CHAPTER 20

Sample Math Questions: Multiple-Choice

In the previous chapters, you learned about the four areas covered by the SAT Math Test. On the test, questions from the areas are mixed together, requiring you to solve different types of problems as you progress. In each portion, no-calculator and calculator, you'll first see multiple-choice questions and then student-produced response questions. This chapter illustrates sample multiple-choice questions. These sample questions are divided into no-calculator and calculator portions just as they would be on the actual test.

Test-Taking Strategies

While taking the SAT Math Test, you may find that some questions are more difficult than others. Don't spend too much time on any one question. If you can't answer a question in a reasonable amount of time, skip it and return to it after completing the rest of the section. It's important to practice this strategy because you don't want to waste time skipping around to find "easy" questions. Mark each question that you don't answer in your booklet so you can easily go back to it later. In general, questions are ordered by difficulty, with the easier questions first and the harder questions last within each group of multiple-choice questions and again within each group of student-produced response questions. Don't let the question position or question type deter you from answering questions. Read and attempt to answer every question you can.

Read each question carefully, making sure to pay attention to units and other keywords and to understand exactly what information the question is asking for. You may find it helpful to underline key

REMEMBER

It's important not to spend too much time on any question. You'll have on average a minute and fifteen seconds per question on the no-calculator portion and a little less than a minute and a half per question on the calculator portion. If you can't solve a question in a reasonable amount of time, skip it (remembering to mark it in your booklet) and return to it later.

REMEMBER

In general, questions are ordered by difficulty with the easier questions first and the harder questions last within each group of multiple-choice questions and again within each group of student-produced response questions, so the later questions may take more time to solve than those at the beginning.

REMEMBER

Knowing when to use a calculator is one of the skills that is assessed by the SAT Math Test. Keep in mind that some questions are actually solved more efficiently without the use of a calculator.

information in the problem, to draw figures to visualize the information given, or to mark key information on graphs and diagrams provided in the booklet.

When working through the test, remember to check your answer sheet to make sure you're filling in your answer on the correct row for the question you're answering. If your strategy involves skipping questions, it can be easy to get off track, so pay careful attention to your answer sheet.

On the calculator portion, keep in mind that using a calculator may not always be an advantage. Some questions are designed to be solved more efficiently with mental math strategies, so using a calculator may take more time. When answering a question, always consider the reasonableness of the answer—this is the best way to catch mistakes that may have occurred in your calculations.

Remember, there is no penalty for guessing on the SAT. If you don't know the answer to a question, make your best guess for that question. Don't leave any questions blank on your answer sheet. When you're unsure of the correct answer, eliminating the answer choices you know are wrong will give you a better chance of guessing the correct answer from the remaining choices.

REMEMBER

Never leave questions blank on the SAT, as there is no penalty for wrong answers. Even if you're not sure of the correct answer, eliminate as many answer choices as you can and then guess from among the remaining ones.

On the no-calculator portion of the test, you have 25 minutes to answer 20 questions. This allows you an average of about 1 minute 15 seconds per question. On the calculator portion of the test, you have 55 minutes to answer 38 questions. This allows you an average of about 1 minute 26 seconds per question. Keep in mind that you should spend less time on easier questions so you have more time available to spend on the more difficult ones.

Directions

The directions below precede the no-calculator portion of the SAT Math Test. The same references provided in the no-calculator portion of the SAT Math Test are also provided in the calculator portion of the test.

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Familiarize yourself with all test directions now so that you don't have to waste precious time on test day reading the directions.

Math Test – No Calculator

25 MINUTES, 20 QUESTIONS

Turn to Section 3 of your answer sheet to answer the questions in this section.

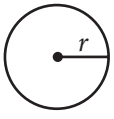
DIRECTIONS

For questions 1-15, solve each problem, choose the best answer from the choices provided, and fill in the corresponding bubble on your answer sheet. **For questions 16-20**, solve the problem and enter your answer in the grid on the answer sheet. Please refer to the directions before question 16 on how to enter your answers in the grid. You may use any available space in your test booklet for scratch work.

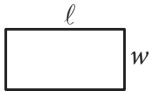
NOTES

1. The use of a calculator **is not permitted**.
2. All variables and expressions used represent real numbers unless otherwise indicated.
3. Figures provided in this test are drawn to scale unless otherwise indicated.
4. All figures lie in a plane unless otherwise indicated.
5. Unless otherwise indicated, the domain of a given function f is the set of all real numbers x for which $f(x)$ is a real number.

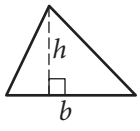
REFERENCE



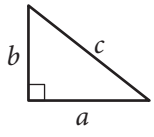
$A = \pi r^2$
$C = 2\pi r$



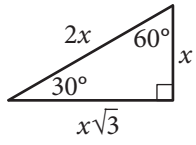
$A = \ell w$

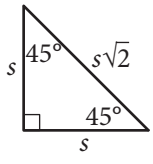


$A = \frac{1}{2}bh$

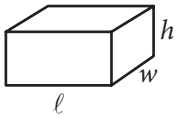


$c^2 = a^2 + b^2$

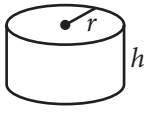




Special Right Triangles

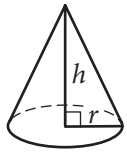


$V = \ell wh$

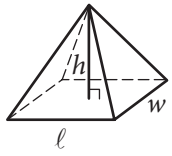


$V = \pi r^2 h$

$V = \frac{4}{3}\pi r^3$



$V = \frac{1}{3}\pi r^2 h$



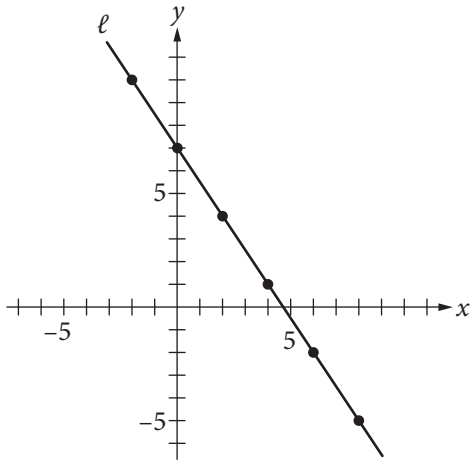
$V = \frac{1}{3}\ell wh$

The number of degrees of arc in a circle is 360.
The number of radians of arc in a circle is 2π.
The sum of the measures in degrees of the angles of a triangle is 180.

Sample Questions: Multiple-Choice – No Calculator

1

Line ℓ is graphed in the xy-plane below.



If line ℓ is translated up 5 units and right 7 units, then what is the slope of the new line?

A) $\frac{2}{5}$

B) $-\frac{3}{2}$

C) $-\frac{8}{9}$

D) $-\frac{11}{14}$

Content: Heart of Algebra

Key: B

Objective: You must make a connection between the graphical form of a relationship and a numerical description of a key feature.

Explanation: Choice B is correct. The slope of a line can be determined by finding the difference in the y-coordinates divided by the difference in the x-coordinates for any two points on the line. Using the points indicated, the slope of line ℓ is $-\frac{3}{2}$. Translating line ℓ moves all the points on the line the same distance in the same direction, and the image will be a line parallel to ℓ. Therefore, the slope of the image is also $-\frac{3}{2}$.

Choice A is incorrect. This value may result from a combination of errors. You may have erroneously determined the slope of the new line by adding 5 to the numerator and adding 7 to the denominator in the slope of line ℓ and gotten the result $\frac{(-3+5)}{(-2+7)}$.

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Your first instinct on this question may be to identify two coordinates on line ℓ, shift each of them over 5 and up 7, and then calculate the slope using the change in y over the change in x. While this will yield the correct answer, realizing that a line that is translated is simply shifted on the coordinate plane but retains its original slope will save time and reduce the chance for error. Always think critically about a question before diving into your calculations.

Choice C is incorrect. This value may result from a combination of errors. You may have erroneously determined the slope of the new line by subtracting 5 from the numerator and subtracting 7 from the denominator in the slope of line ℓ.

Choice D is incorrect and may result from adding $\frac{5}{7}$ to the slope of line ℓ.

2

The average number of students per classroom, y, at Central High School can be estimated using the equation $y = 0.8636x + 27.227$, where x represents the number of years since 2004 and $x \leq 10$. Which of the following statements is the best interpretation of the number 0.8636 in the context of this problem?

A) The estimated average number of students per classroom in 2004

B) The estimated average number of students per classroom in 2014

C) The estimated yearly decrease in the average number of students per classroom

D) The estimated yearly increase in the average number of students per classroom

Content: Heart of Algebra

Key: D

Objective: You must interpret the slope or y-intercept of the graph of an equation in relation to the real-world situation it models. Also, when the models are created from data, you must recognize that these models only estimate the independent variable, y, for a given value of x.

Explanation: Choice D is correct. When an equation is written in the form $y = mx + b$, the coefficient of the x-term (in this case 0.8636) is the slope of the graph of this equation in the xy-plane. The slope of the graph of this linear equation gives the amount that the average number of students per classroom (represented by y) changes per year (represented by x). The slope is positive, indicating an increase in the average number of students per classroom each year.

Choice A is incorrect and may result from a misunderstanding of slope and y-intercept. The y-intercept of the graph of the equation represents the estimated average number of students per classroom in 2004.

Choice B is incorrect and may result from a misunderstanding of the limitations of the model. You may have seen that $x \leq 10$ and erroneously used this statement to determine that the model finds the average number of students in 2014.

Choice C is incorrect and may result from a misunderstanding of slope. You may have recognized that slope models the rate of change but thought that a slope of less than 1 indicates a decreasing function.

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When working with rational equations, you can multiply both sides of the equation by the lowest common denominator to clear denominators. In Example 3, the rational equation consists of two fractions set equal to each other. In this case, cross multiplication produces the same result as multiplying both sides of the equation by the lowest common denominator.

3

If $\frac{2}{a-1}=\frac{4}{y}$, and $y \neq 0$ where $a \neq 1$, what is y in terms of a?

A) $y = 2a - 2$

B) $y = 2a - 4$

C) $y = 2a - \frac{1}{2}$

D) $y = \frac{1}{2}a + 1$

Content: Passport to Advanced Math

Key: A

Objective: You must complete operations with multiple terms and manipulate an equation to isolate the variable of interest.

Explanation: Choice A is correct. Multiplying both sides of the equation by the denominators of the rational expressions in the equation gives $2y = 4a - 4$. You should then divide both sides by 2 to isolate the y variable, yielding the equation $y = 2a - 2$.

Choice B is incorrect. This equation may be the result of not dividing both terms by 2 when isolating y in the equation $2y = 4a - 4$.

Choice C is incorrect. This equation may result from not distributing the 4 when multiplying 4 and $(a - 1)$.

Choice D is incorrect. This equation may result from solving $2y = 4a - 4$ for a, yielding $a = \frac{1}{2}y + 1$. A misunderstanding of the meaning of variables may have resulted in switching the variables to match the answer choice.

4

In the complex number system, which of the following is equal to $(14 - 2i)(7 + 12i)$? (Note: $i = \sqrt{-1}$)

A) 74

B) 122

C) $74 + 154i$

D) $122 + 154i$

Content: Additional Topics in Math

Key: D

Objective: You must apply the distributive property on two complex binomials and then simplify the result.

Explanation: Choice D is correct. Applying the distributive property to multiply the binomials yields the expression $98 + 168i - 14i - 24i^2$. The note in the question reminds you that $i = \sqrt{-1}$; therefore, $i^2 = -1$. Substituting this value into the expression gives you $98 + 168i - 14i - (-24)$, and combining like terms results in $122 + 154i$.

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Multiply complex numbers in the same way you would multiply binomials (by the "FOIL" method or by using the distributive property). Remember that $i = \sqrt{-1}$ and that $i^2 = -1$.

Choice A is incorrect and may result from a combination of errors. You may not have correctly distributed when multiplying the binomials, multiplying only the first terms together and the second terms together. You may also have used the incorrect equality $i^2 = 1$.

Choice B is incorrect and may result from a combination of errors. You may not have correctly distributed when multiplying the binomials, multiplying only the first terms together and the second terms together.

Choice C is incorrect and results from misapplying the statement $i = \sqrt{-1}$.

5

The graph of $y = (2x - 4)(x - 4)$ is a parabola in the xy-plane. In which of the following equivalent equations do the x- and y-coordinates of the vertex of the parabola appear as constants or coefficients?

A) $y = 2x^2 - 12x + 16$

B) $y = 2x(x - 6) + 16$

C) $y = 2(x - 3)^2 + (-2)$

D) $y = (x - 2)(2x - 8)$

Content: Passport to Advanced Math

Key: C

Objective: You must be able to see structure in expressions and equations and create a new form of an expression that reveals a specific property.

Explanation: Choice C is correct. The equation $y = (2x - 4)(x - 4)$ can be written in vertex form, $y = a(x - h)^2 + k$, to display the vertex, (h, k), of the parabola. To put the equation in vertex form, first multiply: $(2x - 4)(x - 4) = 2x^2 - 8x - 4x + 16$. Then, add like terms, $2x^2 - 8x - 4x + 16 = 2x^2 - 12x + 16$. The next step is completing the square.

$y = 2x^2 - 12x + 16$	
$y = 2(x^2 - 6x) + 16$	Isolate the x^2 term by factoring.
$y = 2(x^2 - 6x + 9 - 9) + 16$	Make a perfect square in the parentheses.
$y = 2(x^2 - 6x + 9) - 18 + 16$	Move the extra term out of the parentheses.
$y = 2(x - 3)^2 - 18 + 16$	Factor inside the parentheses.
$y = 2(x - 3)^2 - 2$	Simplify the remaining terms.

Therefore, the coordinates of the vertex, $(3, -2)$, are both revealed only in choice C. Since you are told that all of the equations are equivalent, simply knowing the form that displays the coordinates of the vertex will save all of these steps—this is known as "seeing structure in the expression or equation."

Choice A is incorrect; it is in standard form, displaying the y-coordinate of the y-intercept of the graph (0, 16) as a constant.

Choice B is incorrect; it displays the y-coordinate of the y-intercept of the graph (0, 16) as a constant.

Choice D is incorrect; it displays the x-coordinate of one of the x-intercepts of the graph (2, 0) as a constant.

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While you may be asked to write the equation of a parabola in vertex form, sometimes simply knowing the form that displays the coordinates of the vertex will suffice, saving you precious time.

6

If $a^{-\frac{1}{2}} = x$, where $a > 0$ and $x > 0$, which of the following equations gives a in terms of x?

A) $a = \frac{1}{\sqrt{x}}$

B) $a = \frac{1}{x^2}$

C) $a = \sqrt{x}$

D) $a = -x^2$

Content: Passport to Advanced Math

Key: B

Objective: You must demonstrate fluency with the properties of exponents. You must be able to relate fractional exponents to radicals as well as demonstrate an understanding of negative exponents.

Explanation: Choice B is correct. There are multiple ways to approach this problem, but all require an understanding of the properties of exponents. You may rewrite the equation as $\frac{1}{\sqrt{a}} = x$ and then proceed to solve for a, first by squaring both sides, which gives $\frac{1}{a} = x^2$, and then by multiplying both sides by a to find $1 = ax^2$. Finally, dividing both sides by x^2 isolates the desired variable.

Choice A is incorrect and may result from a misunderstanding of the properties of exponents. You may understand that a negative exponent can be translated to a fraction but misapply the fractional exponent.

Choice C is incorrect and may result from a misunderstanding of the properties of exponents. You may recognize that an exponent of $\frac{1}{2}$ is the same as the square root but misapply this information.

Choice D is incorrect and may result from a misunderstanding of the properties of exponents. You may recognize that raising a to the power of $\frac{1}{2}$ is the same as taking the square root of a and, therefore, that a can be isolated by squaring both sides. However, you may not have understood how the negative exponent affects the base of the exponent.

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Know the exponent rules and practice applying them. This question tests several of them:

1. a^{-b} can be written as $\frac{1}{a^b}$
2. $a^{\frac{1}{2}}$ is the same as $\sqrt{a}$
3. $\sqrt{a^2} = a$
4. To eliminate a radical from an equation, as in $\frac{1}{\sqrt{a}} = x$, square both sides of the equation.

7

If $y = x^3 + 2x + 5$ and $z = x^2 + 7x + 1$, what is $2y + z$ in terms of x?

A) $3x^3 + 11x + 11$

B) $2x^3 + x^2 + 9x + 6$

C) $2x^3 + x^2 + 11x + 11$

D) $2x^3 + 2x^2 + 18x + 12$

Content: Passport to Advanced Math

Key: C

Objective: You must substitute polynomials into an expression and then simplify the resulting expression by combining like terms.

Explanation: Choice C is correct. Substituting the expressions equivalent to y and z into $2y + z$ results in the expression $2(x^3 + 2x + 5) + x^2 + 7x + 1$. You must apply the distributive property to multiply $x^3 + 2x + 5$ by 2 and then combine the like terms in the expression.

Choice A is incorrect and may result if you correctly found $2y$ in terms of x but did not pay careful attention to exponents when adding the expression for $2y$ to the expression for z. As a result, you may have combined the x^3 and x^2 terms.

Choice B is incorrect and may result if you failed to distribute the 2 when multiplying $2(x^3 + 2x + 5)$.

Choice D is incorrect and may result from finding $2(y + z)$ instead of $2y + z$.

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Don't worry if you missed this question; there are several ways to make a mistake. Always be methodical when doing calculations or simplifying expressions, and use the space in your test booklet to perform the steps in finding your answer.

8

Which of the following is equal to $\sin\left(\frac{\pi}{5}\right)$?

A) $-\cos\left(\frac{\pi}{5}\right)$

B) $-\sin\left(\frac{\pi}{5}\right)$

C) $\cos\left(\frac{3\pi}{10}\right)$

D) $\sin\left(\frac{7\pi}{10}\right)$

Content: Additional Topics in Math

Key: C

Objective: You must understand radian measure and have a conceptual understanding of trigonometric relationships.

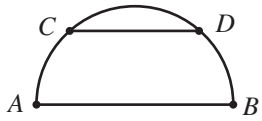
Explanation: Choice C is correct. Sine and cosine are cofunctions, or are related by the equation $\sin(x) = \cos\left(\frac{\pi}{2} - x\right)$. Therefore, $\sin\left(\frac{\pi}{5}\right) = \cos\left(\frac{\pi}{2} - \frac{\pi}{5}\right)$, which reduces to $\cos\left(\frac{3\pi}{10}\right)$.

Choice A is incorrect and may result from a misunderstanding about trigonometric relationships. You may have thought that cosine is the inverse function of sine and therefore reasoned that the negative of the cosine of an angle is equivalent to the sine of that angle.

Choice B is incorrect and may result from a misunderstanding of the unit circle and how it relates to trigonometric expressions. You may have thought that, on a coordinate grid, the negative sign only changes the orientation of the triangle formed, not the value of the trigonometric expression.

Choice D is incorrect. You may have confused the relationship between sine and cosine and erroneously added $\frac{\pi}{2}$ to the given angle measure instead of subtracting the angle measure from $\frac{\pi}{2}$.

9



The semicircle above has a radius of r inches, and chord $\overline{CD}$ is parallel to the diameter $\overline{AB}$. If the length of $\overline{CD}$ is $\frac{2}{3}$ of the length of $\overline{AB}$, what is the distance between the chord and the diameter in terms of r?

A) $\frac{1}{3}\pi r$

B) $\frac{2}{3}\pi r$

C) $\frac{\sqrt{2}}{2}r$

D) $\frac{\sqrt{5}}{3}r$

Content: Additional Topics in Math

Key: D

Objective: This problem requires you to make use of properties of circles and parallel lines in an abstract setting. You will have to draw an additional line in order to find the relationship between the distance of the chord from the diameter and the radius of the semicircle. This question provides an opportunity for using different approaches to find the distance required: one can use either the Pythagorean theorem or the trigonometric ratios.

Explanation: Choice D is correct. Let the semicircle have center O. The diameter $\overline{AB}$ has length $2r$. Because chord $\overline{CD}$ is $\frac{2}{3}$ of the length of the diameter, $CD = \frac{2}{3}(2r) = \frac{4}{3}r$. It follows that $\frac{1}{2}CD = \frac{1}{2}\left(\frac{4}{3}\right)r$ or $\frac{2}{3}r$. To find the distance, x, between $\overline{AB}$ and $\overline{CD}$, draw a right triangle connecting center O, the midpoint of chord $\overline{CD}$, and point C. The Pythagorean theorem can then be set up as follows: $r^2 = x^2 + \left(\frac{2}{3}r\right)^2$. Simplifying the right-hand side of the equation yields $r^2 = x^2 + \frac{4}{9}r^2$. Subtracting $\frac{4}{9}r^2$ from both sides of the equation yields $\frac{5}{9}r^2 = x^2$. Finally, taking the square root of both sides of the equation will reveal $\frac{\sqrt{5}}{3}r = x$.

Choice A is incorrect. If you selected this answer, you may have tried to use the circumference formula to determine the distance rather than making use of the radius of the circle to create a triangle.

Choice B is incorrect. If you selected this answer, you may have tried to use the circumference formula to determine the distance rather than making use of the radius of the circle to create a triangle.

Choice C is incorrect. If you selected this answer, you may have made a triangle within the circle, using a radius to connect the chord and the diameter, but then may have mistaken the triangle for a 45°-45°-90° triangle and tried to use this relationship to determine the distance.

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Question 9 is a particularly challenging question, one that may require additional time to solve. Be careful, however, not to spend too much time on a question. If you're unable to solve a question in a reasonable amount of time at first, flag it in your test booklet and return to it after you've attempted the rest of the questions in the section.

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Advanced geometry questions may require you to draw shapes, such as triangles, within a given shape in order to arrive at the solution.

Math Test – Calculator

55 MINUTES, 38 QUESTIONS

Turn to Section 4 of your answer sheet to answer the questions in this section.

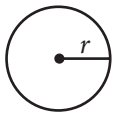
DIRECTIONS

For questions 1-30, solve each problem, choose the best answer from the choices provided, and fill in the corresponding bubble on your answer sheet. **For questions 31-38**, solve the problem and enter your answer in the grid on the answer sheet. Please refer to the directions before question 31 on how to enter your answers in the grid. You may use any available space in your test booklet for scratch work.

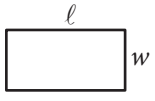
NOTES

1. The use of a calculator **is permitted**.
2. All variables and expressions used represent real numbers unless otherwise indicated.
3. Figures provided in this test are drawn to scale unless otherwise indicated.
4. All figures lie in a plane unless otherwise indicated.
5. Unless otherwise indicated, the domain of a given function f is the set of all real numbers x for which $f(x)$ is a real number.

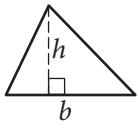
REFERENCE



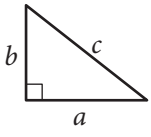
$A = \pi r^2$
$C = 2\pi r$



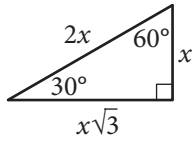
$A = \ell w$

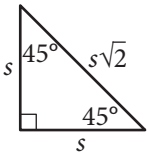


$A = \frac{1}{2}bh$

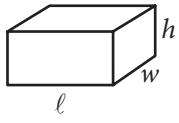


$c^2 = a^2 + b^2$

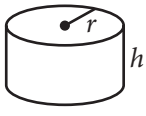




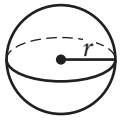
Special Right Triangles



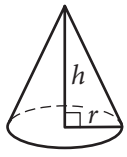
$V = \ell wh$



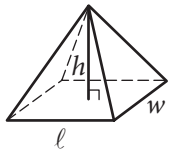
$V = \pi r^2 h$



$V = \frac{4}{3}\pi r^3$



$V = \frac{1}{3}\pi r^2 h$



$V = \frac{1}{3}\ell wh$

The number of degrees of arc in a circle is 360.
The number of radians of arc in a circle is 2π.
The sum of the measures in degrees of the angles of a triangle is 180.

Sample Questions: Multiple-Choice – Calculator

10

The recommended daily calcium intake for a 20-year-old person is 1,000 milligrams (mg). One cup of milk contains 299 mg of calcium and one cup of juice contains 261 mg of calcium. Which of the following inequalities represents the possible number of cups of milk, m, and cups of juice, j, a 20-year-old person could drink in a day to meet or exceed the recommended daily calcium intake from these drinks alone?

A) $299m + 261j \geq 1{,}000$

B) $299m + 261j > 1{,}000$

C) $\frac{299}{m} + \frac{261}{j} \geq 1{,}000$

D) $\frac{299}{m} + \frac{261}{j} > 1{,}000$

Content: Heart of Algebra

Key: A

Objective: You must identify the correct mathematical notation for an inequality to represent a real-world situation.

Explanation: Choice A is correct. Multiplying the number of cups of milk by the amount of calcium each cup contains and multiplying the number of cups of juice by the amount of calcium each cup contains gives the total amount of calcium from each source. You must then find the sum of these two numbers to find the total amount of calcium. Because the question asks for the calcium from these two sources to meet or exceed the recommended daily intake, the sum of these two products must be greater than or equal to 1,000.

Choice B is incorrect and may result from a misunderstanding of the meaning of inequality symbols as they relate to real-life situations. This answer does not allow for the daily intake to meet the recommended daily amount.

Choice C is incorrect and may result from a misunderstanding of proportional relationships. Here the wrong operation is applied, with the total amount of calcium per cup divided by the number of cups of each type of drink. These values should be multiplied.

Choice D is incorrect and may result from a combination of mistakes. The inequality symbol used allows the option to exceed, but not to meet, the recommended daily value, and the wrong operation may have been applied when calculating the total amount of calcium intake from each drink.

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On questions involving inequalities, pay close attention to the direction of the inequality symbol, and whether or not the correct answer should include an equal sign.

11

A research assistant selected 75 undergraduate students at random from the list of all students enrolled in the psychology-degree program at a large university. She asked each of the 75 students, "How many minutes per day do you typically spend reading?" The mean reading time in the sample was 89 minutes, and the margin of error for this estimate was 4.28 minutes. Another research assistant intends to replicate the survey and will attempt to get a smaller margin of error. Which of the following samples will most likely result in a smaller margin of error for the estimated mean time students in the psychology-degree program read per day?

A) 40 undergraduate psychology-degree program students selected at random

B) 40 undergraduate students selected at random from all degree programs at the university

C) 300 undergraduate psychology-degree program students selected at random

D) 300 undergraduate students selected at random from all degree programs at the university

Content: Problem Solving and Data Analysis

Key: C

Objective: You must first read and understand the statistics calculated from the survey. Then, you must apply your knowledge about the relationship between sample size and subject selection on margin of error.

Explanation: Choice C is correct. Increasing the sample size while randomly selecting participants from the original population of interest will most likely result in a decrease in the margin of error.

Choice A is incorrect and may result from a misunderstanding of the importance of sample size to a margin of error. The margin of error is likely to increase with a smaller sample size.

Choice B is incorrect and may result from a misunderstanding of the importance of sample size and participant selection to a margin of error. The margin of error is likely to increase due to the smaller sample size. Also, a sample of undergraduate students from all degree programs at the university is a different population than the original survey; therefore, the impact to the mean and margin of error cannot be predicted.

Choice D is incorrect. A sample of undergraduate students from all degree programs at the university is a different population than the original survey and therefore the impact to the mean and margin of error cannot be predicted.

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As discussed in Chapter 17, margin of error is affected by two factors: the variability in the data and the sample size. Increasing the size of the random sample provides more information and reduces the margin of error.

12

A company's manager estimated that the cost C, in dollars, of producing n items is $C = 7n + 350$. The company sells each item for $12. The company makes a profit when the total income from selling a quantity of items is greater than the total cost of producing that quantity of items. Which of the following inequalities gives all possible values of n for which the manager estimates that the company will make a profit?

A) $n < 70$

B) $n < 84$

C) $n > 70$

D) $n > 84$

Content: Heart of Algebra

Key: C

Objective: You must interpret an expression or equation that models a real-world situation and be able to interpret the whole expression (or specific parts) in terms of its context.

Explanation: Choice C is correct. One way to find the correct answer is to create an inequality. The income from sales of n items is $12n$. For the company to profit, $12n$ must be greater than the cost of producing n items; therefore, the inequality $12n > 7n + 350$ can be used to model the context. Solving this inequality yields $n > 70$.

Choice A is incorrect and may result from a misunderstanding of the properties of inequalities. You may have found the number of items of the break-even point as 70 and used the incorrect notation to express the answer, or you may have incorrectly modeled the scenario when setting up an inequality to solve.

Choice B is incorrect and may result from a misunderstanding of how the cost equation models the scenario. If you use the cost of $12 as the number of items n and evaluate the expression $7n$, you will find the value of 84. Misunderstanding how the inequality relates to the scenario might lead you to think n should be less than this value.

Choice D is incorrect and may result from a misunderstanding of how the cost equation models the scenario. If you use the cost of $12 as the number of items n and evaluate the expression $7n$, you will find the value of 84. Misunderstanding how the inequality relates to the scenario might lead you to think n should be greater than this value.

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Remember to solve an inequality just as you would an equation, with one important exception. When multiplying or dividing both sides of an inequality by a negative number, you must reverse the direction of the inequality:

If $-2x > 6$, then $x < -3$.

13

At a primate reserve, the mean age of all the male primates is 15 years, and the mean age of all female primates is 19 years. Which of the following must be true about the mean age m of the combined group of male and female primates at the primate reserve?

A) $m = 17$

B) $m > 17$

C) $m < 17$

D) $15 < m < 19$

Content: Problem Solving and Data Analysis

Key: D

Objective: You must evaluate the means for two separate populations in order to determine the constraints on the mean for the combined population.

Explanation: Choice D is correct. You must reason that because the mean of the males is lower than that of the females, the combined mean cannot be greater than or equal to that of the females, while also reasoning that because the mean of the females is greater than that of the males, the combined mean cannot be less than or equal to the mean of the males. Therefore, the combined mean must be between the two separate means.

Choice A is incorrect and results from finding the mean of the two means. This answer makes an unjustified assumption that there are an equal number of male and female primates.

Choice B is incorrect and results from finding the mean of the two means and misapplying an inequality to the scenario. This answer makes an unjustified assumption that there are more females than males.

Choice C is incorrect and results from finding the mean of the two means and misapplying an inequality to the scenario. This answer makes an unjustified assumption that there are more males than females.

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Question 13 doesn't require extensive calculation, or really any calculation at all. Rather, it relies upon a solid understanding of mean along with careful reasoning. On the SAT, it pays to reason critically about the question before diving into calculations.

14

A researcher wanted to know if there is an association between exercise and sleep for the population of 16-year-olds in the United States. She obtained survey responses from a random sample of 2,000 United States 16-year-olds and found convincing evidence of a positive association between exercise and sleep. Which of the following conclusions is well supported by the data?

A) There is a positive association between exercise and sleep for 16-year-olds in the United States.

B) There is a positive association between exercise and sleep for 16-year-olds in the world.

C) Using exercise and sleep as defined by the study, an increase in sleep is caused by an increase of exercise for 16-year-olds in the United States.

D) Using exercise and sleep as defined by the study, an increase in sleep is caused by an increase of exercise for 16-year-olds in the world.

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When deciding what conclusions are supported by the data from a study or survey, ask yourself:

1. Was the sample of subjects in the study selected at random from the entire population in question? If so, the results can be generalized to the entire population in question. However, check to make sure that the conclusion is referring to the same population as that in the study.

2. Were the subjects randomly assigned to treatments? If so, conclusions about cause and effect can be drawn.

Content: Problem Solving and Data Analysis

Key: A

Objective: You must use information from a research study to evaluate whether the results can be generalized to the study population and whether a cause-and-effect relationship exists. To conclude a cause-and-effect relationship like the ones described in choices C and D, there must be a random assignment of participants to groups receiving different treatments. To conclude that the relationship applies to a population, participants must be randomly selected from that population.

Explanation: Choice A is correct. A relationship in the data can only be generalized to the population that the sample was drawn from.

Choice B is incorrect. A relationship in the data can only be generalized to the population that the sample was drawn from. The sample was from high school students in the United States, not from high school students in the entire world.

Choice C is incorrect. Evidence for a cause-and-effect relationship can only be established when participants are randomly assigned to groups who receive different treatments.

Choice D is incorrect. Evidence for a cause-and-effect relationship can only be established when participants are randomly assigned to groups who receive different treatments. Also, a relationship in the data can only be generalized to the population that the sample was drawn from. The sample was from high school students in the United States, not from high school students in the entire world.

15

A biology class at Central High School predicted that a local population of animals will double in size every 12 years. The population at the beginning of 2014 was estimated to be 50 animals. If P represents the population n years after 2014, then which of the following equations represents the class's model of the population over time?

A) $P = 12 + 50n$

B) $P = 50 + 12n$

C) $P = 50(2)^{12n}$

D) $P = 50(2)^{\frac{n}{12}}$

Content: Passport to Advanced Math

Key: D

Objective: You must identify the correct mathematical notation for an exponential relationship that represents a real-world situation.

Explanation: Choice D is correct. A population that doubles in size over equal time periods is increasing at an exponential rate. In a doubling scenario, an exponential growth model can be written in the form $y = a(2)^{\frac{n}{b}}$, where a is the initial population (that is, the population

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A good strategy for checking your answer on Question 15 is to pick a number for n and test the answer choices. If $n = 12$, for instance, P should equal 100 (since after 12 years, the initial population of 50 should double to 100). Only choice D yields a value of 100 when you plug in 12 for n.

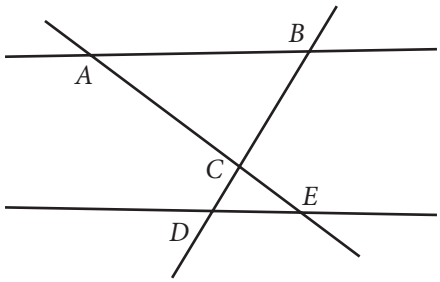
when $n = 0$) and b is the number of years it takes for the population to double in size. In this case, the initial population is 50, the number of animals at the beginning of 2014. Therefore, $a = 50$. The text explains that the population will double in size every 12 years. Therefore, $b = 12$.

Choice A is incorrect and may result from a misunderstanding of exponential equations or of the context. This linear model indicates that the initial population is 12 animals and the population is increasing by 50 animals each year. However, this is not the case.

Choice B is incorrect and may result from a misunderstanding of exponential equations or of the context. This linear model indicates that the initial population is 50 animals and the population is increasing by 12 animals each year. However, this is not the case.

Choice C is incorrect. This exponential model indicates that the initial population is 50 animals and is doubling. The exponent $12n$ indicates that the population is doubling 12 times per year, not every 12 years.

16



Note: Figure not drawn to scale.

In the figure above, $\triangle ABC$ is similar to $\triangle EDC$, with $\angle BAC$ corresponding to $\angle CED$ and $\angle ABC$ corresponding to $\angle CDE$. Which of the following must be true?

A) $\overline{AE} \parallel \overline{BD}$

B) $\overline{AE} \perp \overline{BD}$

C) $\overline{AB} \parallel \overline{DE}$

D) $\overline{AB} \perp \overline{DE}$

Content: Additional Topics in Math

Key: C

Objective: You must use spatial reasoning and geometric logic to deduce which relationship is true based on the given information. You must also use mathematical notation to express the relationship between the line segments.

Explanation: Choice C is correct. Given that $\triangle ABC$ is similar to $\triangle EDC$ and that $\angle BAC$ corresponds to $\angle CED$, you can determine that $\angle BAC$ is congruent to $\angle CED$. The converse of the alternate interior angle theorem tells us that $\overline{AB} \parallel \overline{DE}$. (You can also use the fact that $\angle ABC$ and $\angle CDE$ are congruent to make a similar argument.)

REMEMBER

When a question explicitly states that a figure is *not* drawn to scale, avoid making unwarranted assumptions. Rely instead on your knowledge of mathematical properties and theorems.

Choice A is incorrect and may result from multiple misconceptions. You may have misidentified the segments as perpendicular and used the wrong notation to express this statement.

Choice B is incorrect and may result from using only the diagram and not considering the given information. The line segments appear to be perpendicular, but need not be, given the information provided.

Choice D is incorrect and may result from misunderstanding either the notation or the vocabulary of parallel and perpendicular lines. You may have incorrectly identified or notated parallel lines as perpendicular.

17

The function f is defined by $f(x) = 2x^3 + 3x^2 + cx + 8$ where c is a constant. In the xy-plane, the graph of f intersects the x-axis at the three points $(-4, 0)$, $\left(\frac{1}{2}, 0\right)$, and $(p, 0)$. What is the value of c?

A) −18

B) −2

C) 2

D) 10

Content: Passport to Advanced Math

Key: A

Objective: You could tackle this problem in many different ways, but the focus is on your understanding of the zeros of a polynomial function and how they are used to construct algebraic representations of polynomials.

Explanation: Choice A is correct. The given zeros can be used to set up an equation to solve for c. Substituting −4 for x and 0 for y yields $-4c = 72$, or $c = -18$. Alternatively, since −4, $\frac{1}{2}$, and p are zeros of the polynomial function, it follows that $f(x) = (2x - 1)(x + 4)(x - p)$. Were this polynomial multiplied out, the constant term would be $(-1)(4)(-p) = 4p$. (We can grasp this without performing the full expansion.) Since it is given that this value is 8, it goes that $4p = 8$ or, rather, $p = 2$. Substituting 2 for p in the polynomial function yields $f(x) = (2x - 1)(x + 4)(x - 2)$, and after multiplying the factors, one finds that the coefficient of the x term, or the value of c, is −18.

Choice B is incorrect. This value may be the result of finding that $p = 2$ and then misunderstanding the relationship between the constants p and c in the equation.

Choice C is incorrect. This is the value of p, not c. Finding the value of p is an intermediate step to finding the value of c, but the value of p is not the final answer.

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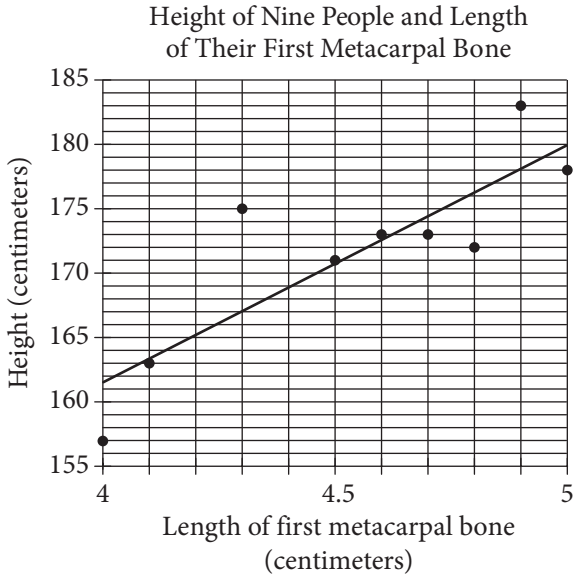
When a question states that the graph of a function intersects the x-axis at specific points, this means that the dependent variable, $f(x)$, equals zero for the specified values of the independent variable, x. Applying this concept leads to the solution on Question 17.

Choice D is incorrect. This value could be the result of an arithmetic error. Using the value of p ($p = 2$) and the other zeros, $f(x)$ can be factored as $f(x) = (2x - 1)(x + 4)(x - 2)$. If the x terms in the product were erroneously found to be $14x$ and $-4x$, then combining like terms could result in this incorrect answer.

Sample Question Set

Questions 18 to 20 refer to the following information:

The first metacarpal bone is located in the hand. The scatterplot below shows the relationship between the length of the first metacarpal bone and the height of 9 people. A line of best fit is also shown.



18

How many of the 9 people have an actual height that differs by more than 3 centimeters from the height predicted by the line of best fit?

A) 2
B) 4
C) 6
D) 9

Content: Problem Solving and Data Analysis

Key: B

Objective: You must read and interpret information from a data display.

Explanation: Choice B is correct. The people who have first metacarpal bones of length 4.0, 4.3, 4.8, and 4.9 centimeters have heights that differ by more than 3 centimeters from the height predicted by the line of best fit.

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Pay close attention to axis labels as well as to the size of the units on the two axes.

Choice A is incorrect. There are 2 people whose actual heights are more than 3 centimeters above the height predicted by the line of best fit. However, there are also 2 people whose actual heights are farther than 3 centimeters below the line of best fit.

Choice C is incorrect. There are 6 data points in which the absolute value between the actual height and the height predicted by the line of best fit is greater than 1 centimeter.

Choice D is incorrect. The data on the graph represent 9 different people; however, the absolute value of the difference between actual height and predicted height is not greater than 3 for all of the people.

19

Which of the following is the best interpretation of the slope of the line of best fit in the context of this problem?

A) The predicted height increase in centimeters for one centimeter increase in the first metacarpal bone

B) The predicted first metacarpal bone increase in centimeters for every centimeter increase in height

C) The predicted height in centimeters of a person with a first metacarpal bone length of 0 centimeters

D) The predicted first metacarpal bone length in centimeters for a person with a height of 0 centimeters

Content: Heart of Algebra

Key: A

Objective: You must interpret the meaning of the slope of the line of best fit in the context provided.

Explanation: Choice A is correct. The slope is the change in the vertical distance divided by the change in the horizontal distance between any two points on a line. In this context, the change in the vertical distance is the change in the predicted height of a person, and the change in the horizontal distance is the change in the length of his or her first metacarpal bone. The unit rate, or slope, is the increase in predicted height for each increase of one centimeter of the first metacarpal bone.

Choice B is incorrect. If you selected this answer, you may have interpreted the slope incorrectly as run over rise.

Choice C is incorrect. If you selected this answer, you may have mistaken the slope for the y-intercept.

Choice D is incorrect. If you selected this answer, you may have mistaken the slope for the x-intercept.

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Throughout the SAT Math Test, you'll be asked to apply your knowledge of math principles and properties, such as slope, to specific contexts, such as the line of best fit in the scatterplot above. To do so requires that you possess a strong understanding of these math concepts.

20

Based on the line of best fit, what is the predicted height for someone with a first metacarpal bone that has a length of 4.45 centimeters?

A) 168 centimeters
B) 169 centimeters
C) 170 centimeters
D) 171 centimeters

Content: Problem Solving and Data Analysis

Key: C

Objective: You must use the line of best fit to make a prediction. You must also demonstrate fluency in reading graphs and decimal numbers.

Explanation: Choice C is correct. First, notice that the scale of the *x*-axis is 0.1, and therefore the *x*-value of 4.45 is halfway between the unmarked value of 4.4 and the marked value of 4.5. Then, find the *y*-value on the line of best fit that corresponds with an *x*-value of 4.45, which is 170.

Choice A is incorrect. If you mistakenly find the point on the line between the *x*-values of 4.3 and 4.4, you'll likely find a predicted metacarpal bone length of 168 centimeters.

Choice B is incorrect. If you mistakenly find the point on the line that corresponds to an *x*-value of 4.4 centimeters, you'll likely find a predicted height of approximately 169 centimeters.

Choice D is incorrect. If you mistakenly find the point on the line that corresponds with an *x*-value of 4.5 centimeters, you'll likely find a predicted height of approximately 171 centimeters. You might also choose this option if you mistakenly use the data point that has an *x*-value closest to 4.45 centimeters.

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The answer choices on Question 20 are very close together. Thus, be very precise when examining the scatterplot to find the *y*-value that corresponds to an *x*-value of 4.45 on the line of best fit.

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CHAPTER 21

Sample Math Questions: Student-Produced Response

In this chapter, you will see examples of student-produced response math questions. This type of question appears in both the calculator and the no-calculator portions of the test. Student-produced response questions can come from any of the four areas covered by the SAT Math Test.

Student-Produced Response Strategies

Student-produced response questions don't have answer choices to select from. You must solve the problem and grid your answer on the answer sheet. There is a space to write your answer, and there are bubbles below to fill in for your answer. Use your written answer to make sure you fill in the correct bubbles. The filled-in bubbles are what determine how your answer is scored. You will not receive credit if you only write in your answer without filling in the bubbles.

REMEMBER

You must fill in the bubbles on the answer sheet in order to receive credit. You will not receive credit if you only write in your answer but don't fill in the bubbles.

Each grid has four columns. If your answer does not fill all four columns, leave the unneeded spaces blank. You may start your answer in any column as long as there is space to fill in the complete answer.

Many of the same test-taking strategies you used on the multiple-choice questions should be used for the student-produced response questions, but here are a few additional tips to consider: First, remember that your answer must be able to fit in the grid on the answer sheet. The grid is four characters long, and there is no grid for negative numbers. If you solve a question and find an answer that is negative or is greater than 9999, you should try to solve the problem a different way to find the correct answer. On some questions, your answer may include a dollar sign, a percent sign, or a degree symbol. These symbols can't be included in the answer grid, and as a reminder, the question will instruct you to disregard them.

When entering a fraction or decimal answer, keep a few things in mind. The scanner can't interpret mixed numbers; therefore, you need to give your answer as an improper fraction or as the decimal equivalent. If your answer is a decimal with more digits than will fit in the grid, you must fill the entire grid with the most accurate value

REMEMBER

Answers can't be mixed numbers. Give your answer as an improper fraction or as the decimal equivalent. For instance, do *not* submit $3\frac{1}{2}$ as your answer. Instead, submit either $\frac{7}{2}$ or 3.5.

REMEMBER

You don't need to reduce fractions to their lowest terms as long as the fraction fits in the grid. You can save time and prevent calculation errors by giving your answer as an unreduced fraction.

REMEMBER

Carefully read the directions for the student-produced response questions now so you won't have to spend precious time doing so on test day.

possible, either rounding the number or truncating it. Do not include a leading zero when gridding in decimals. For example, if your answer is $\frac{2}{3}$, you can grid 2/3, .666, or .667; however, 0.6, .66, and 0.67 would all be considered incorrect. Do not round up when truncating a number unless the decimal should be rounded up. For example, if the answer is $\frac{1}{3}$, .333 is an acceptable answer, but .334 is not. It is also not necessary to reduce fractions to their lowest terms as long as the fraction fits in the grid. If your answer is $\frac{6}{18}$, you do not need to reduce it to $\frac{1}{3}$. Giving your answer as an unreduced fraction (if it fits in the grid) can save you time and prevent simple calculation mistakes.

Make sure to read the question carefully and answer what is being asked. If the question asks for the number of thousands and the correct answer is 2 thousands, grid in 2 as the answer, not 2000. If the question asks for your answer to be rounded to the nearest tenth or hundredth, only a correctly rounded answer will be accepted.

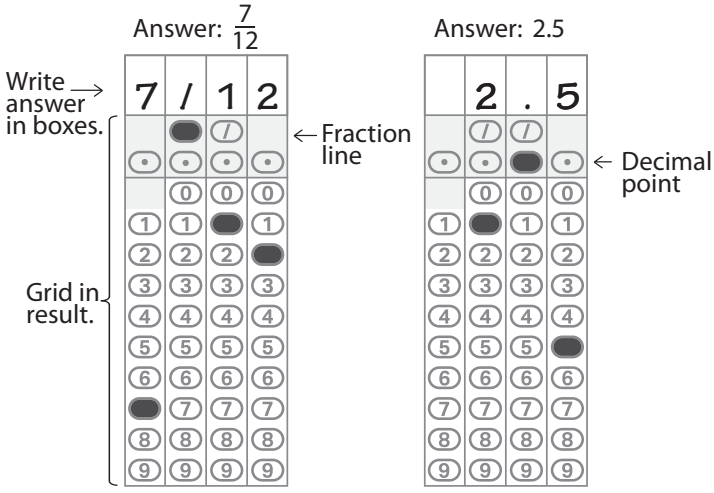
Some student-produced response questions may have more than one correct answer. You should only provide one answer. Do not attempt to grid in more than one answer. You should not spend your time looking for additional answers. Just like multiple-choice questions, there is no penalty for guessing on student-produced response questions. If you are not sure of the correct answer, make an educated guess. Try not to leave questions unanswered.

The actual test directions for the student-produced response questions appear on the next page.

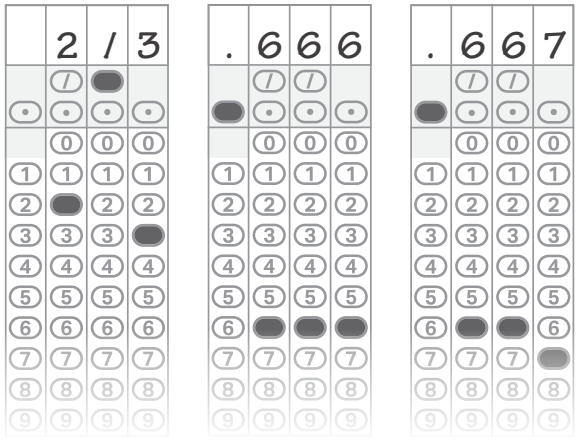
DIRECTIONS

For questions 31-38, solve the problem and enter your answer in the grid, as described below, on the answer sheet.

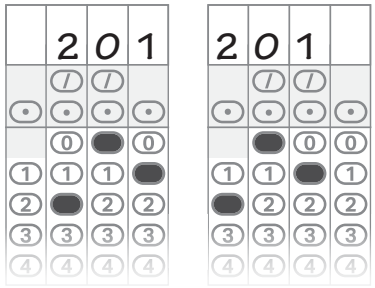
1. Although not required, it is suggested that you write your answer in the boxes at the top of the columns to help you fill in the bubbles accurately. You will receive credit only if the bubbles are filled in correctly.
2. Mark no more than one bubble in any column.
3. No question has a negative answer.
4. Some problems may have more than one correct answer. In such cases, grid only one answer.
5. **Mixed numbers** such as $3\frac{1}{2}$ must be gridded as 3.5 or 7/2 (If is entered into the grid, it will be interpreted as $\frac{31}{2}$, not $3\frac{1}{2}$.)
6. **Decimal answers:** If you obtain a decimal answer with more digits than the grid can accommodate, it may be either rounded or truncated, but it must fill the entire grid.



Acceptable ways to grid $\frac{2}{3}$ are:



Answer: 201– either position is correct

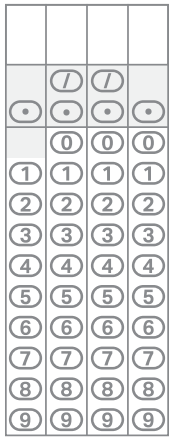


NOTE: You may start your answers in any column, space permitting. Columns you don't need to use should be left blank.

Sample Questions: Student-Produced Response – No Calculator

1

If $a^2 + 14a = 51$ and $a > 0$, what is the value of $a + 7$?



Content: Passport to Advanced Math

Key: 10

Objective: You must use your knowledge of quadratic equations to determine the best way to efficiently solve this problem.

Explanation: There is more than one way to solve this problem. You can apply standard techniques by rewriting the equation $a^2 + 14a = 51$ as $a^2 + 14a - 51 = 0$ and then factoring. Since the coefficient of a is 14 and the constant term is −51, factoring requires writing −51 as the product of two numbers that have a sum of 14. This is $-51 = (-3)(17)$, which gives the factorization $(a + 17)(a - 3) = 0$. The possible values of a are −17 and 3. Since it is given that $a > 0$, it must be true that $a = 3$. Thus, the value of $a + 7$ is $3 + 7 = 10$.

You could also use the quadratic formula to find the possible values of a.

A third way to solve this problem is to recognize that adding 49 to both sides of the equation yields $a^2 + 14a + 49 = 51 + 49$, or rather $(a + 7)^2 = 100$, which has a perfect square on each side. Since $a > 0$, the solution to $a + 7 = 10$ is evident.

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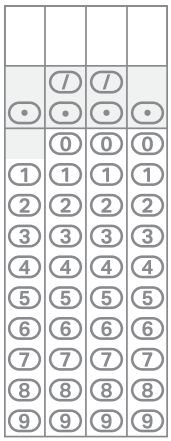
This question, like many on the SAT Math Test, can be solved in a variety of ways. Use the method that will get you to the correct answer in the least amount of time. Knowing multiple approaches can also help in case you get stumped using one particular method.

2

If $\frac{1}{2}x + \frac{1}{3}y = 4$, what is the value of $3x + 2y$?



Content: Heart of Algebra

Key: 24

Objective: You must use the structure of the equation to efficiently solve the problem.

Explanation: Using the structure of the equation allows you to quickly solve the problem if you see that multiplying both sides of the equation by 6 clears the fractions and yields $3x + 2y = 24$.

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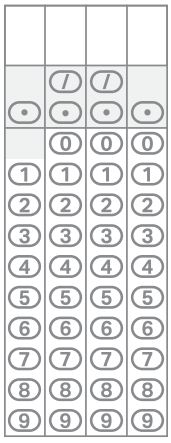
Always be on the lookout for shortcuts. On Question 2, for instance, examining the structure of the equation yields a very efficient solution.

3

What is one possible solution to the equation $\frac{24}{x+1} - \frac{12}{x-1} = 1$?



Content: Passport to Advanced Math

Key: 5, 7

Objective: You should seek the best solution method for solving rational equations before beginning. Searching for structure and common denominators at the outset will prove very useful and will help prevent complex computations that do not lead to a solution.

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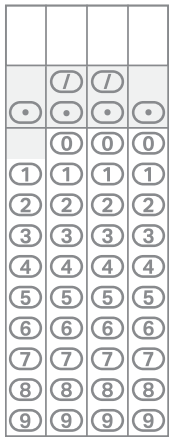
Eliminating fractions is often a good first step when asked to solve a rational equation. To eliminate the fractions in this equation, multiply both sides of the equation by the common denominator, which is $(x + 1)(x - 1)$.

Explanation: In this problem, multiplying both sides of the equation by the common denominator $(x + 1)(x - 1)$ yields $24(x - 1) - 12(x + 1) = (x + 1)(x - 1)$. Multiplication and simplification then yields $12x - 36 = x^2 - 1$, or $x^2 - 12x + 35 = 0$. Factoring the quadratic gives $(x - 5)(x - 7) = 0$, so the solutions occur at $x = 5$ and $x = 7$, both of which should be checked in the original equation to ensure they are not extraneous. In this case, both values are solutions, and either is a correct answer.

4

$$x^2 + y^2 - 6x + 8y = 144$$

The equation of a circle in the xy-plane is shown above. What is the diameter of the circle?



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To solve Question 4, you must know that the standard form of the equation of a circle is $(x - a)^2 + (y - b)^2 = r^2$, where (a, b) is the center of the circle and r is the radius. You also must know how to complete a square.

Content: Additional Topics in Math

Key: 26

Objective: You must determine a circle property given the equation of the circle.

Explanation: Completing the square yields the equation $(x - 3)^2 + (y + 4)^2 = 169$, the standard form of an equation of the circle. Understanding this form results in the equation $r^2 = 169$, which when solved for r gives the value of the radius as 13. The diameter is twice the value of the radius; therefore, the diameter is 26.

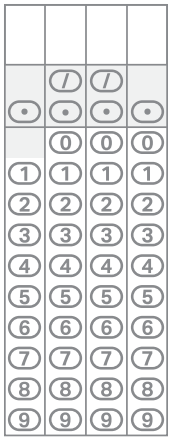
Sample Questions: Student-Produced Response – Calculator

5

The table shown classifies 103 elements as metal, metalloid, or nonmetal and as solid, liquid, or gas at standard temperature and pressure.

	Solids	Liquids	Gases	Total
Metals	77	1	0	78
Metalloids	7	0	0	7
Nonmetals	6	1	11	18
Total	90	2	11	103

What fraction of solids and liquids in the table are metalloids?



Content: Problem Solving and Data Analysis

Key: .076, $\frac{7}{92}$

Objective: You must read information from a two-way table and determine the specific relationship between two categorical variables.

Explanation: There are 7 metalloids that are solid or liquid, and there are 92 total solids and liquids. Therefore, the fraction of solids and liquids that are metalloids is $\frac{7}{92}$, or .076.

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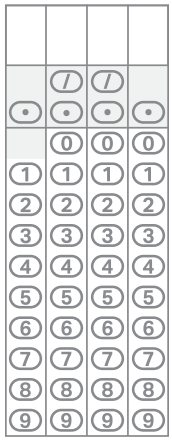
The denominator of the fraction will be the total number of solids and liquids, while the numerator will be the number of liquids and solids that are metalloids. Carefully retrieve that information from the table, and remember to fill in the bubbles that correspond to the answer.

6

A typical image taken of the surface of Mars by a camera is 12,000 megabits in size. A tracking station on Earth can receive these images from a spacecraft at a rate of 3 megabits per second. How much time will it take, in seconds, for the tracking station to receive an entire typical image from the spacecraft?



Content: Problem Solving and Data Analysis

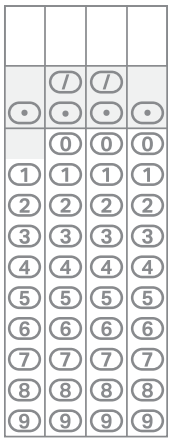
Key: 4000

Objective: In this problem, you must use the unit rate (data-transmission rate) and apply it to the image file size in megabits. The problem represents a typical calculation done when working with electronic files and data-transmission rates.

Explanation: It's given that the tracking station can receive these images at a rate of 3 megabits per second. Let x be the amount of time, in seconds, it will take for the tracking station to receive the 12,000-megabit image. The proportion $\frac{12{,}000 \text{ megabits}}{x \text{ seconds}} = \frac{3 \text{ megabits}}{1 \text{ second}}$ can be used to solve for the value of x. Multiplying both sides of this equation by x yields $12{,}000 = \frac{3x}{1}$ or $12{,}000 = 3x$. Dividing both sides of this equation by 3 yields $4{,}000 = x$.

7

If $-\frac{9}{5} < -3t + 1 < -\frac{7}{4}$, what is one possible value of $9t - 3$?



Content: Heart of Algebra

Key: Any decimal with a value greater than 5.25 and less than 5.4. Equivalent fractions in this range that can be entered in the grid are also acceptable.

Objective: You should recognize the structure of the inequality to form a strategy to solve the inequality.

Explanation: Using the structure of the inequality to solve, you could note that the relationship between $-3t + 1$ and $9t - 3$ is that the latter is -3 multiplied by the former. Multiplying all parts of the inequality by -3 reverses the inequality signs, resulting in $\frac{27}{5} > 9t - 3 > \frac{21}{4}$, or rather $\frac{21}{4} < 9t - 3 < \frac{27}{5}$ when written with increasing values from left to right. Any value that is greater than $\frac{21}{4}$ and less than $\frac{27}{5}$ is correct. Therefore, any fraction greater than $\frac{21}{4}$ (equivalent to 5.25) and less than $\frac{27}{5}$ (equivalent to 5.4) that can be entered in the grid is also acceptable.

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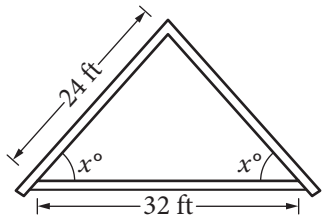
When you multiply an inequality by a negative number, remember to reverse the inequality signs.

REMEMBER

When entering your answer to this question, do not enter your answer as a mixed fraction. Rather, enter your answer as a decimal or an improper fraction.

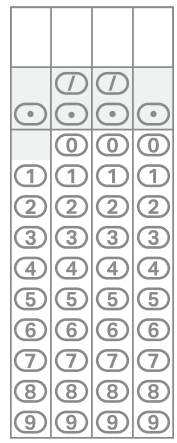
8

An architect drew the sketch below while designing a house roof. The dimensions shown are for the interior of the triangle.



Note: Figure not drawn to scale.

What is the value of cos x?



Content: Additional Topics in Math

Key: $\frac{2}{3}$, $\frac{4}{6}$, $\frac{6}{9}$, $\frac{8}{12}$, .666, .667

Objective: You must make use of properties of triangles to solve a problem.

Explanation: Because the triangle is isosceles, constructing a perpendicular from the top vertex to the opposite side will bisect the base and create two smaller right triangles. In a right triangle, the cosine of an acute angle is equal to the length of the side adjacent to the angle divided by the length of the hypotenuse. This gives $\cos x = \frac{16}{24}$, which can be simplified to $\cos x = \frac{2}{3}$. Note that $\frac{16}{24}$ cannot be entered into the answer grid, so this fraction must be reduced. Acceptable answers to grid are 2/3, 4/6, 6/9, 8/12, .666, and .667.

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The cosine of an acute angle is equal to the length of the side adjacent to the angle divided by the length of the hypotenuse. Learn to solve for sine, cosine, and tangent of an acute angle; this may be tested on the SAT.

Sample Question Set

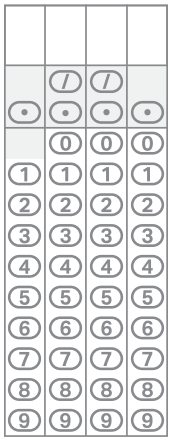
Questions 9 and 10 refer to the following information:

An international bank issues its Traveler credit cards worldwide. When a customer makes a purchase using a Traveler credit card in a currency different from the customer's home currency, the bank converts the purchase price at the daily foreign exchange rate and then charges a 4% fee on the converted cost.

Sara lives in the United States and is on vacation in India. She used her Traveler credit card for a purchase that cost 602 rupees (Indian currency). The bank posted a charge of $9.88 to her account that included a 4% fee.

9

What foreign exchange rate, in Indian rupees per one U.S. dollar, did the bank use for Sara's charge? Round your answer to the nearest whole number.



Content: Problem Solving and Data Analysis

Key: 63

Objective: You must use the information in the problem to set up a ratio that will allow you to find the exchange rate.

Explanation: $9.88 represents the conversion of 602 rupees plus a 4% fee on the converted cost. To calculate the cost of the purchase x, in dollars, before the 4% fee, you can use the equation $1.04x = 9.88$, which gives $x = 9.5$. Since the cost is $9.50, or 602 rupees, to calculate the exchange rate r, in Indian rupees per one U.S. dollar: $9.50 \text{ dollars} \times \frac{r \text{ rupees}}{1 \text{ dollar}} = 602 \text{ rupees}$; solving for r yields approximately 63 rupees.

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It is helpful to divide this question into two steps. First, calculate the original cost of Sara's purchase in dollars. Then, set up a ratio to find the exchange rate, keeping track of your units.

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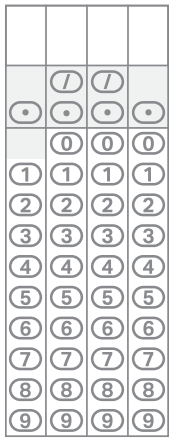
Unit analysis and conversion is an important skill on the SAT Math Test and features prominently on this question. It may help to write out the conversion, including the units, as illustrated here.

10

A bank in India sells a prepaid credit card worth 7500 rupees. Sara can buy the prepaid credit card using U.S. dollars at the daily exchange rate with no fee, but she will lose any money left unspent on the prepaid credit card. What is the least number of the 7500 rupees on the prepaid credit card Sara must spend for the prepaid credit card to be cheaper than charging all her purchases on the Traveler credit card? Round your answer to the nearest whole number of rupees.



Content: Problem Solving and Data Analysis

Key: 7212

Objective: You must set up an inequality to solve a multistep problem.

Explanation: Let d represent the cost, in U.S. dollars, of the 7500-rupee prepaid credit card. This implies that the exchange rate on this particular day is $\frac{d}{7500}$ dollars per rupee. Suppose Sara's total purchases on the prepaid credit card were r rupees. The value of r rupees in dollars is $\left(\frac{d}{7500}\right)r$ dollars. If Sara spent the r rupees on the Traveler credit card instead, she would be charged $1.04\left(\frac{d}{7500}\right)r$ dollars. To answer the question about how many rupees Sara must spend in order to make the Traveler credit card a cheaper option (in dollars) for spending the r rupees, you must set up the inequality $1.04\left(\frac{d}{7500}\right)r \geq d$. Rewriting both sides reveals $1.04\left(\frac{r}{7500}\right)d \geq (1)d$, from which you can infer $1.04\left(\frac{r}{7500}\right) \geq 1$. Dividing both sides by 1.04 and multiplying both sides by 7500 finally yields $r \geq 7212$. Hence the least number of rupees Sara must spend for the prepaid credit card to be cheaper than the Traveler credit card is 7212.

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Another helpful way to think about this question is to keep in mind the fact that Sara will pay 7500 rupees for the prepaid credit card, regardless of how much money she leaves unspent. For the prepaid credit card to be cheaper than using the Traveler credit card, the Traveler credit card must end up costing Sara more than 7500 rupees. You can set up an inequality to calculate the least amount of purchases Sara needs to make using the Traveler credit card to exceed 7500 rupees. This value, when rounded to the nearest whole number, yields the correct answer.

CHAPTER 13

Sample Writing and Language Test Questions

This chapter presents two Writing and Language Test sample passages and associated test questions. Following each question is an explanation of the best answer and some comments about the incorrect answer choices.

These instructions will precede the SAT Writing and Language Test.

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Carefully read the test directions now so that you won't have to spend much time on them on test day.

Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a "NO CHANGE" option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

Sample 1:

Careers Passage with Informational Graphic

REMEMBER

Note how the words, phrases, and sentences tested on the Writing and Language Test are embedded within a fairly lengthy passage (400–450 words). This is because many of the questions require you to consider paragraph- or passage-level context when choosing your answer.

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Read the passage as a whole carefully, analyzing such features as the writer's purpose, the organization of the passage, and the writer's style and tone, much as you would on the Reading Test.

Questions 1-11 are based on the following passage and supplementary material.

A Life in Traffic

A subway system is expanded to provide service to a growing suburb. A bike-sharing program is adopted to encourage nonmotorized transportation. **1** To alleviate rush hour traffic jams in a congested downtown area, stoplight timing is coordinated. When any one of these changes **2** occur, it is likely the result of careful analysis conducted by transportation planners.

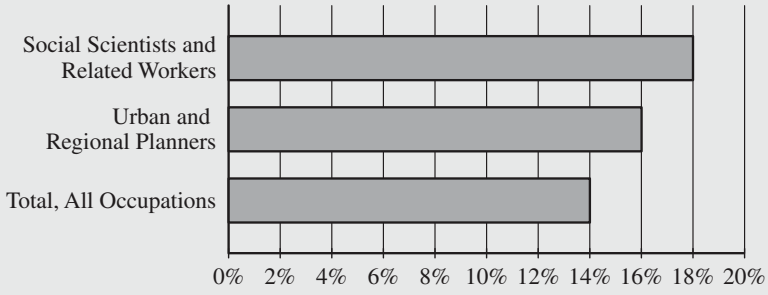
The work of transportation planners generally includes evaluating current transportation needs, assessing the effectiveness of existing facilities, and improving those facilities or **3** they design new ones. Most transportation planners work in or near cities, **4** but some are employed in rural areas. Say, for example, a large factory is built on the outskirts of a small town. Traffic to and from that location would increase at the beginning and end of work shifts. The transportation **5** planner's job, might involve conducting a traffic count to determine the daily number of vehicles traveling on the road to the new factory. If analysis of the traffic count indicates that there is more traffic than the **6** current road as it is designed at this time can efficiently accommodate, the transportation planner might recommend widening the road to add another lane.

Transportation planners work closely with a number of community stakeholders, such as government officials and other interested organizations and individuals. **7** Next, representatives from the local public health department might provide input in designing a network of trails and sidewalks to encourage people to walk more. **8** According to the American Heart Association, walking provides numerous benefits related to health and well-being. Members of the Chamber of Commerce might share suggestions about designing transportation and parking facilities to support local businesses.

9 People who pursue careers in transportation planning have a wide variety of educational backgrounds. A two-year degree in transportation technology may be sufficient for some entry-level jobs in the field. Most jobs, however, require at least a bachelor's degree; majors of transportation planners are **10** varied, including fields such as urban studies, civil engineering, geography, or transportation and logistics. For many positions in the field, a master's degree is required.

Transportation planners perform critical work within the broader field of urban and regional planning. As of 2010, there were approximately 40,300 urban and regional planners employed in the United States. The United States Bureau of Labor Statistics forecasts steady job growth in this field, **11** projecting that 16 percent of new jobs in all occupations will be related to urban and regional planning. Population growth and concerns about environmental sustainability are expected to spur the need for transportation planning professionals.

Urban and Regional Planners
Percent Increase in Employment, Projected 2010–2020



Adapted from United States Bureau of Labor Statistics, Employment Projections program. "All occupations" includes all occupations in the United States economy.

1

Which choice best maintains the sentence pattern already established in the paragraph?

A) NO CHANGE

B) Coordinating stoplight timing can help alleviate rush hour traffic jams in a congested downtown area.

C) Stoplight timing is coordinated to alleviate rush hour traffic jams in a congested downtown area.

D) In a congested downtown area, stoplight timing is coordinated to alleviate rush hour traffic jams.

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To answer this question correctly, you'll want to read the two preceding sentences, determine the pattern that's been established, and choose the answer that's most consistent with that pattern.

Content: Effective Language Use

Key: C

Objective: You must ensure consistency of style within a series of sentences.

Explanation: Choice C is the best answer because it most closely maintains the sentence pattern established by the two preceding sentences, which begin with noun and passive verb phrases ("A subway system is expanded," "A bike-sharing program is adopted").

Choice A is not the best answer because it does not maintain the sentence pattern established by the two preceding sentences. Rather, it begins the sentence with an infinitive phrase.

Choice B is not the best answer because it does not maintain the sentence pattern established by the two preceding sentences. Rather, it begins the sentence with a gerund phrase.

Choice D is not the best answer because it does not maintain the sentence pattern established by the two preceding sentences. Rather, it places a prepositional phrase, "in a congested downtown area," at the beginning of the sentence.

REMEMBER

When a question has no additional directions, such as Question 2, assume that you're to choose the option that's the most effective or correct.

2

A) NO CHANGE
B) occur, they are
C) occurs, they are
D) occurs, it is

Content: Conventions of Usage

Key: D

Objective: You must maintain grammatical agreement between pronoun and antecedent and between subject and verb.

Explanation: Choice D is the best answer because it maintains agreement between the pronoun ("it") and the antecedent ("any one") and between the subject ("any one") and the verb ("occurs").

Choice A is not the best answer because the plural verb "occur" does not agree with the singular subject "any one."

Choice B is not the best answer because the plural verb "occur" does not agree with the singular subject "any one" and because the plural pronoun "they" does not agree with the singular antecedent "any one."

Choice C is not the best answer because the plural pronoun "they" does not agree with the singular antecedent "any one."

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This question tests your understanding of both subject-verb agreement and pronoun-antecedent agreement. The key to this question is correctly identifying the subject of the sentence; is it "any one" or "changes"?

3

A) NO CHANGE
B) to design
C) designing
D) design

Content: Sentence Structure

Key: C

Objective: You must maintain parallel structure.

Explanation: Choice C is the best answer because "designing" maintains parallelism with "evaluating," "assessing," and "improving."

Choice A is not the best answer because "they design" does not maintain parallelism with "evaluating," "assessing," and "improving."

Choice B is not the best answer because "to design" does not maintain parallelism with "evaluating," "assessing," and "improving."

Choice D is not the best answer because "design" does not maintain parallelism with "evaluating," "assessing," and "improving."

4

Which choice results in the most effective transition to the information that follows in the paragraph?

A) NO CHANGE
B) where job opportunities are more plentiful.
C) and the majority are employed by government agencies.
D) DELETE the underlined portion and end the sentence with a period.

Content: Organization

Key: A

Objective: You must determine the most effective transition between ideas.

Explanation: Choice A is the best answer because it effectively signals the shift in the paragraph to the example of the work a transportation planner might perform if he or she were employed in a rural area and asked to consider the effects of a new factory built "on the outskirts of a small town."

Choice B is not the best answer because noting that job opportunities are more plentiful in cities does not effectively signal the shift in the paragraph to the example of the work a transportation planner might perform if he or she were employed in a rural area.

Choice C is not the best answer because noting that most transportation planners work for government agencies does not effectively signal the shift in the paragraph to the example of the work a transportation planner might perform if he or she were employed in a rural area.

PRACTICE AT
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Don't assume that the best answer will always involve a change to the text in the passage. Sometimes the passage text as originally presented is the best option, in which case you'll choose choice A, "NO CHANGE."

Choice D is not the best answer because the proposed deletion would create a jarring shift from the statement "Most transportation planners work in or near cities" to the example of the work a transportation planner might perform if he or she were employed in a rural area.

PRACTICE AT

satpractice.org

As on Question 2, this question tests two topics—here, possessive nouns and unnecessary punctuation. Be sure the answer you choose is the best option overall. Some answer choices may correct one problem but not the other or may correct one problem but introduce an alternate error.

5

A) NO CHANGE
B) planner's job
C) planners job,
D) planners job

Content: Conventions of Punctuation

Key: B

Objective: You must differentiate between possessive and plural nouns. You must also recognize and eliminate unnecessary punctuation.

Explanation: Choice B is the best answer because it correctly uses an apostrophe to indicate possession and does not introduce any unnecessary punctuation.

Choice A is not the best answer because while it correctly indicates the possessive relationship between "transportation planner" and "job," it introduces an unnecessary comma after the word "job."

Choice C is not the best answer because it does not indicate the possessive relationship between "transportation planner" and "job," and because it introduces an unnecessary comma after the word "job."

Choice D is not the best answer because it does not indicate the possessive relationship between "transportation planner" and "job."

REMEMBER

Economy of expression, or conveying meaning as concisely as possible, may be tested on some questions.

6

A) NO CHANGE
B) current design of the road right now
C) road as it is now currently designed
D) current design of the road

Content: Effective Language Use

Key: D

Objective: You must achieve economy of expression.

Explanation: Choice D is the best answer because it offers a clear and concise wording without redundancy or wordiness.

Choice A is not the best answer because "current" is redundant with "at this time" and because "as it is designed" is unnecessarily wordy.

Choice B is not the best answer because "current" is redundant with "right now."

Choice C is not the best answer because "now" is redundant with "currently."

7

A) NO CHANGE
B) For instance,
C) Furthermore,
D) Similarly,

Content: Organization

Key: B

Objective: You must determine the most logical transitional word or phrase.

Explanation: Choice B is the best answer because the transitional phrase "For instance" logically indicates that what follows provides an example related to the previous sentence. "Representatives from the local public health department" is an example of the kinds of people with whom transportation planners work.

Choice A is not the best answer because the transitional word "Next" indicates sequence, which is not logical given that what follows provides an example related to the previous sentence.

Choice C is not the best answer because the transitional word "Furthermore" indicates addition, which is not logical given that what follows provides an example related to the previous sentence.

Choice D is not the best answer because the transitional word "Similarly" indicates comparison or likeness, which is not logical given that what follows provides an example related to the previous sentence.

8

The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

A) Kept, because it provides supporting evidence about the benefits of walking.
B) Kept, because it provides an additional example of a community stakeholder with whom transportation planners work.
C) Deleted, because it blurs the paragraph's focus on the community stakeholders with whom transportation planners work.
D) Deleted, because it doesn't provide specific examples of what the numerous benefits of walking are.

PRACTICE AT
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If a question asks you to choose the most appropriate transitional word or phrase at the beginning of a sentence, carefully consider how that sentence relates to the previous sentence. Does it function as a contradiction, an example, a comparison?

PRACTICE AT
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Information should be kept only if it's clearly relevant and effectively connected to the writer's purpose.

Content: Development

Key: C

Objective: You must delete information because it blurs the focus of the paragraph and weakens cohesion.

Explanation: Choice C is the best answer because it identifies the best reason the underlined sentence should not be kept. At this point in the passage and paragraph, a general statement about the benefits of walking only serves to interrupt the discussion of the community stakeholders with whom transportation planners work.

Choice A is not the best answer because the underlined sentence should not be kept. Although the sentence theoretically provides supporting evidence about the benefits of walking, the passage has not made a claim that needs to be supported in this way, and including such a statement only serves to interrupt the discussion of the community stakeholders with whom transportation planners work.

Choice B is not the best answer because the underlined sentence should not be kept. Although the American Heart Association could theoretically be an example of "other interested organizations" with which transportation planners work, the sentence does not suggest that this is the case. Instead, the association is merely the source for the general statement about the benefits of walking, a statement that only serves to interrupt the discussion of the actual community stakeholders with whom transportation planners work.

Choice D is not the best answer because although the underlined sentence should be deleted, it is not because the sentence lacks specific examples of the numerous benefits of walking. Adding such examples would only serve to blur the focus of the paragraph further with general factual information, as the paragraph's main purpose is to discuss the community stakeholders with whom transportation planners work.

9

A) NO CHANGE
B) People, who pursue careers in transportation planning,
C) People who pursue careers, in transportation planning,
D) People who pursue careers in transportation planning,

Content: Conventions of Punctuation

Key: A

Objective: You must distinguish between restrictive/essential and nonrestrictive/nonessential sentence elements and avoid inappropriate punctuation.

Explanation: Choice A is the best answer because "who pursue careers in transportation planning" is, in context, a restrictive clause that should not be set off with punctuation. "Who pursue careers in transportation planning" is essential information defining who the "people" are.

Choice B is not the best answer because it incorrectly sets off the restrictive clause "who pursue careers in transportation planning" with commas as though the clause were nonrestrictive or not essential to defining who the "people" are.

Choice C is not the best answer because it incorrectly sets off the essential sentence element "in transportation planning" with commas as though the phrase were not essential to the meaning of the sentence. "In transportation planning" is essential information defining what the "careers" are.

Choice D is not the best answer because it introduces an unnecessary comma after the word "planning," incorrectly setting off the subject of the sentence ("people who pursue careers in transportation planning") from the predicate ("have a wide variety of educational backgrounds").

10

A) NO CHANGE
B) varied, and including
C) varied and which include
D) varied, which include

Content: Sentence Structure

Key: A

Objective: You must identify the proper connection between sentence elements.

Explanation: Choice A is the best answer because it effectively uses a comma and "including" to set off the list of varied fields in which transportation planners major.

Choice B is not the best answer because "and including" results in an ungrammatical sentence.

Choice C is not the best answer because "and which include" results in an ungrammatical sentence.

Choice D is not the best answer because it is unclear from this construction to what exactly the relative pronoun "which" refers.

PRACTICE AT
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When examining the underlined portion of the passage being tested, it may be helpful to think about how (if at all) the underlined portion can be improved *before* you look at the answer choices. Doing so may help you more quickly and accurately choose your answer.

11

Which choice completes the sentence with accurate data based on the graph?

A) NO CHANGE
B) warning, however, that job growth in urban and regional planning will slow to 14 percent by 2020.
C) predicting that employment of urban and regional planners will increase 16 percent between 2010 and 2020.
D) indicating that 14 to 18 percent of urban and regional planning positions will remain unfilled.

PRACTICE AT
satpractice.org

In Question 11, you must integrate information from the text with data presented in the graph. Make sure that the data cited are both accurate and align with the content of the sentence.

Content: Development

Key: C

Objective: You must evaluate text based on data presented graphically.

Explanation: Choice C is the best answer because it completes the sentence with an accurate interpretation of data in the graph. The graph displays projections of how much growth in employment there is expected to be between 2010 and 2020 for "social scientists and related workers," for "urban and regional planners," and in "all occupations" in the U.S. economy. According to the graph, the employment of urban and regional planners is expected to increase 16 percent between 2010 and 2020.

Choice A is not the best answer because the data in the graph do not support the claim that 16 percent of new jobs in all occupations will be related to urban and regional planning.

Choice B is not the best answer because the data in the graph do not support the claim that job growth in urban and regional planning will slow to 14 percent by 2020.

Choice D is not the best answer because the data in the graph do not support the claim that 14 to 18 percent of urban and regional planning positions will remain unfilled.

Sample 2:

Humanities Passage

Questions 12-22 are based on the following passage.

Dong Kingman: Painter of Cities

A 1954 documentary about renowned watercolor painter Dong Kingman shows the artist sitting on a stool on Mott Street in New York City's Chinatown. A crowd of admiring spectators 12 watched as Kingman squeezes dollops of paint from several tubes into a tin watercolor 13 box, from just a few primary colors, Kingman creates dozens of beautiful hues as he layers the translucent paint onto the paper on his easel. Each stroke of the brush and dab of the sponge transforms thinly sketched outlines into buildings, shop signs, and streetlamps. The street scene Kingman begins composing in this short film is very much in keeping with the urban landscapes for which he is best known.

[1] Kingman was keenly interested in landscape painting from an early age. [2] In Hong Kong, where Kingman completed his schooling,

teachers at that time customarily assigned students a formal "school name." [3] His interest was so keen, in fact, that he was named after it. [4] The young boy who had been Dong Moy Shu became Dong Kingman. [5] The name Kingman was selected for its two **14** parts, "king" and "man"; Cantonese for "scenery" and "composition." [6] As Kingman developed as a painter, his works were often compared to **15** paintings by Chinese landscape artists dating back to CE 960, a time when a strong tradition of landscape painting emerged in Chinese art. [7] Kingman, however, **16** vacated from that tradition in a number of ways, most notably in that he chose to focus not on natural landscapes, such as mountains and rivers, but on cities. **17**

18 His fine brushwork conveys detailed street-level activity: a peanut vendor pushing his cart on the sidewalk, a pigeon pecking for crumbs around a fire **19** hydrant, an old man tending to a baby outside a doorway. His broader brush strokes and sponge-painted shapes create majestic city skylines, with skyscrapers towering in the background, bridges connecting neighborhoods on either side of a river, and **20** delicately painted creatures, such as a tiny, barely visible cat prowling in the bushes of a park. To art critics and fans alike, these city scenes represent the innovative spirit of twentieth-century urban Modernism.

During his career, Kingman exhibited his work **21** internationally. He garnered much acclaim. In 1936, a critic described one of Kingman's solo exhibits as "twenty of the freshest, most satisfying watercolors that have been seen hereabouts in many a day." **22**

12

A) NO CHANGE
B) had watched
C) would watch
D) watches

Content: Sentence Structure

Key: D

Objective: You must recognize and correct inappropriate shifts in verb tense and mood.

PRACTICE AT
satpractice.org

When a question asks you to choose the tense and mood of a verb, look for consistency with the surrounding text to help determine your answer. Note that while no shift is warranted here, sometimes shifts are necessary.

Explanation: Choice D is the best answer because the simple present tense verb "watches" is consistent with the tense of the verbs in the rest of the sentence and paragraph.

Choice A is not the best answer because "watched" creates an inappropriate shift to the past tense.

Choice B is not the best answer because "had watched" creates an inappropriate shift to the past perfect tense.

Choice C is not the best answer because "would watch" creates an inappropriate shift that suggests a habitual or hypothetical aspect when other verbs in the sentence and paragraph indicate that a specific, actual instance is being narrated.

13

A) NO CHANGE
B) box. From just a few primary colors,
C) box from just a few primary colors,
D) box, from just a few primary colors

Content: Sentence Structure

Key: B

Objective: You must create two grammatically complete and standard sentences.

Explanation: Choice B is the best answer because it provides punctuation that creates two grammatically complete and standard sentences.

Choice A is not the best answer because it results in a comma splice as well as some confusion about what the prepositional phrase "from just a few primary colors" modifies.

Choice C is not the best answer because it results in a run-on sentence as well as some confusion about what the prepositional phrase "from just a few primary colors" modifies.

Choice D is not the best answer because it results in a comma splice.

PRACTICE AT
satpractice.org

A colon is used to signal a break in a sentence; what follows the colon further defines the concept that precedes the colon. A semicolon can be used to connect two closely related independent clauses (as in the preceding sentence).

14

A) NO CHANGE
B) parts: "king" and "man,"
C) parts "king" and "man";
D) parts; "king" and "man"

Content: Conventions of Punctuation

Key: B

Objective: You must both signal a strong within-sentence break and properly set off a nonessential sentence element.

Explanation: Choice B is the best answer because the colon after "parts" effectively signals that what follows in the sentence further defines what the "two parts" of Kingman's name are and because the comma after "man" properly indicates that "'king' and 'man'" and "Cantonese for 'scenery' and 'composition'" are nonrestrictive appositives.

Choice A is not the best answer because the semicolon after "man" incorrectly joins an independent clause and a phrase. Moreover, the comma after "parts" is arguably a weak form of punctuation to be signaling the strong break in the sentence indicated here.

Choice C is not the best answer because the semicolon after "man" incorrectly joins an independent clause and a phrase and because the absence of appropriate punctuation after "parts" fails to indicate that "two parts" and "'king' and 'man'" are nonrestrictive appositives.

Choice D is not the best answer because the semicolon after "parts" incorrectly joins an independent clause and two phrases and because the absence of appropriate punctuation after "man" fails to indicate that "'king' and 'man'" and "Cantonese for 'scenery' and 'composition'" are nonrestrictive appositives.

15

A) NO CHANGE
B) Chinese landscape artists
C) painters of Chinese landscapes
D) artists

Content: Conventions of Usage

Key: A

Objective: You must ensure that like terms are being compared.

Explanation: Choice A is the best answer because it creates a comparison between like terms: "works" by Kingman and "paintings by Chinese landscape artists."

Choice B is not the best answer because it creates a comparison between unlike terms: "works" by Kingman and "Chinese landscape artists."

Choice C is not the best answer because it creates a comparison between unlike terms: "works" by Kingman and "painters of Chinese landscapes."

Choice D is not the best answer because it creates a comparison between unlike terms: "works" by Kingman and "artists."

PRACTICE AT
satpractice.org

Comparisons must be logical; that is, the items compared must be of a similar nature. What are Kingman's "works" most logically compared to in sentence 6 of the paragraph?

16

A) NO CHANGE
B) evacuated
C) departed
D) retired

REMEMBER

Question 16 is very similar to a Words in Context question from the SAT Reading Test. You're asked to determine the most appropriate word given the context of the sentence.

Content: Effective Language Use

Key: C

Objective: You must determine the most contextually appropriate word.

Explanation: Choice C is the best answer because "departed" is the most contextually appropriate way to indicate that Kingman had deviated from the tradition of Chinese landscape painting in a number of ways.

Choice A is not the best answer because while "vacated" does offer some sense of "leaving," it would be awkward and unconventional to say that a person was vacating from a tradition in a number of ways.

Choice B is not the best answer because while "evacuated" does offer some sense of "leaving," it would be awkward and unconventional to say that a person was evacuating from a tradition in a number of ways.

Choice D is not the best answer because while "retired" does offer some sense of "leaving," it would be awkward and unconventional to say that a person was retiring from a tradition in a number of ways.

PRACTICE AT

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Consider the overall meaning of the paragraph when deciding the most logical placement of sentence 3. Also, look for words or concepts found in sentence 3 in other sentences in the paragraph, as these may signal a continuation of ideas.

17

To make this paragraph most logical, sentence 3 should be placed

A) where it is now.

B) before sentence 1.

C) after sentence 1.

D) after sentence 4.

Content: Organization

Key: C

Objective: You must ensure the cohesion of a paragraph.

Explanation: Choice C is the best answer because placing sentence 3 after sentence 1 makes the paragraph most cohesive. Sentence 3 refers to Kingman's "interest" being "so keen," a continuation of the idea in sentence 1, which says that "Kingman was keenly interested in landscape painting from an early age."

Choice A is not the best answer because leaving sentence 3 where it is now creates a sequence of sentences that lacks sufficient cohesion. Keeping sentence 3 in its current location disrupts the link between sentence 2 (which describes the concept of "school names" in Hong Kong) and sentence 4 (which reveals that Dong Kingman was the school name of Dong Moy Shu).

Choice B is not the best answer because placing sentence 3 before sentence 1 creates a sequence of sentences that lacks sufficient cohesion. Putting sentence 3 at the beginning of the paragraph would offer a poor introduction to the paragraph, in large part because sentence 3 builds directly on a point made in sentence 1.

Choice D is not the best answer because placing sentence 3 after sentence 4 creates a sequence of sentences that lacks sufficient cohesion. Putting sentence 3 after sentence 4 would disrupt the link between sentence 4 (which mentions that Dong Moy Shu was given the school name Dong Kingman) and sentence 5 (which explains what the two parts composing the name Kingman mean in Cantonese).

18

Which choice most effectively establishes the main topic of the paragraph?

A) Kingman is considered a pioneer of the California Style school of painting.

B) Although cities were his main subject, Kingman did occasionally paint natural landscapes.

C) In his urban landscapes, Kingman captures the vibrancy of crowded cities.

D) In 1929 Kingman moved to Oakland, California, where he attended the Fox Art School.

Content: Development

Key: C

Objective: You must determine which sentence best signals the main topic of a paragraph.

Explanation: Choice C is the best answer because it clearly establishes the main topic of the paragraph: Kingman's urban landscapes.

Choice A is not the best answer because it would begin the paragraph with a loosely related detail about Kingman's painting style and would not clearly establish the main topic of the paragraph.

Choice B is not the best answer because it would suggest that the main topic of the paragraph is the natural landscapes Kingman occasionally painted, which is incorrect given the focus of the rest of the sentences in the paragraph.

Choice D is not the best answer because it would begin the paragraph with a loosely related detail about Kingman's life and would not clearly establish the main topic of the paragraph.

19

A) NO CHANGE

B) hydrant—

C) hydrant:

D) hydrant

Content: Conventions of Punctuation

Key: A

Objective: You must effectively separate items in a series.

Explanation: Choice A is the best answer because a comma after the word "hydrant" separates the phrase "a pigeon pecking for crumbs around a fire hydrant" from the phrase "an old man tending to a baby outside a doorway." A comma is also consistent with the punctuation choice made to separate the first two phrases in the asyndetic series following the colon in the sentence.

Choice B is not the best answer because a dash is not a conventional choice for punctuating items in a series.

Choice C is not the best answer because although a colon can be used to introduce a series, it is not a conventional choice for separating items within a series.

Choice D is not the best answer because it fuses together two items in the series. Separating the phrases "a pigeon pecking for crumbs around a fire hydrant" and "an old man tending to a baby outside a doorway" requires punctuation (and could also involve a coordinating conjunction).

PRACTICE AT

satpractice.org

Consider which answer choice is most consistent with the theme of "majestic city skylines" established by the first two examples in the sentence.

20

The writer wants to complete the sentence with a third example of a detail Kingman uses to create his majestic city skylines. Which choice best accomplishes this goal?

A) NO CHANGE

B) exquisitely lettered street and storefront signs.

C) other details that help define Kingman's urban landscapes.

D) enormous ships docking at busy urban ports.

Content: Development

Key: D

Objective: You must use the appropriate supporting information to accomplish a writing goal.

Explanation: Choice D is the best answer because the phrase "enormous ships docking at busy urban ports" effectively continues the sentence's series of details ("skyscrapers towering in the background" and "bridges connecting neighborhoods") conveying the majesty of city skylines as depicted by Kingman.

Choice A is not the best answer because the phrase "delicately painted creatures, such as a tiny, barely visible cat prowling in the bushes of a park" does not convey a sense of the majesty of city skylines as depicted by Kingman and thus does not effectively continue the sentence's series of details ("skyscrapers towering in the background" and "bridges connecting neighborhoods").

Choice B is not the best answer because the phrase "exquisitely lettered street and storefront signs" does not convey a sense of the majesty of city skylines as depicted by Kingman and thus does not effectively continue the sentence's series of details ("skyscrapers towering in the background" and "bridges connecting neighborhoods").

Choice C is not the best answer because the phrase "other details that help define Kingman's urban landscapes" is too vague and general to constitute a third example that conveys a sense of the majesty of city skylines as depicted by Kingman and thus does not effectively continue the sentence's series of details ("skyscrapers towering in the background" and "bridges connecting neighborhoods").

21

Which choice most effectively combines the sentences at the underlined portion?

A) internationally, and Kingman also garnered
B) internationally; from exhibiting, he garnered
C) internationally but garnered
D) internationally, garnering

Content: Effective Language Use

Key: D

Objective: You must combine sentences effectively.

Explanation: Choice D is the best answer because it combines the sentences logically and efficiently, with the original second sentence becoming a participial phrase describing Kingman.

Choice A is not the best answer because it creates a wordy and awkward construction and because it fails to link the acclaim Kingman received with the exhibition of his work.

Choice B is not the best answer because it creates a repetitive and awkward construction.

Choice C is not the best answer because "but" suggests contrast or exception, neither of which makes sense in the context of the sentence.

PRACTICE AT
satpractice.org

You'll want to choose the answer that combines the sentences in the most efficient manner possible without altering the original meaning.

22

The writer wants to conclude the passage with a sentence that emphasizes an enduring legacy of Kingman's work. Which choice would best accomplish this goal?

A) Although Kingman's work might not be as famous as that of some other watercolor painters, such as Georgia O'Keeffe and Edward Hopper, it is well regarded by many people.
B) Since Kingman's death in 2000, museums across the United States and in China have continued to ensure that his now-iconic landscapes remain available for the public to enjoy.
C) The urban landscapes depicted in Kingman's body of work are a testament to aptness of the name chosen for Kingman when he was just a boy.
D) Kingman's work was but one example of a long-lasting tradition refreshed by an innovative artist with a new perspective.

PRACTICE AT
satpractice.org

Always read the question carefully, as it may contain keywords to help you in choosing your answer. The keywords in this question are "an enduring legacy of Kingman's work."

Content: Organization

Key: B

Objective: You must determine the most effective ending of a text given a particular writing goal.

Explanation: Choice B is the best answer because it concludes the passage with a sentence that emphasizes the enduring legacy of Kingman's work by indicating that museums continue to make Kingman's iconic paintings accessible to the public.

Choice A is not the best answer because it concludes the passage with a sentence that acknowledges that the works of other painters are more famous than Kingman's (which downplays, rather than emphasizes, the enduring legacy of Kingman's work) and offers only a general assertion that Kingman's work is "well regarded by many people."

Choice C is not the best answer because instead of referring to the enduring legacy of Kingman's work, it concludes the passage with a sentence that recalls a detail the passage provides about Kingman's early life.

Choice D is not the best answer because it concludes the passage with a sentence that is too vague and general to emphasize effectively an enduring legacy of Kingman's work. It is not clear what the idea of refreshing a long-lasting tradition is intended to mean or how (or even whether) this represents an enduring legacy. Moreover, referring to Kingman's work as "but one example" downplays the significance of any potential legacy that might be suggested.

CHAPTER 9

Sample Reading Test Questions

In Chapters 5 to 8, you learned about the basic elements of the SAT Reading Test, including the types of passages you'll encounter and the types of questions the test will include. In this chapter, you'll find five sample passages and associated test questions. Following each question is an explanation for the best answer and some comments about the incorrect answer choices.

These instructions will precede the SAT Reading Test.

REMEMBER

There will be four single passages and one set of paired passages on the Reading Test. Passages are drawn from U.S. and world literature, history/social studies, and science.

Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Sample 1:

History/Social Studies Passage, Lower Text Complexity

The following passage on commuting is of lower complexity, although some aspects of the passage are more challenging than others (as is generally true of the published materials you read). This passage is accompanied by an informational graphic.

REMEMBER

The text complexity of the passages will range from grades 9–10 to postsecondary entry levels.

Questions 1-3 are based on the following passage and supplementary material.

This passage is adapted from Richard Florida, *The Great Reset*. ©2010 by Richard Florida.

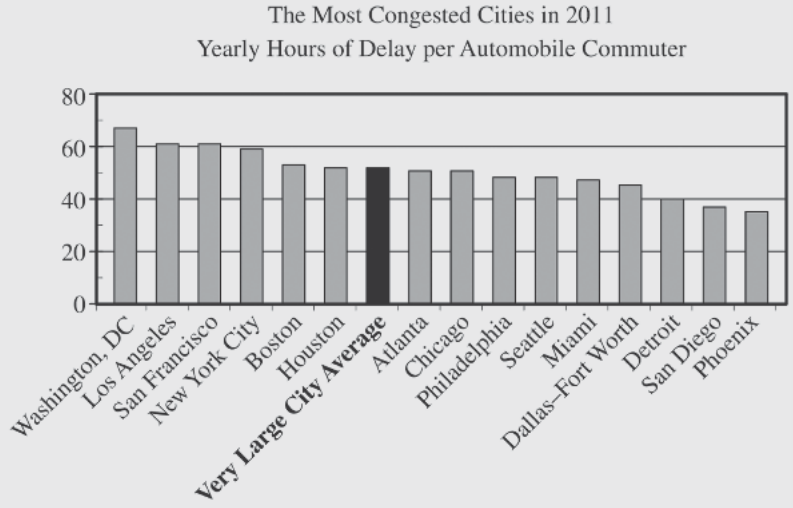
In today's idea-driven economy, the cost of time is what really matters. With the constant pressure to innovate, it makes little sense to waste countless collective hours commuting. So, the most efficient and productive regions are those in which people are thinking and working—not sitting in traffic.

The auto-dependent transportation system has reached its limit in most major cities and megaregions. Commuting by car is among the least efficient of all our activities—not to mention among the least enjoyable, according to detailed research by the Nobel Prize–winning economist Daniel Kahneman and his colleagues. Though one might think that the economic crisis beginning in 2007 would have reduced traffic (high unemployment means fewer workers traveling to and from work), the opposite has been true. Average commutes have lengthened, and congestion has gotten worse, if anything. The average commute rose in 2008 to 25.5 minutes, "erasing years of decreases to stand at the level of 2000, as people had to leave home earlier in the morning to pick up friends for their ride to work or to catch a bus or subway train," according to the U.S. Census Bureau, which collects the figures. And those are average figures. Commutes are far longer in the big West Coast cities of Los Angeles and San Francisco and the East Coast cities of New York, Philadelphia, Baltimore, and Washington, D.C. In many of these cities, gridlock has become the norm, not just at rush hour but all day, every day.

The costs are astounding. In Los Angeles, congestion eats up more than 485 million working hours a year; that's seventy hours, or nearly two weeks, of full-time work per commuter. In D.C., the time cost of congestion is sixty-two hours per worker per year. In New York it's forty-four hours. Average it out, and the time cost across America's thirteen biggest city regions is fifty-one hours per worker per year. Across the country, commuting wastes 4.2 billion hours of work time annually—nearly a full workweek for every commuter. The overall cost to the U.S. economy is nearly $90 billion when lost productivity and wasted fuel are taken into account. At the Martin Prosperity Institute, we calculate that every minute shaved off America's commuting time is worth $19.5 billion in value added to the economy. The numbers add up fast: five minutes is worth $97.7 billion; ten minutes, $195 billion; fifteen minutes, $292 billion.

It's ironic that so many people still believe the main remedy for traffic congestion is to build more roads and highways, which of course only makes the problem worse. New roads generate higher levels of "induced traffic," that is, new roads just invite drivers to drive more and lure people who take mass transit back to their cars. Eventually, we end up with more clogged roads rather than a long-term improvement in traffic flow.

The coming decades will likely see more intense clustering of jobs, innovation, and productivity in a smaller number of bigger cities and city-regions. Some regions could end up bloated beyond the capacity of their infrastructure, while others struggle, their promise stymied by inadequate human or other resources.



Adapted from Adam Werbach, "The American Commuter Spends 38 Hours a Year Stuck in Traffic." ©2013 by The Atlantic.

REMEMBER

One history/social studies passage and one science passage will be accompanied by an informational graphic such as a table, graph, or chart.

1

The passage most strongly suggests that researchers at the Martin Prosperity Institute share which assumption?

A) Employees who work from home are more valuable to their employers than employees who commute.

B) Employees whose commutes are shortened will use the time saved to do additional productive work for their employers.

C) Employees can conduct business activities, such as composing memos or joining conference calls, while commuting.

D) Employees who have longer commutes tend to make more money than employees who have shorter commutes.

Content: Rhetoric

Key: B

Objective: You must reasonably infer an assumption that is implied in the passage.

Explanation: Choice B is the best answer because details in the third paragraph (lines 28-43) strongly suggest that researchers ("we") at the Martin Prosperity Institute assume that shorter commutes will lead to more productive time for workers. The author notes that "across the country, commuting wastes 4.2 billion hours of work time annually" and that "the overall cost to the U.S. economy is nearly $90 billion when lost productivity and wasted fuel are taken into account" (lines 34-38). Given also that those at the institute "calculate that every minute shaved off America's commuting time is worth $19.5 billion in value added to the economy" (lines 39-41), it can reasonably be concluded that some of that added value is from heightened worker productivity.

Choice A is incorrect because there is no evidence in the passage that researchers at the Martin Prosperity Institute assume that employees who work from home are more valuable to their employers than employees who commute. Although the passage does criticize long commutes, it does not propose working from home as a solution.

Choice C is incorrect because there is no evidence in the passage that researchers at the Martin Prosperity Institute assume that employees can conduct business activities, such as composing memos or joining conference calls, while commuting. The passage does discuss commuting in some detail, but it does not mention activities that commuters can or should be undertaking while commuting, and it generally portrays commuting time as lost or wasted time.

Choice D is incorrect because there is no evidence in the passage that researchers at the Martin Prosperity Institute assume that employees who have lengthy commutes tend to make more money than employees who have shorter commutes. The passage does not draw any clear links between the amount of money employees make and the commutes they have.

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Choice A is tempting, as you might want to draw the inference that people who work from home don't waste time commuting and thus are more valuable to employers. This inference, however, isn't supported by the passage, which makes no mention of working from home.

2

As used in line 52, "intense" most nearly means

A) emotional.
B) concentrated.
C) brilliant.
D) determined.

Content: Information and Ideas

Key: B

Objective: You must determine the meaning of a word in the context in which it appears.

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On questions that ask for the meaning of a word in context, consider the role the word plays in the context in which it appears. Wrong answer choices will often consist of alternate meanings of the word that don't fit the context.

Explanation: Choice B is the best answer because the context makes clear that the clustering of jobs, innovation, and productivity will be more concentrated in, or more densely packed into, "a smaller number of bigger cities and city-regions" (lines 53-54).

Choice A is incorrect because although "intense" sometimes means "emotional," it would make no sense in this context to say that the clustering of jobs, innovation, and productivity will be more emotional in "a smaller number of bigger cities and city-regions" (lines 53-54).

Choice C is incorrect because although "intense" sometimes means "brilliant," it would make no sense in this context to say that the clustering of jobs, innovation, and productivity will be more brilliant in "a smaller number of bigger cities and city-regions" (lines 53-54).

Choice D is incorrect because although "intense" sometimes means "determined," it would make no sense in this context to say that the clustering of jobs, innovation, and productivity will be more determined in "a smaller number of bigger cities and city-regions" (lines 53-54).

3

Which claim about traffic congestion is supported by the graph?

A) New York City commuters spend less time annually delayed by traffic congestion than the average for very large cities.

B) Los Angeles commuters are delayed more hours annually by traffic congestion than are commuters in Washington, D.C.

C) Commuters in Washington, D.C., face greater delays annually due to traffic congestion than do commuters in New York City.

D) Commuters in Detroit spend more time delayed annually by traffic congestion than do commuters in Houston, Atlanta, and Chicago.

Content: Synthesis

Key: C

Objective: You must interpret data presented graphically.

Explanation: Choice C is the best answer. Higher bars on the graph represent longer annual commuter delays than lower bars; moreover, the number of hours of annual commuter delay generally decreases as one moves from left to right on the graph. The bar for Washington, D.C., is higher than and to the left of that for New York City, meaning that D.C. automobile commuters experience greater amounts of delay each year.

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This question requires you to locate information from a graph and draw a reasonable conclusion from the data. Carefully analyze the data in the graph, including the title, axis labels, and unit increments, before selecting your answer.

Choice A is incorrect because the graph's bar for New York City is higher than and to the left of that for the average for very large cities, meaning that New York City automobile commuters experience greater, not lesser, amounts of delay each year.

Choice B is incorrect because the graph's bar for Los Angeles is lower than and to the right of that for Washington, D.C., meaning that Los Angeles automobile commuters experience lesser, not greater, amounts of delay each year.

Choice D is incorrect because the graph's bar for Detroit is lower than and to the right of those for Houston, Atlanta, and Chicago, meaning that Detroit automobile commuters experience lesser, not greater, amounts of delay each year.

Sample 2:

History/Social Studies Passage, Higher Text Complexity

The following passage from a text in the Great Global Conversation inspired by U.S. founding documents and is of higher complexity, although some aspects of the passage are less challenging than others.

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Some passages, like this one, are preceded by a brief introduction. Be sure to read the introduction, as it may provide context that will help you understand the passage.

Questions 4-8 are based on the following passage.

The passage is adapted from a speech delivered by Congresswoman Barbara Jordan of Texas on July 25, 1974. She was a member of the Judiciary Committee of the United States House of Representatives. In the passage, Jordan discusses how and when a United States president may be impeached, or charged with serious offenses while in office. Jordan's speech was delivered in the context of impeachment hearings against then President Richard M. Nixon.

Today, I am an inquisitor. An hyperbole would not be fictional and would not overstate the solemnness that I feel right now. My faith in the Constitution is whole; it is complete; it is total. And I am not going to sit here and be an idle spectator to the diminution, the subversion, the destruction, of the Constitution.

"Who can so properly be the inquisitors for the nation as the representatives of the nation themselves?" "The subjects of its jurisdiction are those offenses which proceed from the misconduct of public men."* And that's what we're talking about. In other words, [the jurisdiction comes] from the abuse or violation of some public trust.

It is wrong, I suggest, it is a misreading of the Constitution for any member here to assert that for a member to vote for an article of impeachment means that that member must be convinced that the President should be removed from office. The Constitution doesn't say that. The powers relating to impeachment are an essential check in the hands of the body of the legislature against and upon the encroachments of the executive. The division between the two branches of the legislature, the House and the Senate, assigning to the one the right to accuse and to the other the right to judge—the framers of this Constitution were very astute. They did not make the accusers and the judges . . . the same person.

We know the nature of impeachment. We've been talking about it a while now. It is chiefly designed for the President and his high ministers to somehow be called into account. It is designed to "bridle" the executive if he engages in excesses. "It is designed as a method of national inquest into the conduct of public men."* The framers confided in the Congress the power, if need be, to remove the President in order to strike a delicate balance between a President swollen with power and grown tyrannical, and preservation of the independence of the executive.

The nature of impeachment: a narrowly channeled exception to the separation of powers maxim. The Federal Convention of 1787 said that. It limited impeachment to high crimes and misdemeanors, and discounted and opposed the term "maladministration." "It is to be used only for great misdemeanors," so it was said in the North Carolina ratification convention. And in the Virginia ratification convention: "We do not trust our liberty to a particular branch. We need one branch to check the other."

. . . The North Carolina ratification convention: "No one need be afraid that officers who commit oppression will pass with immunity." "Prosecutions of impeachments will seldom fail to agitate the passions of the whole community," said Hamilton in the *Federalist* Papers, Number 65. "We divide into parties more or less friendly or inimical to the accused."* I do not mean political parties in that sense.

The drawing of political lines goes to the motivation behind impeachment; but impeachment must proceed within the confines of the constitutional term "high crime[s] and misdemeanors." Of the impeachment process, it was Woodrow Wilson who said that "Nothing short of the grossest offenses against the plain law of the land will suffice to give them speed and effectiveness. Indignation so great as to overgrow party interest may secure a conviction; but nothing else can."

Common sense would be revolted if we engaged upon this process for petty reasons. Congress has a lot to do: appropriations, tax reform, health insurance, campaign finance reform, housing, environmental protection, energy sufficiency, mass transportation. Pettiness cannot be allowed to stand in the face of such overwhelming problems. So today we're not being petty. We're trying to be big, because the task we have before us is a big one.

*Jordan quotes from *Federalist* No. 65, an essay by Alexander Hamilton, published in 1788, on the powers of the United States Senate, including the power to decide cases of impeachment against a president of the United States.

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As you read a passage on the SAT, be sure to ask yourself, "Why is the author writing this? What is his or her purpose?" Identifying the author's purpose will help you answer many of the questions you'll face.

4

The stance Jordan takes in the passage is best described as that of

A) an idealist setting forth principles.
B) an advocate seeking a compromise position.
C) an observer striving for neutrality.
D) a scholar researching a historical controversy.

Content: Rhetoric

Key: A

Objective: You must use information and ideas in the passage to determine the speaker's perspective.

Explanation: Choice A is the best answer. Jordan helps establish her idealism by declaring that she is an "inquisitor" (line 1) and that her "faith in the Constitution is whole; it is complete; it is total" (lines 3-4). At numerous points in the passage, Jordan sets forth principles (e.g., "The powers relating to impeachment are an essential check in the hands of the body of the legislature against and upon the encroachments of the executive," lines 17-20) and refers to important documents that do the same, including the U.S. Constitution and *Federalist* No. 65.

Choice B is incorrect because although Jordan is advocating a position, there is no evidence in the passage that she is seeking a compromise position. Indeed, she notes that she is "not going to sit here and be an idle spectator to the diminution, the subversion, the destruction, of the Constitution" (lines 4-6), indicating that she is not seeking compromise.

Choice C is incorrect because Jordan is a participant ("an inquisitor," line 1) in the proceedings, not a mere observer. Indeed, she notes that she is "not going to sit here and be an idle spectator to the diminution, the subversion, the destruction, of the Constitution" (lines 4-6).

Choice D is incorrect because Jordan is identified as a congresswoman and an "inquisitor" (line 1), not a scholar, and because she is primarily discussing events happening at the moment, not researching an unidentified historical controversy. Although she refers to historical documents and individuals, her main emphasis is on the (then) present impeachment hearings.

5

The main rhetorical effect of the series of three phrases in lines 5-6 (the diminution, the subversion, the destruction) is to

A) convey with increasing intensity the seriousness of the threat Jordan sees to the Constitution.

B) clarify that Jordan believes the Constitution was first weakened, then sabotaged, then broken.

C) indicate that Jordan thinks the Constitution is prone to failure in three distinct ways.

D) propose a three-part agenda for rescuing the Constitution from the current crisis.

Content: Rhetoric

Key: A

Objective: You must determine the main rhetorical effect of the speaker's choice of words.

Explanation: Choice A is the best answer because the quoted phrases—building from "diminution" to "subversion" to "destruction"—suggest the increasing seriousness of the threat Jordan sees to the Constitution.

Choice B is incorrect because the passage offers no evidence that the quoted phrases refer to three different events that happened in a strict sequence. It is more reasonable to infer from the passage that Jordan sees "diminution," "subversion," and "destruction" as differing degrees to which the Constitution could be undermined. Moreover, the passage suggests that Jordan sees these three things as products of the same action or series of actions, not as three distinct stages in a process.

Choice C is incorrect because the passage offers no evidence that the quoted phrases refer to three distinct ways in which the Constitution is prone to failure. It is more reasonable to infer from the passage that Jordan sees "diminution," "subversion," and "destruction" as differing degrees in which the Constitution could be undermined. Moreover, the passage suggests that Jordan sees these three things as products of the same action or series of actions, not as three distinct "ways."

Choice D is incorrect because the passage offers no evidence that the quoted phrases refer to three unique elements of a proposal to resolve a crisis. It is more reasonable to infer from the passage that Jordan sees "diminution," "subversion," and "destruction" as differing degrees in which the Constitution could be undermined. Moreover, the passage suggests that Jordan sees these three things as products of the same action or series of actions, not as three distinct "parts."

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What's meant by "rhetorical effect" is the influence or impact that a particular arrangement of words has on the intended meaning of a text.

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To answer this question, first identify what point the author is trying to get across in the paragraph in which the three phrases appear. Next, consider the effect that the series of three phrases has on the author's intended point.

6

As used in line 35, "channeled" most nearly means

A) worn.
B) sent.
C) constrained.
D) siphoned.

Content: Information and Ideas

Key: C

Objective: You must determine the meaning of a word in the context in which it appears.

Explanation: Choice C is the best answer because the context makes clear that the kind of "exception" (line 36) Jordan describes should be narrowly constrained, or limited. As lines 37-39 indicate, the Federal Convention of 1787 "limited impeachment to high crimes and misdemeanors, and discounted and opposed the term 'maladministration,'" presumably because the term implied too broad a scope for the exception.

Choice A is incorrect because while "channeled" sometimes means "worn," it would make no sense in this context to say that the kind of "exception" (line 36) Jordan describes should be narrowly worn.

Choice B is incorrect because while "channeled" sometimes means "sent," it would make no sense in this context to say that the kind of "exception" (line 36) Jordan describes should be narrowly sent.

Choice D is incorrect because while "channeled" sometimes means "siphoned," it would make no sense in this context to say that the kind of "exception" (line 36) Jordan describes should be narrowly siphoned.

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The context clues that indicate the intended meaning of a word or phrase may not always be found in the actual sentence in which the word or phrase appears. In this question, the strongest clues appear later in the paragraph, when the author states, "It limited impeachment to . . ." and "It is to be used only for great misdemeanors . . ."

7

In lines 46-50 ("Prosecutions . . . sense"), what is the most likely reason Jordan draws a distinction between two types of "parties"?

A) To counter the suggestion that impeachment is or should be about partisan politics
B) To disagree with Hamilton's claim that impeachment proceedings excite passions
C) To contend that Hamilton was too timid in his support for the concept of impeachment
D) To argue that impeachment cases are decided more on the basis of politics than on justice

Content: Rhetoric

Key: A

Objective: You must interpret the speaker's line of reasoning.

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As with Question 5, this question depends on an understanding of the reasoning immediately preceding and following the sentence in which Jordan draws a distinction between types of parties. Be sure, therefore, to consider Jordan's statement in the context in which it appears.

Explanation: Choice A is the best answer. Jordan is making a distinction between two types of "parties": the informal associations to which Alexander Hamilton refers and formal, organized political parties such as the modern-day Republican and Democratic parties. Jordan anticipates that listeners to her speech might misinterpret her use of Hamilton's quotation as suggesting that she thinks impeachment is essentially a tool of organized political parties to achieve partisan ends, with one party attacking and another defending the president. Throughout the passage, and notably in the seventh paragraph, Jordan makes clear that she thinks impeachment should be reserved only for the most serious of offenses—ones that should rankle people of any political affiliation.

Choice B is incorrect because Jordan offers no objection to Hamilton's notion that impeachment proceedings excite passions. Indeed, she quotes Hamilton extensively in a way that indicates that she fundamentally agrees with his view on impeachment. Moreover, she acknowledges that her own speech is impassioned—that she feels a "solemnness" (line 2) and a willingness to indulge in "hyperbole" (line 1).

Choice C is incorrect because Jordan offers no objection to Hamilton's level of support for the concept of impeachment. Indeed, she quotes Hamilton extensively in a way that indicates that she fundamentally agrees with his view on impeachment.

Choice D is incorrect because Jordan suggests that she and her fellow members of Congress are "trying to be big" (line 66), or high-minded, rather than decide the present case on the basis of politics. Indeed, throughout the last four paragraphs of the passage (lines 35-67), she elaborates on the principled and just basis on which impeachment should proceed. Moreover, throughout the passage, Jordan is focused on the present impeachment hearings, not on the justice or injustice of impeachments generally.

8

Which choice provides the best evidence for the answer to the previous question?

A) Lines 13-16 ("It . . . office")
B) Lines 20-23 ("The division . . . astute")
C) Lines 51-54 ("The drawing . . . misdemeanors")
D) Lines 61-64 ("Congress . . . transportation")

Content: Information and Ideas

Key: C

Objective: You must determine which portion of the passage provides the best evidence for the answer to question 7.

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Questions 7 and 8 can in some sense be viewed as a two-part question since the answer to Question 8 is dependent on the answer to Question 7. It may be helpful to revisit your answer to the first question after reading the answer choices in the second question. Don't spend a lot of time second-guessing yourself, however.

Explanation: Choice C is the best answer because in lines 51-54, Jordan draws a contrast between political motivations and "high crime[s] and misdemeanors" as the basis for impeachment and argues that impeachment "must proceed within the confines" of the latter concept. These lines thus serve as the best evidence for the answer to the previous question.

Choice A is incorrect because lines 13-16 only address a misconception that Jordan contends some people have about what a vote for impeachment means. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

Choice B is incorrect because lines 20-23 only speak to a division of responsibility between the two houses of the U.S. Congress. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

Choice D is incorrect because lines 61-64 serve mainly to indicate that the U.S. Congress has an extensive and important agenda. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

REMEMBER

One science passage on the Reading Test will be accompanied by one or more informational graphics.

Sample 3:

Science Passage with Graphic, Lower Text Complexity

The following natural science passage on loggerhead turtles is of lower complexity, although some aspects of the passage are more challenging than others. This passage is accompanied by an informational graphic.

Questions 9-13 are based on the following passage and supplementary material.

This passage is adapted from Ed Yong, "Turtles Use the Earth's Magnetic Field as Global GPS." ©2011 by Kalmbach Publishing Co.

In 1996, a loggerhead turtle called Adelita swam across 9,000 miles from Mexico to Japan, crossing the entire Pacific on her way. Wallace J. Nichols tracked this epic journey with a satellite tag. But Adelita herself had no such technology at her disposal. How did she steer a route across two oceans to find her destination?

Nathan Putman has the answer. By testing hatchling turtles in a special tank, he has found that they can use the Earth's magnetic field as their own Global Positioning System (GPS). By sensing the field, they can work out both their latitude and longitude and head in the right direction.

Putman works in the lab of Ken Lohmann, who has been studying the magnetic abilities of loggerheads for over 20 years. In his lab at the University of North Carolina, Lohmann

places hatchlings in a large water tank surrounded by a large grid of electromagnetic coils. In 1991, he found that the babies started swimming in the opposite direction if he used the coils to reverse the direction of the magnetic field around them. They could use the field as a compass to get their bearing.

Later, Lohmann showed that they can also use the magnetic field to work out their position. For them, this is literally a matter of life or death. Hatchlings born off the sea coast of Florida spend their early lives in the North Atlantic gyre, a warm current that circles between North America and Africa. If they're swept towards the cold waters outside the gyre, they die. Their magnetic sense keeps them safe.

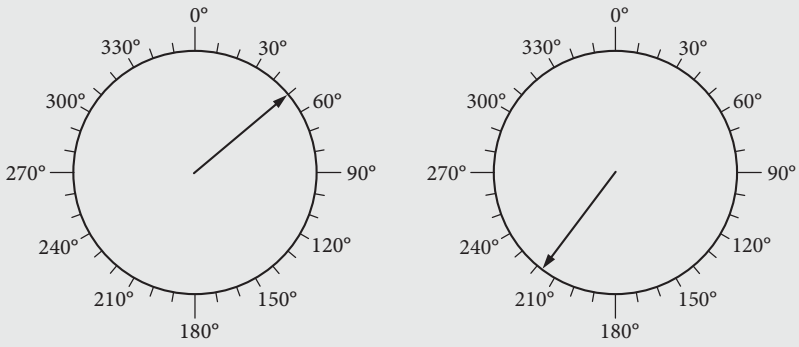
Using his coil-surrounded tank, Lohmann could mimic the magnetic field at different parts of the Earth's surface. If he simulated the field at the northern edge of the gyre, the hatchlings swam southwards. If he simulated the field at the gyre's southern edge, the turtles swam west-northwest. These experiments showed that the turtles can use their magnetic sense to work out their latitude—their position on a north-south axis. Now, Putman has shown that they can also determine their longitude—their position on an east-west axis.

He tweaked his magnetic tanks to simulate the fields in two positions with the same latitude at opposite ends of the Atlantic. If the field simulated the west Atlantic near Puerto Rico, the turtles swam northeast. If the field matched that on the east Atlantic near the Cape Verde Islands, the turtles swam southwest. In the wild, both headings would keep them within the safe, warm embrace of the North Atlantic gyre.

Before now, we knew that several animal migrants, from loggerheads to reed warblers to sparrows, had some way of working out longitude, but no one knew how. By keeping the turtles in the same conditions, with only the magnetic fields around them changing, Putman clearly showed that they can use these fields to find their way. In the wild, they might well also use other landmarks like the position of the sea, sun and stars.

Putman thinks that the turtles work out their position using two features of the Earth's magnetic field that change over its surface. They can sense the field's inclination, or the angle at which it dips towards the surface. At the poles, this angle is roughly 90 degrees and at the equator, it's roughly zero degrees. They can also sense its intensity, which is strongest near the poles and weakest near the Equator. Different parts of the world have unique combinations of these two variables. Neither corresponds directly to either latitude or longitude, but together, they provide a "magnetic signature" that tells the turtle where it is.

Orientation of Hatchling Loggerheads Tested in Magnetic Fields



Adapted from Nathan Putman, Courtney Endres, Catherine Lohmann, and Kenneth Lohmann, "Longitude Perception and Bicoordinate Magnetic Maps in Sea Turtles." ©2011 by Elsevier Inc.

Orientation of hatchling loggerheads tested in a magnetic field that simulates a position at the west side of the Atlantic near Puerto Rico (left) and a position at the east side of the Atlantic near the Cape Verde Islands (right). The arrow in each circle indicates the mean direction that the group of hatchlings swam. Data are plotted relative to geographic north (N = 0°).

9

The passage most strongly suggests that Adelita used which of the following to navigate her 9,000-mile journey?

A) The current of the North Atlantic gyre
B) Cues from electromagnetic coils designed by Putman and Lohmann
C) The inclination and intensity of Earth's magnetic field
D) A simulated "magnetic signature" configured by Lohmann

Content: Information and Ideas

Key: C

Objective: You must draw a reasonable inference from the text.

Explanation: Choice C is the best answer. The first paragraph describes the 9,000-mile journey that Adelita made and raises the question, which the rest of the passage tries to answer, of how this loggerhead turtle was able to "steer a route across two oceans to find her destination" (lines 5-6). The answer comes most directly in the last paragraph, which presents Putman's belief that loggerhead turtles "work out their position using two features of the Earth's magnetic field that change over its surface" (lines 50-52): its inclination and its intensity. It is reasonable, therefore, to infer from the passage that this was the method that Adelita used.

Choice A is incorrect because there is no evidence in the passage that Adelita used the current of the North Atlantic gyre to navigate her 9,000-mile journey. The passage does discuss the North Atlantic gyre but only as the place where loggerhead turtle hatchlings "born off the sea coast of Florida spend their early lives" (lines 22-23).

Choice B is incorrect because there is no evidence in the passage that Adelita navigated her 9,000-mile journey with the aid of cues from electromagnetic coils designed by Putman and Lohmann. The passage does say that Putman and Lohmann use electromagnetic coils as part of their research on loggerhead turtles, but the coils are part of tanks used in a laboratory to study loggerhead hatchlings (see lines 12-16).

Choice D is incorrect because there is no evidence in the passage that Adelita navigated her 9,000-mile journey with the aid of a simulated "magnetic signature" configured by Lohmann. The passage does describe how Lohmann and Putman manipulate magnetic fields as part of their research on loggerhead turtle hatchlings (see, for example, lines 14-19), but there is no indication that the two scientists used (or even could use) the kind of equipment necessary for this project outside of laboratory tanks or with Adelita in the wild.

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Many incorrect answer choices may be tempting because they contain information that appears in the passage. In this case, the passage does refer to the North Atlantic gyre as well as to electromagnetic coils. Only choice C, however, is relevant to the question of how Adelita was able to navigate her journey.

10

Which choice provides the best evidence for the answer to the previous question?

A) Lines 1-3 ("In 1996 . . . way")
B) Lines 27-28 ("Using . . . surface")
C) Lines 48-49 ("In the wild . . . stars")
D) Lines 58-60 ("Neither . . . it is")

Content: Information and Ideas

Key: D

Objective: You must determine which portion of the passage provides the best support for the answer to question 9.

Explanation: Choice D is the best answer because in lines 58-60, the author indicates that "together, [inclination and intensity] provide a 'magnetic signature' that tells the turtle where it is." Therefore, these lines serve as the best evidence for the answer to the previous question.

Choice A is incorrect because in lines 1-3, the author establishes that Adelita made a 9,000-mile journey but does not explain how she navigated it. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

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Approach this question by going back to Question 9 and rereading the question and your answer. Then assess which choice here best supports the answer to Question 9.

Choice B is incorrect because in lines 27-28, the author indicates that Lohmann is able to "mimic the magnetic field at different parts of the Earth's surface" in his laboratory but does not explain how Adelita navigated her 9,000-mile journey or suggest that Lohmann had any influence over Adelita's trip. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

Choice C is incorrect because, in lines 48-49, the author notes that loggerhead turtles "in the wild" may make use of "landmarks like the position of the sea, sun and stars" but does not indicate that Adelita used such landmarks to navigate her 9,000-mile journey. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

11

As used in line 3, "tracked" most nearly means

A) searched for.
B) traveled over.
C) followed.
D) hunted.

Content: Information and Ideas

Key: C

Objective: You must determine the meaning of a word in the context in which it appears.

Explanation: Choice C is the best answer because the context makes clear that Nichols followed Adelita's "epic journey with a satellite tag" (lines 3-4).

Choice A is incorrect because while "tracked" sometimes means "searched for," it would make little sense in this context to say that Nichols searched for Adelita's "epic journey with a satellite tag" (lines 3-4). It is more reasonable to conclude from the passage that Nichols knew about Adelita and her journey and used a satellite tag to help follow it.

Choice B is incorrect because while "tracked" sometimes means "traveled over," it would make no sense in this context to say that Nichols traveled over Adelita's "epic journey with a satellite tag" (lines 3-4).

Choice D is incorrect because while "tracked" sometimes means "hunted," it would make no sense in this context to say that Nichols hunted Adelita's "epic journey with a satellite tag" (lines 3-4).

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Here's a strategy you may find helpful if you're struggling on a "words in context" question such as Question 11: substitute each of the answer choices for the given word in the sentence. This may help you determine which choice fits best in the context.

12

Based on the passage, which choice best describes the relationship between Putman's and Lohmann's research?

A) Putman's research contradicts Lohmann's.

B) Putman's research builds on Lohmann's.

C) Lohmann's research confirms Putman's.

D) Lohmann's research corrects Putman's.

Content: Information and Ideas

Key: B

Objective: You must characterize the relationship between two individuals described in the passage.

Explanation: Choice B is the best answer. Putman "works in the lab of Ken Lohmann, who has been studying the magnetic abilities of loggerheads for over 20 years" (lines 12-14). Lohmann had earlier demonstrated that loggerhead turtles "could use the [magnetic] field as a compass to get their bearing" (line 19) and "use their magnetic sense to work out their latitude—their position on a north-south axis" (lines 32-34). Putman has since ("Now," line 34) built on Lohmann's work by demonstrating that the turtles "can also determine their longitude—their position on an east-west axis" (lines 34-35).

Choice A is incorrect because the passage does not indicate that Putman's research contradicts Lohmann's. In fact, Putman's work complements Lohmann's. Lohmann had demonstrated that loggerhead turtles "could use the [magnetic] field as a compass to get their bearing" (line 19) and "use their magnetic sense to work out their latitude—their position on a north-south axis" (lines 32-34). Putman has, in turn, demonstrated that the turtles "can also determine their longitude—their position on an east-west axis" (lines 34-35).

Choice C is incorrect because the research of Lohmann that the passage describes came before that of Putman. Putman "works in the lab of Ken Lohmann, who has been studying the magnetic abilities of loggerheads for over 20 years" (lines 12-14). Lohmann had earlier demonstrated that loggerhead turtles "could use the [magnetic] field as a compass to get their bearing" (line 19) and "use their magnetic sense to work out their latitude—their position on a north-south axis" (lines 32-34). Putman has since ("Now," line 34) built on Lohmann's work by demonstrating that the turtles "can also determine their longitude—their position on an east-west axis" (lines 34-35).

Choice D is incorrect because the passage does not indicate that Lohmann's research corrects Putman's. First, Lohmann's research that the passage describes came before that of Putman (see explanation for choice C) and thus could not "correct" Putman's later research. Second, the passage does not indicate that Putman's research contradicts Lohmann's (see explanation for choice A), meaning that there is nothing for Lohmann to "correct" with his own research.

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On Question 12, begin by determining whether Putman's and Lohmann's research is complementary or contradictory; doing so will allow you to eliminate two of the four answer choices. Then search the passage for additional clues that refine your understanding of the relationship between their research.

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Another way to phrase this question is, "Why did the author refer to reed warblers and sparrows?" It's often helpful to paraphrase the question in your own words to ensure you understand what it's asking.

13

The author refers to reed warblers and sparrows (line 44) primarily to

A) contrast the loggerhead turtle's migration patterns with those of other species.
B) provide examples of species that share one of the loggerhead turtle's abilities.
C) suggest that most animal species possess some ability to navigate long distances.
D) illustrate some ways in which the ability to navigate long distances can help a species.

Content: Rhetoric

Key: B

Objective: You must determine the main rhetorical effect a part of the passage has on the passage as a whole.

Explanation: Choice B is the best answer because the author indicates that reed warblers and sparrows, like loggerhead turtles, had previously been known to have "some way of working out longitude" (lines 44-45).

Choice A is incorrect because although the author notes that loggerhead turtles, reed warblers, and sparrows are all "animal migrants" (line 43), he offers no specifics about the migration patterns of reed warblers and sparrows, and the only connection he draws among the three animals is their recognized ability of somehow "working out longitude" (line 45).

Choice C is incorrect because the author only mentions three "animal migrants" by name (loggerhead turtles, reed warblers, and sparrows) and indicates that "several" such migrants had previously been known to have "some way of working out longitude" (lines 43-45). He makes no claim in the passage that most animal species have some long-distance navigation ability.

Choice D is incorrect because although the author indicates that reed warblers and sparrows, like loggerhead turtles, are "animal migrants" (line 43), he offers no specifics about how the ability to navigate long distances might help reed warblers and sparrows (nor, for that matter, much information about how this ability might help loggerhead turtles).

Sample 4:

U.S. and World Literature Passage, Higher Text Complexity

The following passage from a literary text is of higher complexity, although some aspects of the passage are less challenging than others.

Questions 14-18 are based on the following passage.

This passage is adapted from Edith Wharton, *Ethan Frome*, originally published in 1911. Mattie Silver is Ethan's household employee.

Mattie Silver had lived under Ethan's roof for a year, and from early morning till they met at supper he had frequent chances of seeing her; but no moments in her company were comparable to those when, her arm in his, and her light step flying to keep time with his long stride, they walked back through the night to the farm. He had taken to the girl from the first day, when he had driven over to the Flats to meet her, and she had smiled and waved to him from the train, crying out, "You must be Ethan!" as she jumped down with her bundles, while he reflected, looking over her slight person: "She don't look much on housework, but she ain't a fretter, anyhow." But it was not only that the coming to his house of a bit of hopeful young life was like the lighting of a fire on a cold hearth. The girl was more than the bright serviceable creature he had thought her. She had an eye to see and an ear to hear: he could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will.

It was during their night walks back to the farm that he felt most intensely the sweetness of this communion. He had always been more sensitive than the people about him to the appeal of natural beauty. His unfinished studies had given form to this sensibility and even in his unhappiest moments field and sky spoke to him with a deep and powerful persuasion. But hitherto the emotion had remained in him as a silent ache, veiling with sadness the beauty that evoked it. He did not even know whether any one else in the world felt as he did, or whether he was the sole victim of this mournful privilege. Then he learned that one other spirit had trembled with the same touch of wonder: that at his side, living under his roof and eating his bread, was a creature to whom he could say: "That's Orion down yonder; the big fellow to the right is Aldebaran, and the bunch of little ones—like bees swarming—they're the Pleiades . . ." or whom he could hold entranced before a ledge of granite thrusting up through the fern while he unrolled the huge panorama of the ice age, and the long dim stretches of succeeding time. The fact that admiration for his learning mingled with Mattie's wonder at what he taught was not the least part of his pleasure. And there were other sensations, less definable but more exquisite, which drew them together with a shock of silent joy: the cold red of sunset behind winter hills, the flight of cloud-flocks over slopes of golden stubble, or the intensely blue shadows of hemlocks on sunlit snow. When she said to him once: "It looks just as if it was painted!" it seemed to Ethan that the art of definition could go no farther, and that words had at last been found to utter his secret soul. . . .

As he stood in the darkness outside the church these memories came back with the poignancy of vanished things. Watching Mattie whirl down the floor from hand to hand he wondered how he could ever have thought that his dull talk interested her. To him, who was never gay but in her presence, her gaiety seemed plain proof of indifference. The face she lifted to her dancers was the same which, when she saw him, always looked like a window that has caught the sunset. He even noticed two or three gestures which, in his fatuity, he had thought she kept for him: a way of throwing her head back when she was amused, as if to taste her laugh before she let it out, and a trick of sinking her lids slowly when anything charmed or moved her.

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Keywords and phrases throughout the last paragraph signal a shift in the focus of the narrative. For instance, " . . . these memories came back with the poignancy of vanished things" signals a temporal shift, and words such as "dull," "indifference," and "fatuity" point to a change in the main character's feelings.

14

Over the course of the passage, the main focus of the narrative shifts from the

A) reservations a character has about a person he has just met to a growing appreciation that character has of the person's worth.

B) ambivalence a character feels about his sensitive nature to the character's recognition of the advantages of having profound emotions.

C) intensity of feeling a character has for another person to the character's concern that that intensity is not reciprocated.

D) value a character attaches to the wonders of the natural world to a rejection of that sort of beauty in favor of human artistry.

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This question, like many questions from the Rhetoric category, asks you to think about the passage on a broad, abstract level. Thus, when reading passages on the SAT, pay as much attention to the structure and purpose of the passage (the "how" and "why") as you do to the content of the passage (the "what").

Content: Rhetoric

Key: C

Objective: You must describe the overall structure of a text.

Explanation: Choice C is the best answer. The first paragraph traces the inception of Ethan's feelings for Mattie: Ethan "had taken to the girl from the first day" (lines 6-7) and saw her arrival as "like the lighting of a fire on a cold hearth" (line 14). The second paragraph (lines 20-48) focuses on "their night walks back to the farm" (line 20) and Ethan's elation in perceiving that "one other spirit . . . trembled with the same touch of wonder" that characterized his own (lines 30-31). In other words, the main focus of the first two paragraphs is the intensity of feeling one character, Ethan, has for another, Mattie. The last paragraph shifts the focus of the passage to Ethan's change in perception; he sees Mattie in a social setting interacting with other men, wonders "how he could ever have thought that his dull talk interested her" (lines 52-53), interprets her seeming happiness as "plain proof of indifference" toward him (lines 54-55), and sees betrayal in the "two or three gestures which, in his fatuity, he had thought she kept for him" (lines 57-59).

Choice A is incorrect because while Ethan acknowledges that Mattie "don't look much on housework" (line 11), the first paragraph also notes that Ethan "had taken to the girl from the first day" (lines 6-7);

therefore, there is no support for the notion that Ethan's "reservations" about Mattie lasted for any length of time or ever constituted the main focus of the narrative.

Choice B is incorrect because while Ethan does exhibit ambivalence about his sensitive nature, seeing it as a "mournful privilege" (lines 29-30), the main focus of the narrative does not shift to his recognition of the advantages of having profound emotions. Indeed, in the last paragraph, Ethan's profound emotions give him only grief, as he sees Mattie seemingly rejecting him.

Choice D is incorrect because while the second paragraph (lines 20-48) does discuss in depth the value Ethan attaches to natural beauty, nothing in the passage signifies that he has rejected natural beauty in favor of human artistry. The closest the passage comes to this is in lines 45-46, in which Mattie is said to have likened a natural scene to a painting, an assertion with which Ethan agrees.

15

In the context of the passage, the author's use of the phrase "her light step flying to keep time with his long stride" (lines 4-5) is primarily meant to convey the idea that

A) Ethan and Mattie share a powerful enthusiasm.

B) Mattie strives to match the speed at which Ethan works.

C) Mattie and Ethan playfully compete with each other.

D) Ethan walks at a pace that frustrates Mattie.

Content: Rhetoric

Key: A

Objective: You must determine the main rhetorical effect of the author's choice of words.

Explanation: Choice A is the best answer. The author uses the phrase mainly to introduce a topic discussed at length in the second paragraph (lines 20-48)—namely, the growing connection Ethan sees himself forming with Mattie over the course of many evening walks during which they share similar feelings for the wonders of the natural world. In the context of the passage, the phrase evokes an image of two people walking eagerly and in harmony.

Choice B is incorrect because while the phrase literally conveys Mattie's attempts to keep up with Ethan's pace, the phrase relates to times of leisure during which Ethan and Mattie walked arm-in-arm (see lines 1-4) rather than times of work. Moreover, the phrase is used primarily in a figurative way to suggest shared enthusiasm (see explanation for choice A).

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Choice C may seem tempting, as the relationship between Ethan and Mattie is described in the passage as containing an aspect of playfulness. The idea that Mattie and Ethan playfully compete with one another is not, however, the intended purpose of the phrase referred to in the question.

Choice C is incorrect because while the phrase literally describes Mattie's attempts to keep up with Ethan's pace, the context makes clear that Mattie and Ethan are not in competition with each other; instead, they are enjoying times of leisure during which the two walk arm-in-arm (see lines 1-4). Moreover, the phrase is used primarily in a figurative way to suggest shared enthusiasm (see explanation for choice A).

Choice D is incorrect because while the phrase could in isolation be read as conveying some frustration on the part of Mattie, who had to expend extra effort to keep up with Ethan's pace, the context makes clear that Mattie is not annoyed with Ethan but is instead enjoying times of leisure during which the two walk arm-in-arm (see lines 1-4). The phrase is used primarily to suggest shared enthusiasm (see explanation for choice A).

16

The description in the first paragraph indicates that what Ethan values most about Mattie is her

A) fitness for farm labor.

B) vivacious youth.

C) receptive nature.

D) freedom from worry.

Content: Information and Ideas

Key: C

Objective: You must characterize the relationship between two individuals in the passage.

Explanation: Choice C is the best answer. Lines 8-14 mention many of Mattie's traits: she is friendly ("smiled and waved"), eager ("jumped down with her bundles"), easygoing ("she ain't a fretter"), and energetic ("like the lighting of a fire on a cold hearth"). However, the trait that appeals the most to Ethan, as suggested by it being mentioned last in the paragraph, is her openness to the world around her: "She had an eye to see and an ear to hear: he could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will" (lines 15-19).

Choice A is incorrect because the passage suggests that Ethan does not actually view Mattie as particularly well suited to farm labor. When first seeing Mattie, Ethan thinks to himself, after "looking over her slight person," that "she don't look much on housework" (lines 10-11).

Choice B is incorrect because the passage suggests that Mattie's youth is not what Ethan values most about Mattie. Although the passage does note that "the coming to his house of a bit of hopeful young life was like the lighting of a fire on a cold hearth" (lines 12-14), the narrator goes on to note that "the girl was more than the bright serviceable creature [Ethan] had thought her" (lines 14-15), indicating that Ethan values something more in Mattie than simply her vivacity.

Choice D is incorrect because although Ethan acknowledges that Mattie "ain't a fretter" (line 12), there is no evidence that Mattie's freedom from worry is what Ethan values the most about Mattie. The first paragraph lists several positive traits that Mattie has, with the most emphasis being placed on her openness to the world around her (see explanation for choice C).

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What makes this question particularly challenging is that there's quite a bit of support for choice B in the first paragraph. Choice C, however, is the best answer because the first paragraph ends with a strong emphasis on Mattie's receptive nature, underscored by the keyword "But" in line 12.

17

Which choice provides the best evidence for the answer to the previous question?

A) Lines 1-6 ("Mattie . . . farm")
B) Lines 6-12 ("He had . . . anyhow")
C) Lines 12-14 ("But it . . . hearth")
D) Lines 15-19 ("She had . . . will")

Content: Information and Ideas

Key: D

Objective: You must determine which portion of the passage provides the best evidence for the answer to the previous question.

Explanation: Choice D is the best answer. Lines 15-19 explain that Mattie "had an eye to see and an ear to hear: [Ethan] could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will." In other words, Mattie is open, or receptive, to ideas and experiences, and the placement of this point at the end of the list of traits Ethan admires ("But it was not only . . .") suggests that her openness is most important to him. Therefore, these lines serve as the best evidence for the answer to the previous question.

Choice A is incorrect because lines 1-6 only describe Ethan and Mattie's living situation and indicate that Ethan enjoys walking with her in the evenings. They do not indicate which quality of Mattie's Ethan values the most. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

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Questions 16 and 17 form something of a question pair. The thought process that led you to the answer for Question 16 will help you select the answer for Question 17.

Choice B is incorrect because lines 6-12 only indicate Ethan's first impression of Mattie. Mattie comes across as generally friendly and enthusiastic in their first encounter, but it is not these qualities that Ethan values the most. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

Choice C is incorrect because lines 12-14 only convey that there was something special about Mattie beyond her friendliness and enthusiasm. They do not indicate what Ethan values the most about Mattie. Therefore, these lines do not serve as the best evidence for the answer to the previous question.

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The clues that can help you answer this question can be found in the lines immediately preceding the lines referenced in the question. When asked why the author includes particular detail or details, always consider the context in which the material in question appears.

18

The author includes the descriptions of the sunset, the clouds, and the hemlock shadows (lines 42-45) primarily to

A) suggest the peacefulness of the natural world.
B) emphasize the acuteness of two characters' sensations.
C) foreshadow the declining fortunes of two characters.
D) offer a sense of how fleeting time can be.

Content: Rhetoric

Key: B

Objective: You must analyze the relationship between a particular part of a text and the whole text.

Explanation: Choice B is the best answer. Lines 40-45 indicate that "there were other sensations, less definable but more exquisite, which drew [Ethan and Mattie] together with a shock of silent joy: the cold red of sunset behind winter hills, the flight of cloud-flocks over slopes of golden stubble, or the intensely blue shadows of hemlocks on sunlit snow." In the context of the second paragraph (lines 20-48), which focuses on the connection Ethan and Mattie establish through their shared interest in and sensitivity to nature, the descriptions primarily serve to emphasize the acuteness, or intensity, of the characters' sensations. According to the passage, Ethan and Mattie do not merely appreciate nature or see it as pretty or calm; rather, they experience a powerful "shock of silent joy" when in the presence of natural beauty.

Choice A is incorrect because there is no indication that the descriptions are included primarily to emphasize the peacefulness of the natural world. Some readers may see "the cold red of sunset behind winter hills, the flight of cloud-flocks over slopes of golden stubble, or the intensely blue shadows of hemlocks on sunlit snow" (lines 42-45) as evoking a peaceful, harmonious scene. However, Ethan and Mattie

do not merely appreciate nature or see it as pretty or calm; rather, they experience a powerful "shock of silent joy" (line 42) when in the presence of natural beauty.

Choice C is incorrect because there is no evidence in the passage that the descriptions are included primarily to foreshadow Ethan's and Mattie's declining fortunes. In fact, there is no evidence in the passage of decline for either character apart from the agitation that Ethan experiences over his relationship with Mattie.

Choice D is incorrect because there is no evidence in the passage that the descriptions are included primarily to offer a sense of time as fleeting. In fact, the speed at which time passes plays no particular role in the passage.

Sample 5:

Science Passage Pair, Medium Text Complexity

The following pair of passages from a life science text is of medium complexity: it represents the middle range of language difficulty and cognitive demand of passages that you'll find on the Reading Test.

REMEMBER

You'll see one set of paired passages on the SAT Reading Test.

Questions 19-23 are based on the following passages.

Passage 1 is adapted from Susan Milius, "A Different Kind of Smart." ©2013 by Science News. Passage 2 is adapted from Bernd Heinrich, *Mind of the Raven: Investigations and Adventures with Wolf-Birds*. ©2007 by Bernd Heinrich.

Passage 1

In 1894, British psychologist C. Lloyd Morgan published what's called Morgan's canon, the principle that suggestions of humanlike mental processes behind an animal's behavior should be rejected if a simpler explanation will do.

Still, people seem to maintain certain expectations, especially when it comes to birds and mammals. "We somehow want to prove they are as 'smart' as people," zoologist Sara Shettleworth says. We want a bird that masters a vexing problem to be employing human-style insight.

New Caledonian crows face the high end of these expectations, as possibly the second-best toolmakers on the planet.

Their tools are hooked sticks or strips made from spike-edged leaves, and they use them in the wild to winkle grubs out of crevices. Researcher Russell Gray first saw the process on a cold morning in a mountain forest in New Caledonia, an island chain east of Australia. Over the course of days, he and crow researcher Gavin Hunt had gotten wild crows used to finding meat tidbits in holes in a log. Once the birds were checking the log reliably, the researchers placed a spiky tropical pandanus plant beside the log and hid behind a blind.

A crow arrived. It hopped onto the pandanus plant, grabbed the spiked edge of one of the long straplike leaves and

began a series of ripping motions. Instead of just tearing away one long strip, the bird ripped and nipped in a sequence to create a slanting stair-step edge on a leaf segment with a narrow point and a wide base. The process took only seconds. Then the bird dipped the narrow end of its leaf strip into a hole in the log, fished up the meat with the leaf-edge spikes, swallowed its prize and flew off.

"That was my 'oh wow' moment," Gray says. After the crow had vanished, he picked up the tool the bird had left behind. "I had a go, and I couldn't do it," he recalls. Fishing the meat out was tricky. It turned out that Gray was moving the leaf shard too forcefully instead of gently stroking the spines against the treat.

The crow's deft physical manipulation was what inspired Gray and Auckland colleague Alex Taylor to test other wild crows to see if they employed the seemingly insightful string-pulling solutions that some ravens, kea parrots and other brainiac birds are known to employ. Three of four crows passed that test on the first try.

Passage 2

For one month after they left the nest, I led my four young ravens at least once and sometimes several times a day on thirty-minute walks. During these walks, I wrote down everything in their environment they pecked at. In the first sessions, I tried to be teacher. I touched specific objects—sticks, moss, rocks—and nothing that I touched remained untouched by them. They came to investigate what I had investigated, leading me to assume that young birds are aided in learning to identify food from the parents' example. They also, however, contacted almost everything else that lay directly in their own paths. They soon became more independent by taking their own routes near mine. Even while walking along on their own, they pulled at leaves, grass stems, flowers, bark, pine needles, seeds, cones, clods of earth, and other objects they encountered. I wrote all this down, converting it to numbers. After they were thoroughly familiar with the background objects in these woods and started to ignore them, I seeded the path we would later walk together with objects they had never before encountered. Some of these were conspicuous food items: raspberries, dead meal worm beetles, and cooked corn kernels. Others were conspicuous and inedible: pebbles, glass chips, red winterberries. Still others were such highly cryptic foods as encased caddisfly larvae and moth cocoons. The results were dramatic.

The four young birds on our daily walks contacted all new objects preferentially. They picked them out at a rate of up to tens of thousands of times greater than background or previously contacted objects. The main initial criterion for pecking or picking anything up was its novelty. In subsequent trials, when the previously novel items were edible, they became preferred and the inedible objects became "background" items, just like the leaves, grass, and pebbles, even if they were highly conspicuous. These experiments showed that ravens' curiosity ensures exposure to all or almost all items in the environment.

19

Within Passage 1, the main purpose of the first two paragraphs (lines 1-10) is to

A) offer historical background in order to question the uniqueness of two researchers' findings.

B) offer interpretive context in order to frame the discussion of an experiment and its results.

C) introduce a scientific principle in order to show how an experiment's outcomes validated that principle.

D) present seemingly contradictory stances in order to show how they can be reconciled empirically.

Content: Rhetoric

Key: B

Objective: You must determine the main purpose of two paragraphs in relation to the passage as a whole.

Explanation: Choice B is the best answer. Passage 1 opens with an explanation of Morgan's canon and continues with a discussion of people's expectations regarding animal intelligence. Taken together, the first two paragraphs indicate that despite cautions to the contrary, people still tend to look for humanlike levels of intelligence in many animals, including birds. These two paragraphs provide a framework in which to assess the work of Gray and Hunt, presented in the rest of the passage. The passage's characterization of the experiment Gray and Hunt conduct, in which they observe a crow's tool-making ability and to which Gray responds by trying and failing to mimic the bird's behavior ("I had a go, and I couldn't do it," line 34), suggests that Shettleworth, quoted in the second paragraph, is at least partially correct in her assessment that "we somehow want to prove [birds] are as 'smart' as people" (lines 6-7).

Choice A is incorrect because while the reference to Morgan's canon in the first paragraph offers a sort of historical background (given that the canon was published in 1894), the second paragraph describes people's continuing expectations regarding animal intelligence. Furthermore, the fact that Gray and Hunt may share with other people the tendency to look for humanlike intelligence in many animals does not by itself establish that the main purpose of the first two paragraphs is to question the uniqueness of Gray and Hunt's findings.

Choice C is incorrect because while the reference to Morgan's canon in the first paragraph does introduce a scientific principle, the discussion in the second paragraph of people's expectations regarding animal intelligence, as well as the passage's characterization of Gray and Hunt's experiment and how the researchers interpret the results, primarily suggest that people tend to violate the canon by attributing humanlike levels of intelligence to many animals.

Choice D is incorrect because although the first two paragraphs do present different perspectives, they are not seemingly or genuinely contradictory. The second paragraph, particularly the quotation from Shettleworth, serves mainly to qualify (not contradict) the position staked out in the first paragraph by suggesting that while Morgan's canon is probably a sound principle, people still tend to project humanlike levels of intelligence onto many animals. Moreover, the experiment depicted in the rest of the passage primarily bears out Shettleworth's claim that "We somehow want to prove [birds] are as 'smart' as people" (lines 6-7) and thus does not reconcile the perspectives found in the opening paragraphs.

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In contrast to Question 19, which requires a broad understanding of the passage, Question 20 asks about a specific detail. On this type of question, it may help to locate and reread the relevant detail in the passage before selecting your answer.

20

According to the experiment described in Passage 2, whether the author's ravens continued to show interest in a formerly new object was dictated primarily by whether that object was

A) edible.
B) plentiful.
C) conspicuous.
D) natural.

Content: Information and Ideas

Key: A

Objective: You must identify an explicitly stated relationship between events.

Explanation: Choice A is the best answer. The last paragraph of Passage 2 presents the results of an experiment in which the author scattered unfamiliar objects in the path of some ravens. According to the passage, the birds initially "contacted all new objects preferentially" but in "subsequent trials" only preferred those "previously novel items" that "were edible" (lines 69-74).

Choice B is incorrect because the ravens studied by the author only preferred those "previously novel items" that "were edible," whereas "the inedible objects became 'background' items, just like the leaves, grass, and pebbles" (lines 74-76). In other words, plentiful items did not continue to interest the ravens unless the items were edible.

Choice C is incorrect because the ravens studied by the author only preferred those "previously novel items" that "were edible," whereas "the inedible objects became 'background' items, just like the leaves, grass, and pebbles, even if they were highly conspicuous" (lines 74-77). In other words, conspicuous items did not continue to interest the ravens unless the items were edible.

Choice D is incorrect because the ravens studied by the author only preferred those "previously novel items" that "were edible," whereas "the inedible objects became 'background' items, just like the leaves, grass, and pebbles" (lines 74-76). In other words, natural items did not continue to interest the ravens unless the items were edible.

21

The crows in Passage 1 and the ravens in Passage 2 shared which trait?

A) They modified their behavior in response to changes in their environment.
B) They formed a strong bond with the humans who were observing them.
C) They manufactured useful tools for finding and accessing food.
D) They mimicked the actions they saw performed around them.

Content: Synthesis

Key: A

Objective: You must synthesize information and ideas from paired texts.

Explanation: Choice A is the best answer. Both bird species studied modified their behavior in response to changes in their environment. The researchers described in Passage 1 "had gotten wild crows used to finding meat tidbits in holes in a log" (lines 19-20). In other words, the researchers had repeatedly placed meat in the log—that is, changed the crows' environment—and the birds had responded by modifying their behavior, a point reinforced in line 21, which notes that the birds began "checking the log reliably." The ravens in Passage 2 act in analogous fashion, responding to the introduction of new objects in their environment by "pick[ing] them out at a rate of up to tens of thousands of times greater than background or previously contacted objects" (lines 70-72).

Choice B is incorrect because while there is some evidence that the ravens described in Passage 2 formed a bond with the author, going on walks with him and possibly viewing him as their "teacher," there is no evidence that a similar bond formed between the researchers described in Passage 1 and the crows they studied. Indeed, these researchers "hid behind a blind" (line 22) in an effort to avoid contact with their subjects.

Choice C is incorrect because while crows' tool-making ability is the central focus of the experiment described in Passage 1, there is no evidence that the ravens in Passage 2 did anything similar. Passage 1 does mention that "some ravens" use "seemingly insightful string-pulling solutions" (lines 40-41), but nothing in Passage 2 suggests that the ravens in that particular study had or displayed tool-making abilities.

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The incorrect answers to Question 21 are traits that may have been possessed by either the crows described in Passage 1 or the ravens described in Passage 2. Only choice A describes a trait that the birds described in both passages exhibited.

Choice D is incorrect because while there is some evidence that the ravens described in Passage 2 mimicked human behavior, going on walks with the author and possibly viewing him as their "teacher," there is no evidence that the crows in Passage 1 did any mimicking. Passage 1, in fact, suggests that the ability of the crow to produce the meat-fishing tool was innate rather than a skill it had acquired from either humans or other birds.

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This question asks you to identify something the author of Passage 2 did that the researchers discussed in Passage 1 didn't do. Thus, the best answer must fulfill both of these criteria. If an answer choice fulfills only one of two criteria, eliminate it!

22

One difference between the experiments described in the two passages is that unlike the researchers discussed in Passage 1, the author of Passage 2

A) presented the birds with a problem to solve.
B) intentionally made the birds aware of his presence.
C) consciously manipulated the birds' surroundings.
D) tested the birds' tool-using abilities.

Content: Synthesis

Key: B

Objective: You must synthesize information and ideas from paired texts.

Explanation: Choice B is the best answer. The researchers described in Passage 1 "hid behind a blind" (line 22) to avoid being seen by the crow. The author of Passage 2, on the other hand, made no attempt to conceal his presence; in fact, as he describes it, he "led" the ravens in his study on "walks" (lines 44-46), during which he "touched specific objects" (line 48) and then watched to see whether the birds touched the same objects. The author of Passage 2 notes that the ravens "soon became more independent" (lines 54-55), going their own way rather than continuing to follow the author. From this, it is clear that the author of Passage 2, unlike the researchers described in Passage 1, intentionally made the birds aware of his presence.

Choice A is incorrect because while a case could be made that the author of Passage 2 gave the ravens a problem to solve (Which new objects are best to touch?), the researchers described in Passage 1 presented the crows with a problem as well: how to extract meat from a log. Thus, presenting birds with a problem to solve was not a difference between the experiments.

Choice C is incorrect because both the researchers described in Passage 1 and the author of Passage 2 consciously manipulated the birds' surroundings. The crow researchers placed meat pieces in a log and a pandanus plant behind the log (see lines 18-22). The author of Passage 2 put unfamiliar objects on a path for the ravens to find (see lines 61-62). Thus, conscious manipulation of the birds' surroundings was not a difference between the experiments.

Choice D is incorrect because there is no evidence that the author of Passage 2 tested the ravens' tool-using abilities. The passage instead indicates that the author recorded observations about the birds' interactions with objects naturally occurring in and artificially introduced into the environment.

23

Is the main conclusion presented by the author of Passage 2 consistent with Morgan's canon, as described in Passage 1?

A) Yes, because the conclusion proposes that the ravens' behavior is a product of environmental factors.

B) Yes, because the conclusion offers a satisfyingly simple explanation of the ravens' behavior.

C) No, because the conclusion suggests that the ravens exhibit complex behavior patterns.

D) No, because the conclusion implies that a humanlike quality motivates the ravens' behavior.

Content: Synthesis

Key: D

Objective: You must synthesize information and ideas from paired texts.

Explanation: Choice D is the best answer. According to Passage 1, Morgan's canon is "the principle that suggestions of humanlike mental processes behind an animal's behavior should be rejected if a simpler explanation will do" (lines 2-4). The main conclusion drawn by the author of Passage 2 is that "ravens' curiosity ensures exposure to all or almost all items in the environment" (lines 78-79). In referring to the ravens' behavior as reflecting "curiosity," a human trait, the author of Passage 2 would seem to be ascribing a humanlike mental process to an animal's behavior without explicitly considering alternate explanations.

Choice A is incorrect because the main conclusion drawn by the author of Passage 2 is that "ravens' curiosity ensures exposure to all or almost all items in the environment" (lines 78-79). In referring to the ravens' behavior as reflecting "curiosity," a human trait, the author of Passage 2 would seem to be ascribing a humanlike mental process to an animal's behavior without explicitly considering alternate explanations. Morgan's canon holds that such suggestions should be rejected unless a "simpler explanation" cannot be found (line 4); therefore, the conclusion the author of Passage 2 reaches is not consistent with Morgan's canon. Moreover, by ascribing the ravens' behavior to "curiosity," the author of Passage 2 seems to reject environmental factors as the cause.

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Break this challenging question down into a series of logical steps. First, identify the main conclusion of Passage 2 and refresh your memory regarding Morgan's canon. Next, determine whether the conclusion in Passage 2 is consistent with Morgan's canon, and eliminate two answer choices accordingly. Lastly, examine the differences between the remaining two choices and select the one that's best supported by the passages.

Choice B is incorrect because the main conclusion drawn by the author of Passage 2 is that "ravens' curiosity ensures exposure to all or almost all items in the environment" (lines 78-79). In referring to the ravens' behavior as reflecting "curiosity," a human trait, the author of Passage 2 would seem to be ascribing a humanlike mental process to an animal's behavior without explicitly considering alternate explanations. Morgan's canon holds that such suggestions should be rejected unless a "simpler explanation" cannot be found (line 4); therefore, the conclusion the author of Passage 2 reaches cannot be the type of "simpler explanation" Morgan was alluding to.

Choice C is incorrect because while the main conclusion drawn by the author of Passage 2 is not consistent with Morgan's canon (see explanation for choice D), nothing about how the canon is described in Passage 1 precludes the possibility that animals can exhibit complex behavior patterns. The canon merely rejects the idea that humanlike mental processes should quickly or easily be attributed to animals.

CHAPTER 14

About the SAT Essay

The SAT Essay is a lot like a typical writing assignment in which you're asked to analyze a text. To do well on the SAT Essay, you'll want to have a good sense of what the test asks of you as well as the reading, analysis, and writing knowledge and skills required to compose a response to the Essay prompt. This chapter is intended primarily to get you more familiar with the Essay. After we discuss the test in general, we'll turn to some sample prompts as well as examples of student responses and what scores they would receive.

Important Features of the SAT Essay

The Essay on the SAT is optional, which means that—unless you're required to take the test by your school or some other institution—you need to make an informed, personal choice about whether to take the Essay. You should figure out whether any of the postsecondary institutions that you're applying to require Essay scores; if so, your decision is pretty simple. If that's not the case and you're not otherwise required to take the Essay, you'll have to make up your own mind about it. Note that some postsecondary institutions that don't require Essay scores still recommend that you submit them. Look carefully at the admission requirements and preferences of the schools you're thinking of applying to.

REMEMBER

The Essay is optional for students. If your school or the postsecondary institutions you're applying to don't require Essay scores, you'll have to make an informed, personal decision as to whether to take the Essay.

We recommend that you seriously consider taking the Essay. The task the Essay asks you to complete—analyzing how an argument works—is an interesting and engaging one. The Essay also gives you an excellent opportunity to demonstrate your reading, analysis, and writing knowledge and skills—which are critical to readiness for and success in college and career—and the scores you'll get back will give you insight into your strengths in these areas as well as indications of any areas that you may still need to work on.

Position Within the SAT Test

The Essay is administered after the multiple-choice sections of the SAT. This makes it easier to give the test to some students and not to others, since the Essay isn't required.

Test Length

The SAT Essay is 50 minutes in length. The passage you'll read and analyze is about the same length as the longest passage you'll see on the SAT Reading Test, and you'll need to spend a fair amount of time reading, selectively rereading, analyzing, and drawing evidence from it in order to do well.

You may find it reassuring to know that the College Board decided to allot 50 minutes for the test only after careful study and review. This process included examining responses from thousands of students who took the Essay as part of our research. From this process, we learned that 50 minutes provided enough time for most students to complete the Essay task without rushing. Although you'll still have to pace yourself and pay attention to the time available, you should have enough time to do your best work on the Essay.

REMEMBER

You'll have 50 minutes to complete the Essay task. While you'll want to pace yourself, this should be enough time for you to produce your best work, especially if you've practiced with some sample passages.

Number of Prompts and Responses

The Essay includes only one prompt, or question. You'll produce a single essay in response to that prompt.

REMEMBER

The Essay *won't* ask you to take a stance on an issue. Rather, your task will be to analyze an argument presented in a passage in order to explain how the author builds the argument to persuade an audience.

The Essay Task

The SAT Essay asks you to analyze a provided argument in order to explain how the author builds the argument to persuade an audience. The support you provide for your analysis won't come primarily from your own prior knowledge, opinions, or experiences. Instead, you'll be drawing on information and ideas found in the accompanying passage and using those to develop your analysis. In other words, you'll be making extensive use of textual evidence to flesh out your response to the question of how the author builds the argument in the passage to persuade an audience.

REMEMBER

The Essay task will be the same every time. What *will* change is the reading selection you'll be asked to analyze. Familiarizing yourself with the Essay prompt ahead of time and understanding exactly what your task is will save you time on test day and will likely result in your writing a stronger essay.

The SAT Essay uses virtually the same prompt on every single test given to students. The passage and a sentence describing that passage change each time the test is given, but you'll always know what you're going to be asked to write about. This has huge advantages for you over how most essay tests are administered. You'll be able to focus your preparation on developing important reading, analysis, and writing knowledge and skills instead of on trying to guess what question we'll ask, and on test day you can get right to work.

We'll come back to that prompt after a brief discussion of how the Essay is evaluated.

Scores

When you take the Essay, you'll receive three scores:

- **Reading:** How well you demonstrated your understanding of the passage

- **Analysis:** How well you analyzed the passage and carried out the task of explaining how the author builds the argument to persuade an audience
- **Writing:** How skillfully you crafted your response

Each score will be on a 2–8 scale, the combined result of two raters scoring each dimension independently on a 1–4 scale. These three scores aren't combined with each other or with scores on any other part of the SAT.

By evaluating your performance in three main areas, we're able to better pinpoint your strengths and weaknesses. Perhaps your response shows that you understood the passage very well and were able to produce a clear and cohesive essay but that you struggled some with the analytical aspect of the task. If we combined that information into a single score, that score might be indistinguishable from the score of a student who did very well in analysis and in demonstrating reading comprehension but less well in putting thoughts into words. By giving you three separate scores, we make it easier for you to know where you did well and where you might have struggled. This, in turn, will help you find ways to improve on specific shortcomings.

More details about how the Essay is scored, along with the complete scoring rubric, appear later in this chapter.

REMEMBER

The three scores you'll receive reflect the three main criteria your Essay will be evaluated on. As you practice for the Essay, focus on each of these three areas and try to assess your performance in each.

The Essay Prompt in Detail

Now let's examine the prompt for the SAT Essay. And we do mean *the* prompt, because, as we noted earlier, the prompt is nearly identical on every single administration of the SAT.

> As you read the passage below, consider how [the author] uses
>
> - evidence, such as facts or examples, to support claims.
> - reasoning to develop ideas and to connect claims and evidence.
> - stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

> Write an essay in which you explain how [the author] builds an argument to persuade [his/her] audience that [author's claim]. In your essay, analyze how [the author] uses one or more of the features listed above (or features of your own choice) to strengthen the logic and persuasiveness of [his/her] argument. Be sure that your analysis focuses on the most relevant features of the passage.
>
> Your essay should not explain whether you agree with [the author's] claims, but rather explain how the author builds an argument to persuade [his/her] audience.

REMEMBER

The prompt provided here will be nearly identical to the prompt you'll see on test day. Read it carefully now and make sure you understand what it's asking you to do.

The Passage

Your response to the Essay prompt will be firmly rooted in a passage of between 650 and 750 words—about the length of one of the longer passages on the Reading Test. All of your work on the Essay will center on your ability to understand, analyze, and explain your analysis of this passage. While the passage will come from any one of a wide range of high-quality sources and will differ on each administration of the test, all Essay passages take the form of an argument written for a broad audience. By this we mean that the form of the writing will always be argumentative (i.e., the author will always be making a claim, or assertion, and trying to convince an audience to agree with that claim) and that the subject will be generally accessible to a wide readership. You won't see a highly technical argument on a specialized subject that requires background knowledge. All of the relevant information needed to understand the topic will be included in the passage itself.

REMEMBER

The Essay's passage will change with each test administration, but it will always take the form of an argument of about 650 to 750 words in length written for a broad audience. You won't need to bring in any specialized background knowledge; everything you'll need to write a strong response will be in the passage.

Building an Argument to Persuade an Audience

By asking you to focus on how the author of the passage "builds an argument to persuade an audience," the Essay prompt is encouraging what may be called rhetorical analysis. In this rhetorical analysis, you're paying attention to how the author uses particular techniques and elements to make the argument more convincing, persuasive, and powerful; your discussion should focus on what the author does, why the author does it, and what effect this is likely to have on readers. You'll definitely want to capture some of the main ideas and key details of the passage in your analysis, but your main task is *not* to summarize that information but rather to assess its contribution to the argument.

REMEMBER

The primary focus of your response should *not* be on what the author says. Rather, your essay should focus on how the author develops an argument that's persuasive.

Evidence, Reasoning, and Stylistic and Persuasive Elements

The Essay directions advise you to think about how the author uses evidence, reasoning, and stylistic and persuasive elements to develop the argument. These are cornerstones to much argumentative writing, so we should examine briefly what we mean by each of these.

REMEMBER

Evidence, reasoning, and stylistic and persuasive elements are three main ways authors can develop their arguments. A strong SAT Essay response will analyze the author's use of one or more of these components.

Evidence is information and ideas that the author uses to support a claim. Evidence takes many forms, and the forms vary depending on the kind of argument the author is writing and the nature of the point the author is trying to make. Evidence can come in the form of facts, statistics, examples, quotations from (other) experts, the results of experiments or other research, and the like. The author of any given passage may use some of these or rely on other kinds of sources entirely. It'll be up to you to figure out what constitutes evidence in a particular passage and how the author uses it to support particular claims.

Your analysis of an author's use of evidence can take many forms, depending on the particular passage in question. You may point to specific cases in which the author's choice of evidence was

particularly effective in supporting a claim. You may instead or in addition point out that the author relies (perhaps too much) on one kind of evidence or another—or on little or no evidence at all, likely weakening the argument's effectiveness. Other approaches are possible as well.

Reasoning is the connective tissue that holds an argument together. It's the "thinking"—the logic, the analysis—that develops the argument and ties the claim and evidence together. Reasoning plays a stronger role in some texts than in others. Some authors are very careful about making their thought processes clear so that readers can follow and critique them. In other cases, texts rely less heavily on logic.

Your analysis of an author's use of reasoning can take a number of different approaches. You may decide to discuss how the author uses (or fails to use) clear, logical reasoning to draw a connection between a claim and the evidence supporting that claim. You may also or instead choose to evaluate the impact that particular aspects of the author's reasoning (e.g., unstated assumptions) have on how convincing the argument is. Other approaches are possible as well.

Stylistic and persuasive elements are rhetorical techniques that an author might bring to bear in order to enhance the power of an argument. An author could make use of appeals, such as to the audience's fears or sense of honor, or employ particularly vivid descriptive language to create a mood of anticipation or anxiety, or use one or more of any number of other such devices. There's no definitive list of these techniques, and you don't have to know them all by heart or by name to be able to get good scores on the Essay. The key thing here is to be on the lookout for ways in which the author attempts to influence the audience, sometimes by using something other than a strictly logical, rational approach.

Your analysis of the author's use of stylistic and persuasive elements can follow a number of paths. You may point out instances in which the author uses such devices and evaluate their role or their effectiveness in motivating an audience to action. You may also analyze and evaluate the varying extent to which logic and emotion contribute to the persuasiveness of the text. Other approaches are possible as well.

We've listed some examples of how evidence, reasoning, and stylistic and persuasive elements might be analyzed in a passage, but these are by no means the only ways. For some passages, evidence may be less important than reasoning and/or stylistic and persuasive elements, so it makes sense to devote less attention to evidence in such a case. Indeed, successful responses do *not* need to cover each of these three categories. In fact, it's generally better to focus your essay on a few points that are well made than attempt to check off a long list of rhetorical elements. You can also choose to discuss some aspect of the passage that doesn't fit neatly into one of the three categories but that plays an important part in how the author builds the argument.

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Your analysis does *not* have to focus exclusively on how the author's use of evidence, reasoning, and stylistic and persuasive elements makes the argument stronger or more persuasive. Instead, you may choose to point out ways in which the author's use (or lack of use) of one or more of these elements weakens the effectiveness of the argument.

REMEMBER

Your Essay response does *not* have to address the author's use of all three components discussed here (evidence, reasoning, and stylistic and persuasive elements) in order to earn high scores. A response that provides strong analysis of fewer but well-chosen points will likely score better than a response that provides little analysis of a long list of points.

The Most Relevant Aspects of the Passage

As the preceding discussion suggests, your analysis should be selective. That is, you should focus your attention on those features of the passage that you feel make the biggest contribution to its persuasive power. While 50 minutes is a fair amount of time, it's not enough to write about everything that's going on in the passage. Pick and choose what you analyze.

Not Explaining Whether You Agree with the Author's Claims

Remember that when we talked about the concept of "building an argument to persuade an audience," we noted that your main purpose in the Essay is rhetorical. That is, you should focus your analysis on how the author attempts to persuade an audience through such techniques as citing evidence, using reasoning, and employing various stylistic and persuasive techniques. Your main goal is *not* to show why or whether you agree or disagree with the points the author makes.

This can be hard. We all have opinions and the urge to share them. You've also probably done a lot of writing in which you've argued for one position or another. What's more, it can be tough to stay emotionally detached if you read something that you either strongly agree or strongly disagree with. Nevertheless, such detachment is something we all have to demonstrate at times, and it's a skill that postsecondary instructors will expect you to be able to make use of routinely. It's also an important general reading skill. If you make your own judgments too early while reading, you're likely to miss something that the author says and maybe even distort the text's message to fit your own preconceptions. Being able to differentiate your own views from those of others is a critical academic, career, and life skill, and it's something that the SAT Essay will—indirectly—call on you to do.

It's a slightly different case, though, when you feel that the passage on the Essay isn't particularly effective or persuasive. Here, you're on somewhat safer ground, as you're still thinking and analyzing rhetorically—still focusing on the art and craft of writing—only this time on one or more ways that you feel the author is failing to make a strong point. It's okay to fault the author in this sense, but be sure to make clear what you think the author's intent probably was. You could point out, for instance, that the author's description seems too idealized to be truly believable or that the author gives too much attention to anecdotes instead of solid evidence, but you should still devote your main effort to what the author *does* do and what the author *intends* to accomplish (even if the author sometimes misses the mark).

REMEMBER

While it's tempting to state your opinion on the topic discussed in the Essay passage, remember that this is *not* your task. Your task is to analyze how the author attempts to persuade an audience through the use of evidence, reasoning, and stylistic and persuasive elements and/or other features you identify.

REMEMBER

Your essay will be scored by two raters, each of whom will assign a score of 1 to 4 on the Reading, Analysis, and Writing dimensions. The two raters' scores for each dimension will be added together. Thus, you'll receive three scores on your essay, each ranging from 2 to 8.

SAT Essay Scoring Rubric

Reproduced in this section is the rubric that two raters will use to assess your essay. Each rater will assign a score of 1 to 4 in each of three categories: Reading, Analysis, and Writing. These scores will be added together to give you a 2 to 8 score on each of the three dimensions. Recall that these scores aren't combined with each other or with other scores on the SAT.

Score	Reading	Analysis	Writing
4 Advanced	The response demonstrates thorough comprehension of the source text. The response shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text. The response is free of errors of fact or interpretation with regard to the text. The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.	The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task. The response offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing. The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made. The response focuses consistently on those features of the text that are most relevant to addressing the task.	The response is cohesive and demonstrates a highly effective use and command of language. The response includes a precise central claim. The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay. The response has wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone. The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.
3 Proficient	The response demonstrates effective comprehension of the source text. The response shows an understanding of the text's central idea(s) and important details. The response is free of substantive errors of fact and interpretation with regard to the text. The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.	The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task. The response competently evaluates the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing. The response contains relevant and sufficient support for claim(s) or point(s) made. The response focuses primarily on those features of the text that are most relevant to addressing the task.	The response is mostly cohesive and demonstrates effective use and control of language. The response includes a central claim or implicit controlling idea. The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay. The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone. The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.
2 Partial	The response demonstrates some comprehension of the source text. The response shows an understanding of the text's central idea(s) but not of important details. The response may contain errors of fact and/or interpretation with regard to the text. The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.	The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task. The response identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance. Or one or more aspects of the response's analysis are unwarranted based on the text. The response contains little or no support for claim(s) or point(s) made. The response may lack a clear focus on those features of the text that are most relevant to addressing the task.	The response demonstrates little or no cohesion and limited skill in the use and control of language. The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response. The response may include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response. The response has limited variety in sentence structures; sentence structures may be repetitive. The response demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone. The response shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.

(*continued*)

Score	Reading	Analysis	Writing
1 Inadequate	The response demonstrates little or no comprehension of the source text. The response fails to show an understanding of the text's central idea(s) and may include only details without reference to central idea(s). The response may contain numerous errors of fact and/or interpretation with regard to the text. The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.	The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task. The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing. Or numerous aspects of the response's analysis are unwarranted based on the text. The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant. The response may not focus on features of the text that are relevant to addressing the task. Or the response offers no discernible analysis (e.g., is largely or exclusively summary).	The response demonstrates little or no cohesion and inadequate skill in the use and control of language. The response may lack a clear central claim or controlling idea. The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas. The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone. The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.

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Take some time to read the sample passages and student responses below. As you read each response, consider how well the student does in each of the three scoring dimensions (Reading, Analysis, and Writing), using the scoring rubric as a guide. Compare your evaluation of each response to the evaluation provided.

We've provided two samples that illustrate the sorts of passages you can expect to find on the Essay. After you read each passage, you can review samples of the essays that actual students wrote in response to that passage.

Each student response has received a separate score for each of the three dimensions assessed: Reading, Analysis, and Writing. The scores are presented directly preceding each sample essay and in order, meaning that a "1/2/1" would refer to a score of 1 in Reading, 2 in Analysis, and 1 in Writing. Scores for the samples were assigned on a 1–4 scale according to the scoring rubric. It's important to note that although these samples are representative of student achievement, neither set comprehensively illustrates the many ways in which students can earn a particular score on a particular dimension.

Although all of the sample essays were handwritten by students, they're shown typed here for ease of reading. Each essay has been transcribed exactly as the student wrote it, without alterations to spelling, punctuation, or paragraph breaks.

Sample Passage 1

As you read the passage below, consider how Peter S. Goodman uses

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

Adapted from Peter S. Goodman, "Foreign News at a Crisis Point." ©2013 by TheHuffingtonPost.com, Inc. Originally published September 25, 2013. Peter Goodman is the executive business and global news editor at TheHuffingtonPost.com.

1 Back in 2003, American Journalism Review produced a census of foreign correspondents then employed by newspapers based in the United States, and found 307 full-time people. When AJR repeated the exercise in the summer of 2011, the count had dropped to 234. And even that number was significantly inflated by the inclusion of contract writers who had replaced full-time staffers.

2 In the intervening eight years, 20 American news organizations had entirely eliminated their foreign bureaus.

3 The same AJR survey zeroed in on a representative sampling of American papers from across the country and found that the space devoted to foreign news had shrunk by 53 percent over the previous quarter-century.

4 All of this decline was playing out at a time when the U.S. was embroiled in two overseas wars, with hundreds of thousands of Americans deployed in Iraq and Afghanistan. It was happening as domestic politics grappled with the merits and consequences of a global war on terror, as a Great Recession was blamed in part on global imbalances in savings, and as world leaders debated a global trade treaty and pacts aimed at addressing climate change. It unfolded as American workers heard increasingly that their wages and job security were under assault by competition from counterparts on the other side of oceans.

5 In short, news of the world is becoming palpably more relevant to the day-to-day experiences of American readers, and it is rapidly disappearing.

6 Yet the same forces that have assailed print media, eroding foreign news along the way, may be fashioning a useful response. Several nonprofit outlets have popped up to finance foreign reporting, and a for-profit outfit, GlobalPost, has dispatched a team of 18 senior correspondents into the field, supplemented by dozens of stringers and freelancers. . . .

7 We are intent on forging fresh platforms for user-generated content: testimonials, snapshots and video clips from readers documenting issues in need of attention. Too often these sorts of efforts wind up feeling marginal or even patronizing: "Dear peasant, here's your chance

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As you read the passage, be on the lookout for the author's use of these three elements (evidence, reasoning, and stylistic and persuasive elements). You may find it helpful to take brief notes in the margins.

REMEMBER

The Essay passage is lengthy. Spend sufficient time reading, and selectively rereading, the passage to ensure you understand it well. You'll need a strong understanding of the passage in order to analyze how the author builds the argument to persuade an audience.

to speak to the pros about what's happening in your tiny little corner of the world." We see user-generated content as a genuine reporting tool, one that operates on the premise that we can only be in so many places at once. Crowd-sourcing is a fundamental advantage of the web, so why not embrace it as a means of piecing together a broader and more textured understanding of events?

8 We all know the power of Twitter, Facebook and other forms of social media to connect readers in one place with images and impressions from situations unfolding far away. We know the force of social media during the Arab Spring, as activists convened and reacted to changing circumstances. . . . Facts and insights reside on social media, waiting to be harvested by the digitally literate contemporary correspondent.

9 And yet those of us who have been engaged in foreign reporting for many years will confess to unease over many of the developments unfolding online, even as we recognize the trends are as unstoppable as globalization or the weather. Too often it seems as if professional foreign correspondents, the people paid to use their expertise while serving as informational filters, are being replaced by citizen journalists who function largely as funnels, pouring insight along with speculation, propaganda and other white noise into the mix.

10 We can celebrate the democratization of media, the breakdown of monopolies, the rise of innovative means of telling stories, and the inclusion of a diversity of voices, and still ask whether the results are making us better informed. Indeed, we have a professional responsibility to continually ask that question while seeking to engineer new models that can channel the web in the interest of better informing readers. . . .

11 We need to embrace the present and gear for the future. These are days in which newsrooms simply must be entrepreneurial and creative in pursuit of new means of reporting and paying for it. That makes this a particularly interesting time to be doing the work, but it also requires forthright attention to a central demand: We need to put back what the Internet has taken away. We need to turn the void into something fresh and compelling. We need to re-examine and update how we gather information and how we engage readers, while retaining the core values of serious-minded journalism.

12 This will not be easy. . . . But the alternative—accepting ignorance and parochialism—is simply not an option.

Write an essay in which you explain how Peter S. Goodman builds an argument to persuade his audience that news organizations should increase the amount of professional foreign news coverage provided to people in the United States. In your essay, analyze how Goodman uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

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If you decide to practice for the SAT Essay, select a passage to use for your analysis. Take several minutes to brainstorm some of the points you may choose to focus on. Next, create an outline in which you decide on the structure and progression of your essay. An outline will help ensure your essay is well organized and cohesive. This strategy may also be useful on test day.

Sample Student Essays

Student Sample 1—Scores: 1/1/1

In the Article, "Foreign News at a Crisis Point" by Peter S. Goodman ©2013 by TheHuffingtonPost.com, the author builds up an argument to persuade his audience. He provided information about American Journalism Review to let people in the community know how it started.

"we need to embrace the present and gear for the future." This means that the author wants to find new ways of communicating with the community now, that will help later on in the future. This is important because the author wants better media to transmit to the public.

"We all know the Power of Twitter, Facebook, and other forms of Social media to connect leaders in one Place with images and

[unfinished]

Sample 1 Scoring Explanation: This response scored a 1/1/1.

Reading—1: This response demonstrates little comprehension of Goodman's text. Although the inclusion of two quotations from the text (*"we need to embrace the present . . ."*; *"We all know the power of Twitter, Facebook . . ."*) suggests that the writer has read the passage, the writer does not provide any actual indication of an understanding of the text. The writer fails to show a clear understanding of Goodman's central claim, saying vaguely that *the author wants better media to transmit to the public.* The response is further limited by vague references to details from the passage that are largely unconnected to the passage's central idea, such as when the writer states that Goodman *provided information about American Journalism Review to let people in the community know how it started.* Overall, this response demonstrates inadequate reading comprehension.

Analysis—1: This response demonstrates little understanding of the analytical task. The writer makes few attempts to analyze the source text. What attempts are offered either repeat the prompt without elaboration (*the author builds up an argument to persuade his audience*) or merely paraphrase the text in a general way (*This means that the author wants to find new ways of communicating*). The brief response consists mostly of quotations taken from the passage, with very few of the writer's own ideas included. Overall, this response demonstrates inadequate analysis.

Writing—1: This response demonstrates little cohesion and inadequate skill in the use and control of language. While the writer does include a very basic central claim (*the author builds up an argument to persuade his audience*), the response does not have a discernible progression of ideas. Much of the brief response is comprised of quotations from Goodman's text, and the language that is the writer's own is repetitive and vague. For example, the writer states that Goodman shares information with his readers to *let people in the community know how it started*, with no clear indication of what "it" refers to. Overall, this response demonstrates inadequate writing.

Student Sample 2—Scores: 2/1/2

In the article "Foreign News At a Crisis Point", Peter S. Goodman argues that the news orginizations should increase the amount of Foreign news coverage offered to the Americans.

Peter S. Goodman offers many explanations of why the American public needs more profetional Foreign news covarage. He appeals to our emotions when he states that it's seen very often that when news orginization ask for a review by a reader/viewer they might end up to feel marginal. Goodman gives an idea to fix that problem and says, "Crowd-Sourcing is a fundimental advantage of the web, so why not emdrace it as means of piecing together a broader and more textual understanding of events?" He talks about this because he believes that the news should add what the people want to hear and not what the reportors want to talk about.

He also states a fact from the American Journalism Review, the AJR sampled many news papers from across the country and they observed that the space of which belonged to foreign news had shrunk by 53% over the previous quarter-century. Goodman took this into consideration and noticed that the decline was talking place around the time in which America was in the middle of two wars overseas. It was also around the time the government viewed the consequences and merits of global war on terrorism.

Peter S. Goodman offered many reason for which Foreign news should be in creased so the American public could view it and they all have great support and add relavence to the viewer.

Sample 2 Scoring Explanation: This response scored a 2/1/2.

Reading—2: This response demonstrates some comprehension of Goodman's text. The writer shows an understanding of Goodman's central idea, stating that *news orginizations should increase the amount of Foreign news coverage offered to the Americans.* While the writer includes some details from the source text (*it's seen very often that when news orginization ask for a review by a reader/viewer they might end up to feel marginal*); *Goodman . . . noticed that the decline was talking place around the time in which America was in the middle of two wars overseas*), these details are, for the most part, unconnected to the central idea. The use of textual evidence is limited, and therefore it is unclear whether the writer understands how important details relate to the central idea. Further, the writer demonstrates some evidence of having misinterpreted the argument, stating that Goodman *talks about this because he believes that the news should add what the people want to hear and not what the reportors want to talk about.* Overall, the response demonstrates partially successful reading comprehension.

Analysis—1: This response demonstrates very little understanding of the analytical task. The writer does identify an argumentative strategy in Goodman's text when the writer says Goodman *appeals to our emotions*; however, the writer does not analyze this moment further or provide elaboration about how the example appeals to the audience's emotions. Instead, the writer reverts to summary and writes that *Goodman gives an idea to fix that problem*. Throughout the rest of the response, the writer only describes Goodman's use of evidence by summarizing parts of the text rather than providing analysis. Overall, this response demonstrates inadequate analysis.

Writing—2: This response demonstrates limited cohesion and writing skill. The writer includes a central claim, but the introductory paragraph is not effective. Individual paragraphs display some progression of ideas, but there is little to connect ideas between paragraphs or in the response as a whole. The writer's word choice is general, and sentence structures follow a simple, repetitive subject-verb structure (*Peter S. Goodman offers*; *He appeals*; *Goodman gives*; *He talks*). Some language errors (*emdrace*; *talking place*) detract from the quality of writing throughout the essay but do not seriously impede understanding. Overall, this response demonstrates partially successful writing.

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Unlike the previous two responses, this response utilizes a clearer organizational structure. The introductory paragraph summarizes Goodman's primary claim and previews the persuasive elements that will be discussed later in the response.

Student Sample 3—Scores: 3/2/3

Peter Goodman's purpose in writing "Foreign News at a Crisis Point" was to persuade his audience that the news should include more information about the world as a whole. Goodmans argument becomes powerful through the use of pathos, using evidence, and also embracing reasoning.

Goodman is extremely persuasive in his argument when he brings pathos into effect. He uses pathos to appeal to the emotions of the readers. He plays out the hard times of the U.S. by saying "American workers heard increasingly that their ways and job security were under assault" and "hundreds of thousands of Americans deployed in Iraq and Afghanistan." This information is used to show the reader why the news coverage in foreign countries is diminishing. Goodman wants the reader to know that he understands why coverage is focusing more on the United States but not that its a good thing.

Goodman uses evidence to support his claims that coverage of foreign news is dwindling. Goodman says "20 American news organizations had entirely eliminated their foreign bureaus." He also explains "in the summer of 2011, the count (of full time foreign correspondents) had dropped to 234." This factual information is used so that Goodman can prove that he knows what he's talking about. These facts prove that Goodman had researched the information and persuades readers to believe Goodman's argument.

Goodman also uses reasoning to show readers that there can always be improvement. He says, "these are days in which newsrooms simply must be entreprenuial and creative in pursuit of new means of reporting and paying for it." Goodman uses the argument that we have to take matters into our own hands to prepare and change the future. Goodmans advice to change now internet focused journalism is comes from a strong skill of reasoning.

Goodman uses pathos evidence and reasoning to persuade readers that foreign news coverage needs to be increased. He plays on the reader's emotions by talking about issues that matter to them. He provides facts to show that his argument is valid. He also uses reasoning to come up with a solution to the issue. Goodman uses these features to successfully make a persuasive argument about the amount of professional foreign news coverage provided to Americans.

Sample 3 Scoring Explanation: This response scored a 3/2/3.

Reading—3: This response demonstrates effective comprehension of the source text in terms of both the central idea and important details. The writer accurately paraphrases the central claim of Goodman's text (*Peter Goodman's purpose in writing "Foreign News at a Crisis Point" was to persuade his audience that the news should include more information about the world as a whole*). The writer also makes use of appropriate textual evidence to demonstrate an understanding of key details (*He plays out the hard times of the U.S. by saying "American workers heard increasingly that their ways and job security were under assault" and "hundreds of thousands of Americans deployed in Iraq and Afghanistan"*; *Goodman uses evidence to support his claims that coverage of foreign news is dwindling. Goodman says "20 American*

news organizations had entirely eliminated their foreign bureaus"). The response is free of errors of fact or interpretation. Overall, this response demonstrates proficient reading comprehension.

Analysis—2: This response demonstrates a limited understanding of the analytical task and offers an incomplete analysis of how Goodman builds his argument. The writer identifies some important pieces of evidence in Goodman's text and attempts to describe their use (*This factual information is used so that Goodman can prove that he knows what he's talking about. These facts prove that Goodman had researched the information and persuades readers to believe Goodman's argument*), but the writer's reliance on assertions leads only to limited analysis. For example, in the third body paragraph, which discusses Goodman's use of reasoning, the writer merely paraphrases a selected quotation from the text (*He says, "these are days in which newsrooms simply must be entreprenuial and creative in pursuit of new means of reporting and paying for it." Goodman uses the argument that we have to take matters into our own hands to prepare and change the future*) and then asserts circularly that Goodman's advice *comes from a strong skill of reasoning*. Overall, this response demonstrates partially successful analysis.

Writing—3: The writer demonstrates effective use and command of language in this response, and the response as a whole is cohesive. The response includes a precise central claim (*Goodmans argument becomes powerful through the use of pathos, using evidence, and also embracing reasoning*). The brief but focused introduction establishes the framework for the writer's organizational structure, which the writer follows faithfully in the body of the response, progressing from idea to idea and ending with a competent conclusion that summarizes the response. The response displays variety in sentence structure (*He uses pathos to appeal to the emotion of the readers*; *coverage of foreign news is dwindling*; *Goodman uses these features to successfully make a persuasive argument about the amount of professional foreign news coverage provided to Americans*) and generally good control of the conventions of standard written English. Overall, this response demonstrates proficient writing.

Student Sample 4—Scores: 3/3/3

Logic, reason, and rhetoric create a strong persuasive argument. Peter S. Goodman utilizes these tools in his article "Foreign News At a Crisis Point". Goodman presents a cause and effect argument as well, by presenting the facts and revealing their consequences. What truly persuades his audience is his use of logic, reasen, and rhetoric. These occur in forms of examples, explanations and conclusions, and persuasive and rhetorical statements.

Goodman's use of logic occurs throughout his article, but is most prevelant in the beginning. Examples and statistical presentations initially draw interest from readers. Goodman begins with a census from year 2003 and year 2011 that reveals the major decline of foreign correspondents employed

by newspapers based in the United States. The numbers themselves raise a concern in the audiences mind, but may not capture their attention. Goodman then presents more apalling examples, including the sharp decrease of space devoted to foreign news over a quarter century, in order to further capture the reader's attention and raise concern. The connection between the decline in foreign news and increased American involvement overseas heightens curiosity for the reader. Goodman employs logic, basic reasoning and evidence presentation in order to raise concern, curiosity, and questions from the reader.

Goodman's use of reason is present throughout the entire article. After Goodman's presentation of his statistics and facts, he raises more concern about how to increase these statistics and factual numbers. Goodman uses reason to recognize that it would be more "genuine" and better informing for readers to hear of first hand experiences. The reader of his article begins to wonder how Goodman plans to increase the amount of professional foreign news coverage for Americans, and Goodman utilizes reason to draw a simple solution. Social media sites provide an outlet for individuals to have a voice "electronically" speaking. Goodman uses reason to reveal to the reader that first-hand knowledge is best and social media sites provide easy access, so why not create an outlet for people who know more to say more? Goodman also utilizes reason to present the problem of inaccurate information on social media sites. He further builds and enhances his argument when he states that there must be a way to "engage readers, while retaining the core values of journalism." Goodman also uses reason to evoke agreement within the reader's mind when he draws simple conclusions and presents simple solutions. Reason allows Goodman to construct upon his solid foundation of evidence that creates his argument.

Rhetoric seals the deal in Goodman's argument. After presenting the facts using logic, and making connections using reason, Goodman utilizes rhetoric to place the cherry on the top of his argument. Rhetoric is crucial in an argument because it determines how the reader feels after reading an article. Goodman utilizes rhetoric after he presents the fundamental advantage of crowd-sourcing on the web, when he asks a rhetorical question. Goodman presents obvious and exciting information that seems more than reasonable, and asks whether this great idea should be practiced or not. A rhetorical question is meant to evoke either disagreement or agreement of the author's purpose. In this case, Goodman's use of rhetoric evokes agreement from the reader. In his final stanza, after presenting all methods of reform, Goodman utilizes rhetoric to once again state the obvious. Goodman presents his solutions, then asks if it is better to stay ignorant and parochial; the answer to his statement is obvious, and causes the reader to agree with him.

Great persuasive essays utilize the tools of persuasion. Goodman began his argument with logic, combined in reason, and finalized with rhetoric. A flow of examples to connections, to solutions, and consequences propels the reader into agreement with the author. Goodman solidifies his argument and builds his argument with logic, reason, and rhetoric, allowing for a reader to be in more agreement and satisfaction of his argument.

Sample 4 Scoring Explanation: This response scored a 3/3/3.

Reading—3: This response demonstrates effective comprehension of the source text. Although the central idea is never explicitly stated in the introduction, the writer accurately captures the main focus of Goodman's argument: his *concern* for *the major decline of foreign correspondents employed by newspapers based in the United States*. The writer also accurately paraphrases (*Goodman begins with a census from year 2003 and year 2011*) and directly quotes important details from the source text, demonstrating effective comprehension. In the second body paragraph, for example, the writer demonstrates understanding of Goodman's discussion of the benefits and drawbacks of social media, effectively tracing Goodman's argument from the value of *first-hand knowledge* to *the problem of inaccurate information on social media sites*. Overall, this response demonstrates proficient reading comprehension.

Analysis—3: This response demonstrates an understanding of the analytical task and offers an effective analysis of the source text. The writer discusses how various elements of the text are used to build Goodman's argument and how they contribute to the text's persuasiveness. For example, the writer discusses Goodman's use of statistical evidence as well as Goodman's use of reasoning in the analysis of the social media argument (*He further builds and enhances his argument when he states that there must be a way to "engage readers, while retaining the core values of journalism"*). The writer then discusses how Goodman makes effective use of rhetoric toward the end of paragraph 7 of the passage by posing a rhetorical question (*Goodman utilizes rhetoric after he presents the fundamental advantage of crowd-sourcing on the web, when he asks a rhetorical question*). Although the response occasionally relies upon assertions about the elements of persuasive arguments (*Goodman's use of logic occurs throughout his article*; *Goodman employs logic, basic reasoning and evidence presentation in order to raise concern, curiosity, and questions from the reader*; *Reason allows Goodman to construct upon his solid foundation of evidence*; *Rhetoric seals the deal*), the writer provides effective support in other places (for example in the discussion of Goodman's use of rhetoric in the third body paragraph). Overall, this response demonstrates proficient analysis.

Writing—3: This response is generally cohesive and demonstrates effective use of language. The writer provides an effective introduction that lays out in broad strokes the ways in which Goodman builds his argument (*What truly persuades his audience is his use of logic, reasen, and rhetoric. These occur in forms of examples, explanations and conclusions, and persuasive and rhetorical statements*). The response also includes a summarizing conclusion. The three body paragraphs are structured around the three features the writer has chosen to focus on: *logic*, *reason*, and *rhetoric*. Within each paragraph, there is a clear progression of ideas, though there are few transitions between paragraphs. Although the response sometimes demonstrates awkwardness and repetitive phrasing (*Goodman's use of reason*;

Goodman uses reason; *Goodman also uses reason*), the writer's word choice is generally effective. The response demonstrates some variety in sentence structure and also maintains a formal style and objective tone. Overall, this response demonstrates proficient writing.

Student Sample 5—Scores: 3/3/4

Peter S. Goodman builds a solid argument for the growing need for foreign news coverage and utilizes concrete evidence, logical reasoning and persuasive appeals to not only expose the paucity of international news feeds, but also convince his audience that it is crucial that news organizations increase the amount of foreign news coverage provided to Americans.

Goodman begins by clearly laying out the raw statistics from a census produced by the American Journalism Review to show the dramatic decline of foreign correspondents and bureaus that had been "entirely eliminated" by American news organizations over the past decayed. In an attempt to point out the incredulous absurdity of these facts, Goodman goes on to discuss the context of the decrease in foreign coverage by providing examples of real world events that affected all Americans. Goodman uses this irony—that in the wake of pivotal global changes like war, global trade treaties and the war on terror, the foreign coverage in the U.S. was diminishing rather than growing—to try to show the American audience that this argument is very much relevant to their everyday lives. He hones in on examples that resonate with many Americans, like the threat to their wages and job security posed by international counterparts, in order to grab the reader's attention and connect his claims to their "day-to-day experiences". This also serves as a way to persuade leaders of the increasing importance of the need for a stronger stream of foreign news coverage by appealing to the audience's emotions and insinuating that they are missing out on critical information that pertains directly to their lives.

Goodman employs stylistic elements through his careful choice of words that strengthen the argument and make a more powerful impression on the reader. He alludes to the "forces" that have destructively "eroded foreign news", but also remains intent on solving this issue by boldly "forging fresh platforms" that will relay a wider range of news to the American people. He appeals to the individual, always referencing the practical need for "user-generated" content available to all people.

Goldman closes his argument by condemning ignorance and calling for action in an exigency.

[unfinished]

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Keep track of pacing during the Essay to ensure you can complete your response in the allotted time. An unfinished response won't allow you to demonstrate your full reading, analysis, and writing knowledge and skills.

Scoring Explanation Sample 5: This response scored a 3/3/4.

Reading—3: This response demonstrates effective comprehension of the source text, citing both the central idea and important details in Goodman's piece. The writer accurately paraphrases the central claim of Goodman's text (*Goodman builds a solid argument for the growing need for foreign news coverage . . . [to] convince his audience that it is crucial that news organizations increase the amount of foreign news coverage provided to Americans*). The writer also demonstrates an understanding of the details of Goodman's text: Goodman's use of *raw statistics*; *the context* for *the decrease in foreign coverage*; that Goodman *condemn[s] ignorance and call[s] for action*. The response is also free of errors of fact or interpretation. Overall, this response demonstrates proficient reading comprehension.

Analysis—3: The response demonstrates an understanding of the analytical task and offers an effective analysis of the source text. The writer discusses how various elements of the text are used to build Goodman's argument and how they contribute to the text's persuasiveness: *Goodman begins by clearly laying out the raw statistics . . . to show the dramatic decline of foreign correspondents and bureaus*; *Goodman uses this irony—that in the wake of pivotal global changes like war, global trade treaties and the war on terror, the foreign coverage . . . was diminishing rather than growing—to try to show . . . that this argument is very much relevant to their everyday lives*. The writer then discusses how Goodman *employs stylistic elements* to further the argument, competently selecting textual evidence of the author's strong, deliberate language, namely *the "forces" that have destructively "eroded foreign news."* Had the writer elaborated more on this discussion, perhaps by explaining how these words *make a powerful impression on the reader*, this response might have moved from a competent evaluation into a more advanced analysis. Overall, this response demonstrates proficient analysis.

Writing—4: This response is cohesive and demonstrates highly effective use and control of language. The writer presents a generally skillful, concise introduction, which is also the response's central claim: *Peter S. Goodman builds a solid argument for the growing need for foreign news coverage and utilizes concrete evidence, logical reasoning and persuasive appeals to not only expose the paucity of international news feeds, but also convince his audience that it is crucial that news organizations increase the amount of foreign news coverage provided to Americans*. The writer employs precise word choice throughout the response (*dramatic decline*, *discuss the context of the decrease*, *uses this irony*, *hones in on examples*, *make a more powerful impression on the reader*, *appeals to the individual*, *always referencing the practical need*). Although the writer was not able to finish the response, the two existing body paragraphs are tightly focused and deliberately structured to advance the writer's analysis of Goodman's use of *concrete evidence* and *stylistic elements* (mainly *choice of words* and *persuasive appeals*). The response maintains a formal style and

objective tone and contains clear transitions (*Goodman begins by clearly laying out*; *Goldman* [sic] *closes his argument*) to guide the reader. Overall, this response demonstrates advanced writing skill.

Student Sample 6—Scores: 4/3/3

Over the years what is going on in the outside world has started to affect us more. Whether it is a war that is going to effect us physically or even an oil disaster that will effect us economically. However, this news is not always covered. The U.S. news focuses more on what is going on in our own country then outside of it we are not well informed to the world around us. Peter S. Goodman uses many different types of evidence to support his claims and persuade his audience that news organizations should increase the amount of professional foreign news coverage provided to Americans.

Within the first three paragraphs of this article the author offers many statistical evidence. He throws out numbers. As a reader this appeals to a logical thinking audience. Also, many people will start to believe that this author is a credible source. He appears to know what he is talking about. Peter S. Goodman appears to have done some research on this topic and proves this within his first three paragraphs. The author uses the numbers "307" and "234" in the first paragraph. He wanted to illustrate to this audience the decreasing amount of foreign correspondents that are employed by news companies within the U.S. Right away goodman shows the audience the subject of the article. He establishes his purpose. He wants to call for a change. The author never comes out and says this in the first paragraph, but he subtely hints at it. Next he shows how many news organizations no longer have "foreign bureaus." Again he throws out a number, "53 percent" to show how much foreign news has decreased within the United States. All these facts are to support his claim that foreign news has shrunk within the United States over the years. He feels as if this should change so people are better informed. Peter S. Goodman then shifts from using statistical evidence to historical evidence.

Peter S. Goodman talks about things that are going on in the world around us today. He brings up many issues that have just recently occured. As a reader I now start to question whether I know what these issues are all about. Did I ever hear about them or even read about them? These are all questions the author has put into the readers' mind. First, he starts off with the war in Iraq and Afghanistan which almost every reader would know about. There are issues that many of them had to deal with personality. Some of their family members may be serving overseas. The author makes a personal connection with the audience. They know the feeling of not knowing exactly what is going on overseas. They constantly question what is happening and whether their loved ones are safe. The author then claims that world news has started to have an affect on our day to day lives in the US. He illustrates how our wages and economy depend on what is going on outside of the United States. Peter S. Goodman transitions from histerical evidence to things that we use for news such as social media to make a connection to his audience.

The author starts to talk about how we now rely on social media for our world news. He again backs up his claim that we need more "professional" foreign coverage in the United States. He explains how common people are providing the news. This may make for "speculation, propaganda, and other white noise into the mix." These people are not professional writers. Also, most of them are not neutral on an issue. He shows that common people are bias. They all have an opinion and share it. Instead of saying what is actually going on; they may say what they think is going on. The author uses the example of bias saying there was not new organization reporting on this. All of our news came from social media. People talk these accounts as truth. They do not realize that they are not filtered. He compares "professional foreign correspondents" to "informational filters" while he compares "citizen journalists" to "funnels". Professional reporters that would investigate foreign issues would only report back what they know is true. Only facts would be included. However, every day people that are writing on the web would say anything and everything they could think of. He uses this comparison to show his audience the different ways they are given information. He wants to show them that right now they are depending on opinions when in fact they should be depending on facts. The author goes from how people are obtaining their information to how he thinks people should obtain their information.

Peter S. Goodman uses his last few paragraphs to state his claims once again. He renforces the idea that we need to take back "what the Internet has taken away." He supports this earlier in his article when he [shows] how we do not also receive the full story when we rely on day to day people to report the world news. The author wants to journalists to change the way they write. He believes that they will be much more successful in providing information to the public. They need to "engage" their readers. The author's last few paragraphs are used to restate his claims that he supported with evidence through out his article.

The author uses many different types of evidence to back up his claims. He shows that he has researched his topic by providing statistical evidence that agrees with his opinions. He shows the decrease in the amount of foreign correspondents with this evidence. Then he shifts to historical evidence. This evidence is used to show how much the world around us has an impact on our society. Then he transitions to how we obtain information today. He shows we do not always receive the full story. He uses this to claim how we should gain our information. The author believes in more foreign correspondents. Throughout "Foreign News At a Crisis Point" Peter S. Goodman uses evidence to portray why we need to increase the amount of foreign news we receive instead the United States. In using the evidence he shows how and why the world around us constantly has an impact on us; this is why it is so important that the United States citizens have an accurate description of issues and situations that are developing in foreign nations.

Scoring Explanation Sample 6: This response scored a 4/3/3.

Reading—4: This response demonstrates thorough comprehension of the source text and illustrates an understanding of the interrelation between the central idea and the important details of Goodman's article. The writer paraphrases Goodman's central claim (*news organizations should increase the amount of professional foreign news coverage provided to Americans*) and then accurately describes the statistical evidence that undergirds that claim (the decrease of foreign correspondents as well as the decrease of foreign bureaus). The writer goes on to discuss how Goodman ties the central claim to important details such as *the war in Iraq and Afghanistan* and the reliance on *social media for our world news*, thereby showing an understanding of these details. The response is free of errors of fact or interpretation. Overall, this response demonstrates advanced reading comprehension.

Analysis—3: This response demonstrates good understanding of the analytical task and offers an effective analysis of the source text. The writer effectively analyzes how Goodman uses various elements of his text to build a persuasive argument. For example, the writer discusses two statistical pieces of evidence at the beginning of Goodman's argument (*The author uses the numbers "307" and "234" . . . to illustrate . . . the decreasing amount of foreign correspondents*; *he throws out a number, "53 percent" to show how much foreign news has decreased*). The writer then discusses how Goodman shifts from *statistical evidence to historical evidence* to further his argument. Although the example then given is not historical but current, the writer competently evaluates the effect of this element of Goodman's text (*he starts off with the war in Iraq and Afghanistan which almost every reader would know about. . . . The author makes a personal connection with the audience*). Finally, the writer makes good analytical use of textual evidence, saying that Goodman *compares "professional foreign correspondents" to "informational filters" while he compares "citizen journalists" to "funnels."* The writer then explains what using this comparison illustrates ("filters" present *facts*, while "funnels" convey *anything and everything they could think of*) for Goodman's audience. Overall, this response demonstrates proficient analysis.

Writing—3: The response demonstrates effective use and command of language and as a whole is cohesive. The response includes a precise central claim (*Goodman uses many different types of evidence to support his claims and persuade his audience that news organizations should increase the amount of professional foreign news coverage*). The effective introduction provides context for the analysis that follows and the conclusion effectively encapsulates that analysis. In addition, the writer progresses smoothly from idea to idea within and between paragraphs. Although the response displays a consistently formal and objective tone and good control of the conventions of standard written English, the writer sometimes relies on choppy sentence structure and awkward or repetitive phrasing (*. . . the author offers many statistical evidence. He throws out numbers*; *He shows that common people are bias. They all have an opinion and share it*). Overall, this response demonstrates proficient writing.

Student Sample 7—Scores: 4/3/3

Media presentation from across the globe is vital to the upkeep and maintenance of our society. How this information is obtained and presented, if presented at all, is a different story, however. Goodman builds an argument to persuade his audience that news organizations should increase the amount of professional foreign news coverage to the Americas through the presentation of statistics, connections to social media as well as using specific diction to establish his argument.

Goodman uses statistics and facts, as presented by the AJR, in order to show the loss of foreign correspondents reporting to the U.S. in order to persuade his audience that there is a need for more professional coverage. He begins his essay with the statistic saying that the level of professional foreign correspondents dropped from 307 full-time people to 234. This conveys that the number of people providing legitimate and credible information to news services in the U.S. is going down, thus alluding to the overall decrease in foreign Media. Goodman uses this to build his argument by envoking his audience to think that they may not be getting all the true media and facts presented. He uses the statistic of the shrinking correspondents to establish the fact that if this number is continually decreasing, there may be in the future a lack of unbiased media presentation, asking his audience to consider the importance of foreign news coverage.

Goodman connects to the vast implications of bias presented via social media to further build his argument. Reporters "know the power of Twitter, Facebook and other forms of social media" and, as they continue to rise in popularity in the distribution of media, are enabling the genesis of "citizen journalists who function largely as funnels . . . pouring white noise into the mix". Goodman further builds his argument here in order to persuade his audience by showing how with the rise of social media, more biased and superfluous information can be projected and wrongly viewed.

Goodman says this to evoke a concern within his audience about the truth in media. Blatantly put, Goodman accounts for that if you want unbiased foreign media people must turn from social media such as Twitter and Facebook and turn toward professional foreign media presentation. Presenting this idea of a possible falacy within social media greatly establishes his purpose as well as affirms his audience on weather they agree with him or not.

Also, Goodman uses specific diction to further establish his argument to persuade his audience. Goodman uses personal prounouns such as "we" to show that he personally is a part of the media presentation community, not only establishing his credibility on the subject, but also aiding in his persuasion of his audience by allowing them to think he is an expert in the field. Through his word choice, Goodman further establishes his argument by ascribing the need for more foreign reporter not as a burden but as a challenge. This adds in the persuasion of his audience by showing them that this is a real problem and that there are people rising up to it, and so should they.

Goodman's use of up-to-date references as well as connections to social media, use of statistics, and diction establish his argument of the need for more foreign reporters as well as persuading his audience of the need to do so.

Scoring Explanation Sample 7: This response scored a 4/3/3.

Reading—4: This response demonstrates thorough comprehension of the source text and shows an understanding of the relationship between the central idea and the important details in Goodman's piece. The writer includes the central claim of Goodman's text (*news organizations should increase the amount of professional foreign news coverage to the Americas*) and even paraphrases the claim in broader terms (*Media presentation from across the globe is vital to the upkeep and maintenance of our society*). The writer also exhibits an understanding of the details in Goodman's text (*He begins his essay with the statistic saying that the level of professional foreign correspondents dropped from 307 full-time people to 234*; *if you want unbiased foreign media people must turn from social media such as Twitter and Facebook and turn toward professional foreign media presentation*). The response is also free of errors of fact or interpretation. Overall, this response demonstrates advanced reading comprehension.

Analysis—3: This response demonstrates good understanding of the analytical task by offering an effective analysis of the source text. Focusing on the most relevant features of Goodman's argument, the writer thoroughly discusses, for example, the use of Goodman's opening statistic (the drop from 307 full-time foreign correspondents to 234), how it *conveys that the number of people providing legitimate and credible information to news services . . . is going down*, and how, therefore, *Goodman [is] . . . envoking his audience to think that they may not be getting all the true . . . facts*. The writer then follows up the point by saying that Goodman is *asking his audience to consider the importance of foreign news coverage*. The writer also competently selects relevant textual evidence from Goodman's argument about the dangers of social media, citing the evocative quotation *"citizen journalists who function largely as funnels . . . pouring white noise into the mix."* Additionally, the writer analyzes the diction in Goodman's text by discussing the author's deliberate choice of *personal pronouns such as "we"* to establish *credibility on the subject*. Overall, this response demonstrates proficient analysis.

Writing—3: This response demonstrates cohesion as well as effective use and command of language. The response includes a precise central claim (*Goodman builds an argument to persuade his audience that news organizations should increase the amount of professional foreign news coverage to the Americas through the presentation of statistics, connections to social media as well as using specific diction to establish his argument*). The focused introduction establishes context for the writer's analysis and provides the framework for the response's organizational structure. The writer then follows that framework faithfully in the body of the response, progressing clearly from idea to idea. The response displays variety in sentence structure and some precise word choice (*vital to the upkeep and maintenance of our society*, *vast implications of bias*, *superfluous information*), although the writer sometimes uses infelicitous phrasing and vocabulary (*envoking*

his audience to think; *a possible falacy within social media greatly establishes his purpose*). Overall, this response demonstrates proficient writing.

Sample Passage 2

As you read the passage below, consider how Adam B. Summers uses

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

Adapted from Adam B. Summers, "Bag Ban Bad for Freedom and Environment." ©2013 by The San Diego Union-Tribune, LLC. Originally published June 13, 2013.

1 Californians dodged yet another nanny-state regulation recently when the state Senate narrowly voted down a bill to ban plastic bags statewide, but the reprieve might only be temporary. Not content to tell us how much our toilets can flush or what type of light bulb to use to brighten our homes, some politicians and environmentalists are now focused on deciding for us what kind of container we can use to carry our groceries.

2 The bill . . . would have prohibited grocery stores and convenience stores with at least $2 million in gross annual sales and 10,000 square feet of retail space from providing single-use plastic or paper bags, although stores would have been allowed to sell recycled paper bags for an unspecified amount. The bill fell just three votes short of passage in the Senate . . . and Sen. Alex Padilla, D-Los Angeles, who sponsored the measure, has indicated that he would like to bring it up again, so expect this fight to be recycled rather than trashed.

3 While public debate over plastic bag bans often devolves into emotional pleas to save the planet or preserve marine life (and, believe me, I love sea turtles as much as the next guy), a little reason and perspective is in order.

4 According to the U.S. Environmental Protection Agency, plastic bags, sacks, and wraps of all kinds (not just grocery bags) make up only about 1.6 percent of all municipal solid waste materials. High-density polyethylene (HDPE) bags, which are the most common kind of plastic grocery bags, make up just 0.3 percent of this total.

5 The claims that plastic bags are worse for the environment than paper bags or cotton reusable bags are dubious at best. In fact, compared to paper bags, plastic grocery bags produce fewer greenhouse gas emissions, require 70 percent less energy to make, generate 80 percent less waste, and utilize less than 4 percent of the amount of water needed to manufacture them. This makes sense because plastic bags are lighter and take up less space than paper bags.

6 Reusable bags come with their own set of problems. They, too, have a larger carbon footprint than plastic bags. Even more disconcerting are

the findings of several studies that plastic bag bans lead to increased health problems due to food contamination from bacteria that remain in the reusable bags. A November 2012 statistical analysis by University of Pennsylvania law professor Jonathan Klick and George Mason University law professor and economist Joshua D. Wright found that San Francisco's plastic bag ban in 2007 resulted in a subsequent spike in hospital emergency room visits due to E. coli, salmonella, and campylobacter-related intestinal infectious diseases. The authors conclude that the ban even accounts for several additional deaths in the city each year from such infections.

7 The description of plastic grocery bags as "single-use" bags is another misnomer. The vast majority of people use them more than once, whether for lining trash bins or picking up after their dogs. (And still other bags are recycled.) Since banning plastic bags also means preventing their additional uses as trash bags and pooper scoopers, one unintended consequence of the plastic bag ban would likely be an increase in plastic bag purchases for these other purposes. This is just what happened in Ireland in 2002 when a 15 Euro cent ($0.20) tax imposed on plastic shopping bags led to a 77 percent increase in the sale of plastic trash can liner bags.

8 And then there are the economic costs. The plastic bag ban would threaten the roughly 2,000 California jobs in the plastic bag manufacturing and recycling industry, although, as noted in the Irish example above, they might be able to weather the storm if they can successfully switch to producing other types of plastic bags. In addition, taxpayers will have to pony up for the added bureaucracy, and the higher regulatory costs foisted upon bag manufacturers and retailers will ultimately be borne by consumers in the form of price increases.

9 Notwithstanding the aforementioned reasons why plastic bags are not, in fact, evil incarnate, environmentalists have every right to try to convince people to adopt certain beliefs or lifestyles, but they do not have the right to use government force to compel people to live the way they think best. In a free society, we are able to live our lives as we please, so long as we do not infringe upon the rights of others. That includes the right to make such fundamental decisions as "Paper or plastic?"

Write an essay in which you explain how Adam B. Summers builds an argument to persuade his audience that plastic shopping bags should not be banned. In your essay, analyze how Summers uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Summers's claims, but rather explain how Summers builds an argument to persuade his audience.

Sample Student Essays

Student Sample 1—Scores: 2/1/1

Adams B. Summers argues what the damages of a proposed plastic bag ban would do if the legislation gets passed. Summers presents his argument well, and his use of fact/examples, reasoning to devolope ideas, and persuasive word choice build his argument. He uses examples/facts, such as plastic bags only make up 1.6 percent of all solid waste. His excellent word choice that appeals to your mind such as him saying the politician hopes to bring up the bill again to essentially "recycle rather than trash it". He uses reasoning that makes sense to a reader stating how many jobs may be potentially lost due to the bill and how much waste is really caused by plastic bags v. paper.

Scoring Explanation Sample 1: This response scored a 2/1/1.

Reading—2: This response demonstrates some comprehension of Summers's text. The writer indicates an understanding of the main idea of Summers's argument (*Summers argues what the damages of a proposed plastic bag ban would do if the legislation gets passed*). The writer also selects some important details from the text (*plastic bags only make up 1.6 percent of all solid waste*; *many jobs may be potentially lost due to the bill*). However, the writer does not expand on the significance of these details in relation to the main ideas of Summers's text. The response makes limited and haphazard use of textual evidence with little or no interpretation. Overall, this response demonstrates partially successful reading comprehension.

Analysis—1: This response demonstrates little understanding of the analytical task. Although the writer identifies some argumentative elements in Summers's text (*his use of fact/examples, reasoning to devolope ideas, and persuasive word choice*), the writer does not explain how these elements build Summers's argument. Instead, the writer only identifies these aspects of the text and names an example of each, with no further analysis (*He uses examples/facts, such as plastic bags only make up 1.6 percent of all solid waste*). There are two moments in which the writer attempts to analyze Summers's use of word choice and reasoning (*His excellent word choice that appeals to your mind* and *He uses reasoning that makes sense to a reader*). There is not enough textual evidence given to support these claims, however. For example, the writer does not analyze Summers's use of specific words and instead falls back into summary of the passage. Overall, this response demonstrates inadequate analysis.

Writing—1: This response demonstrates little cohesion and limited skill in the use of language. The response is only one brief paragraph and lacks a recognizable introduction and conclusion. Although there is a central claim, taken directly from the prompt (*Summers presents his argument well, and his use of fact/examples, reasoning to devolope ideas,*

and persuasive word choice build his argument), there is no discernible progression of ideas in the response. Furthermore, sentence structures are repetitive. Due to the brief nature of the response, there is not enough evidence of writing ability to merit a score higher than 1. Overall, this response demonstrates inadequate writing.

Student Sample 2—Scores: 3/1/2

Adam B. Summers brings up several good points as to why plastic shoping bags should not be banned. He explains how the EPA says all plastic bags only make up 1.6 percent of all waste, and plastic shoping bags only contribute 0.3 percent to all the waste. The bags hardly make up any waste and require less energy to make compared to paper or cotton bags. Plastic bags produce fewer greenhouse gasses, 80 percent less waste and less water to make them over paper or cotton reusable bags. Reusable bags also have a higher risk of giving a consumer food poising because of bacteria left in them and then the bags are used again.

Plastic bags are also called "single use" bags, but that is not true because people re-use them for garabge bags. By cutting of plastic shoping bags people would by more garabge bags wich are plastic so it would defeat the purpose. eliminating plastic bags would also cause the people who make them and dispose them lose their jobs too. Enviornmentalist can try to convince people paper is better than plastic but people should also look at it from the other prespective, and choose, "Paper or Plastic?".

Scoring Explanation Sample 2: This response scored a 3/1/2.

Reading—3: This response demonstrates effective comprehension of Summers's text. The writer provides appropriate textual evidence (in this case, paraphrases) to articulate both the central idea (*plastic shoping bags should not be banned*) and important details from the passage (*all plastic bags only make up 1.6 percent of all waste, and plastic shoping bags only contribute 0.3 percent to all the waste*; *Plastic bags produce fewer greenhouse gasses, 80 percent less waste and less water to make them over paper or cotton reusable bags*). The writer also demonstrates a proficient understanding of the entirety of Summers's text by incorporating details from various points throughout Summers's argument (*Plastic bags are also called "single use" bags, but that is not true because people re-use them for garabge bags*; *eliminating plastic bags would also cause the people who make them and dispose them lose their jobs too*). The response, which is essentially summary, is free of substantive errors of fact and interpretation. Overall, this response demonstrates proficient reading comprehension.

Analysis—1: This response demonstrates no understanding of the analytic task, as it is exclusively summary and offers no discernible analysis of Summers's text. The writer fails to identify aspects of evidence, reasoning, or stylistic and persuasive elements that Summers uses to build his argument and instead only provides a

REMEMBER

Your response on the Essay should not simply be a summary of the argument presented in the passage. A critical part of your task is to analyze how the author builds an argument using evidence, reasoning, and stylistic or persuasive elements.

general statement on the quality of the passage (*Adam B. Summers brings up several good points as to why plastic shoping bags should not be banned*). Overall, this response demonstrates inadequate analysis.

Writing—2: This response demonstrates limited cohesion and writing skill. The response includes an ineffective introduction and conclusion based on the brief, general central claim that opens the response (*Adam B. Summers brings up several good points as to why plastic shoping bags should not be banned*) and the concluding sentence of the response (*Enviornmentalist can try to convince people paper is better than plastic but people should also look at it from the other prespective, and choose, "Paper or Plastic?"*). There is no real organization of ideas within paragraphs, and there are no transitions between the two paragraphs that indicate how the ideas in one relate to the other. Although there is some limited progression of ideas over the course of the response, there is little progression of ideas within paragraphs. There are numerous errors that detract from the quality of writing, and the response at times exhibits limited control of language and vague word choice (*By cutting of plastic shoping bags people would by more garabge bags wich are plastic so it would defeat the purpose*). Overall, this response demonstrates partially successful writing.

Student Sample 3—Scores: 3/2/2

In Adam B Summers' essay he gives valid reasons why plastic bags should not be banned. His essay is persuasive in many ways such as focusing on the effect on the earth and also job cutting. He also gives alternative ways to use a plastic bag. Summers gives examples on how banning plastic bags can lead to worse human damage.

Summers states that a plastic bag is easy to make without using much of anything. Knowing that making a plastic bag takes up to 70% less energy and can also help our earth because it produces less green house gases. Saying this part persuades the earth lovers and it persuades them to side with the no bag ban because it's not as harmful as the reusible bags.

Reusible bags are more harmful than anyone could think and when Summers put in the facts that people die from food born illnesses it catches the doctors and people who care about the well being of others his essay persuades them to not only use the plastic bags but to use cation when using reusible bags because of the illnesses and deaths.

There are many ways to use a plastic bag not just for groceries and when Adam Summers states this it focuses on the renew and reusers where can use plastic bags in the home and daily life. Also being a cheaper alternative. Summers states that if the banning of plastic bags will cost the jobs of 2000 people which to the companies and workers this is a valid argument if they want to keep their jobs.

Summers provides multiple ways to persuade some one and any one with different beliefs. This build many persusive arguments and cause and effects fact based conclusions.

Scoring Explanation Sample 3: This response scored a 3/2/2.

Reading—3: This response demonstrates effective comprehension of Summers's text. The writer accurately paraphrases the central idea (*plastic bags should not be banned*) and important details from the passage—for instance, the environmental impacts of plastic vs. reusable bags (*Knowing that making a plastic bag takes up to 70% less energy and can also help our earth because it produces less green house gases*) and the impact of the bag ban on jobs (*Summers states that if the banning of plastic bags will cost the jobs of 2000 people*). The writer summarizes all of the major points in Summers's argument with no substantive errors of fact or interpretation. Overall, this response demonstrates proficient reading comprehension.

Analysis—2: This response offers a limited analysis of Summers's text, indicating only partial understanding of the analytical task. Although the writer attempts to explain how Summers's use of evidence builds his argument, the writer only asserts the importance of this evidence and its effect on the audience. For example, the fact that plastic bags take 70 percent less energy to make *persuades the earth lovers . . . to side with the no bag ban because it's not as harmful as the reusible bags*. The writer then asserts that this evidence helps build Summers's argument but does not explain how or why. This pattern of assertion without explanation continues in the subsequent paragraph about the health consequences of reusable bags (*when Summers put in the facts that people die from food born illnesses it catches the doctors and people who care about the well being of others . . .* [and] *persuades them to not only use the plastic bags but to use cation when using reusible bags*) and in the paragraph about job cuts (*to the companies and workers this is a valid argument if they want to keep their jobs*). Overall, the response demonstrates partially successful analysis.

Writing—2: This response demonstrates limited cohesion and writing skill. The response does contain a central claim (Summers *gives valid reasons why plastic bags should not be banned*). It also contains an introduction and conclusion; however, they are mostly ineffective due to imprecise word choice (*Summers provides multiple ways to persuade some one and any one with different beliefs. This build many persusive arguments and cause and effects fact based conclusions*). Although each body paragraph is loosely centered on one of three aspects of Summers's argument (ecological, health, and unemployment consequences of the plastic bag ban), there is limited variety in sentence structures and vague word choice throughout the response (*Summers gives examples on how banning plastic bags can lead to worse human damage*; *when Adam Summers states this it focuses on the renew and reusers where can use plastic bags in the home and daily life. Also being a cheaper alternative*). Language and writing errors, such as syntactically awkward sentences, run-on sentences, and sentence fragments, detract from the quality of writing and impede understanding. Overall, this response demonstrates partially successful writing.

Student Sample 4—Scores: 3/3/3

The style and features an author use can help persuade the audience if clearly used. Adam B. Summers in the essay "Bag ban bad for freedom and environment" uses factual evidence, word choice, and emotion to build his argument. In doing this, Summers successfully persuades his audience into believing "Paper or Plastic" is a personal right.

When using factual evidence, Summers further persuades his reader. Readers are often attracted to facts because they are hard evidence to proving a point. Summers touches upon how plastic bag waste makes up only 0.3 percent out of the 1.6 percent of all munciple solid waste products. By providing this fact Summers shows the low numbered statistics which persuade the reader. The reader sees the small numbers and is immediately taking the authors side. Another use of factual evidence is when Summers discusses Ireland's problem since they've banned the use of plastic bags. By adding in the effects this had on another country, the audience realizes the same situation could happen in California, causing the reader to further his mind to Summer's ideas.

The word choice Summers uses helps lure his readers into his argument. In the first paragraph, Summers uses words such as "dodged", "narrowly", and "down". The usage of words makes the reader feel as if he is in the actual voting process of the bill, taking the rocky road in state government only to get voted down. From the start, Summers makes the audience feel involved which intrigues the reader further. In the second to last paragraph, Summers plays with the phrases "weather the storm" and "pony up" to represent the possibilities to come if a bill banning plastic bags is passed. By telling the reader to "get ready", he puts a negative feeling to the future of the bill and persuades the reader into thinking that the future may not be something they like.

Summers also adds in personal emotion to make the reader feel connected to the author. He writes "I love sea turtles as much as the next guy" to show that he is human too and cares about nature. The claim would touch many readers who are in the same position as Summers; they love nature but think the banning of plastic bags is unreasonable. Summers connects to all readers in his audience when he further helps

[unfinished]

Student Sample 4: This response scored a 3/3/3.

Reading—3: This response demonstrates effective comprehension of the source text by exhibiting proficient understanding of both the central idea and important details in Summers's text. The writer accurately paraphrases the central idea of the passage (*Summers successfully persuades his audience into believing "Paper or Plastic" is a personal right*). The writer also both paraphrases and directly quotes important details from the text (*Summers plays with the phrases "weather the storm" and "pony up" to represent the possibilities to come if a bill banning plastic bags is passed*; *Summers touches upon how plastic bag waste makes up only 0.3 percent out of the 1.6 percent of all munciple solid waste products*). Although the response is incomplete,

as it ends midsentence, there are enough details provided from the text to indicate that the writer adequately understands the entirety of Summers's argument. The response is also free of substantive errors of fact and interpretation. Overall, this response demonstrates proficient reading comprehension.

Analysis—3: This response offers an effective analysis of Summers's argument and demonstrates proficient understanding of the analytical task. The writer identifies three persuasive elements—*factual evidence, word choice, and emotion*—and competently evaluates how these aspects of Summers's text contribute to building his argument. Moreover, the writer explains, with sufficient support, what effects these persuasive elements have on Summers's audience. One example of this type of analysis occurs in the paragraph that analyzes Summers's use of factual evidence, particularly *Ireland's problem since they've banned the use of plastic bags. By adding in the effects this had on another country, the audience realizes the same situation could happen in California, causing the reader to further his mind to Summer's ideas*. Effective analysis continues in the paragraph that analyzes Summers's word choice (*By telling the reader to "get ready", he puts a negative feeling to the future of the bill and persuades the reader into thinking that the future may not be something they like*). Although these moments of analysis are effective, the response lacks the thoroughness and insight seen in responses scoring higher. Overall, this response demonstrates proficient analysis.

Writing—3: The response is mostly cohesive and demonstrates effective use and control of language. The introduction is brief but effectively provides a clear central claim (*Adam B. Summers in the essay "Bag ban bad for freedom and environment" uses factual evidence, word choice, and emotion to build his argument*). The rest of the response is organized according to this three-pronged structure, with each body paragraph remaining on topic. A clear progression of ideas is demonstrated both within paragraphs and throughout the response. The writer integrates quotations and examples from the source text to connect ideas and paragraphs logically. There is a variety of sentence structures (*He writes "I love sea turtles as much as the next guy" to show that he is human too and cares about nature. The claim would touch many readers who are in the same position as Summers; they love nature but think the banning of plastic bags is unreasonable*). There also are some examples of precise word choice (*helps lure his readers into his argument*; *taking the rocky road in state government only to get voted down*; *makes the audience feel involved which intrigues the reader further*). Although the response has no conclusion, this does not preclude the response from demonstrating proficient writing overall.

Student Sample 5—Scores: 3/3/4

In the wake of environmental concerns in the United States, a bill in California which would ban plastic bags for groceries failed to make it through the state Senate by a small margin. In his article "Bag ban bad for freedom and environment" (2013), Adam Summers asserts that the plastic bag ban would be harmful for consumers and the environment. He conveys this through citing statistics, appealing to the audience's emotions and sense of self-interests, and utilizing sarcastic diction. The intended audience for this article is primarily readers who support the proposed bag ban and intend to help it pass.

The author's statistics cited throughout the article reinforce his argument and provide a solid base. In the fourth paragraph he mentions the most common plastic grocery bags, which "make up just 0.3 percent of solid municipal waste materials. The author also cites the "77 percent increase in the sale of plastic trash can liner bags" as a result of a similar ban in Ireland. These statistics appeal to the reader's logic and ensure that they can follow a logical path to support the author and oppose the ban. The statistics provide solid evidence that are enhanced by the numbers and cannot be easily argued against.

The author's patriotic asides in the first and final paragraphs appeal to the audience's emotions and self-interests. In the first paragraph, the author talks of the rights the government has impeded and talks of a regulation of "what kind of container we can use to carry our groceries." In the final paragraph, the author talks of the fundamental rights to decide "paper or plastic." This causes the readers to feel violated by the government and want to look out for his rights. When the regulations start to harm the individuals themselves, then they are more likely to take measures to oppose the bill.

The author's sarcastic tone throughout the article conveys the conception that those people supporting this bill are misinformed and incorrect. In the sixth paragraph, the author says "The claims that plastic bags are worse for the environment than paper bags or cotton reusable bags are dubious at best." He also leads the reader to infer that supporters of the bill believe plastic bags are "evil incarnate" and "use government force to compel people to live the way they think best." In the first paragraph, the author talks of how "Californians dodged yet another nanny-state regulation." This sarcastic tone causes the audience to lost faith in these Environmentalists. It also causes the reader to question the motives of the bill and its supporters.

Through citing statistics, appealing to self interest and emotions, and utilizing sarcastic diction, Adam Summers conveys his beliefs that California should not pass a law banning plastic grocery bags.

Scoring Explanation Sample 5: This response scored a 3/3/4.

Reading—3: This response demonstrates effective comprehension of the source text, with the writer showing an understanding of both the central idea (*the plastic bag ban would be harmful for consumers and the environment*) and important details of the passage (*the most common plastic grocery bags, which "make up just 0.3 percent" of solid municipal waste*; *government . . . regulation of "what kind of container we can use to carry our groceries"*). Throughout the response, the writer conveys an understanding of the text with appropriate use of both quotations and paraphrases. There are also no errors of fact or interpretation. Overall, this response demonstrates proficient reading comprehension.

Analysis—3: This response demonstrates an understanding of the analytical task by offering an effective analysis of the source text. The writer centers the analysis on how Summers conveys his argument through *citing statistics, appealing to the audience's emotions and sense of self-interest, and utilizing sarcastic diction*. In each of these areas, the writer competently discusses the effect of Summers's argumentative strategies. For example, in the first body paragraph, the writer cites some of the statistical evidence in the source text and points out that *these statistics appeal to the reader's logic and ensure that they can follow a logical path to support the author and oppose the ban*. Further, the writer states that the statistics *cannot be easily argued against*. The analysis continues in the second body paragraph, in which the writer evaluates Summers's *patriotic asides* and the fact that they cause the reader to *feel violated by the government and want to look out for his rights*. The response is consistently focused on analyzing the effect of various argumentative strategies on the audience, and the writer chooses relevant support for the analysis. Overall, this response demonstrates proficient analysis.

Writing—4: This response demonstrates a highly effective use of language in this cohesive essay. The body paragraphs closely follow the central claim (*Adam Summers asserts that the plastic bag ban would be harmful . . . through citing statistics, appealing to the audience's emotions and sense of self-interests, and utilizing sarcastic diction*) presented in the introduction. There are some slight organizational mistakes that lead to a somewhat clumsy progression of ideas. For example, the last sentence of the introductory paragraph, although informative, does not enhance the introduction in any way or provide a smooth segue into the following paragraphs. However, these organizational mistakes are balanced by a consistent variety of sentence structures and precise word choice (*wake of environmental concerns*, *take measures to oppose the bill*) and language errors do not impede understanding. Overall, this response demonstrates advanced writing.

Student Sample 6—Scores: 4/4/4

In Adam B. Summers' "Bag ban bad for freedom and environment" editorial for the San Diego Union-Tribune, he argues against the possible laws hindering Californians from using plastic bags at grocery stores. He believes they would do more harm than good, and that "a little reason and perspective is in order." By the end of this piece the reader will likely find themselves nodding in agreement with what Summers has to say, and this isn't just because he's right. Summers, like any good writer, employs tactical reasoning and persuasive devices to plead with the audience to take his side. In this article, he demonstrates many such devices.

"Plastic bags . . . make up only about 1.6 percent of all municipal solid waste materials," Summers ventures, his first utilization of a cold, hard fact. The truth in the numbers is undeniable, and he cites his sources promptly, making the statement that much more authentic. Knowledge is often viewed as power, and with information as direct as a statistic, Summers is handing that power to the reader – the power to agree with him. Not only does Summers spread the facts with numbers, he also does so with trends. He talks about the price increase in Ireland, and the documented health hazards of reusable bags. He uses the truth, backed by reliable sources, to infiltrate the readers' independent mind. His thoroughness in this regard carefully builds his argument against this piece of legislation, and this is just one of the many ways he spreads his opposition.

Additionally, Summers appeals to the ethnical and emotional side of individuals. With key phrases like "taxpayers will have to pony up" and "borne by consumers," Summers activates the nature of a human to act in their own self-interest. While one might view this as selfish, Summers reassures the reader that they are not alone in feeling this way, further contributing to his argument. With his statement that he "love[s] sea turtles as much as the next guy," Summers adds acceptance to those who don't care to act with regard for the environment. By putting himself beside the reader as a typical consumer, he equals them, and makes himself more likeable in the process. Appealing to environmentalists, too, Summers qualifies that they "have every right to try to convince people to adopt certain beliefs or lifestyles, but they do not have the right to use government force . . ." A statement such as this is an attempt to get readers of either persuasion on his side, and his ingenius qualification only adds to the strength of his argument.

An article focusing on the choice between "paper or plastic," and how that choice might be taken away certainly seems fairly standard, but by adjusting his diction (i.e. using well known phrases, selecting words with strong connotations), Summers creates something out of the ordinary. It is with word choice such as "recycled rather than trashed" that the author reveals the legislations intent to stir up a repeat bill. Because the issue at hand is one of waste and environmental protection, his humorous diction provides a link between he and the audience, revealing not only an opportunity to laugh, but also reinforcement of the concept that Summers is trustworthy and just like everyone else. Negative words with specifically poor connotations also aid

Summers in his persuasive struggle. "Reprieve," "dubious," "bureaucracy," and "evil incarnate" all depict a disparaging tone of annoyance and anger, surely helping Summers to spread his message.

It is through many rhetorical devices that Summers sells his argument. Powerful diction, qualification, ethos, pathos, logos, and informative facts all contribute to an exceptionally well-written argument. It is his utilization of these practices and more that make this article worthy of recognition. Once one reads the piece, they'll be nodding along in accordance with Summers, and it isn't for no reason.

Scoring Explanation Sample 6: This response scored a 4/4/4.

Reading—4: This response demonstrates thorough comprehension of the source text. The writer provides a brief summary of Summers's main point in the introductory paragraph (*he argues against the possible laws hindering Californians from using plastic bags at grocery stores*) and throughout the response uses a mixture of direct quotations and paraphrases to show an understanding of the central idea and important details from the source text interrelate (*He talks about the price increase in Ireland, and the documented health hazards of reusable bags*; *the legislations intent to stir up a repeat bill*). Further, the writer demonstrates an understanding of how the central idea and important details interrelate by consistently relating details to the main argument of the source text. The response is free from errors of fact or interpretation. Overall, this response demonstrates advanced reading comprehension.

Analysis—4: This response demonstrates a sophisticated understanding of the analytical task by offering an insightful analysis of Summers's employment of *tactical reasoning and persuasive devices to plead with the audience to take his side*. The writer puts forth a thorough evaluation of Summers's use of evidence, reasoning, and stylistic and persuasive elements by continually analyzing even the smallest features of Summers's piece. For example, when citing a fact that Summers provides (*"Plastic bags . . . make up only about 1.6 percent of all municipal solid waste materials"*), the writer focuses on *the truth in the numbers* as well as Summers's deliberate choice to share the fact's source and the effect doing so has on Summers's argument. The writer continues the analysis by broadening the focus to a brief but sophisticated discussion of knowledge as power and the persuasive approach of *handing that power to the reader*. This type of well-considered evaluation continues throughout the response, during which the writer touches on Summers's appeals *to the ethical and emotional side of individuals* and Summers's use of diction to create *something out of the ordinary*. The response is focused on relevant and strategically chosen features of the source text in support of the writer's analysis. Overall, this essay demonstrates advanced analysis.

Writing—4: This response demonstrates highly effective command of language and cohesion. The response is organized around the writer's claim that readers *will likely find themselves nodding in agreement with what Summers has to say, and this isn't just because he's right* but also because of his use of *tactical reasoning and persuasive devices*. The response is highly organized and demonstrates a deliberate progression of ideas, with the writer seamlessly transitioning from point to point. Sentence structures are varied and often sophisticated (*While one might view this as selfish, Summers reassures the reader that they are not alone in feeling this way, further contributing to his argument*). Word choice is precise without tonal missteps (*tactical reasoning; his ingenius qualification only adds to the strength of his argument; disparaging tone of annoyance and anger*). The response shows a strong command of the conventions of standard written English and is virtually free of errors. Minor conventions errors (*Summers adds acceptance to those who don't care to act*; *and it isn't for no reason*) do not detract from the quality of the writing. Overall, this response demonstrates advanced writing ability.

Student Sample 7—Scores: 4/4/4

"Paper or plastic?" This is often a question we are asked at our weekly and/or bi-weekly trip to the supermarket to purchase groceries to keep our family fed. Adam B. Summers has created a highly plausible argument that may change your answer next time you go grocery shopping. He has developed valid claims that are backed up with crucial evidence and has been able to properly persuade the reader by appealing to logos and other rhetorical strategies.

Summers uses his words and research to reason with the reader and explain to them why plastic bags really are the correct choice. A vast majority of people are misled about all of the waste that plastic bags cause when Summers writes, ". . . plastic bags, sacks, and wraps of all kinds (not just grocery bags) make up only about 1.6 percent of all municipal solid waste materials." This number is definitely lower that we all assume, going into this passage, and we are left surprised. Using reusable bags is a solution that others have come up with to attempt to create less waste, however Summers delivers an appealing argument. ". . . plastic bag bans lead to increased health problems due to food contamination from bacteria that remain in the reusable bags." This excerpt creates another claim that leaves the reader wondering if reusable bags are really worth it. These past two claims are connected well because they both draw the reader back to the idea of using plastic bags. Another claim by Summers, ". . . one unintended consequence of the plastic bag would likely be an increase in plastic bag purchases for these other purposes." These "other purposes" can be for lining trash bins, picking up after your dog on a walk, collecting kitty litter, and many more things we use plastic bags for. When the author brings in all of these additional uses of the plastic bag, we see the significance of the plastic bag and how much money we save by reusing them. A final claim by Summers, "The plastic bag ban would threaten the roughly 2,000 California jobs in the plastic bag manufacturing and recycling industry . . ."

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Your response doesn't have to be an exhaustive analysis of the passage. Focusing your essay on a few key features, with ample textual evidence and analysis, can yield high scores.

Now the reader almost feels guilty because they do not want to take away jobs of others and the fact that some people even depend on shoppers using plastic bags. These two final claims are well connected because the author stressed the economic benefits of using plastic bags. Not only are these bags saving you money, but they also are keeping some people in work. These four ideas are successfully connected and convince the reader to use plastic bags over paper bags and other types of reusable bags.

Evidence is a key component of this passage and Summers is sure to include this when presenting us with key facts. He references important agencies such as the U.S. Environmental Protection Agency and includes a professor from the University of Pennsylvania, Jonathan Klick and a professor from George Mason University, Joshua D. Wright. The inclusion of this agency and these professors make the work of Summers credible and believable because us readers are confident of what we are being told is correct and true. Evidence he also uses are facts such as, ". . . plastic grocery bags produce fewer greenhouse gas emissions, require 70 percent less energy to make, generate 80 percent less waste." These facts back up Summers' claims that plastic bags are the better choice. Without evidence, his passage would not mean a thing to us readers and we would never be able to believe what he has said.

Persuasive elements are what make this passage successful. Summers has excellent ideas and credible evince, but his use of persuasion are what capture the reader. He appeals to logos when stating all of his claims about how using plastic bags can save you money and keep you from getting sick, but he also appeals to pathos because this passage described how plastic bags amount to less waste than most of us think and he wants to help us make the Earth a better place to live. Throwing examples at us, ". . . San Francisco's plastic bag ban in 2007 resulted in a subsequent spike in hospital emercgency room visits due to E. Coli, salmonella, . . ." persuade the reader as well. With rhetorical strategies and direct examples, Summers is clearly able to persuade the reader to choose plastic next time.

So what will you choose next time you're shopping for groceries with your family? Summers has made the choice obvious with his persuasive and effective passage. He has been able to develop several ideas and backed them up with evidence that us readers can trust. After reading this passage, there seems to be no other choice than plastic.

Scoring Explanation Sample 7: This response scored a 4/4/4.

Reading—4: This response demonstrates thorough comprehension of the source text. The writer shows an understanding of Summers's *highly plausible argument* and the important specifics that add detail to one of Summers's central claims: that *plastic bags really are the correct choice*. The writer accurately paraphrases ideas from Summers's text throughout the essay (*These "other purposes" can be for lining trash bins, picking up after your dog on a walk, collecting kitty litter, and many more things we use plastic bags for*), and the writer skillfully incorporates direct quotations within the response (*people are misled about all of the waste that plastic bags cause when Summers writes,*

". . . plastic bags, sacks and wraps of all kinds"). The writer also understands how the details in Summers's text interrelate to convey the main point of the piece (*valid claims that are backed up with crucial evidence*; *Summers uses his words and research to reason with the reader*; *These past two claims are connected well because they both draw the reader back to the idea*; *Summers has . . . credible evince, but his use of persuasion are what capture the reader*). The response is free from errors of fact or interpretation. Overall, this response demonstrates advanced reading comprehension.

Analysis—4: This response demonstrates a sophisticated understanding of the analytical task by offering an insightful analysis of the source text. Rather than relying on assertions as analysis, the writer thoroughly evaluates how Summers uses *words and research to reason with the reader*, how *evidence is a key component*, and how *persuasive elements . . . make this passage successful*. The writer is able to fully discuss each of these aspects of Summers's piece, using relevant examples from the source text as support for the writer's analysis. For example, the writer uses Summers's claim that *"The plastic bag ban would threaten the roughly 2,000 California jobs in the plastic bag manufacturing and recycling industry"* to discuss the guilt the writer perceives the reader feels in reaction to this claim. The writer also explains how Summers uses this claim in conjunction with discussion of alternate uses for plastic bags to stress *the economic benefits of using plastic bags*. The writer consistently focuses on the features of Summers's text that are most relevant and offers well-considered evaluations throughout the response. Overall, this response demonstrates advanced analysis.

Writing—4: This response demonstrates highly effective command of language and cohesion. Beginning with the skillful introduction, the writer constructs a response that demonstrates a deliberate and highly effective progression of ideas, starting with an examination of Summers's claims and evidence and ending with emphasis on the use of persuasive elements. This skillful control over organization occurs at the body paragraph level as well, as the writer connects pieces of evidence from different parts of the source text within each paragraph. The writer's word choice is precise (*a highly plausible argument, a key component, the inclusion of this agency*), and sentence structures are varied and sophisticated. This response demonstrates a strong command of written English and is virtually free of errors. Overall, this response demonstrates advanced writing.

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