

COLLEGEBOUND REVIEW

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COLLEGEBOUND REVIEW

PSAT[®] & SAT[®] EXAM

STRATEGY GUIDE

Collegebound Review Signature Strategy Guide

STRUCTURE OF THE SAT® EXAM

The SAT® consists of three hours of testing material and is comprised of four sections:

READING TEST: 65 minutes

Section 1 of the 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 are excerpts from works of famous authors, such as Charles Dickens. Others include a graph or chart that correlates to the passage. The critical reading passages range in length from 500 to 750 words. There are 52 questions to be answered within a time frame of 65 minutes.

WRITING & LANGUAGE TEST: 35 minutes

Section 2 of the 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 44 questions (11 questions for each passage) to be answered within a time frame of 35 minutes.

MATH TESTS: 25 minutes and 55 minutes

There are two Math sections on the 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 beginning of the section, reminding students of the formulas for the area and volume of geometric figures, circumference of a circle, 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 2π .

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 SAT[®] are:

- 1) Heart of Algebra: Comprises 33% of Math problems (19 questions) which focus on linear equations and systems of linear equations.
- 2) Problem Solving and Data Analysis: Comprises 29% of Math problems (17 questions) which focus on ratios, percentages, proportional reasoning, and the analysis of graphs and statistical data.
- 3) Passport to Advanced Math: Comprises 28% of Math problems (16 questions) which focus on more complex equations and functions and include geometry, trigonometry, radian measure, and the computation of complex numbers.

4) Additional Topics in Math: Comprises 10% of Math problems (6 questions) which focus 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 SAT® consists of 20 Math questions that must be solved without the use of a calculator. This section consists of 15 multiple choice questions, with options A, B, C, and D, as well as 5 open-ended questions which students must solve and then bubble in their answers.

Math Test (Calculator allowed): 55 minutes

Section 4 of the 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. Students may use a calculator of choice, including a graphing calculator.

Students are not provided with scrap paper for any section of the SAT®, including the two Math sections. But they 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.

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 100-400) and the points earned on the Writing and Language Test to a sub-score (in the range of 100-400). These two sub-scores are added together, 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 about 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 sections 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 each 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, students should “back into” the answer for any difficult question by crossing out the letter of any answer they believe to be incorrect, and then taking an educated guess from the remaining options. On the two Math sections, students should

initially skip any questions that are particularly difficult or time-consuming, 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, even random guessing provides a 25% chance of choosing the correct answer!

Recommendations

* Be thoroughly familiar, ahead of time, with the format and content of the SAT®. It is *not a secret* what the 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 rather than 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 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 narrow down their choices by crossing out answers they believe to be incorrect and then choosing from the potential answers that remain.

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.

Reading Test

Collegebound Review 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 two sets of "duo" questions that typically appear after each passage. The first question will ask something about the passage, and the follow-up question will ask in which set of lines the answer was found. Two points are at stake here. If students do not know the answer to the first question, they should move onto the next and read the four sets of lines (listed in choices A through D) to determine which addresses the information requested in the previous question. Then, the student should answer both questions.

4. Students should be glad to hear that the vocabulary questions are no longer based on extremely complex or unusual words. There are typically two “vocabulary in context” questions that follow each passage. 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 and tried to substitute an appropriate word for “conveyed,” he/she might think of the word “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. As students read each passage, they should think to themselves, “What’s the main point of this story? What’s the author trying to convince me of?” This will help students stay focused and avoid getting distracted, which is a major problem of many students on this lengthy test section. Particularly on the most difficult, complex passages, just knowing the main point of the story will often be enough to correctly answer many of the questions.
7. 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 start answering the questions, as the first few questions will be based solely on the first passage. Then, when students get to a question referring to Passage 2, they should stop, read Passage 2, and continue answering the questions. Finally, there

will be a couple of questions asking students to compare the viewpoints of the two passages, often asking what the author of one passage would say to the author of the other passage.

8. 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 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* from the remaining options and move on! Students will get credit if they are correct. If they are wrong, it’s 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 written by Collegebound Review director Susan Alaimo and published in the *Courier News*. The embedded questions typify those students will face on 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)

Writing & Language Test

Collegebound Review 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 “yes” or “no” 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.

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 = πr^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 = πr^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 2π

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 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 make their answer as accurate as possible. 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 1.5, or they can record it as a fraction, which would read $\frac{3}{2}$. 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.

Math Test

Collegebound Review 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 exam. Most graphing calculators, and all scientific calculators, are approved.
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 π 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.

Circle answers below: Section 1 Reading Test

- | | | |
|-------------|-------------|-------------|
| 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 and circle your 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 exam.)

- | | | |
|-------------|-------------|-------------|
| 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 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 exam.)

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

- | | | |
|-------------|-------------|-----------|
| 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 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)

ABOUT THE AUTHOR

Susan Alaimo, of Hillsborough, NJ, is the founder and director of Collegebound Review. She holds a Masters Degree from Columbia University and, for the past 25 years, has successfully prepared thousands of New Jersey students for the PSAT[®], SAT[®], and ACT[®] exams.

Susan is an expert on the college application process and assists students in gaining acceptance to the nation's most elite colleges and universities. Susan is a former college professor and college admission counselor, and is a longtime member of the New Jersey Association of College Admission Counseling.

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