

SAT

Family & Student

Sample Test Items

Guide

Prepared by Oakland Schools, Department of School Quality



INTRODUCTION

This guide is intended as a resource to help students and families understand the format, context, and complexity of the newly redesigned SAT. This guide has been prepared by Oakland Schools – Department of School Quality, using information obtained from the College Board. These items have been pulled from practice SAT test items released online by College Board and available to the public. This guide is not intended to be used as a full or partial practice test, nor is it intended to be used for student academic preparation for the SAT. We strongly encourage students to use College Board and Khan Academy resources to help prepare for the SAT.

For more information on the SAT, visit www.collegereadiness.collegeboard.org

For Khan Academy resources, visit www.khanacademy.org

For more information on testing in Michigan, visit www.michigan.gov/mde

TIPS & Strategies

We recommend the following tips & strategies for parents to help their students on the newly redesigned SAT.

- ✓ *SAT personnel strongly recommend* that the best preparation for the SAT is strong school achievement, especially in core content classes and Honors/AP classes.
- ✓ *Put away the calculator (some of the time).* The SAT includes a math test where students may not use a calculator. With the guidance of your child’s math teacher, help your child get in the habit of math reasoning without the use of a calculator.
- ✓ *Answer every test question.* There’s no penalty for wrong answers, so it is in your child’s best interest to attempt all questions.
- ✓ *Analyze informational graphics.* Many items on the test will require students to read, interpret and analyze charts, graphs, and other types of informational graphics. In addition to practice items from SAT & Khan Academy, talk with your child about informational graphics

you encounter in newspapers, magazines, television broadcasts, and internet content.

- ✓ *Build reading stamina.* The newly redesigned SAT includes more complex reading passages, including U.S. Founding documents and texts revolving around global conversations. Have your child read daily and engage them in reflection on what they have read.

These are just a few of the many tips and strategies that SAT recommends for students. For the full guide, “Getting Ready for the Redesigned SAT”, visit the following link:

<https://collegereadiness.collegeboard.org/pdf/getting-ready-redesigned-sat.pdf>

--SAMPLE SAT PRACTICE ITEMS--

READING

Read the passage below & answer the question that follows

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

It was during their night walks back to the farm that he felt most intensely the sweetness of this communion. He had always been more sensitive than the people about him to the appeal of natural beauty. His unfinished studies had given form to this sensibility and even in his unhappiest moments field and sky spoke to him with a deep

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

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

Select an Answer

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

- A)** reservations a character has about a person he has just met to a growing appreciation that character has of the person's worth.
- B)** ambivalence a character feels about his sensitive nature to the character's recognition of the advantages of having profound emotions.
- C)** intensity of feeling a character has for another person to the character's concern that that intensity is not reciprocated.

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

Choice C is the best answer. The first paragraph traces the inception of Ethan’s feelings for Mattie: Ethan “had taken to the girl from the first day” (line 4) and saw her as “like the lighting of a fire on a cold hearth” (line 10). The second paragraph (lines 14–34) focuses on “their night walks back to the farm” and Ethan’s elation in perceiving that “one other spirit . . . trembled with the same touch of wonder” that characterized his own (line 21). In other words, the main focus of the first two paragraphs is the intensity of feeling one character, Ethan, has for another, Mattie. The last paragraph shifts the focus of the passage to Ethan’s change in perception; he sees Mattie in a social setting interacting with other men, wonders “how he could have ever thought that his dull talk interested her” (line 37), interprets her seeming happiness as “plain proof of indifference” toward him (line 38), and sees betrayal in the “two or three gestures which, in his fatuity, he had thought she kept for him” (line 40).

Choice A is not the best answer because while Ethan acknowledges that Mattie “don’t look much on housework” (line 8), the first paragraph also notes that Ethan “had taken to the girl from the first day” (line 4), and there is thus no support for the notion that Ethan’s “reservations” about Mattie lasted for any length of time or ever constitute the main focus of the narrative.

Choice B is not the best answer because while Ethan does exhibit ambivalence about his sensitive nature, seeing it as a “mournful privilege” (line 21), the main focus of the narrative does not shift to his recognition of the advantages of having profound emotions. Indeed, in the last paragraph Ethan’s profound emotions give him only grief, as he sees Mattie seemingly rejecting him.

Choice D is not the best answer because while the second paragraph (lines 14–34) does discuss in depth the value Ethan attaches to natural beauty, nothing in the passage signifies that he has rejected natural beauty in favor of human artistry. The closest the passage comes to this is in lines 32–34, in which Mattie is said to have likened a natural scene to a painting.

Question Difficulty: MEDIUM

Passage Complexity: HIGHER

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

MATH — Calculator Permitted

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

Select an Answer

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

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

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

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

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

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

Choice C is not the correct answer. This answer may result from a misunderstanding of proportional relationships. Here the wrong operation is applied, with the total amount of calcium per cup divided by the number of cups of each type of drink. These values should be multiplied.

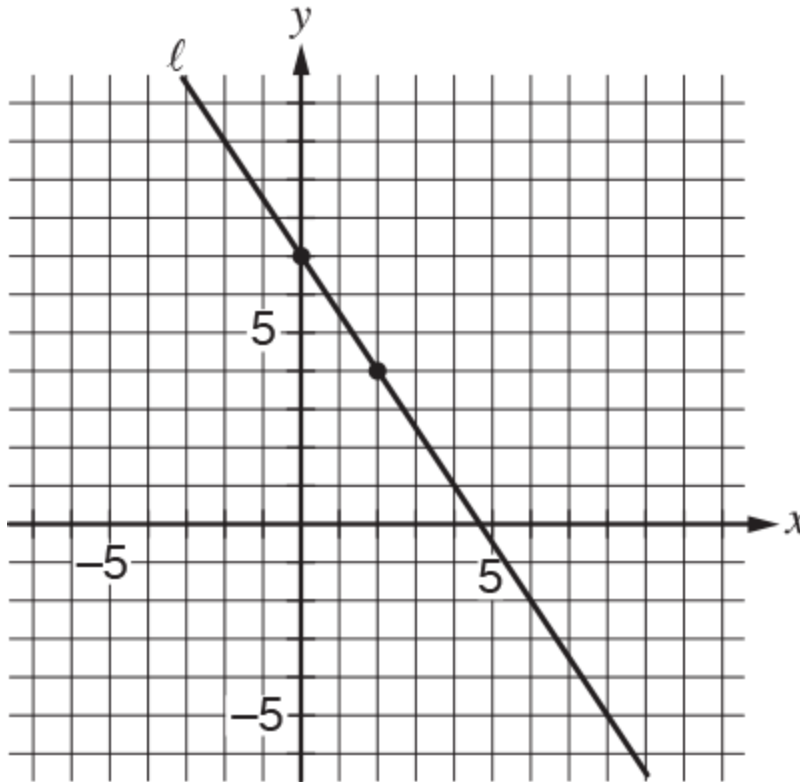
Choice D is not the correct answer. This answer may result from a combination of mistakes. The inequality symbol used allows the option to exceed, but not to meet, the recommended daily value, and the wrong operation may have been applied when calculating the total amount of calcium intake from each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

Question Difficulty: EASY

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

MATH – Calculator not Permitted

Line ℓ is graphed in the xy -plane below.



Select an Answer

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

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

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

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

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

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

Choice A is not the correct answer. This value may result from a combination of errors. The student may misunderstand how the negative sign affects the fraction and apply the transformation as $\frac{(-3+5)}{(-2+7)}$.

Choice C is not the correct answer. This value may result from finding the slope of the line and then subtracting 5 from the numerator and 7 from the denominator.

Choice D is not the correct answer. This answer may result from adding $\frac{5}{7}$ to the slope of the line.

Question Difficulty: EASY

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

WRITING & LANGUAGE

A Life in Traffic

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

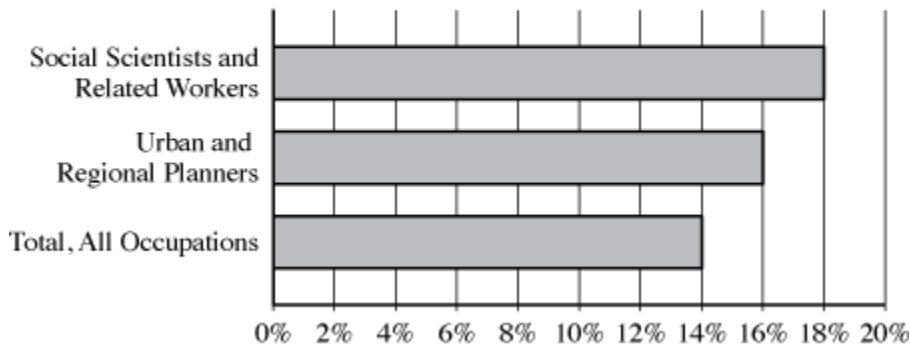
The work of transportation planners generally includes evaluating current transportation needs, assessing the effectiveness of existing facilities, and improving those facilities or 3 they design new ones. Most transportation planners work in or near cities, 4 but some are employed in rural areas. Say,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

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

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

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

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



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

Select an Answer

Go to the referred part in the passage

Which choice best maintains the sentence pattern already established in the paragraph (Sentence #1)?

- A) NO CHANGE
- B) Coordinating stoplight timing can help alleviate rush hour traffic jams in a congested downtown area.
- C) Stoplight timing is coordinated to alleviate rush hour traffic jams in a congested downtown area.
- D) In a congested downtown area, stoplight timing is coordinated to alleviate rush hour traffic jams.

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

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

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

Choice D is not the best answer because it does not maintain the sentence pattern established by the two preceding sentences. Rather, it shifts the placement of a modifying prepositional phrase, “in a congested downtown area,” from the end of the sentence to the beginning of the sentence.

Question Difficulty: MEDIUM

Passage Complexity: LOWER

Objective: Students must revise text to ensure consistency of style within a series of sentences.

ESSAY

Prompt

As you read the passage below, consider how Paul Bogard uses

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

Adapted from Paul Bogard, “Let There Be Dark.” ©2012 by Los Angeles Times. Originally published December 21, 2012.

At my family’s cabin on a Minnesota lake, I knew woods so dark that my hands disappeared before my eyes. I knew night skies in which meteors left smoky trails across sugary spreads of stars. But now, when 8 of 10 children born in the United States will never know a sky dark enough for the Milky Way, I worry we are rapidly losing night’s natural darkness before realizing its worth. This winter solstice, as we cheer the days’ gradual movement back toward light, let us also remember the irreplaceable value of darkness.

All life evolved to the steady rhythm of bright days and dark nights. Today, though, when we feel the closeness of nightfall, we reach quickly for a light switch. And too little darkness, meaning too much artificial light at night, spells trouble for all.

Already the World Health Organization classifies working the night shift as a probable human carcinogen, and the American Medical Association has voiced its unanimous support for “light pollution reduction efforts and glare reduction efforts at both the national and state levels.” Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing, and our bodies need darkness

for sleep. Sleep disorders have been linked to diabetes, obesity, cardiovascular disease and depression, and recent research suggests one main cause of “short sleep” is “long light.” Whether we work at night or simply take our tablets, notebooks and smartphones to bed, there isn’t a place for this much artificial light in our lives.

The rest of the world depends on darkness as well, including nocturnal and crepuscular species of birds, insects, mammals, fish and reptiles. Some examples are well known—the 400 species of birds that migrate at night in North America, the sea turtles that come ashore to lay their eggs—and some are not, such as the bats that save American farmers billions in pest control and the moths that pollinate 80% of the world’s flora. Ecological light pollution is like the bulldozer of the night, wrecking habitat and disrupting ecosystems several billion years in the making. Simply put, without darkness, Earth’s ecology would collapse....

In today’s crowded, louder, more fast-paced world, night’s darkness can provide solitude, quiet and stillness, qualities increasingly in short supply. Every religious tradition has considered darkness invaluable for a soulful life, and the chance to witness the universe has inspired artists, philosophers and everyday stargazers since time began. In a world awash with electric light...how would Van Gogh have given the world his “Starry Night”? Who knows what this vision of the night sky might inspire in each of us, in our children or grandchildren?

Yet all over the world, our nights are growing brighter. In the United States and Western Europe, the amount of light in the sky increases an average of about 6% every year. Computer images of the United States at night, based on NASA photographs, show that what was a very dark country as recently as the 1950s is now nearly covered with a blanket of light. Much of this light is wasted energy, which means wasted dollars. Those of us over 35 are perhaps among the last generation to have known truly dark nights. Even the northern lake where I was lucky to spend my summers has seen its darkness diminish.

It doesn’t have to be this way. Light pollution is readily within our ability to solve, using new lighting technologies and shielding existing lights. Already, many cities and towns across North America and Europe are changing to LED streetlights, which offer dramatic possibilities for controlling wasted light. Other communities are finding success with simply turning off portions of their public lighting after midnight. Even Paris, the famed “city of light,” which already turns off its monument lighting after 1 a.m., will this summer start to require its shops, offices and public buildings to turn off lights after 2 a.m. Though primarily designed to save energy, such reductions in light will also go far in addressing light pollution. But we will never truly address the problem of light pollution until we become aware of the irreplaceable value and beauty of the darkness we are losing.

Write an essay in which you explain how Paul Bogard builds an argument to persuade his audience that natural darkness should be preserved. In your essay, analyze how Bogard uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Bogard's claims, but rather explain how Bogard builds an argument to persuade his audience.

SAT Essay Scoring

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.
- You'll receive three scores for the SAT Essay — one for each dimension — ranging from 2–8 points.

Essay 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</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> |

Essay Scoring Rubric

| Score Point | Reading | Analysis | Writing |
|-------------|--|--|--|
| | | of the text that are most relevant to addressing the task. | The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing. |
| 2 | <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 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>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 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>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 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</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</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</p> |

Essay Scoring Rubric

| Score Point | Reading | Analysis | Writing |
|-------------|---|--|--|
| | <p>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>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>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> |