

## SAT Reading Skills

SAT Skills in Reading Score Range 20 - 24	SAT Skills in Reading Score Range 25 - 29	SAT Skills in Reading Score Range 30 - 34	SAT Skills in Reading Score Range 35 - 40
Read moderate-level texts	Read complex texts and make meaning from them	Read complex texts and make convincing inferences	Read highly complex texts and make convincing inferences
Interpret text and find obvious textual evidence	Interpret text and find strong evidence for interpretations	Interpret text through close reading and analysis to find the best textual evidence	Interpret text through close reading and analysis to find the best textual evidence, when the evidence is subtle, abstract, or figurative
Identify primary meaning	Identify primary meaning in complex text	Identify primary meaning in complex text that has multiple meanings	Identify primary meaning in highly complex text that has multiple meanings
Identify straightforward relationships	Identify structural relationships	Identify structural relationships in complex text	Identify relationships between information, ideas, or people in a highly complex text
Build basic academic vocabulary	Build more advanced academic vocabulary	Build advanced or obscure academic vocabulary and interpret figurative language	Build advanced and high-utility archaic academic vocabulary and interpret subtle or complex figurative language
Attend to simple diction	Attend to diction and connotation	Attend to subtle, indirect diction and connotation	Attend to subtle and complex diction, particularly when purpose is subtle or understated
Discern author's point of view	Connect details to author's purpose	Connect passages to author's purpose	Connect passages to author's purpose, when it is subtle or complex
	Practice inference and identify the relationship between author and character	Determine relationship between opposing voices or viewpoints in a text	Draw a nuanced inference about perspective, associating particular views with varied individuals
Interpret author's purpose in moderate-level passage	Discern authorial intent through close reading	Analyze a subtle argumentative technique and be able to identify argumentative flaws	Analyze a subtle argumentative technique in a highly complex passage
Recognize similarities and differences between two passages	Compare multiple authors' views on an issue	Compare two authors' views on a complex issue	Compare two authors' views on a highly complex issue, when the comparison is subtle or complex
Read a simple infographic	Interpret an infographic carefully	Interpret a complex infographic and compare it to a textual passage	Make an accurate or subtle interpretation of data in an infographic

## SAT Writing and Language Skills

SAT Skills in Writing and Language Score Range 20 - 24	SAT Skills in Writing and Language Score Range 25 - 29	SAT Skills in Writing and Language Score Range 30 - 34	SAT Skills in Writing and Language Score Range 35 - 40
Support a simple claim	Support a claim and clarify how it is being supported	Support a claim logically, with a quote or detail, and clarify the structure of support	Make a sophisticated decision regarding the structure of supporting a claim logically and with evidence, in a challenging context
Delete supporting information not relevant to a simple claim	Delete supporting information not relevant to a purpose	Sharpen the focus of a paragraph by tightening the supporting information	Sharpen the focus of a paragraph by making a sophisticated decision about information or ideas
Order or organize information to support a simple claim or purpose	Order or organize details and information (including infographics) to support a claim or purpose	Order or organize details and information (including infographics) to acknowledge a gap or weakness in support of a claim or purpose	Interpret complex data (including in an infographic) and incorporate it in a passage in an accurate, relevant way
Focus paragraphs around a purpose	Focus paragraphs around a purpose and add introduction and conclusion paragraphs	Introduce or conclude a paragraph in a content-specific way that adds to the clarity of the point being made	Order sentences in a way that addresses a subtle or complex issue of logic or cohesion
Use simple transitional words or phrases	Use transitional words or phrases that express a relationship between paragraphs	Use transitional words or phrases that express a logical relationship between paragraphs	Use transitional words or phrases to establish a subtle or complex relationship between paragraphs, and recognize when such a move doesn't work
	Make appropriate word choice to shade meaning in a sentence or paragraph	Make a nuanced word choice that reflects a well-developed vocabulary	Make a sophisticated word choice that reflects an understanding of a challenging context
Combine two sentences into one to achieve a simple purpose	Eliminate wordiness or redundancy in a sentence	Eliminate subtle wordiness or redundancy in a sentence	Recognize that seemingly sophisticated language is often less effective than simplicity
Form simple, clear sentences, correcting an obvious disruption in structure	Maintain consistency of style and tone, and correct rhetorical or logical disruptions	Make a thoughtful decision about style and tone, to achieve a rhetorical purpose	Make a sophisticated decision about style and tone based on an understanding of context
Recognize and correct inappropriate verb tense	Determine appropriate verb tense and pronoun person	Determine verb tense and mood or pronoun person and mood in a complex context	Combine sentences to accomplish a subtle or complex purpose
Maintain simple subject-verb agreement	Maintain subject-verb agreement in complex sentences	Maintain subject-verb or pronoun-antecedent agreement in a complex context	Maintain subject-verb or pronoun antecedent agreement in a highly complex context
Use conventional expressions, prepositions appropriately, and choose between two often-confused words	Use conventional expressions and words in complex sentences, and correct ambiguous pronouns	Use conventional expressions and words in complex sentences, correcting subtle disruptions and ambiguous pronouns	Form conventional, complex sentences, correcting subtle or complex disruption in structure
Distinguish between plural and singular possessive nouns	Distinguish among singular, singular possessive, plural, and plural possessive nouns	Distinguish among singular, singular possessive, plural, and plural possessive nouns in a complex context	Draw logical comparisons using like terms
Correctly punctuate a series and correctly use commas generally	Use punctuation to set off interrupting phrases and eliminate punctuation on nonrestrictive elements	Make an informed decision about whether to use punctuation to set off phrases in a complex context	Use conventional expression in a highly challenging situation (selecting between often confused words)
Eliminate unnecessary punctuation	Eliminate unnecessary punctuation in complex sentences	Eliminate unnecessary punctuation in a complex context	Effectively and grammatically use colons and semi-colons

## SAT Essay Writing Skills

SAT Skills in Essay Score Range 2 - 3	SAT Skills in Essay Score Range 4 - 5	SAT Skills in Essay Score Range 6 - 8	SAT Skills in Essay Score Range 8
Little understanding of source text	Some comprehension of source text	Effective comprehension of source text	Thorough comprehension of source text
Ineffective analysis of source text	Analysis of source text contains some errors of fact or interpretation	Effective analysis of source text, competently evaluating author's use of evidence, reasoning, and stylistic elements	Insightful analysis of source text, with well-considered evaluation of author's use of evidence, reasoning, and stylistic elements
Details from the text are not put in their broader context	Understanding of source text's central idea, but not the significance of details	Understanding of source text's central idea and of the significance of details	Understanding of source text's central idea and of the significance of details, and of how they inter-relate
Little or no use of textual evidence	Limited use of textual evidence	Appropriate use of textual evidence	Skillful use of textual evidence
Too much summarizing of source text	Too much asserting of the meaning or significance of source text, rather than argumentation	Relevant and sufficient support for claims made about significance of source text	Relevant, sufficient, and strategically chosen support for claims made about the significance of source text
Little or no cohesion	Little or no cohesion	Mostly cohesive essay	Cohesive essay
No clear position or overall argument	Position or overall argument doesn't fully guide the essay	Position or overall argument is clear and guiding	Position or overall argument is clear, precise, and guiding
No introduction or conclusion	Ineffective introduction or conclusion	Effective introduction and conclusion	Skillful introduction and conclusion
No discernible progression of ideas	Progression of ideas within paragraphs, but not within the essay as a whole	Clear progression of ideas both within paragraphs and within essay as a whole	Deliberate and highly effective progression of ideas throughout the essay
Little control over the conventions of standard written English, with numerous errors that detract from meaning	Little control over the conventions of standard written English, with errors that detract from meaning	Good control over the conventions of standard written English, free of significant errors	Strong command of the conventions of standard written English, free or virtually free of errors
	Little variety in sentence structure	Varied sentence structures, with some precise word choice	Varied sentence structures, with consistently precise word choice