

A Note from the SAT Board

It's About the Real World

The SAT Essay is a lot like a typical college writing assignment in which you're asked to analyze a text for what it's saying and how the author's building the writing.

What You'll Do

- Read a provided passage
- Explain how the author builds an argument to persuade an audience.
- Support your explanation with evidence from the passage.

The directions below are representative of what students will encounter on the SAT test:

The essay gives you an opportunity to show how effectively you can read and comprehend a text and write an essay analyzing it. In your essay, you should demonstrate that you have read carefully, present a clear and logical analysis, and use language precisely.

Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

You have **50 minutes** to read the passage and write an essay in response to the prompt provided inside this booklet.

Scoring

Each student written response will receive a separate score for each of the three domains assessed: Reading, Analysis, and Writing. The scores are presented in order by domain always in the same order. Each domain can score between 1-4.

SAT Essay responses are scored using a carefully designed process:

- Two different people will read and score your essay.
- Each scorer awards 1–4 points for each dimension: Reading, Analysis, and Writing.
- The two scores for each dimension are added together for your total out of 8 possible points.
- You'll receive three scores for the SAT Essay — one for each dimension.
- An off-topic essay will not be evaluated.

What the SAT Essay Measures

The SAT Essay shows how well you understand the passage and use it as the basis for a well-written thought-out discussion. The two people who score your essay will each award between 1 and 4 points in each of these three categories:

Reading: A successful essay shows that you understood the passage, including the interplay of central ideas and important details. It also shows an effective use of textual evidence.

Analysis: A successful essay shows your understanding of how the author builds an argument by:

- Examining the author's use of evidence, reasoning, and other stylistic and persuasive techniques
- Supporting and developing claims with well-chosen evidence from the passage

Writing: A successful essay is focused, organized, and precise, with an appropriate style and tone that varies sentence structure and follows the conventions of standard written English.

The Topic

You can count on seeing the same prompt each time, but the passage will be different every time.
All passages have these things in common:

- Written for a broad audience
- Argue a point
- Express subtle views on complex subjects
- Use logical reasoning and evidence to support claims
- Examine ideas, debates, or trends in the arts and sciences, or civic, cultural, or political life
- Always taken from published works

All the information you need to write your essay will be provided.

How Scores will Transfer to Grades

Reading

4= 100%
3= 85%
2= 70%
1= 50%
0 = 0%

Analysis

4= 100%
3= 90%
2= 80%
1= 70%
0 = 0%

Writing

4= 100%
3= 95%
2= 85%
1= 75%
0 = 0%

SAT Scoring Rubric

Score Point	Reading	Analysis	Writing
4	<p>Advanced: The response demonstrates thorough comprehension of the source text.</p> <p>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.</p> <p>The response is free of errors of fact or interpretation with regard to the text.</p> <p>The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p>	<p>Advanced: The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.</p> <p>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.</p> <p>The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</p> <p>The response focuses consistently on those features of the text that are most relevant to addressing the task.</p>	<p>Advanced: The response is cohesive and demonstrates a highly effective use and command of language.</p> <p>The response includes a precise central claim.</p> <p>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.</p> <p>The response has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.</p>
3	<p>Proficient: The response demonstrates effective comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and important details.</p> <p>The response is free of substantive errors of fact and interpretation with regard to the text.</p> <p>The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p>Proficient: The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</p> <p>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.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>The response focuses primarily on those features of the text that are most relevant to addressing the task.</p>	<p>Proficient: The response is mostly cohesive and demonstrates effective use and control of language.</p> <p>The response includes a central claim or implicit controlling idea.</p> <p>The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.</p> <p>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.</p>
2	<p>Partial: The response demonstrates some comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) but not of</p>	<p>Partial: The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.</p> <p>The response identifies and attempts to describe the author's</p>	<p>Partial: The response demonstrates little or no cohesion and limited skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea or may deviate from the claim or idea</p>

	<p>important details.</p> <p>The response may contain errors of fact and/or interpretation with regard to the text.</p> <p>The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</p>	<p>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.</p> <p>The response contains little or no support for claim(s) or point(s) made.</p> <p>The response may lack a clear focus on those features of the text that are most relevant to addressing the task.</p>	<p>over the course of the response.</p> <p>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.</p> <p>The response has limited variety in sentence structures; sentence structures may be repetitive.</p> <p>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.</p> <p>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.</p>
1	<p>Inadequate: The response demonstrates little or no comprehension of the source text.</p> <p>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).</p> <p>The response may contain numerous errors of fact and/or interpretation with regard to the text.</p> <p>The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>	<p>Inadequate: The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>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,</p> <p>Or numerous aspects of the response's analysis are unwarranted based on the text,</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>The response may not focus on features of the text that are relevant to addressing the task.</p> <p>Or the response offers no discernible analysis (e.g., is largely or exclusively summary).</p>	<p>Inadequate: The response demonstrates little or no cohesion and inadequate skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea.</p> <p>The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.</p> <p>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.</p> <p>The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.</p>