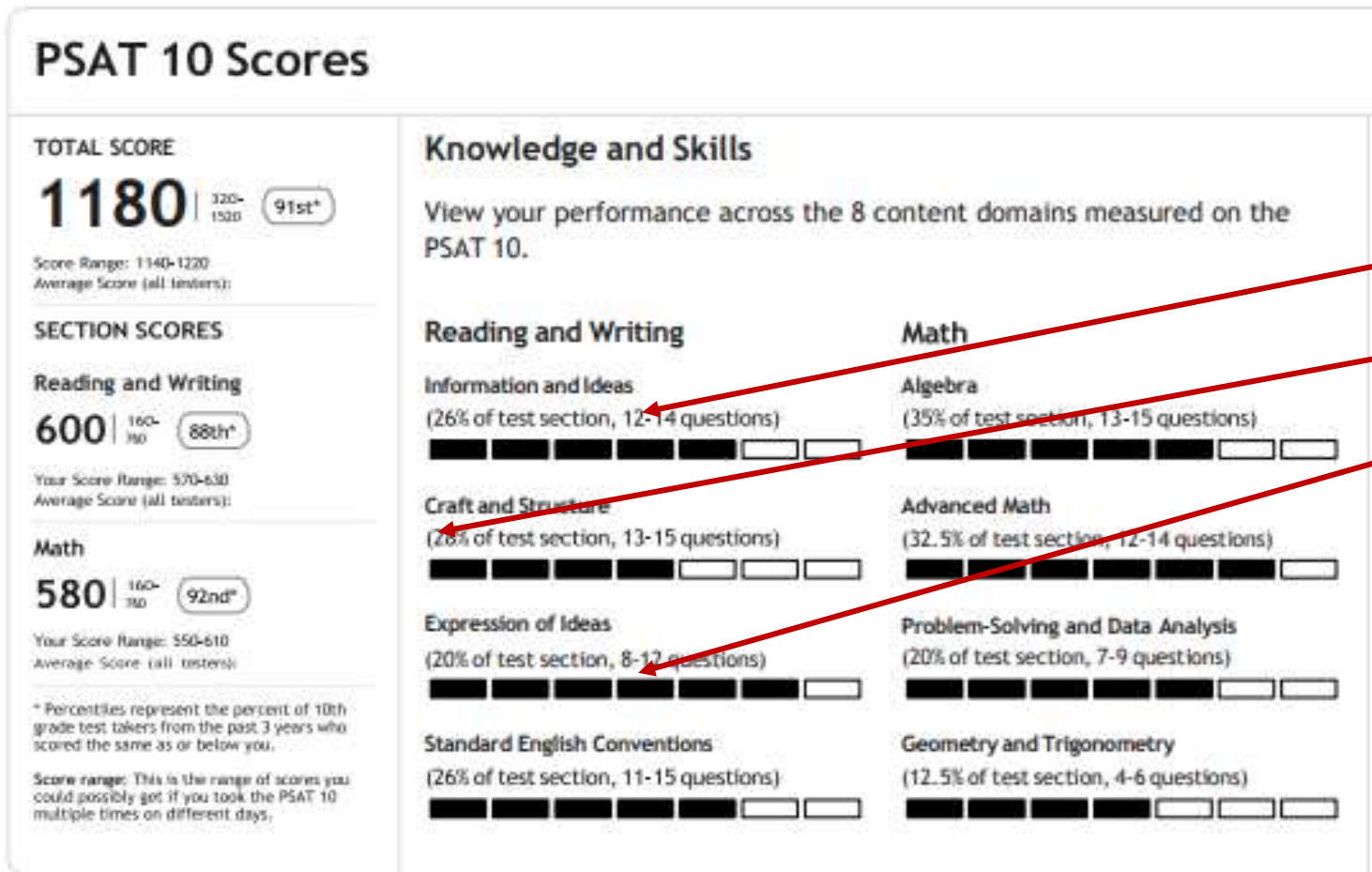


SAT Math Achievement Levels

- A student receives a scale score between 200 and 800
- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**
- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level.



PSAT 10/SAT Individual Score Report

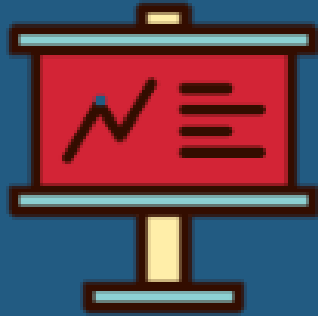


The Knowledge and Skills section of the report shows a child's performance on each of the eight content domains measured. For each area you can see:

- the approximate number of questions in each content area.
- the percentage of that content section covered by that domain.
- a bar graph of how your child performed in each domain. *There are 7 "score bands" for a content domain*



Logging into the RIDE Student Data Portal



<https://portal.ride.ri.gov>

A screenshot of the RIDE Student Data Portal login page. The page has a white background with a blue header. On the left is a circular logo with a blue map of Rhode Island. To the right of the logo, the word "Portal" is written in large blue font, followed by "Rhode Island Department of Education" in smaller blue text. Below this is a "Username" field with a placeholder "Enter Username" and a "Password" field with a placeholder "Enter Password". A blue "Login" button is positioned to the right of the password field. Below the login button is a link "Forgot username or password?". At the bottom of the form is a link "Register for an account".

Username
Enter Username

Password
Enter Password

[Forgot username or password?](#) [Login](#)

[Register for an account](#)

RIDE | Portal

MAIN

[Home](#)

[All Applications](#)

DATA

[Collections](#) >

[Reporting](#) >

[Resources](#) >

[Playbook](#)

SYSTEM

[Help](#)

[Logout](#)



Looking at Quantitative Data-Overall Proficiency

The Student Data Portal provides confidential student-level statewide assessment performance data for use in compliance with FERPA to support instructional and curricular decisions. Data accessed through this site must be appropriately secured at all times whether in digital or print format. This includes accessing the site securely and, when exporting data from this site, saving it to a secure location.

My Tested Students My Current Students

[Item Analysis](#) [Download ISRs](#) [Search for Student](#) [Download Reports](#)

District: Statewide **School:** District-wide **Teachers (0):** All Teachers
Test: SAT - English Language Arts/Literacy **Subgroup:** All Students **Classes (0):** All Classes **Class Sections:** All Sections
School Year: 2024-25 **Tested Grade:** All Grades

[Reset](#) [Show](#)

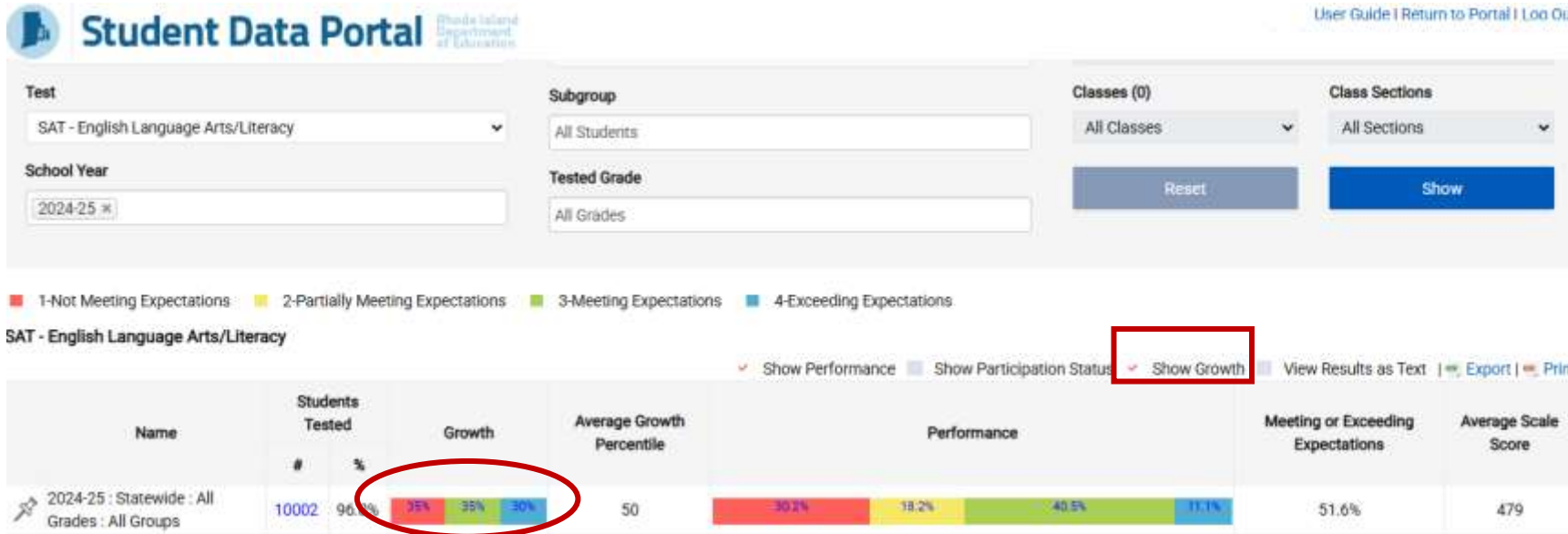
■ 1-Not Meeting Expectations ■ 2-Partially Meeting Expectations ■ 3-Meeting Expectations ■ 4-Exceeding Expectations

SAT - English Language Arts/Literacy

Show Performance Show Participation Status Show Growth View Results as Text [Export](#) | [Print](#)

	Name	Students Tested		Performance				Meeting or Exceeding Expectations	Average Scale Score
		#	%	1-Not Meeting	2-Partially Meeting	3-Meeting	4-Exceeding		
	2024-25 : Statewide : All Grades : All Groups	10002	96.0%	30.2%	18.2%	40.5%	11.1%	51.6%	479

Looking at Quantitative Data- Growth



if a child has an SGP of 80, we can say a child showed more growth between state assessments than 80 percent of his or her academic peers.

SGP 34 and below	Low Growth
SGP between 35 and 69	Typical Growth
SGP 70 and above	High Growth

Looking at Quantitative Data- Subgroups

Test: SAT - English Language Arts/Literacy
School Year: 2024-25

Subgroup: English Learner

Classes (0): All Classes
Class Sections: All Sections

Reset Show

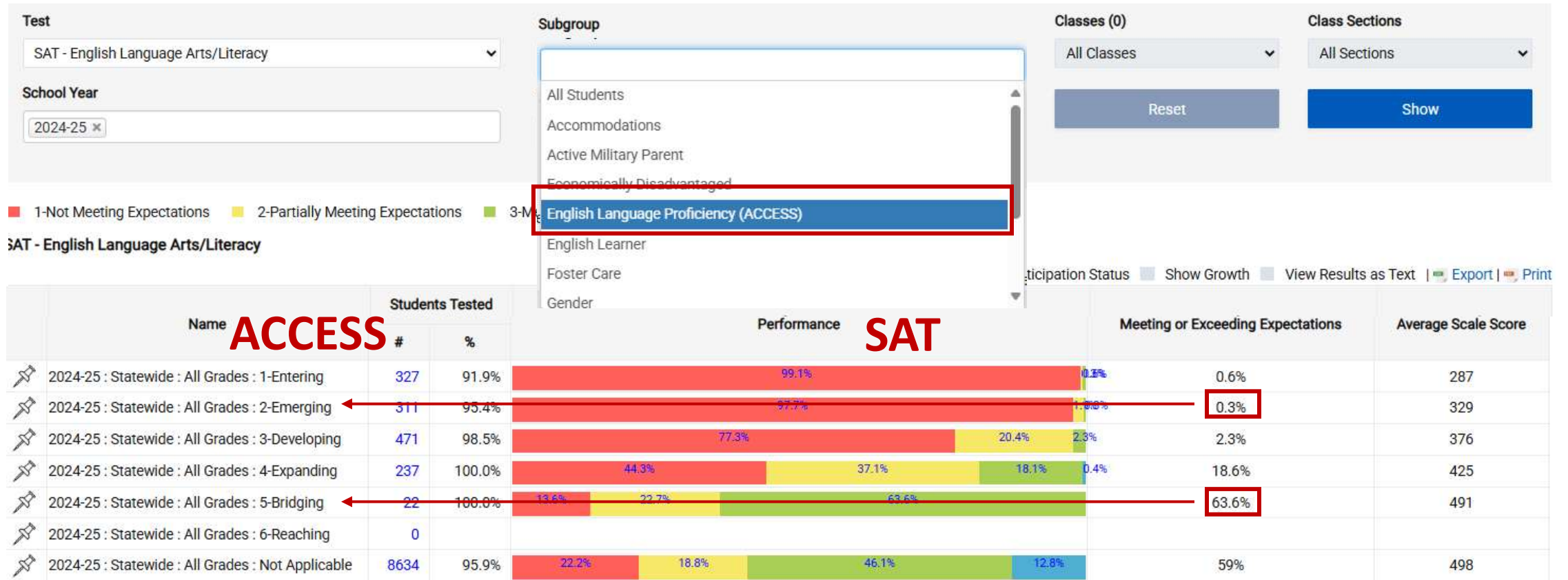
■ 1-Not Meeting Expectations ■ 2-Partially Meeting Expectations ■ English Language Proficiency (ACCESS)

SAT - English Language Arts/Literacy

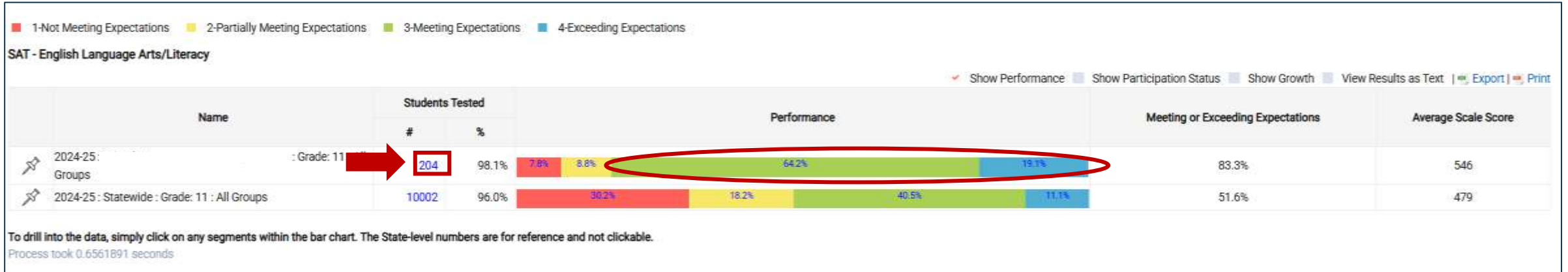
Show Growth View Results as Text Export Print

	Name	Students Tested		Performance	Meeting or Exceeding Expectations	Average Scale Score
		#	%			
	2024-25 : Statewide : All Grades : Current English Learners	1412	94.3%	<div style="display: flex; justify-content: space-between;"> 80.8% 14% 5.1% 0.1% </div>	5.2%	353
	2024-25 : Statewide : All Grades : Not English Learners	8448	96.2%	<div style="display: flex; justify-content: space-between;"> 21.9% 18.7% 46.2% 13.1% </div>	59.3%	500
	2024-25 : Statewide : All Grades : Recently (3 yrs) Exited English Learners	142	97.3%	<div style="display: flex; justify-content: space-between;"> 18.3% 28.2% 51.4% 2.1% </div>	53.5%	476

Looking at Quantitative Data- Subgroups



Looking at Quantitative Data- Student Level-SGP



Drill-Down Report

2024-25: All Grades: All Groups

Student Listing - Participants

[Export Student Listing](#) | [Print Student Listing](#)

Basic Info
 Demographics
 Performance
 Growth
 Content Domain Performance

Show 25 entries

Search:

Student Name	SASID	Grade	Accommodations	Score	Performance Level	SGP	SGP Level
Student, A	XXXXXXXXX1	11	N	580	3 - Meeting Expectations	16	Low
Student, B	XXXXXXXXX2	11	N	580	3 - Meeting Expectations	16	Low
Student, C	XXXXXXXXX3	11	N	580	3 - Meeting Expectations	21	Low
Student, D	XXXXXXXXX4	11	N	580	3 - Meeting Expectations	11	Low

Content Domains

SAT Suite Knowledge and Skills Content Domains

Reading and Writing

- Information and Ideas
- Craft and Structure
- Expression 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

A Closer Look At Score Bands

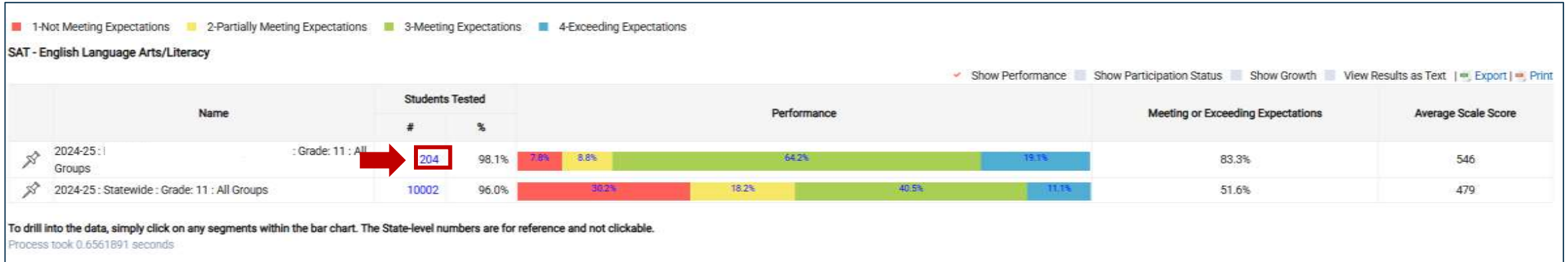
- The seven performance score bands cover the entirety of the digital suite’s vertical scale.
- This is possible because each test in the SAT Suite measures essentially the same knowledge and skills as all the other tests
- The six scale anchor points selected correspond to various widely recognized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

Looking at Quantitative Data- Student Level-Content Domains



Drill-Down Report

2024-25 : Grade: 11 : All Groups

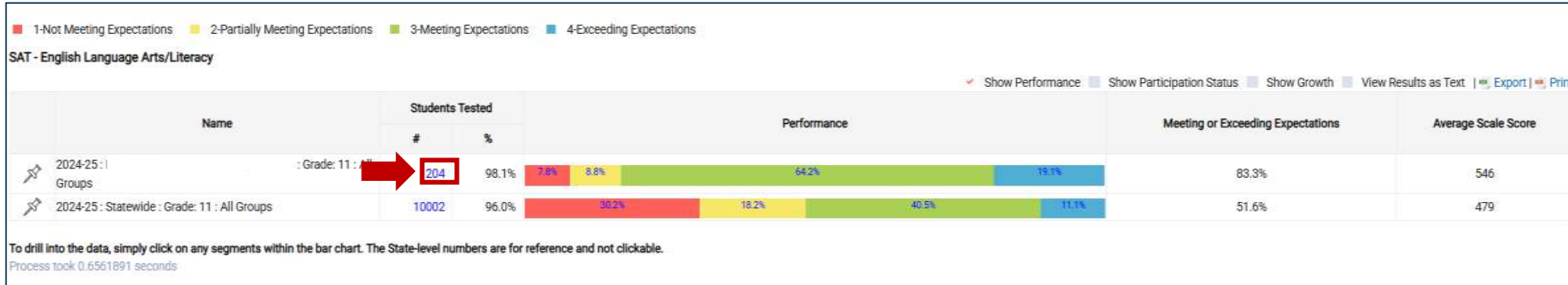
Student Listing - Participants (204)

Basic Info
 Demographics
 Performance
 Growth
 Content Domain Performance

Show 25 entries

Student Name	SASID	Grade	Accommodations	Score	Performance Level	Information and Ideas Band	Craft and Structure Band	Expression of Ideas Band	Standard English Conventions Band
Student, A	XXXXXXXXX1	11	N	480	3 - Meeting Expectations	490-540 (Level: 4)	420-480 (Level: 3)	420-480 (Level: 3)	490-540 (Level: 4)
Student, B	XXXXXXXXX2	11	Y	520	3 - Meeting Expectations	550-600 (Level: 5)	420-480 (Level: 3)	490-540 (Level: 4)	490-540 (Level: 4)
Student, C	XXXXXXXXX3	11	N	560	3 - Meeting Expectations	550-600 (Level: 5)	420-480 (Level: 3)	490-540 (Level: 4)	550-600 (Level: 5)
Student, D	XXXXXXXXX4	11	N	710	4 - Exceeding Expectations	680-800 (Level: 7)	680-800 (Level: 7)	610-670 (Level: 6)	680-800 (Level: 7)

Student Profile- Content Domains



Drill-Down Report

2024-25 : Grade: 11 : All Groups

Student Listing - Participants (204)

Basic Info
 Demographics
 Performance
 Growth
 Content Domain Performance

Show 25 entries

Student Name	SASID	Grade	Accommodations	Score	Performance Level	Information and Ideas Band
Student, A	XXXXXXXXX1	11	N	480	3 - Meeting Expectations	490-540 (Level: 4)
Student, B	XXXXXXXXX2	11	Y	520	3 - Meeting Expectations	550-600 (Level: 5)
Student, C	XXXXXXXXX3	11	N	560	3 - Meeting Expectations	550-600 (Level: 5)
Student, D	XXXXXXXXX4	11	N	710	4 - Exceeding Expectations	680-800 (Level: 7)



Student Profile- Content Domains

2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 2023-24 2024-25

Enrollment History [\[Show/Hide\]](#)

State Assessments

Process took 1.8906327 seconds

SAT - English Language Arts/Literacy 2024-25

- Tested Grade: 11
- Accommodations: N
- Score: 580
- Performance Level: 3 - Meeting Expectations

Achievement Level Descriptors and Cut Scores [\[Show/Hide\]](#)

Content Domain Performance [\[Show/Hide\]](#)

SAT - Mathematics 2024-25

- Tested Grade: 11
- Accommodations: N
- Score: 640
- Performance Level: 3 - Meeting Expectations

State Assessments

Process took 1.8906327 seconds

SAT - English Language Arts/Literacy 2024-25

- Tested Grade: 11
- Accommodations: N
- Score: 580
- Performance Level: 3 - Meeting Expectations
- SGP: 16
- SGP Level: Low

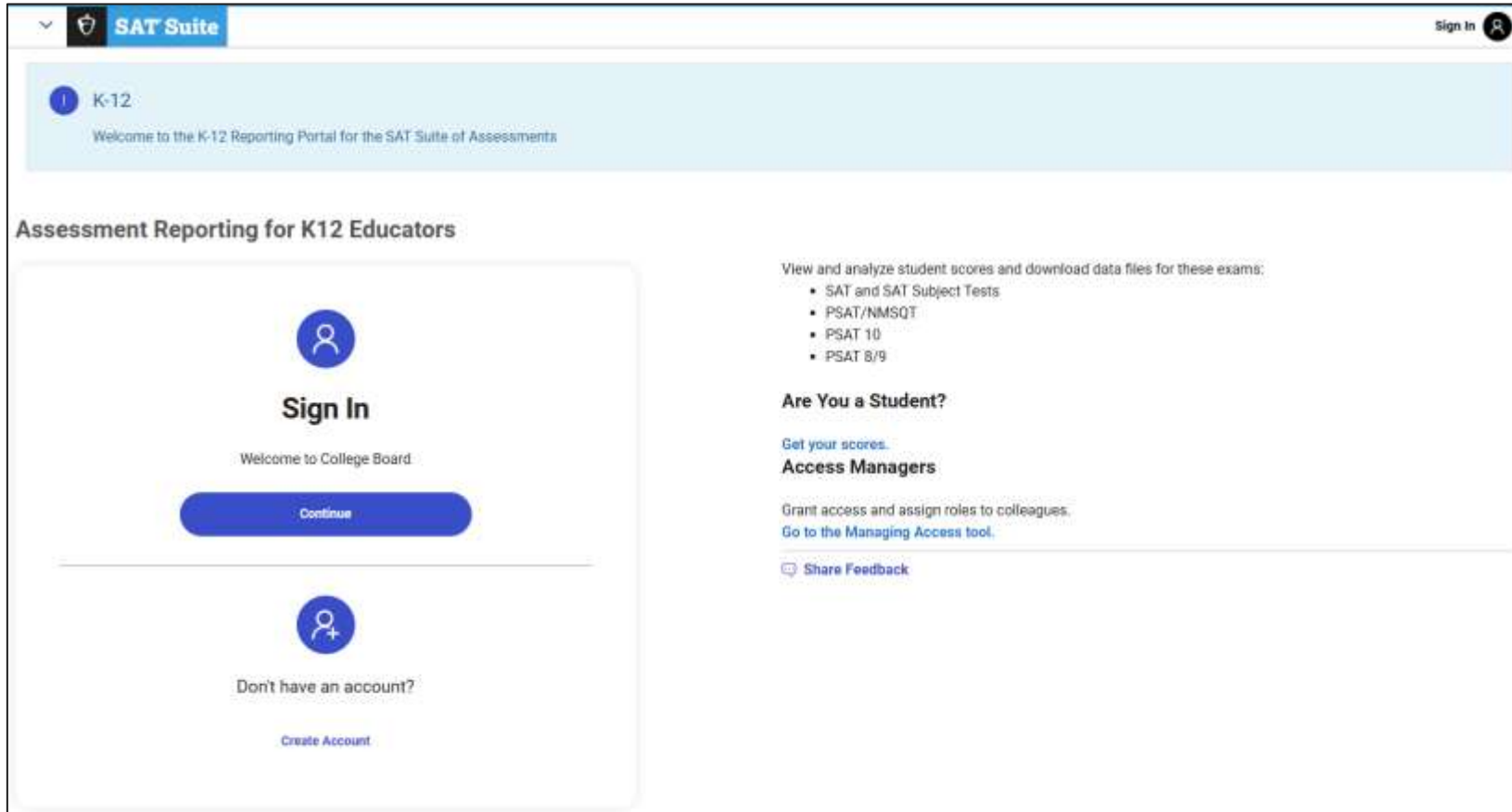
Achievement Level Descriptors and Cut Scores [\[Show/Hide\]](#)

Content Domain Performance [\[Show/Hide\]](#)

Domain	Band	Level	Descriptor
Information and Ideas	550-600	5	Students in this performance score band are able to draw a reasonable text-based inference from passages at the middle grades level as well as some at the high school level; 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.
Craft and Structure	490-540	4	Students in this performance score band are able to 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; 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; Describe the function of a portion (e.g., a phrase or sentence) of a passage at the high school level in the context of the passage as a whole.
Expression of Ideas	610-670	6	Students in this performance score band are able to determine the most effective transition word or phrase to emphasize a point within a discussion (e.g., in fact); Synthesize information from several complex statements to provide a concise summary.
Standard English Conventions	490-540	4	Students in this performance score band are able to use a comma to mark a boundary between a main clause and a supplementary phrase within a sentence; Use a period to punctuate the end of a declarative sentence, thereby avoiding creating a comma splice or run-on sentence; Maintain grammatical agreement between a noun and its pronoun in a straightforward sentence in which the pronoun precedes the referent.

Accessing the K-12 Reporting Portal

Access the K-12 Reporting Portal



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



K12 Reports Home Page

SAT and PSAT-related Scores ?

SAT PSAT/NMSQT PSAT 10 PSAT 8/9

All Individual Tests (SAT Weekend Only) All Tests by Season All Tests By Academic Year

Individual Administration
SAT September 13, 2025

Total Students

Grades

[Download Student Score PDFS](#)

Delivered in Other Report Downloads

[All Students' Scores](#) →

Average Scores

Total

Math Reading and Writing

[Average Scores at Your School](#) →

[Average Scores \(By Demographic\)](#) →

[Aggregate Knowledge and Skills](#) →

Search By Student

Status Enrolled Graduated Transferred Out

First Name/Nickname Last Name Search for Student

SAT and PSAT-related Scores

SAT PSAT/NMSQT PSAT 10 PSAT 8/9

All Individual Tests (SAT Weekend Only) All Tests by Season All Tests By Academic Year

Individual Administration
SAT September 13, 2025

Total Students

Grades

[Download Student Score PDFS](#)

Delivered in Other Report Downloads

[All Students' Scores](#) →

Average Scores

Total

Math Reading and Writing

[Average Scores at Your School](#) →

[Average Scores \(By Demographic\)](#) →

[Aggregate Knowledge and Skills](#) →

Registrations for Upcoming Tests

SAT December 6, 2025 1 Registered Student →

SAT November 8, 2025 5 Registered Students →

Downloadable Reports

Electronic Score Report (ESR) Data Files (rev data files for your systems)

Other Report Downloads

142844_SAT_2025_Cohort.pdf (PDF) Delivered: 08/29/2025

SAT_Cohort_Data_File_Layout_2025.xlsx (XLSX) Delivered: 08/14/2025

Access Required
Electronic Score Report (ESR) Data files are not available. You must be assigned the Data Files role to access by their institution's Access Manager

More Online Reports & Tools

BigFuture School and Connections National Recognition Program Other Tools

Engagement Report Summary data on your students' engagement with the BigFuture School™ app and Connections. 2026 Student Eligibility and Awards

Student Outreach Report A list of institutions that have sent messages to students opted in to Connections. 2025 Student Eligibility and Awards

Student Engagement Detail Report showing individual student engagement with the BigFuture School™ app and Connections. 2024 Student Eligibility and Awards

Growth Over Time Summary of student growth across SAT Suite tests over time, with future performance predictions.

Skills Insight Tool Understand and make use of SAT Suite scores with this easy, intuitive tool.

Educator Question Bank Create custom, targeted question sets to support instruction.

Recently Run Online Reports Re-run one of your last 5 viewed reports.

Select “Show Selections” to See the Filters Applied to 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

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 scored 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 ⓘ (26% of section, 12-14 questions)		Craft and Structure ⓘ (28% of section, 13-15 questions)		Expression of Ideas ⓘ (20% of section, 8-12 questions)		Standard English Conventions ⓘ (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 **“Add/Hide Columns”** to choose your columns – be sure to select columns under *Knowledge and Skills* – and click **“Apply”**
3. Click on **“Export Report”** to download the file to view performance score bands for each content domain at the student-level

The screenshot shows the 'Add/Hide Columns' dialog box in the SAT interface. The dialog is titled 'Add/Hide Columns' and has a close button (X) in the top right corner. It lists several categories of columns with plus (+) or minus (-) icons to the right:

- Scores and Benchmarks (+)
- Nationally Representative Percentile (+)
- All Tester Percentiles (+)
- Knowledge and Skills (Digital Administration Only) (-)** (highlighted with a red box)

Below these categories, there are several sections with checkboxes:

- Select All in This Section
- Select All ERW-related
- Select All Math-related
- Reading & Writing Score Band**
 - Reading and Writing Section
 - Information and Ideas
 - Craft and Structure
 - Standard English Conventions
 - Expression of Ideas
- Math Performance Score Band**
 - Math Section
 - Algebra
 - Advanced Math Performance Score Band
 - Problem-Solving and Data Analysis
 - Geometry and Trigonometry

At the bottom of the dialog, it says '29 Selected' and 'Reset To Default'. There are 'Cancel' and 'Apply' buttons at the bottom right. The 'Apply' button is highlighted with a red box.

The background shows a 'Student Roster' table with columns for 'Select All' and 'Student Name'. The table has 274 results found. The 'Apply' button in the background is also highlighted with a red box.

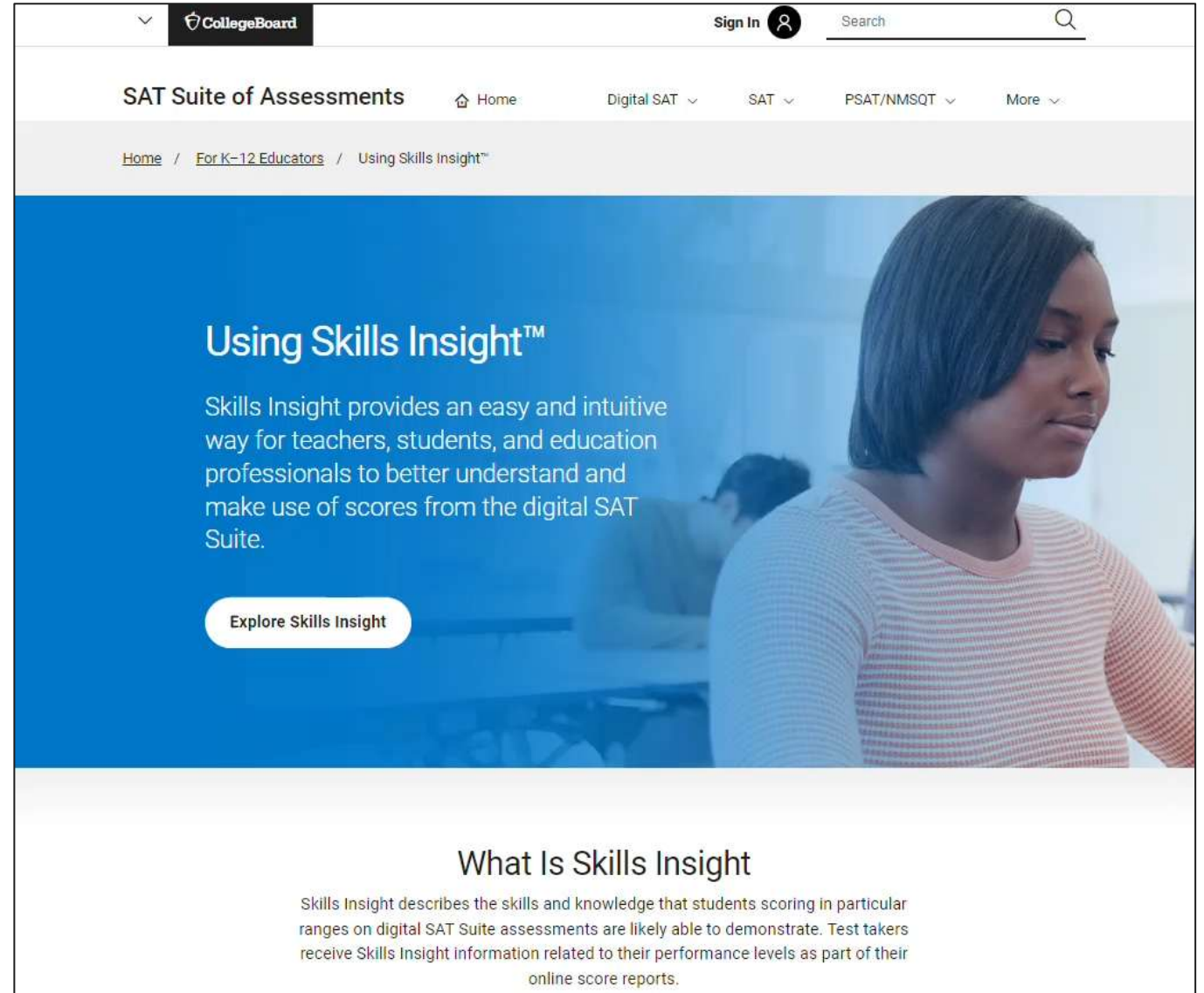
Sample Student Roster Report – Exported to Excel

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Sample High School												
2	PSAT 10 Spring 2026 All Grades												
3													
4	Student Name	Gen	Date of Birth	Total Score (320-15)	Reading and Writing Section Score (160-7)	Math Section Score (160-7)	Met RW Section Benchmark	Met Math Section Benchmark	Reading and Writing Secti	Information and Id	Craft and Struct	Standard English Conventi	Expression
5	Albert Einstein	F	Oct 10, 2008	1110	570	540	Meets/Exceeds	Meets/Exceeds	550-600	550-600	550-600	490-540	610-670
6	Isaac Newton	M	Nov 12, 2008	1170	620	550	Meets/Exceeds	Meets/Exceeds	610-670	610-670	550-600	610-670	610-670
7	Marie Curie	F	Dec 7, 2008	1210	650	560	Meets/Exceeds	Meets/Exceeds	610-670	610-670	610-670	550-600	610-670
8	Leonardo DaVinci	M	Mar 31, 2008	930	420	510	Approaching	Meets/Exceeds	420-480	550-600	490-540	160-360	160-360
9	Galileo Galilei	F	Sep 27, 2008	970	470	500	Meets/Exceeds	Meets/Exceeds	420-480	550-600	490-540	490-540	370-410
10	Nikola Tesla	F	Dec 8, 2008	1100	570	530	Meets/Exceeds	Meets/Exceeds	550-600	550-600	610-670	420-480	610-670
11	Charles Darwin	F	Sep 8, 2009	1020	560	460	Meets/Exceeds	Approaching	550-600	550-600	490-540	550-600	550-600
12	Ada Lovelace	M	Jan 12, 2009	1240	610	630	Meets/Exceeds	Meets/Exceeds	610-670	550-600	610-670	490-540	610-670
13	Alan Turing	M	Aug 23, 2008	950	440	510	Meets/Exceeds	Meets/Exceeds	420-480	420-480	420-480	370-410	420-480
14	Stephen Hawking	M	Jan 21, 2009	1000	510	490	Meets/Exceeds	Meets/Exceeds	490-540	490-540	490-540	420-480	490-540
15	Louis Pasteur	M	Jan 31, 2009	860	350	510	Not Yet Approaching	Meets/Exceeds	160-360	160-360	490-540	160-360	160-360
16	Gregor Mendel	M	Nov 27, 2008	1400	710	690	Meets/Exceeds	Meets/Exceeds	680-760	680-760	610-670	610-670	680-760
17	Alexander Fleming	M	Dec 28, 2008	920	490	430	Meets/Exceeds	Not Yet Approaching	490-540	490-540	420-480	680-760	420-480
18	Johannes Kepler	F	Aug 23, 2009	960	490	470	Meets/Exceeds	Approaching	490-540	420-480	370-410	610-670	490-540
19	Edwin Hubble	M	Oct 5, 2008	990	540	450	Meets/Exceeds	Approaching	490-540	610-670	550-600	550-600	420-480
20	Carl Sagan	F	Feb 8, 2009	1170	560	610	Meets/Exceeds	Meets/Exceeds	550-600	490-540	550-600	550-600	490-540
21	Neil Tyson	M	Sep 16, 2008	1140	620	520	Meets/Exceeds	Meets/Exceeds	610-670	680-760	610-670	610-670	490-540
22	Jane Goodall	F	Nov 20, 2008	900	450	450	Meets/Exceeds	Approaching	420-480	420-480	490-540	490-540	370-410
23	Rachel Carson	F	Oct 28, 2008	1120	590	530	Meets/Exceeds	Meets/Exceeds	550-600	610-670	490-540	550-600	610-670
24	Sally Ride	M	Jan 22, 2009	1110	510	600	Meets/Exceeds	Meets/Exceeds	490-540	490-540	550-600	420-480	490-540
25	Buzz Aldrin	M	Feb 12, 2009	900	420	480	Approaching	Meets/Exceeds	420-480	420-480	370-410	490-540	160-360
26	Neil Armstrong	F	Nov 17, 2008	1010	500	510	Meets/Exceeds	Meets/Exceeds	490-540	490-540	420-480	490-540	420-480
27	John Glenn	F	Aug 31, 2009	1120	570	550	Meets/Exceeds	Meets/Exceeds	550-600	490-540	610-670	550-600	550-600
28	Yuri Gagarin	M	May 18, 2009	850	410	440	Approaching	Not Yet Approaching	370-410	420-480	370-410	420-480	370-410
29	Amelia Earhart	F	Apr 30, 2009	1020	550	470	Meets/Exceeds	Approaching	550-600	550-600	550-600	490-540	490-540
30	Jacques Cousteau	F	May 12, 2009	1070	530	540	Meets/Exceeds	Meets/Exceeds	490-540	490-540	490-540	420-480	550-600
31	Ferdinand Magellan	M	Mar 6, 2009	1510	760	750	Meets/Exceeds	Meets/Exceeds	680-760	680-760	680-760	680-760	680-760
32	Marco Polo	M	Mar 16, 2009	940	460	480	Meets/Exceeds	Meets/Exceeds	420-480	550-600	420-480	420-480	420-480
33	Roald Amundsen	F	Mar 6, 2009	1260	650	610	Meets/Exceeds	Meets/Exceeds	610-670	610-670	680-760	550-600	550-600
34	Edmund Hillary	M	Dec 1, 2008	1090	620	470	Meets/Exceeds	Approaching	610-670	610-670	550-600	550-600	680-760
35	Tenzing Norgay	F	Feb 26, 2009	940	460	480	Meets/Exceeds	Meets/Exceeds	420-480	420-480	420-480	490-540	420-480
36	Ansel Adams	F	Jun 18, 2009	1140	530	610	Meets/Exceeds	Meets/Exceeds	490-540	550-600	550-600	490-540	490-540
37	Walt Disney	F	Jan 31, 2009	850	450	400	Meets/Exceeds	Not Yet Approaching	420-480	490-540	550-600	370-410	370-410
38	Jim Henson	F	Oct 4, 2008	1040	520	520	Meets/Exceeds	Meets/Exceeds	490-540	420-480	550-600	490-540	490-540
39	Fred Rogers	M	May 6, 2009	1090	530	560	Meets/Exceeds	Meets/Exceeds	490-540	610-670	610-670	490-540	420-480
40	Bob Ross	F	Aug 26, 2009	1110	620	490	Meets/Exceeds	Meets/Exceeds	610-670	680-760	610-670	550-600	550-600

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 woman looking at a laptop. The heading 'Using Skills Insight™' is followed by a paragraph: '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.' Below this is a button labeled 'Explore Skills Insight'. At the bottom, the section 'What Is Skills Insight' is introduced with a paragraph: '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.'

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 level Accurately 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 level Determine the meaning of a high-utility academic word or phrase in literary passages at the middle grades level Describe 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 tenses Determine when the possessive and/or plural form of a singular noun is required by the sense of a sentence Maintain 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 level Make basic comparisons (e.g., determine highest/lowest value) among relevant data in informational graphics associated with passages at the middle grades level
		Craft and Structure	<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 level 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 Describe the function of a portion (e.g., a phrase or sentence) of a passage at the high school level in the context of the passage as a whole
		Expression of Ideas	<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 sentence Use a period to punctuate the end of a declarative sentence, thereby avoiding creating a comma splice or run-on sentence Maintain grammatical agreement between a noun and its pronoun in a straightforward sentence in which the pronoun precedes the referent

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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 theme Locate 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 level Accurately 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 level Make 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 level Make comparisons among relevant data in informational graphics associated with passages at the high school level in order to complete an example or illustrate or support a straightforward claim
6	<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 level Determine the most effective literary quotation to support or illustrate an analytical claim about passages at the early college level Interpret 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 level 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 Interpret and integrate relevant data from informational graphics associated with passages at the early college level in order to support or refute a claim

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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 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
		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 function Rewrite 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 conversions Read, compare, and interpret data presented in a bar graph or frequency table
3	430-460	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
		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 variable Within a context, use linear equations to find input-output pairs and to interpret input-output pairs or rate of change in terms of a context
		Advanced Math	<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 expressions Rewrite 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 100 Read and interpret data displayed in a two-way table; calculate the probability of an event from a frequency table or a two-way table
Geometry and Trigonometry / Geometry	<ul style="list-style-type: none"> Solve problems involving the area and side lengths of plane figures 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 Use 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 variable Solve 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 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
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 variable Within a context, use linear equations to find input-output pairs and to interpret input-output pairs or rate of change in terms of a context
4	<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 situation Solve problems about linear relationships, making use of structure when present, that include equations, intercepts, slopes, 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 function With or without a complex context, create one or both of the two linear equations in two variables that model the situation, or find and use the solution to a given system of linear equations
6	<ul style="list-style-type: none"> Find and interpret the meaning of intercepts or slope for complex linear equations 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 Make connections between a table, an algebraic representation, a graph, a solution, or features of a graph of a complex linear equation or a system of two linear equations
7	<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 situation 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

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Questions to Consider: Skills Insight

Review a specific content domain in either Reading and Writing or Math in which students are struggling:

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?

Using the Educator Question Bank

Create custom, targeted question sets and improve instruction



Educator Question Bank (EQB)

Enables Access

The Educator 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.

Educator Question Bank – Entering Search Criteria

Educator Question Bank

Home Help

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

Educator Question Bank – 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

Questions to Consider: Educator Question Bank

Based on your data analysis, select one content domain and one skill within that domain to develop:

1. Which Standard(s) for Practice are reflected in this Question Bank domain? What evidence do you see in the items?
2. Where do students currently have opportunities to develop this practice in your courses? Where are the gaps?
3. What changes to instruction, tasks, or supports would strengthen student performance on this practice?
4. Where can you build or reinforce this practice across grades or courses using common tasks or assessments?
5. What is one instructional change you will make?

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®

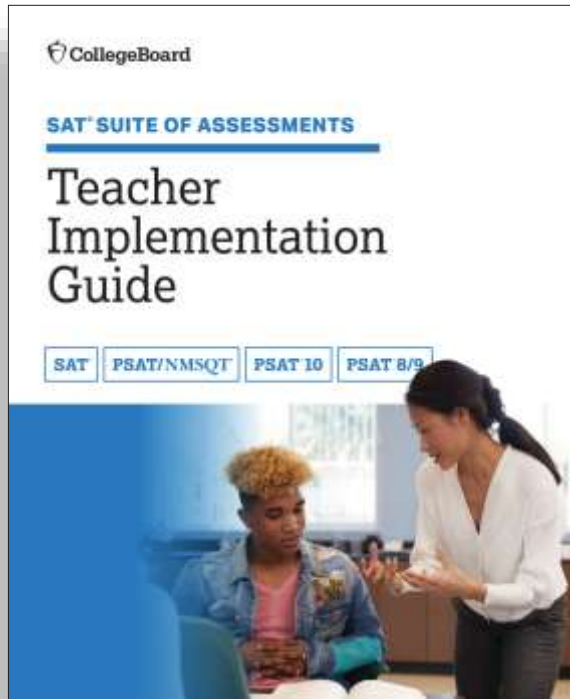
PSAT™ 10

PSAT™ 8/9

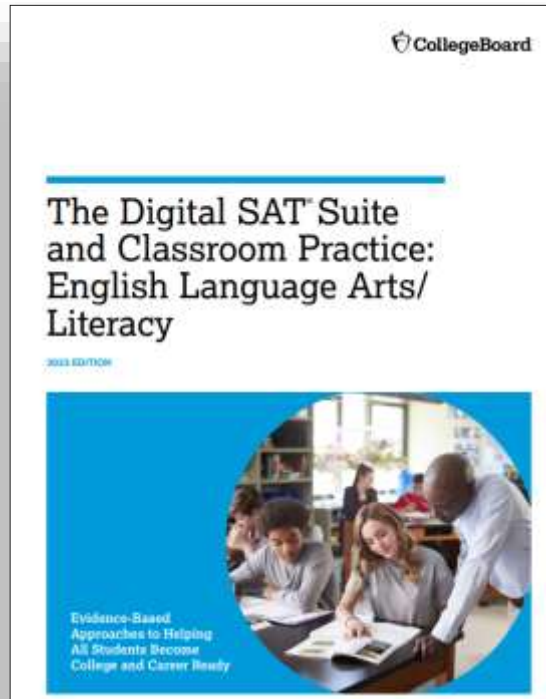


PLC Resource: Utilizing Teacher Resources

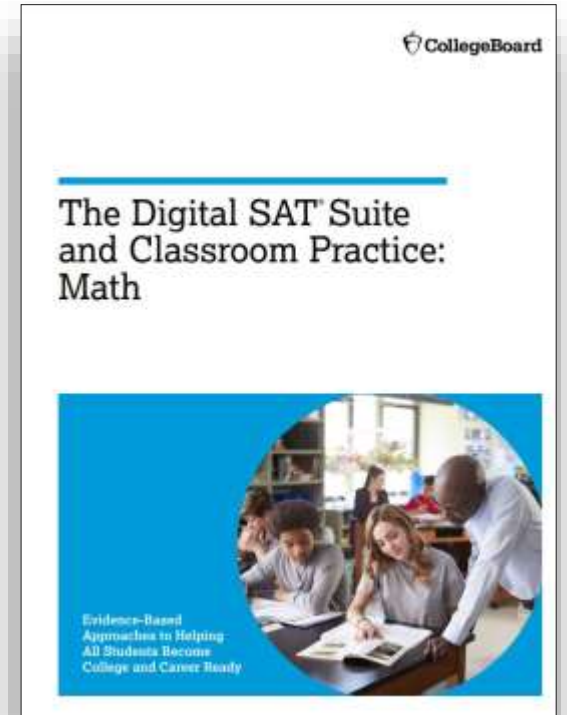
The Teacher Implementation Guide and the Classroom Practice Guides are excellent resources to have your educators dive into during PLC work.



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



<https://satsuite.collegeboard.org/media/pdf/sat-suite-classroom-practice-elal.pdf>



<https://satsuite.collegeboard.org/media/pdf/sat-suite-classroom-practice-math.pdf>

Activity: Use AI to Create SAT Suite Content Domain Intervention Reports

1. Download Skills Insight:
<https://satsuite.collegeboard.org/media/pdf/skills-insight-digital-sat-suite.pdf>
2. Download the SAT Suite Alignment to RI Core Standards: <https://ride.ri.gov/media/37571/download>
3. Copy and paste the instructions into AI
4. Attach a copy of Skills Insight and Alignment Study

Using AI to Create SAT Suite Content Domain Intervention Reports by Score Bands

Step 1: Download PDFs

1. Download Skills Insight: <https://satsuite.collegeboard.org/media/pdf/skills-insight-digital-sat-suite.pdf>
2. Download the SAT Suite Alignment to RI Core Standards: <https://ride.ri.gov/media/37571/download>

Step 2: Use AI to Generate SAT Suite Content Domain Intervention Reports

The sample prompt below is designed to get you started. Customize the language to best meet your needs and comply with your district's guidance around AI use. Never put PII into AI unless you are using a protected, closed model.

1. Copy and paste the instructions below into AI.
2. Attach a copy of Skills Insight and the RI Alignment document.

"Create a downloadable easy-to-read and use report for teachers to assist them in creating intervention groups for students who perform in the same score band on each of the PSAT 10 content domains. The goal for educators is to move students to the next highest score band by helping them strengthen their knowledge and skills. The content domains in the Reading and Writing Section are Information and Ideas, Craft and Structure, Standard English Conventions, Expression of Ideas and in the Math Section are Algebra, Advanced Math, Problem Solving and Data Analysis, Geometry and Trigonometry. Include a column listing the related Rhode Island state standards. Based on the information provided by the specific Reading and Writing and Math content domains in the attached Skills Insight PDF, populate the "skills needed to move to the next band" for teachers. The score bands are as follows for Reading and Writing: 1 (Less than 370), 2 (370-410), 3 (420-480), 4 (490-540), 5 (550-600), 6 (610-670), 7 (680-800). The score bands for Math are: 1 (Less than 370), 2 (370-410), 3 (420-460), 4 (470-540), 5 (550-600), 6 (610-670), 7 (680-800). The most critical score band to get to in Reading and Writing is 3 to be considered college and career ready and in Math is 4 to be considered college and career ready. Give teachers 2-3 concrete, numbered next steps to improve each group of students' performance using clear language, incorporating specific lesson plans and/or activities available in Skills Insight and the Teacher Implementation Guide (SAT Suite of Assessments Teacher Implementation Guide ADA). Additionally, peruse the SAT Suite Educator Bank (<https://satsuiteeducatorquestionbank.collegeboard.org>), Official SAT Practice on Khan Academy (<https://www.khanacademy.org/digital-sat>), and Khanmigo (<https://www.khanacademy.org/teacher/khanmigo-tools>) for ideas. These next steps should be fully differentiated by band and domain. The purpose of this report is so teachers can easily see the skills groups of students performing in a similar score band can improve through additional practice and direct instruction."

3. Once you generate your report, you can continue to refine it to best meet your needs. Consider course taking patterns, curriculum and instruction improvement opportunities, and where/how can interventions be targeted.
4. Based on your analysis of your students' performance, identify three to five skill areas within the content domains in which to focus your efforts.

AI-Generated SAT Suite Content Domain Intervention Reports

PSAT 10 Intervention Grouping Report for Rhode Island Teachers

Purpose: Help teachers group students by PSAT 10 section score band and content domain, then target the specific skills needed to move students to the next band. The most critical threshold is Reading and Writing Band 3 (420-480) and Math Band 4 (470-540), which align to the college and career readiness benchmark bands.

How to use: 1) Use K-12 Reporting Portal or roster data to sort students by Section Score and content-domain performance. 2) Create groups by section, domain, and score band. 3) Use the Skills Needed and Next Steps columns for 2-3 short intervention cycles before reassessing with a mini-set from the SAT Suite Educator Question Bank.

Assumptions: This report is built for PSAT 10. Rhode Island Core Standards are listed at the domain level because the attached alignment document maps standards to SAT Suite domains and skill/knowledge testing points, not to every individual score band.

Score Band Reference

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

Reading and Writing Intervention Tables

Information and Ideas

Band / Score	Intervention Group Focus	Related Rhode Island Core Standards	Skills Needed to Move to Next Band	Differentiated Next Steps
1 (Less than 370)	Foundational skills	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.7, R.CCR.8, R.CCR.10, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.7, RI.9-10.8; RCA-RI.9-10.1/2/7/8; RCA-ST.9-10.1/2/3/8	Build foundational comprehension: read short grade-level texts, identify stated details, and explain what the text says in one accurate sentence.	<ol style="list-style-type: none"> 1. Use the SAT Suite Educator Question Bank: filter to PSAT 10, Reading and Writing, Information and Ideas, and the current score band; build a 6-8 question mini-set for small-group practice. 2. Run a 10-minute detail hunt with short texts: students identify who/what/when/why, then choose one sentence that proves the answer. 3. Assign Official Digital SAT Prep on Khan Academy for matching reading questions; have students correct one missed item by naming the evidence they overlooked.
2 (370-410)	Move up one band	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.7, R.CCR.8, R.CCR.10; RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.7, RI.9-10.8; RCA-RI.9-10.1/2/7/8; RCA-ST.9-10.1/2/3/8	Move from locating details to choosing evidence: use literary quotations and simple graphics to support a straightforward claim.	<ol style="list-style-type: none"> 1. Use the SAT Suite Educator Question Bank: filter to PSAT 10, Reading and Writing, Information and Ideas, and the current score band; build a 6-8 question mini-set for small-group practice. 2. Run a 10-minute detail hunt with short texts: students identify who/what/when/why, then choose one sentence that proves the answer. 3. Assign Official Digital SAT Prep on Khan Academy for matching reading questions; have students correct one missed item by

Activity: Action Plan

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

- Check the Teacher Implementation Guide to select the most-tested skills.
- Use Official SAT Practice on Khan Academy to support deeper student understanding.
- Set a timeline, identify resources, and indicate measures of success

Step 10: Action Plan

Use an action plan template to identify three to five trends/skills for development:

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

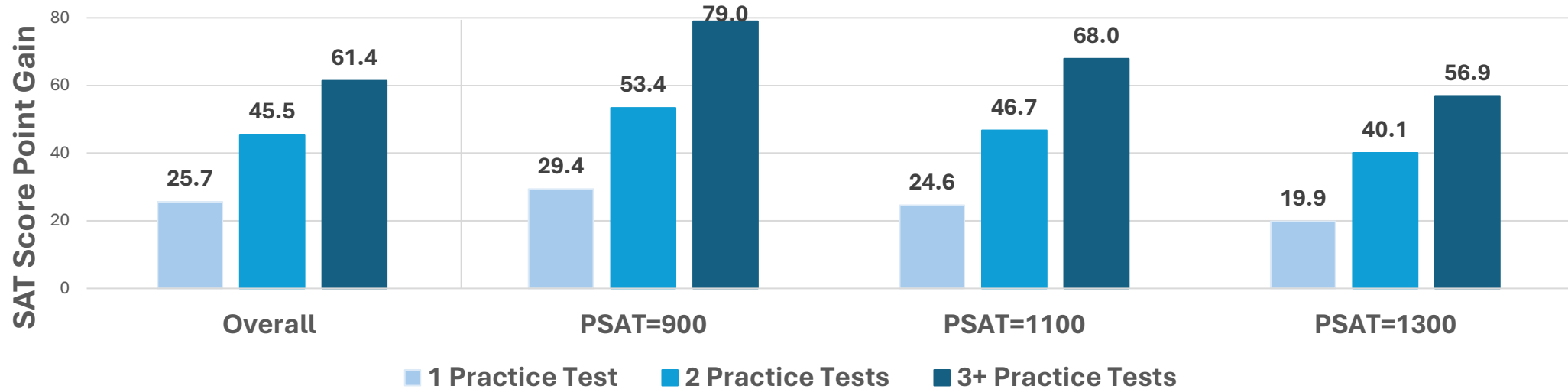


Digital SAT Prep Course

Videos, articles, and worked examples of digital SAT content

Start with Bluebook and strengthen skills with Khan Academy

Full-Length SAT Practice Tests in Bluebook Associated with Higher SAT Scores



Completing full-length digital SAT practice tests in Bluebook associated with higher SAT scores

Students who completed 1, 2, or 3+ full-length practice tests, scored 25, 45 and 60 points higher, respectively, than similar SAT takers who did not complete any full-length digital practice tests in Bluebook

Larger SAT score gains for students with lower PSAT scores

Students with lower PSAT scores experienced the largest SAT score improvements from completing practice tests

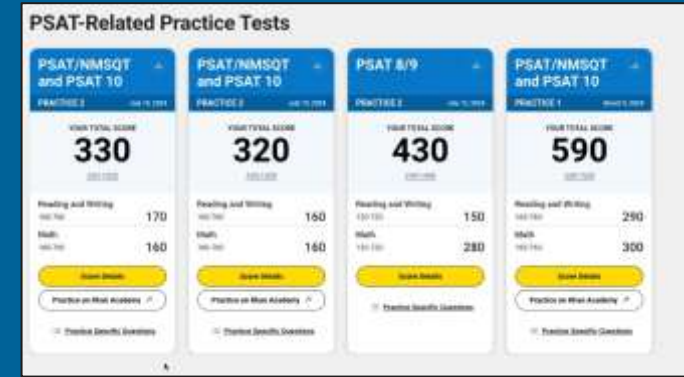
SAT score gains observed across all demographic groups

Students from all backgrounds realize positive gains from completing full-length digital practice tests in Bluebook

My Practice

After completing the full-length practice test, students can sign in to [My Practice](#) 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 own questions and improve your skills.

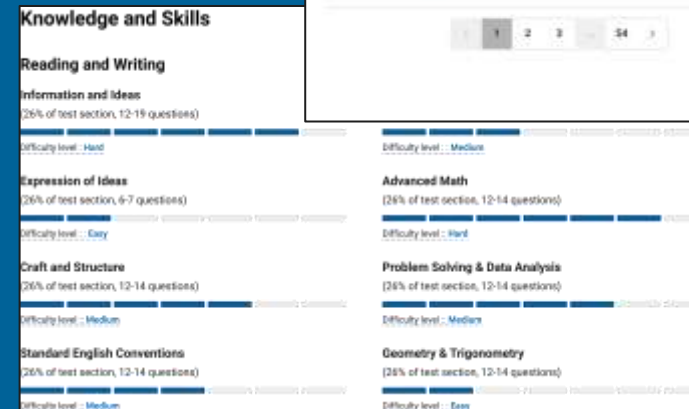
Your Search Criteria

- Assessment: SAT
- Section: Reading and Writing
- Domain: Information and Ideas
- Domain: Craft and Structure

Add Filters: Difficulty: All, Exclude Active Questions: Off

528 questions in results set. Show Selected Questions: 7/22

ID #	Difficulty	Domain	Skill
100210	Medium	Information and Ideas	Central Ideas and Details
100221	Medium	Information and Ideas	Central Ideas and Details
100403	Medium	Information and Ideas	Command of Evidence
100481	Medium	Information and Ideas	Command of Evidence
100703	Medium	Information and Ideas	Command of Evidence
100704	Medium	Information and Ideas	Command of Evidence
100716	Medium	Information and Ideas	Inference
100800	Medium	Information and Ideas	Command of Evidence
100806	Medium	Information and Ideas	Command of Evidence
100830	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 'wcc'. The main header reads 'Test prep Official Digital SAT® Prep'. A sidebar on the left under 'Course summary' lists 'Digital SAT Math' and 'Digital SAT Reading and Writing'. The main content area displays two course cards. The first card is for 'Digital SAT Math', which includes sections for 'About the digital SAT', 'Foundations: Algebra', 'Foundations: Problem solving and data analysis', 'Foundations: Advanced math', 'Foundations: Geometry and trigonometry', and 'Medium: Algebra'. The second card is for 'Digital SAT Reading and Writing', which includes sections for 'About the digital SAT', 'Foundations: SAT Reading and Writing', 'Medium: SAT Reading and Writing', and 'Advanced: SAT Reading and Writing' and 'SAT Grammar practice'.

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

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.

The screenshot displays the Khanmigo Tools interface. At the top, there are navigation tabs for 'Khanmigo Tools', 'Classes', 'Students', and 'Resources'. Below this, the 'Khanmigo Tools' section is titled 'Free AI powered tools designed to save you time and improve instruction!'. There are several filter buttons: 'My Favorites', 'All Tools' (selected), 'Plan', 'Create', 'Differentiate', 'Support', and 'Learn'. A search bar is located on the right. The main area contains a grid of 24 tool cards, each with an icon, title, and brief description:

- Chunk Text**: Break complex texts into manageable sections for easier student comprehension.
- Class Newsletter**: Produce engaging newsletters to keep parents informed about class activities.
- Class Snapshot**: Review your students' performance and trends.
- Clear Directions**: Generate concise, easy-to-follow instructions for assignments and activities.
- Discussion Prompts**: Craft engaging prompts to stimulate meaningful classroom discussions.
- Exit Ticket**: Create quick end-of-lesson assessments to check student understanding.
- Fun Class Summary Poem**: Transform memorable class moments into a creative poetic recap.
- IEP Assistant**: Streamline the creation of Individualized Education Plans.
- Informational Text**: Create informational text for a variety of topics.
- Learning Objective(s)**: Develop clear, measurable learning objectives to guide instruction.
- Lesson Hook**: Plan compelling lesson starters to engage students.
- Lesson Plan**: Create structured, detailed lesson plans tailored to your curriculum and students' needs.
- Letter of Recommendation**: Create personalized letters of recommendation.
- Leveler**: Adjust the complexity of a given text.
- Make it Relevant!**: Link lesson content to students' lives and interests to boost engagement.
- Multiple Choice Quiz**: Create multiple-choice quizzes on a variety of topics.
- Questions Generator**: Create questions for a specific piece of content.
- Real World Context Generator**: Connect lesson topics to engaging real-world examples and applications.
- Recommend Assignments**: Receive recommendations on what your students should work on next.
- Refresh My Knowledge**: Refresh your content knowledge in various subject areas.
- Report Card Comments**: Generate personalized, constructive report card comments.
- Rubric Generator**: Design clear, detailed grading rubrics to set expectations and simplify scoring.
- SMART Goal Writer**: Create specific, measurable, achievable, relevant, and time-bound goals.
- Text Rewriter**: Customize text to meet your instructional needs.

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

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

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

[Use Khan Academy content instead](#)

Grade level*

Answer choices*

Number of questions*

Start

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!

- The company has seen a significant increase in profits this quarter. __, they plan to expand their operations into new markets.
 - However
 - Therefore
 - Similarly
 - For example
- The northern region experienced a mild winter this year. __, the southern region faced severe snowstorms.
 - Additionally
 - For instance
 - Consequently
 - In contrast
- The new marketing strategy was implemented last month. __, sales have increased by 20%.
 - In addition
 - 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.

Official SAT Tutoring with schoolhouse

Over 118k students have participated in Schoolhouse's flagship program: SAT Bootcamp

- **What:** A peer-to-peer tutoring platform co-founded by Sal Khan, the founder of Khan Academy, designed to bring more personalized support and connection to preparation and student learning.
- **Who:** All students planning to take the SAT who feel they can benefit from a more structured environment and community for a chance to learn together, share strategies and build confidence through connection

"I wanted to learn from a tutor because I wanted to raise my scores to Bright Futures [Florida's scholarship program] for college. Both of my tutors were extremely helpful and kind. I learned a lot from the tutoring and I applied it to my SAT and I am 99% positive that it helped my score!"

Hailey, Schoolhouse.world learner

About Schoolhouse.world SAT Bootcamps

- Small groups (5-8 students on average)
- 4-week Bootcamps, meeting 2x per week for 75-minutes
- Most sessions run after school or on weekend
- Curriculum co-designed with College Board
- Led by volunteer trained peer tutors with verified scores in the 95th percentile (700+) on the subject they tutor
- 98%+ of participants rate Bootcamps as helpful or very helpful

How Do Students Sign Up:

- Visit schoolhouse.world/sat-bootcamp
- Create a free Schoolhouse account (or log in)
- Choose an SAT Math and/or Reading & Writing Bootcamp
- Attend live sessions over 4 weeks





0 response submitted

How useful was the information shared today? (1 = Not at all, 2 = Slightly, 3 = Moderately, 4 = Very, 5 = Extremely)

Scan the QR or use link to join



<https://forms.office.com/r/eJacqMFckF>

Copy link

0.00

