

New Mexico Public Education Department Standards Alignment

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Heart of Algebra

This component of the SAT focuses on the assessment of students' skills with linear equations and systems of linear equations. The Heart of Algebra score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

Related Standards:

A-CED.A.1	A-REI.D.12	A-REI.B.3	F-IF.B.4	F-LE.B.5	F-IF.A.1	A-CED.A.3	F-LE.A.2	S-ID.C.7
A-CED.A.2	A-REI.B.3	A-SSE.A.1	F-IF.C.8	A-SSE.A.2	F-IF.C.9	F-IF.C.7a	A-REI.C.6	
8.EE.C.7	F-BF.A.1b	A-SSE.A.1b	A-REI.D.10	G-GPE.B.5	F-LE.A.1b	F-IF.A.2	F-BF.A.1	

A-CED.A.1

Create equations and inequalities in one variable and use them to solve problems.

A-REI.D.12

Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

A-REI.B.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

F-IF.B.4

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

F-LE.B.5

Interpret the parameters in a linear or exponential function in terms of a context.

F-IF.A.1

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

A-CED.A.3

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.

F-LE.A.2

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

S-ID.C.7

Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

A-CED.A.2

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

A.REI.B.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A-SSE.A.1

Interpret expressions that represent a quantity in terms of its context.

F-IF.C.8

Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

A-SSE.A.2

Use the structure of an expression to identify ways to rewrite it.

F-IF.C.9

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

F-IF.C.7a

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

A-REI.C.6

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

8.EE.C.7

Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

F-BF.A.1b

Write a function that describes a relationship between two quantities. b. Combine standard function types using arithmetic operations.

A-SSE.A.1b

Interpret expressions that represent a quantity in terms of its context. b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

A-REI.D.10

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

G-GPE.B.5

Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

F-LE.A.1b

Distinguish between situations that can be modeled with linear functions and with exponential functions. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

F-IF.A.2

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-BF.A.1

Write a function that describes a relationship between two quantities.

Passport to Advanced Math

This component of the SAT focuses on the assessment of students' skills with analyzing, manipulating, and rewriting expressions, interpreting and building functions, as well as reasoning with more complex equations. The Passport to Advanced Math score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

Related Standards:

F-LE.A.1c	F-IF.C.7e	F-IF.C.7b	A-SSE.A.1	F-IF.A.2	A-APR.D.6	N-RN.A.2	A-REI.B.4
A-REI.A.2	A-APR.B.3	A-SSE.B.3	F-LE.A.2	F-LE.A.1a	A-APR.A.1	F-IF.B.4	A-APR.B.2
F-IF.C.8a	A-SSE.A.1a	F-LE.B.5	A-REI.D.10	F-IF.C.7c	F-BF.A.1a	A-CED.A.4	A-REI.C.7
A-SSE.A.2	F-IF.A.1	F-IF.C.9	F-IF.C.8b				

F-LE.A.1c

Distinguish between situations that can be modeled with linear functions and with exponential functions. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-IF.C.7e

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.C.7b

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise- defined functions, including step functions and absolute value functions.

A-SSE.A.1

Interpret expressions that represent a quantity in terms of its context.

F-IF.A.2

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

A-APR.D.6

Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + [r(x)/b(x)]$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

N-RN.A.2

Rewrite expressions involving radicals and rational exponents using the properties of exponents.

A-REI.B.4

Solve quadratic equations in one variable.

A-REI.A.2

Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

A-APR.B.3

Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

A-SSE.B.3

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

F-LE.A.2

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE.A.1a

Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

A-APR.A.1

Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

F-IF.B.4

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

A-APR.B.2

Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

F-IF.C.8a

Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

A-SSE.A.1a

Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients.

F-LE.B.5

Interpret the parameters in a linear or exponential function in terms of a context.

A-REI.D.10

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

F-IF.C.7c

"Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

F-BF.A.1a

Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

A-CED.A.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

A.REI.C.7

Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.

A-SSE.A.2

Use the structure of an expression to identify ways to rewrite it.

F-IF.A.1

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

F-IF.C.9

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

F-IF.C.8b

Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. b. Use the properties of exponents to interpret expressions for exponential functions.

Additional Standards in Math

This component of the SAT focuses on the assessment of students' skills using linear relationships, ratios, percentages, proportional relationships, data analysis, and non-linear equations and functions. The Math Test score is the Math Section score divided by 20.

Related Standards:

G-CO.A.1	G-C.A.2	G-SRT.C.8	G-C.B.5	N-CN.A.2	N-CN.A.1	G-SRT.B.4	G-GMD.A.3
G-CO.C.9	G-SRT.B.5	G-GPE.A.1	F-TF.A.2	G-SRT.C.7	F-TF.A.1	G-CO.C.10	G-SRT.C.6
G-C.A.3							

G-CO.A.1

Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-C.A.2

Identify and describe relationships among inscribed angles, radii, and chords.

G-SRT.C.8

Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

G-C.B.5

Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

N-CN.A.2

Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

N-CN.A.1

Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

G-SRT.B.4

Prove theorems about triangles.

G-GMD.A.3

Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

G-CO.C.9

Prove theorems about lines and angles.

G-SRT.B.5

Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G-GPE.A.1

Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

F-TF.A.2

Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

G-SRT.C.7

Explain and use the relationship between the sine and cosine of complementary angles.

F-TF.A.1

Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

G-CO.C.10

Prove theorems about triangles.

G-SRT.C.6

Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G-C.A.3

Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

Problem Solving and Data Analysis

This component of the SAT focuses on the assessment of students' ability to use ratios, percentages, and proportional reasoning, as well as describe graphical relationships and analyze data. The Problem Solving and Data Analysis score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

Related Standards:

F-LE.A.1	A-REI.B.3	6-RP.A.3c	7-RP.A.3	6-RP.A.3b	S-IC.B.6	S-ID.A.2	S-ID.A.3	S-ID.B.6c
6-RP.A.3d	S-ID.C.7	N-Q.A.1	S-ID.A.1	S-ID.B.5	G-MG.A.2	S-ID.B.6a	7-RP.A.1	S-IC.A.1
F-IF.C.7	Modeling	6.RP.A.3c	7-RP.A.2b	S-CP.A.4				

F-LE.A.1

Distinguish between situations that can be modeled with linear functions and with exponential functions.

A-REI.B.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

6-RP.A.3c

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

7-RP.A.3

Use proportional relationships to solve multistep ratio and percent problems.

6-RP.A.3b

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. b. Solve unit rate problems including those involving unit pricing and constant speed.

S-IC.B.6

Evaluate reports based on data.

S-ID.A.2

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S-ID.A.3

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S-ID.B.6c

Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. c. Fit a linear function for a scatter plot that suggests a linear association.

6-RP.A.3d

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

S-ID.C.7

Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

N-Q.A.1

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

S-ID.A.1

Represent data with plots on the real number line (dot plots, histograms, and box plots).

S-ID.B.5

Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

G-MG.A.2

Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

S-ID.B.6a

Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.

7-RP.A.1

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

S-IC.A.1

Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

F-IF.C.7

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

Modeling

Modeling Standards: Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol.

6.RP.A.3c

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.

7-RP.A.2b

Recognize and represent proportional relationships between quantities. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

S-CP.A.4

Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.

Additional Standards in Evidence-Based Reading and Writing

This component of the SAT focuses on the assessment of students' comprehension and reasoning skills in relation to appropriately challenging prose passages (sometimes paired or associated with one or more informational graphics) across a range of content areas. The Reading Test score is the number of questions you answered correctly converted to a scale score.

Related Standards:

L.CCR.5	L.11-12.6	R.CCR.9	R.CCR.8	L.CCR.3	RL.11-12.6	RI.11-12.4	RL.11-12.3
RI.11-12.10b	RI.11-12.3	RL.11-12.9	R.CCR.1	RH.11-12.1	R.CCR.10	RI.11-12.2	R.CCR.5
RST.11-12.8	RL.11-12.10a	RI.11-12.5	RI.11-12.10a	RI.11-12.1	L.11-12.5a	RST.11-12.1	
R.CCR.6	RH.11-12.4	RH.11-12.6	RL.11-12.5	RST.11-12.10	RH.11-12.2	RL.11-12.2	RI.11-12.8
RL.11-12.4	RL.11-12.1	RST.11-12.5	RST.11-12.2	L.CCR.6	L.CCR.4	R.CCR.2	RL.11-12.10b
RI.11-12.9	RH.11-12.5	RST.11-12.6	RST.11-12.9	RH.11-12.3	RI.11-12.6	RST.11-12.4	
R.CCR.3	L.11-12.4a	RH.11-12.9					

L.CCR.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

R.CCR.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

R.CCR.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

L.CCR.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

RL.11-12.6

Craft and Structure 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.4

Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RL.11-12.3

Key Ideas and Details 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.11-12.10b

Range of Reading and Level of Text Complexity 10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

RI.11-12.3

Key Ideas and Details 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RL.11-12.9

Integration of Knowledge and Ideas 9. Demonstrate knowledge of eighteenth-, nineteenth- and early- twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

R.CCR.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

R.CCR.10

Read and comprehend complex literary and informational texts independently and proficiently.

RI.11-12.2

Key Ideas and Details 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

R.CCR.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RST.11-12.8

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RL.11-12.10a

Range of Reading and Level of Text Complexity 10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.11-12.5

Craft and Structure 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.10a

Range of Reading and Level of Text Complexity 10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.11-12.1

Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

L.11-12.5a

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

RST.11-12.1

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

R.CCR.6

Assess how point of view or purpose shapes the content and style of a text.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RL.11-12.5

Craft and Structure 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RST.11-12.10

By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RL.11-12.2

Key Ideas and Details 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.8

Integration of Knowledge and Ideas 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RL.11-12.4

Craft and Structure 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.11-12.1

Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RST.11-12.5

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

L.CCR.6

Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.CCR.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

R.CCR.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.11-12.10b

Range of Reading and Level of Text Complexity 10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

RI.11-12.9

Integration of Knowledge and Ideas 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RST.11-12.6

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RI.11-12.6

Craft and Structure 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RST.11-12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

R.CCR.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

L.11-12.4a

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Words in Context

This component of the SAT focuses on the assessment of students' ability to interpret words and phrases in context, analyze word choice rhetorically, and use language effectively in writing. This component is based on selected questions from the Reading Test and the Writing and Language Test. The Words in Context score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and cannot be computed from other scores.

Related Standards:

WHST.11-12.2d	W.11-12.1c	WHST.11-12.5	RI.11-12.4	L.11-12.6	R.CCR.4	W.11-12.1d			
L.7.3a(P)	L.CCR.6	W.11-12.3b	WHST.11-12.1c	W.CCR.4	W.11-12.2d	W.CCR.1	W.11-12.2c		
WHST.11-12.1d	WHST.11-12.2c	L.11-12.4a	L.6.3b(P)	L.11-12.5b	L.CCR.4	L.CCR.5	W.CCR.5		
W.11-12.2e	L.3.3a(P)	W.CCR.3	WHST.11-12.4	RI.11-12.9	L.CCR.3	RH.11-12.4	L.6.3a(P)		
W.11-12.5	W.11-12.4	RL.11-12.4	W.11-12.3d	W.CCR.2	L.11-12.5a				

WHST.11-12.2d

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

W.11-12.1c

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

RI.11-12.4

Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

L.11-12.6

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

R.CCR.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

W.11-12.1d

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

L.7.3a(P)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.CCR.6

Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.3b

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

WHST.11-12.1c

Write arguments focused on discipline-specific content. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.CCR.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.2d

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.CCR.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2c

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.1d

Write arguments focused on discipline-specific content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.11-12.2c

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

L.11-12.4a

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.3b(P)

Maintain consistency in style and tone.

L.11-12.5b

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations.

L.CCR.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.CCR.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.CCR.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.2e

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

L.3.3a(P)

Choose words and phrases for effect

W.CCR.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RI.11-12.9

Integration of Knowledge and Ideas 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

L.CCR.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

L.6.3a(P)

Vary sentence patterns for meaning, reader/listener interest, and style.

W.11-12.5

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.4

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RL.11-12.4

Craft and Structure 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

W.11-12.3d

3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.CCR.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

L.11-12.5a

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Expression of Ideas

This component of the SAT focuses on the assessment of students' ability to revise multiparagraph texts for development, organization, and rhetorically effective language use. The Expression of Ideas score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

Related Standards:

WHST.11-12.4	W.11-12.1b	L.11-12.6	W.11-12.1c	WHST.11-12.1b	W.CCR.1	W.11-12.3e	
W.11-12.2a	W.11-12.3d	WHST.11-12.1d	WHST.11-12.1c	W.11-12.1a	WHST.11-12.1a	L.CCR.5	
W.11-12.3a	W.11-12.2c	W.11-12.4	W.11-12.3c	W.CCR.5	W.CCR.4	L.7.3a(P)	W.11-12.2d
WHST.11-12.2d	WHST.11-12.1e	W.11-12.1d	L.11-12.5b	WHST.11-12.2b	L.6.3b(P)	W.11-12.2b	
WHST.11-12.5	L.3.3a(P)	L.CCR.3	W.11-12.2f	WHST.11-12.2a	W.11-12.1e	WHST.11-12.2c	
L.CCR.6	W.CCR.3	W.11-12.2e	W.CCR.2	W.11-12.3b	W.11-12.5	WHST.11-12.2e	

WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.1b

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

L.11-12.6

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate

independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.1c

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.1b

Write arguments focused on discipline-specific content. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.CCR.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.3e

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.2a

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.3d

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

WHST.11-12.1d

Write arguments focused on discipline-specific content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.11-12.1c

Write arguments focused on discipline-specific content. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1a

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

WHST.11-12.1a

Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

L.CCR.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.11-12.3a

3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.2c

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.4

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.3c

3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.CCR.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.7.3a(P)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

W.11-12.2d

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

WHST.11-12.2d

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

WHST.11-12.1e

Write arguments focused on discipline-specific content. Provide a concluding statement or section that follows from or supports the argument presented.

W.11-12.1d

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

L.11-12.5b

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations.

WHST.11-12.2b

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

L.6.3b(P)

Maintain consistency in style and tone.

W.11-12.2b

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L.3.3a(P)

Choose words and phrases for effect

L.CCR.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

W.11-12.2f

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.11-12.2a

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

W.11-12.1e

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.11-12.2c

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

L.CCR.6

Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.CCR.3

Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.

W.11-12.2e

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.CCR.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3b

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.5

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.2e

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Standard English Conventions

This component of the SAT focuses on the assessment of students' ability to edit multiparagraph texts to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation. The Standard English Conventions score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

Related Standards:

W.CCR.5	L.4.1g(P)	L.CCR.1	L.7.1c(P)	WHST.11-12.5	W.11-12.5	L.CCR.2	L.6.1c(P)
L.9-10.1a(P)	L.6.1e(P)	L.11-12.1	L.11-12.2	L.8.1d(P)	L.4.1f(P)	L.6.1d(P)	L.4.3b(P)
L.5.1d(P)	L.6.2a(P)	L.3.1f(P)					

W.CCR.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.4.1g(P)

Correctly use frequently confused words (e.g., to/too/two; there/their).

L.CCR.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1c(P)

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.5

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L.CCR.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.1c(P)

Recognize and correct inappropriate shifts in pronoun number and person.

L.9-10.1a(P)

Use parallel structure.

L.6.1e(P)

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions. Spell correctly.

L.8.1d(P)

Recognize and correct inappropriate shifts in verb voice and mood.

L.4.1f(P)

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.6.1d(P)

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.4.3b(P)

Choose punctuation for effect.

L.5.1d(P)

Recognize and correct inappropriate shifts in verb tense.

L.6.2a(P)

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.3.1f(P)

Ensure subject-verb and pronoun-antecedent agreement

Command of Evidence

This component of the SAT focuses on the assessment of students' ability to understand, evaluate, and make use of textual evidence (facts, details, statistics, and the like). This component is based on selected questions from the Reading Test and Writing and Language Test. The Command of Evidence score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

Related Standards:

R.CCR.7	RI.11-12.5	WHST.11-12.1b	W.CCR.4	RH.11-12.7	W.11-12.1b	WHST.11-12.5	
RST.11-12.8	RI.11-12.1	W.11-12.1a	W.11-12.3a	RI.11-12.9	W.11-12.2a	W.CCR.2	W.11-12.3b
W.CCR.3	RST.11-12.1	W.11-12.5	W.11-12.2b	RH.11-12.6	W.11-12.3d	RI.11-12.7	W.11-12.2d
R.CCR.1	WHST.11-12.4	RH.11-12.1	R.CCR.8	WHST.11-12.2b	W.CCR.1	RH.11-12.3	
RL.11-12.1	RI.11-12.8	W.CCR.5	WHST.11-12.2a	RST.11-12.7	WHST.11-12.2d	W.11-12.4	
WHST.11-12.1a							

R.CCR.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.11-12.5

Craft and Structure 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

WHST.11-12.1b

Write arguments focused on discipline-specific content. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths

and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.CCR.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

W.11-12.1b

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

RST.11-12.8

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RI.11-12.1

Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.1a

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.3a

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

RI.11-12.9

Integration of Knowledge and Ideas 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

W.11-12.2a

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.CCR.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3b

3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.CCR.3

Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.

RST.11-12.1

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

W.11-12.5

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.2b

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

W.11-12.3d

3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

RI.11-12.7

Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.2d

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

R.CCR.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

R.CCR.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

WHST.11-12.2b

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.CCR.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RL.11-12.1

Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.8

Integration of Knowledge and Ideas 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

W.CCR.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.2a

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

WHST.11-12.2d

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

W.11-12.4

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.1a

Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence