

***COLLEGEBOUND REVIEW***

*"Ivy League tutoring experts since 1995"*

[www.CollegeboundReview.com](http://www.CollegeboundReview.com)

908-369-5362

**COLLEGEBOUND REVIEW  
SAT® EXAM STRATEGY GUIDE**

# Collegebound Review

## Signature Strategy Guide

### STRUCTURE OF THE SAT® EXAM

The length of the SAT® is three hours, with the addition of a 50-minute optional essay. We highly recommend that students register for, and complete, the optional essay as it is required by many colleges.

The new SAT® is comprised of five sections:

#### **READING TEST: 65 minutes**

Section 1 of the new SAT® is the Reading Test. It is comprised of four single passages and one double passage. The reading selections cover three major subject areas: U.S. and World Literature, History/Social Studies, and Science. Some of the passages include selections from historical documents, such as the Declaration of Independence or the Constitution. Others contain graphs and charts that correlate to the passages. The passages range in length from 500 to 750 words. There are a total of 52 questions within a time frame of 65 minutes.

#### **Writing and Language Test: 35 minutes**

Section 2 of the new SAT® is the Writing and Language Test. It is comprised of four passages in different subject areas, each of 400 to 450 words, of varying levels of complexity. One passage is a non-fiction narrative, one or two are informative/explanatory texts, and one or two are argumentative texts. This test measures students' skills in revising and editing texts with an emphasis on development, organization, and effective language use. There are a total of 44 questions (11 questions for each passage) within a time frame of 35 minutes.

#### **Math Tests: 25 minutes and 55 minutes**

There are two Math sections on the new SAT®, sections 3 and 4. Section 3 does *not* allow the use of a calculator, while Section 4 does. Both sections present a table of formulas at the top of the section, reminding students of the formulas for the area and volume of geometric figures, the circumference of a circle, the proportions of special right triangles, the Pythagorean Theorem, and three key facts:

The number of degrees of arc in a circle is 360.

The number of radians of arc in a circle is  $2\pi$ .

The sum of the measures in degrees of the angles of a triangle is 180.

The four areas of concentration on the Math sections of the new SAT® are:

1) Heart of Algebra: Comprises 33% of Math problems with 19 questions.  
Focuses on linear equations and systems of linear equations

2) Problem Solving and Data Analysis: Comprises 29% of Math problems with 17 questions  
Focuses on ratios, percentages, proportional reasoning, and the analysis of graphs and statistical data

3) Passport to Advanced Math: Comprises 28% of Math problems with 16 questions  
Focuses on more complex equations and functions and includes geometry, trigonometry, radian measure, and the computation of complex numbers

4) Additional Topics in Math: Comprises 10% of Math problems with 6 questions  
Focuses on area and volume calculations, theorems with lines, angles, triangles and circles, and problems with trigonometric functions

### **Math Test (No Calculator): 25 minutes**

Section 3 of the new SAT® consists of 20 Math questions that must be solved without the use of a calculator. This section consists of 15 multiple choice questions as well as 5 open-ended questions whereby students must solve and then grid-in their answers.

### **Math Test (Calculator allowed): 55 minutes**

Section 4 of the new SAT® consists of 38 questions and allows the use of a calculator. The first 30 are multiple choice questions, while the last 8 are open-ended questions which students must solve and then grid-in their answers. Students may use a calculator of choice, including a graphing calculator that is helpful, but not essential, in solving several problems. Students who are not comfortable with a graphing calculator should use a scientific calculator.

Students are not provided with scrap paper for any section of the SAT®, including the two Math sections, but are allowed to write in their test booklet. It is particularly helpful for students, when working on the Math questions, to draw diagrams, fill in the measures of geometric figures, and write down any helpful information or computations while working on each problem.

## **Essay (Optional): 50 minutes**

Although the essay is optional, it should be written by each student taking the new SAT® as it is required by many colleges that use SAT® scores as a criterion for admission and/or scholarships. The essay section presents a passage of 650 to 750 words in length that examines ideas, trends and debatable issues drawn from the arts, sciences, civic, cultural, and political life. Students are asked *not* to focus on whether or not they agree with the argument presented in the passage, but rather to analyze how the author builds a persuasive argument. Students are given four lined pages on which to write their essay.

## **SCORING THE SAT®**

The SAT® is scored on a range of 200 to 800 points in each of two areas:

Evidence-Based Reading and Writing – a scoring chart converts the points earned on the Reading Test to a sub-score (in the range of 10-40) and the points earned on the Writing and Language Test to a sub-score (in the range of 10-40). These two sub-scores are added together and then multiplied by 10, giving each student an Evidence-Based Reading and Writing score in the range of 200 to 800. In order for a student to earn a median score of 500, he/she needs to correctly answer approximately 48 of the 96 questions correctly on a combination of these two sections.

Math – a scoring chart converts the total number of points earned on a combination of the two Math tests to a score in the range of 200 to 800. In order for a student to earn a median math score of 500, he/she needs to correctly answer approximately 26 of the 58 questions on Sections 3 and 4 of the SAT®.

A student receives one point for every correct answer on the SAT®. There is no penalty for incorrect answers, so students should always guess rather than leave a question blank. Easy questions count just as much as hard questions, so students should not spend too much time on any one question. Rather, it is best to skip any questions that are particularly difficult and return to them later, if time allows. When the allotted time for a section is nearing, students should guess on any questions that remain unanswered. Since there are four choices (A to D) for each multiple-choice question, random guessing provides a 25% chance of choosing the correct answer!

The Essay is scored separately, and does not impact the Evidence-Based Reading and Writing Score. Two readers score each essay, assigning a score in the range of 1 to 4 in each of three areas. Their scores are added together, giving each essay a score in the range of 2 to 8 for each of the three areas. These areas are:

Reading – How well a student demonstrates an understanding of the passage

Analysis – The effectiveness of explaining how the author builds his/her argument

Writing – The cohesiveness of the essay, effective use of language, ability to convey central and supporting claims or ideas, a recognizable introduction and conclusion, varied sentence structure, precise word choice, and a strong command of the conventions of standard written English.

Students are allotted 50 minutes to read a passage of 650-750 words and write an essay analyzing how the author builds a persuasive argument. Students are provided with four lined pages on which to write an essay.

## **Recommendations**

\* Be thoroughly familiar with the format and content of the new SAT®. It is *not a secret* what the new test looks like or what material is covered on each section!

\* Be thoroughly familiar with the directions for each test section. By knowing, and understanding, the directions for each test section in advance, students can use all of the allotted time to earn points and not use it to figure out what they need to do. This is particularly helpful for the Math grid-in questions!

\* Understand how the test is scored. For all test questions, students earn one point for each correct answer. There is not a point deduction for incorrect answers, so students should guess when in doubt. Since most test questions are multiple-choice with four options (A, B, C and D), even totally random guessing will provide correct answers approximately 25% of the time! Ideally, when students are unsure of an answer they should try to narrow down their choices by crossing out answers they believe are incorrect and then picking from the potential answers that they have remaining.

\* Understand the grading rubric for the essay, noting that you are not being asked to agree or disagree with the author's position but rather to analyze how effectively the argument was presented.

## READING TEST

(65 minutes, 52 questions)

The first section of the SAT® exam is the Reading Test which, at 65 minutes, is the longest section of the exam. It is strictly a test of reading comprehension as it is comprised of four single passages and one double passage, each followed by a series of ten or eleven questions. The passages vary both in subject matter and in levels of complexity.

The reading passages address a wide range of topics including U.S. and World Literature, History and Social Studies, and an assortment of issues in the field of Science. It is important for students to realize that they are not expected to use any prior knowledge to aid them in answering questions. All answers should be chosen based strictly on information explicitly stated, or implied, in the passages.

The passages on the Reading Test vary greatly in their level of difficulty. Some passages are on par with the critical reading skills expected of students in their first two years of high school, while other passages are based on the abilities expected of students in college-level courses. The length of each passage is typically between 500 and 750 words.

### Collegebound Review Reading Test Signature Strategies

1. Students should read the passages in the order in which they appear on the test. Since there are ten or eleven questions based on each passage, it is not an option to skip a passage. So students should *not* waste time by skipping around and doing the passage on their favorite topic first.
2. Likewise, students should *not* skip around among the questions. They should read each passage in its entirety, and then refer back to the passage as they answer each question. The questions following each passage are not arranged in order of difficulty. The overall questions about the central idea, theme, and author’s point of view, tend to appear first. These questions often start with phrases such as, “The passage most strongly suggests that...” or “The central claim of the passage is that...”
3. Students should be especially careful when answering the subsequent, more specific “duo” questions, which often focus on the ways in which the author supports a point of view. Students are often asked to draw a reasonable conclusion or inference from a passage and then, in a follow-up question, to identify the specific textual evidence in the passage that leads to the conclusion or inference. Two points are at stake here. It is important for students to carefully focus on the first of these questions, because if it is answered incorrectly there is little likelihood of answering the partner question correctly. Once the first of the duo questions is answered, students should refer back to the passage to consider each of the lines referenced in choices A through D and choose the one that supports the answer to the prior question.
4. There are several “vocabulary in context” questions where students are given a specific line in the passage to refer back to and asked what a particular word means. The best way to answer

such a question is to go back to the referenced line in the passage and try to think of an appropriate word that could be used as a substitute. Then, look at choices A, B, C and D and choose the one closest in meaning to the substitute word.

For example, consider a sentence in a passage that states, “The professor feared that the university’s new policy of marking tests on a curve conveyed a lessening of expectations on the part of its students.” A question might read, “As used in line 29, *conveyed* most nearly means.....” The choices might be:

- A) delivered
- B) transported
- C) communicated
- D) carried

If a student read the sentence above and tried to substitute an appropriate word for “conveyed,” he/she might think of “expressed.” When looking at the four multiple-choice options, the student should recognize that “communicated” is the closest in meaning to “expressed.”

5. There will be at least one passage on the Reading Test that contains a graph or chart that correlates to the passage. Students should not spend time analyzing the graph or chart until they come to a specific question focusing on it. Usually, the question will ask students to identify information that is clearly portrayed. Students should not be intimidated or anticipate that questions based on the graph or chart will be particularly complex.
6. There is always a *double passage* on the Reading Test. Passage 1 and Passage 2 will be on similar topics, but with differing perspectives. The double passage will be followed by some questions focusing specifically on Passage 1, and other questions concentrating on Passage 2. There will also be questions asking students to compare the viewpoints, central ideas, themes, textual evidence, and main conclusions between the two passages. Students should read Passage 1 first and then answer the beginning questions based solely on this passage. Then, students should read Passage 2 and likewise answer the next questions specific to that passage. Finally, students should answer the remaining, comparison questions.
7. Students should be sure to fill in an answer for each question, even if they are taking an educated guess. No answer should ever be left blank, as there is not a “wrong answer penalty.” Since there are four possible answer choices for each question, even random guessing will, according to the Laws of Probability, result in a correct answer, earning one point, 25% of the time. When students are struggling to find the correct answer, they should put a line through the letter (A, B, C or D) of any answer they believe to be incorrect and then take a *good guess* and move on! Students will get credit if they are correct and, if they are wrong, it is no worse than having left the answer blank.

In order to avoid being overwhelmed by the number of passages and seemingly complex questions they will face on the Reading Test, students should be sure to do practice tests well in advance of their actual test day. It takes practice to be able to read each passage carefully, while working at a pace that will allow for the successful completion of 52 questions within the 65 minute time frame.

## WRITING AND LANGUAGE TEST

(35 minutes, 44 questions)

The second section of the SAT® exam is the Writing and Language Test which, at 35 minutes, is one of the shorter sections of the exam. This section is comprised of four “stories,” each followed by 11 questions. The stories, or passages, are typically between 400 and 450 words and are in different subject areas with varying levels of complexity. One passage is a non-fiction narrative, one or two are informative/ explanatory texts, and one or two are argumentative texts. The Writing and Language Test measures a student’s skills in revising and editing texts with an emphasis on development, organization, and effective language use. There are a total of 44 questions to be answered within a time frame of 35 minutes.

Some questions pertain to a specific underlined section of a story and students are asked to identify errors in sentence structure, usage or punctuation. Other questions isolate a paragraph and ask, for example, where a specific sentence should be placed or if a certain sentence should be added or deleted. There are also questions focused on the meaning of the story in its entirety.

The Writing and Language Test typically contains one story with a chart, graph or table. Students need to analyze the information presented in this material in order to correct one or more sentences in the passage. There are also several “vocabulary” questions in which students are given the option to replace a specific word in a story with any of three other words.

To give an example of a typical passage, and the type of questions that students can expect, we have excerpted an article that was published in the Courier News and online at [www.SAT®smart.com](http://www.SAT®smart.com), written by SAT® Smart director Susan Alaimo. It typifies the questions that students will face on a passage in the Writing and Language Test.

### Comfortable Lifestyle at College

Picture a residence with private bedrooms and bathrooms, walk-in closets, a washer and dryer in each unit, and fully equipped kitchens (including a Keurig coffee machine). Step outside to the rooftop infinity pool, a 22 foot LED TV, a grilling gazebo, hammocks, and a sand volleyball court — with stadium seating. If you **1** envisioned a five star resort, it’s quite understandable. But this is actually the description of living quarters being enjoyed by some students attending the University of Arizona in Tucson.

College living is not what it used to be. Certainly, there are still colleges with drab dormitories featuring a bathroom at each end of the hallway to be shared by scores of students. **2** Likewise more and more colleges are realizing that a key strategy for attracting students used to the comforts of home is to offer more luxurious amenities than they would expect.

At the University of North Florida in Jacksonville, a lazy river is a welcome addition to the tennis, volleyball, and basketball courts. **3** Other recreational amenities are a putting green and a lighted running track. The University of Florida in Gainesville boasts a residence hall with a sun deck, private jetted Jacuzzis, living rooms with fireplaces and big screen televisions, and gourmet kitchens.



Washington University in St. Louis, Missouri focuses on sleeping comfort with Tempur-Pedic beds featured in a residence hall **4** that hosts a rooftop garden, a fitness center complete with a dance studio, a bakery, and a separate kosher kitchen with a full menu. The University of Texas in Austin offers fully furnished apartments with leather couches, stainless steel appliances and hardwood floors — and maid service to keep everything clean!

One of the most unusual amenities **5** was offered by MIT (Massachusetts Institute of Technology). Its Simmons Hall residence, often referred to as The Sponge for its unique exterior, hosts a giant ball pit where students can work off their stresses. Afterwards, they can enjoy refreshing drinks from their campus eatery that won the World Smoothie Award five times!

**6** It's going to be tough for students to return home for semester breaks!

### QUESTIONS:

**1**

- (A) NO CHANGE
- (B) are envisioning
- (C) were envisioning
- (D) wanted to envision

**2**

- (A) NO CHANGE
- (B) But
- (C) In addition
- (D) Therefore

**3**

The writer is considering deleting the underlined sentence. Should the writer do this?

- (A) Yes, the point has already been made in the previous sentence.
- (B) Yes, it's irrelevant to the main point of the passage.
- (C) No, it provides further information in support of the main point of the passage.
- (D) No, it offers the most important evidence in the passage.

**4**

- (A) NO CHANGE
- (B) that hosts a rooftop garden; a fitness center complete with a dance studio; a bakery;
- (C) that hosts a rooftop garden: a fitness center complete with a dance studio: a bakery:
- (D) that hosts a rooftop garden - a fitness center complete with a dance studio - a bakery -

**5**

- (A) NO CHANGE
- (B) happened at MIT
- (C) used to be offered at MIT
- (D) is offered at MIT

**6**

Which choice best maintains the tone established in the passage?

- (A) NO CHANGE
- (B) Not all college students live like this.
- (C) Parents are often surprised when they tour colleges.
- (D) Students work hard and deserve to play hard.

**Answer Key:** 1. (B) 2. (B) 3. (C) 4. (A) 5. (D) 6. (A)

## **Collegebound Review Writing and Language Test Signature Strategies**

1. Read through each passage carefully and methodically. Do not skip paragraphs that do not have questions based on them, as you will need to comprehend the overall message of each passage in order to answer general questions.
2. Note that the numbers in parentheses but NOT in bold represent the sentence numbers, while the numbers in black boxes represent the question numbers.
3. Consider the four answer options (one of which will typically be “no change”) for each question, as it’s often quickest to eliminate the poor choices and back into the correct answer.
4. For questions asking whether a certain sentence should be added or deleted, first decide on a “no” or “yes” answer, thus reducing your options to two possibilities, and then choose the answer that gives the best rationale for your choice.
5. Carefully examine each sentence for the correct tense, structure, word choice and punctuation when choosing an answer.
6. Answer each question as you work your way through each story, as there is not a penalty for wrong answers. Circle the question number in your test book if you are guessing, and go back and reconsider your answer later if time allows.

## MATH TESTS

**Section 3** (25 minutes, 20 questions)

**Section 4** (55 minutes, 38 questions)

The third and fourth sections of the SAT® exam comprise the Math Test. Section 3 does *not* allow the use of a calculator, while Section 4 does. Both sections present a table of formulas at the top of the section, reminding students of the following formulas:

Area of a circle =  $\pi r^2$

Circumference of a circle =  $2\pi r$

Area of a rectangle = length • width

Area of a triangle =  $\frac{1}{2}$  • base • height

Pythagorean theorem:  $c^2 = a^2 + b^2$

The proportion of side measurements of a 30 – 60 – 90 degree right triangle is, respectively:  $x$ ,  $x\sqrt{3}$ ,  $2x$

The proportion of side measurements of a 45 – 45 – 90 degree right triangle is, respectively:  $s$ ,  $s$ ,  $s\sqrt{2}$

Volume of a rectangular solid = length • width • height

Volume of a cylindrical solid =  $\pi r^2$  • height

Volume of a sphere =  $\frac{4}{3}\pi r^3$

Volume of a cone =  $\frac{1}{3}\pi r^2$  • height

Volume of a pyramid =  $\frac{1}{3}$  • length • width • height

Students also need to know:

The number of degrees of arc in a circle is 360.

The number of radians of arc in a circle is  $2\pi$

The sum of the measures in degrees of the angles of a triangle is 180.

There are four specific areas of Math that are the focus of the Math sections of the redesigned SAT® exam. They are:

- 1) Heart of Algebra – focuses on the ability to analyze and create linear equations, inequalities, and functions. Some questions involve straightforward “problem solving” situations, others require interpreting the relationship between graphical and algebraic representations, while others require mastery of absolute value expressions, inequalities and equations.
- 2) Problem Solving and Data Analysis – includes ratios, percentages, and proportional reasoning in problem solving situations. This section also includes analyzing graphs, charts, tables and scatterplots.
- 3) Passport to Advanced Math – requires work with expressions involving exponentials, integer and rational powers, radicals, or fractions with a variable in the denominator. Questions deal with polynomials, quadratic functions and equations, and the relationships between algebraic and graphical representations of functions.
- 4) Additional Topics in Math – calculating area and volume, using theorems to solve problems with lines, angles, triangles and circles, and working with trigonometric functions.

Each of the two Math sections starts with multiple-choice questions which increase in difficulty from easy to hard. There are four multiple-choice options offered for each question. Students should use their test booklet to work through calculations, as scrap paper is not provided. Students should draw diagrams, label angles, and make each question as visual as possible. Do not rely on mental math, as it is easy to make “careless” mistakes under the pressure of a timed exam. When allowed, always use a calculator, even for simple calculations.

When struggling with a question, try to narrow down the choices and then back into the correct answer. For example, if asked to identify the slope of a graph, the question will typically give two answer choices with a positive slope and two answer choices with a negative slope. Most students, by simply looking at the graph, can identify whether the line is moving up (positive slope) or down (negative slope) as it goes from left to right. This will narrow down the potentially correct answer to two choices, making it easier for the student to solve. At this point, even random guessing will provide a 50% chance of earning credit.

Each of the two math sections concludes with open-ended questions. Students must come up with their own answer (as opposed to selecting from four multiple-choice options) and then properly *bubble in* the answer. Students should be thoroughly familiar with the instructions for recording their answers well in advance of their test day, so they do not waste precious time figuring out the proper procedure. Students are given four column boxes in which to record their answers. They are instructed to use as many columns as necessary to properly record their answers. It is acceptable to record an answer as a fraction or a decimal. For example, if students want to record the answer  $1\frac{1}{2}$ , they have two options. They can record it as a decimal, which would read  $.5$ , or they can record it as a fraction, which would read  $3/2$ . Note that students *should not* record the answer *one and a half* as  $11/2$  since that would be interpreted as eleven halves. Students should note that the correct answer will never be a negative number as there is no way to record a negative answer. There may be questions with more than one correct answer, in which case students simply grid in *one* correct answer.

### **Collegebound Review Math Test Signature Strategies**

1. Students should work through the questions in sequential order, working at a steady pace but not too quickly to sacrifice accuracy. The multiple-choice questions increase in difficulty as students move through the section, and the grid-in questions do the same. When students come upon a question that they do not know how to do, or one that will require a substantial amount of time to solve, they should circle the question number in their test booklet (to remind themselves that they guessed) and then bubble in an answer – even if it is a random guess. There is no deduction for wrong answers, so students should *always* fill in an answer. The Laws of Probability predict that, when there are four possible answers, random guessing will provide a correct choice one out of four times! If students have time left over at the end of their section, they can go back and reconsider the circled questions on which they guessed.
2. Students should use their test booklet as scrap paper, as none will be provided. The test booklet is not sacred, and can be written all over. There are many Math questions that

become much easier to solve when students draw a diagram, or label the sides and angles of one that is provided. Students should solve problems on their test paper, making each problem as visual as possible and working through each one step-by-step.

3. On Section 4, where the use of a calculator is allowed, students should use one even for simple calculations, as it is easy to make mistakes under the pressure of a timed exam. Students should be sure to bring a calculator that is approved for use on the SAT®. Most graphing calculators, and all scientific calculators, are approved. Students can see the list of approved calculators at: [SAT®.collegeboard.org/register/calculator-policy](https://sat.collegeboard.org/register/calculator-policy)
4. Students should familiarize themselves with the test directions ahead of time so they can maximize the amount of time they have to actually solve problems. This is particularly important for the open-ended questions where there is an entire page of directions explaining how the answers need to be bubbled in to receive credit.
5. Students should remember to refer to the box of formulas that will appear at the beginning of each Math section. When using these formulas, students should look at the multiple-choice answer options to see in what form they want the answer. For example, when asked to calculate the area of a circle, students usually need to leave the answer in terms of  $\pi$  and not multiply it by 3.14.
6. Although most of the math formulas that students need to know are provided in a box at the beginning of each math section, there are two that are not. Students should know the center-radius form of the circle equation:  $(x - h)^2 + (y - k)^2 = r^2$  with the center being at the point  $(h, k)$  and the radius being "r". Students should also know the following quadratic formulas:  $ax^2 + bx + c = 0$  and  $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
7. Practice, practice, and then practice some more! The same types of problems are asked over and over again on the SAT®. By doing actual practice test sections, using material provided by The College Board, students will become familiar with the types of questions they will face on the real test and comfortable working within the allocated time frame.

## **ESSAY**

(50 minutes)

The last section of the SAT® exam is the optional essay. While students are not required to register for, and complete, this section, it is advisable that they do so as the essay is required by many colleges. The essay section requires students to read a passage that typically ranges from 650 to 750 words, and then write an essay explaining how the author builds a persuasive argument.

It's important for students to realize that they are *not* being asked to agree or disagree with the author's point of view. Rather, they are being asked to analyze how the author develops the argument. Students should consider, for example, whether the author cites evidence, uses reasoning to develop ideas and to connect claims and evidence, and/or appeals to emotion.

Students are provided with four lined pages on which to write their essay, and a planning page at the front of their answer booklet on which to jot down notes or outline their essay. It is vital that students stick to the topic and use a regular # 2 (not mechanical) pencil.

Students should read through the passage very carefully and underline, as they read, any sentences or phrases that they feel contribute to the persuasive argument being made by the author. In the margins, next to each underlined section, students should note the "strategy" the author is using in developing the persuasive nature of the passage.

Once students have finished reading the entire passage, they should write their introductory paragraph with an opening sentence stating that the author wrote an extremely persuasive essay/story/letter about (name the topic). Students should then elaborate, throughout the rest of the opening paragraph, on the "strategies" used by the author that they had noted in the margins.

Students should then write a separate body paragraph for each persuasive strategy, quoting directly from the passage and elaborating on why it was effective. Students should be sure to allow time and space to write a solid concluding paragraph. Here, students should summarize the strategies used in the passage and reiterate that the author presented a powerful case for (name the topic).

### **Collegebound Review Essay Signature Strategies**

1. Students should expect that the essay prompt will remain the same from one SAT® test to the next; only the passage will change. Students need to remember that they are not being asked to agree or disagree with the author's point of view. They are required to write an essay analyzing the author's techniques and effectiveness in developing a persuasiveness argument.
2. Students should read through the passage slowly and deliberately, underlining areas that contribute to the persuasive nature of the passage. In the margin, next to each underlined area, students should write notes indicating the technique used to develop a persuasive argument. (e.g. "appeal to emotion," or "establishes credibility," or "presents counter-argument and effectively refutes it.")

3. Students should then write an introductory paragraph (utilizing the margin notes) stating the techniques used by the author in developing the persuasive nature of the passage. The subsequent body paragraphs should each cite an example of a method used and refer back to the passage to provide examples (drawn from the underlined phrases). Students should be sure to write a concluding paragraph summarizing the author's effectiveness in presenting a persuasive argument and referring to the techniques used to support the author's argument.
4. Students should allow time to proofread their essay, inserting editing marks where necessary and correcting any spelling or grammatical errors.
5. Students must stay on topic, use a regular #2 (not mechanical) pencil, and write legibly while staying within the margins of the pages.
6. The Essay is scored separately, and does not impact the Evidence-based Reading & Writing score. Two readers each score the essay, assigning a score in the range of 1 to 4 in each of three areas: Reading, Analysis, and Writing. The scores are added together, giving the student a score in the range of 2 to 8 in each of the three areas.

**Circle answers below: Section 1 Reading Test**

*You will be bubbling in answers on the actual SAT®.*

- |             |             |             |
|-------------|-------------|-------------|
| 1. A B C D  | 18. A B C D | 35. A B C D |
| 2. A B C D  | 19. A B C D | 36. A B C D |
| 3. A B C D  | 20. A B C D | 37. A B C D |
| 4. A B C D  | 21. A B C D | 38. A B C D |
| 5. A B C D  | 22. A B C D | 39. A B C D |
| 6. A B C D  | 23. A B C D | 40. A B C D |
| 7. A B C D  | 24. A B C D | 41. A B C D |
| 8. A B C D  | 25. A B C D | 42. A B C D |
| 9. A B C D  | 26. A B C D | 43. A B C D |
| 10. A B C D | 27. A B C D | 44. A B C D |
| 11. A B C D | 28. A B C D | 45. A B C D |
| 12. A B C D | 29. A B C D | 46. A B C D |
| 13. A B C D | 30. A B C D | 47. A B C D |
| 14. A B C D | 31. A B C D | 48. A B C D |
| 15. A B C D | 32. A B C D | 49. A B C D |
| 16. A B C D | 33. A B C D | 50. A B C D |
| 17. A B C D | 34. A B C D | 51. A B C D |
|             |             | 52. A B C D |

Write the number of questions you answered correctly: \_\_\_\_\_



To calculate your Reading score, find the number of questions you answered correctly below and circle your SAT® Reading Score.

- |         |         |         |
|---------|---------|---------|
| 1. 100  | 18. 210 | 35. 300 |
| 2. 100  | 19. 220 | 36. 310 |
| 3. 110  | 20. 220 | 37. 310 |
| 4. 120  | 21. 230 | 38. 320 |
| 5. 130  | 22. 230 | 39. 320 |
| 6. 140  | 23. 240 | 40. 330 |
| 7. 150  | 24. 240 | 41. 330 |
| 8. 150  | 25. 250 | 42. 340 |
| 9. 160  | 26. 250 | 43. 350 |
| 10. 170 | 27. 260 | 44. 350 |
| 11. 170 | 28. 260 | 45. 360 |
| 12. 180 | 29. 270 | 46. 370 |
| 13. 190 | 30. 280 | 47. 370 |
| 14. 190 | 31. 280 | 48. 380 |
| 15. 200 | 32. 290 | 49. 380 |
| 16. 200 | 33. 290 | 50. 390 |
| 17. 210 | 34. 300 | 51. 400 |
|         |         | 52. 400 |

**Circle answers below: Section 2 Writing & Language Test**

*You will be bubbling in answers on the actual SAT®.*

- |             |             |             |
|-------------|-------------|-------------|
| 1. A B C D  | 16. A B C D | 31. A B C D |
| 2. A B C D  | 17. A B C D | 32. A B C D |
| 3. A B C D  | 18. A B C D | 33. A B C D |
| 4. A B C D  | 19. A B C D | 34. A B C D |
| 5. A B C D  | 20. A B C D | 35. A B C D |
| 6. A B C D  | 21. A B C D | 36. A B C D |
| 7. A B C D  | 22. A B C D | 37. A B C D |
| 8. A B C D  | 23. A B C D | 38. A B C D |
| 9. A B C D  | 24. A B C D | 39. A B C D |
| 10. A B C D | 25. A B C D | 40. A B C D |
| 11. A B C D | 26. A B C D | 41. A B C D |
| 12. A B C D | 27. A B C D | 42. A B C D |
| 13. A B C D | 28. A B C D | 43. A B C D |
| 14. A B C D | 29. A B C D | 44. A B C D |
| 15. A B C D | 30. A B C D |             |

Write the number of questions you answered correctly: \_\_\_\_\_

To calculate your Writing & Language score, find the number of questions you answered correctly below and circle your SAT® Writing & Language Score

- |         |         |         |
|---------|---------|---------|
| 1. 100  | 16. 200 | 31. 300 |
| 2. 100  | 17. 210 | 32. 300 |
| 3. 100  | 18. 210 | 33. 310 |
| 4. 110  | 19. 220 | 34. 320 |
| 5. 120  | 20. 230 | 35. 320 |
| 6. 130  | 21. 230 | 36. 330 |
| 7. 130  | 22. 240 | 37. 340 |
| 8. 140  | 23. 250 | 38. 340 |
| 9. 150  | 24. 250 | 39. 350 |
| 10. 160 | 25. 260 | 40. 360 |
| 11. 160 | 26. 260 | 41. 370 |
| 12. 170 | 27. 270 | 42. 380 |
| 13. 180 | 28. 280 | 43. 390 |
| 14. 190 | 29. 280 | 44. 400 |
| 15. 190 | 30. 290 |         |

Reading Score \_\_\_\_\_ + Writing & Language Score \_\_\_\_\_ =

**Evidence-based Reading & Writing Score** \_\_\_\_\_

(Range: 200 - 800)

**Circle or write answers below: Section 3 Math**

*You will be bubbling in answers on the actual SAT®.*

1. A B C D

16. \_\_\_\_\_

2. A B C D

17. \_\_\_\_\_

3. A B C D

18. \_\_\_\_\_

4. A B C D

19. \_\_\_\_\_

5. A B C D

20. \_\_\_\_\_

6. A B C D

7. A B C D

8. A B C D

9. A B C D

10. A B C D

11. A B C D

12. A B C D

13. A B C D

14. A B C D

15. A B C D

Write the number of questions you answered correctly: \_\_\_\_\_

**Circle or write answers below: Section 4 Math**

*You will be bubbling in answers on the actual SAT®.*

- |             |             |           |
|-------------|-------------|-----------|
| 1. A B C D  | 16. A B C D | 31. _____ |
| 2. A B C D  | 17. A B C D | 32. _____ |
| 3. A B C D  | 18. A B C D | 33. _____ |
| 4. A B C D  | 19. A B C D | 34. _____ |
| 5. A B C D  | 20. A B C D | 35. _____ |
| 6. A B C D  | 21. A B C D | 36. _____ |
| 7. A B C D  | 22. A B C D | 37. _____ |
| 8. A B C D  | 23. A B C D | 38. _____ |
| 9. A B C D  | 24. A B C D |           |
| 10. A B C D | 25. A B C D |           |
| 11. A B C D | 26. A B C D |           |
| 12. A B C D | 27. A B C D |           |
| 13. A B C D | 28. A B C D |           |
| 14. A B C D | 29. A B C D |           |
| 15. A B C D | 30. A B C D |           |

Write the number of questions you answered correctly: \_\_\_\_\_

**To calculate your Math score, add together your total number of correct answers for Sections 3 & 4 and find your corresponding Math SAT® Score below. (Range: 200 – 800)**

1. 200	21. 460	41. 620
2. 210	22. 470	42. 630
3. 230	23. 480	43. 640
4. 240	24. 480	44. 650
5. 260	25. 490	45. 660
6. 280	26. 500	46. 670
7. 290	27. 510	47. 670
8. 310	28. 520	48. 680
9. 320	29. 520	49. 690
10. 330	30. 530	50. 700
11. 340	31. 540	51. 710
12. 360	32. 550	52. 730
13. 370	33. 560	53. 740
14. 380	34. 560	54. 750
15. 390	35. 570	55. 760
16. 410	36. 580	56. 780
17. 420	37. 590	57. 790
18. 430	38. 600	58. 800
19. 440	39. 600	
20. 450	40. 610	

**Evidence-based Reading & Writing score:** \_\_\_\_\_  
(Range: 200 - 800)

+

**Math Score:** \_\_\_\_\_  
(Range: 200- 800)

=

**Total SAT® Score:** \_\_\_\_\_  
(Range: 400 - 1600)

Copyright © 2021 by Collegebound Review LLC

All rights reserved.

While best efforts have been used in the preparation of this book, the creator, Susan Alaimo and Collegebound Review LLC, make no representations or guarantees of any kind and assume no liabilities of any kind with respect to the accuracy, completeness or effectiveness of the information and strategies contained herein. Every situation is different and the advice and strategies contained herein may not be suitable for your circumstances.