



SAT[®] Skills Insight[™]

Using SAT® Skills Insight™

SAT® Skills Insight™ demonstrates how the SAT is linked to the knowledge and skills taught in the classroom. Educators can use Skills Insight to see the skills typically mastered at each score band and develop strategies for improvement, with a clear framework for integrating essential academic skill insights into classroom instruction and curriculum to increase college readiness.

Skills Insight provides:

- Skills and scores
- Detailed information on the academic skills related to students' scores
- Real test questions and answers
- Suggestions by score band to help improve college readiness skills that are needed to succeed on the SAT, in the classroom, and in college

Step 1: Review student data

Find the student score data you would like to review. If you're interested in viewing state and/or total group aggregate reports, you can find these at <http://professionals.collegeboard.org/data-reports-research/sat/> under the tab College-Bound Seniors. If you're interested in viewing reports for your students' particular high school and/or district, go to <http://professionals.collegeboard.org/testing/sat-reasoning/scores/cb-seniors-k-12> for a description of the types of reports available.

Step 2: Use Skills Insight

Once you've gauged your students' general level of performance on the SAT, you can use Skills Insight to understand how students, as individuals or a group, are performing in specific academic skill areas. This valuable feedback helps identify the strengths and weaknesses of students in a given SAT score band.

Step 3: Review skills and suggestions for improvement

The listed suggestions not only provide ways in which students can move into a higher score band. These can be woven into lesson and curricular planning.

No matter what your role, Skills Insight can be a valuable tool.

For state-level policymakers

Once you identify your states' average scores, you can use the skills and suggestions for improvement to align curriculum and instruction with college readiness goals.

For superintendents/principals

You can use the skills and suggestions for improvements to inform curriculum and instruction in order to increase the level of college readiness at your school or district.

For classroom teachers

You can use Skills Insight to:

- Determine students' individual skill strengths and weaknesses
- Understand the links between the skills being taught in the classroom and the skills covered on the SAT
- Focus instruction on areas where students need improvement, and adjust lesson plans accordingly
- Look at the types of skills tested in each score band and have students answer sample questions

Critical Reading

Academic Skills at Each Score Band and Suggestions for Improvement

200–290

300–390

400–490

Determining the Meaning of Words

Academic Skills*

A typical student in this score interval can do the following:

- Determine the meaning of words in a simple sentence by using context clues including familiar phrases and other vocabulary in the sentence
- Use context clues when selecting missing vocabulary at the sentence level
- Use knowledge of root words, prefixes and suffixes when selecting missing vocabulary at the sentence level
- Use the context of a sentence or a short section of text to clarify the meaning of unknown words or to select the appropriate meaning of familiar and simple words that have multiple meanings
- Use knowledge of root words to determine the meaning of words needed to complete a compound or complex sentence
- Recognize and understand less common words and specialized vocabulary (terms used in a particular occupation or field of study)
- Use context clues (such as an embedded definition) to select missing vocabulary at the sentence level
- Use the context of a sentence or a short section of text to clarify the meaning of unknown words (when definitions may or may not be embedded in the text) or to select the appropriate meaning of familiar and simple words that have multiple meanings
- Use sentence structure to negotiate the meaning of the sentence
- Make sense of complex sentences with logical constructions that include terms such as *but*, *although*, *or*, *if*, *then* and *not*

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- While reading, look for words with familiar roots. Think about how roots, prefixes and suffixes work together.
- While reading, use the context of the rest of the sentence to determine the meanings of unknown or multiple meaning words (such as *light* or *run*).
- When reading, consider root words to help determine the meaning of an unknown or difficult word.
- When encountering an unknown or difficult word in a text, try to find out if that word is jargon, or the specialized vocabulary of a specific field.
- When encountering an unknown word or a word with multiple meanings (such as *light* or *run*) in a text, look at the context of the sentence for clues to what the word means.
- When reading, pick out a long sentence and break it down into smaller parts. Think about how the structure of the sentence creates relationships among the ideas in the sentence. Think about how words like *but*, *although*, and *also* create certain relationships.
- When reading a text, identify a compound or complex sentence and break it down into smaller parts. Think about how those parts work together and consider how the structure of the sentence sets up relationships among the ideas in the sentence.
- When encountering an unknown word or a word with multiple meanings (such as *light* or *run*) in a text, look at the context of the sentence for clues to what the word means.
- When reading a text (such as a newspaper or magazine article) about an unfamiliar subject, look for words that might be part of a specialized vocabulary — that is, words that are primarily used within a certain field — and determine their meaning. Choose a subject and find a book written by a specialist for other specialists in that field, looking for specialized vocabulary words in the text.

Understanding Literary Elements

Academic Skills*

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

Suggestions for Improvement

There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.

There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.

- When reading a novel, short story or play, try to identify the different ways authors create character. What is revealed about a character through his or her dialogue and interactions with other characters?

Organization and Ideas

Academic Skills*

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

- Understand the central idea(s) in a simple text or in a short section of a longer text
- Determine the main idea of a text and apply it to a different context
- Understand the relationship of ideas within and across different texts
- Integrate information from short sections of different texts

Suggestions for Improvement

There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.

- When reading a text (such as a book, an essay, a newspaper or a magazine article), identify the author's ideas and think about the relationships among those ideas. Identify the main idea and the supporting ideas.
- When reading two texts by different authors on the same topic or on related topics, identify each author's ideas and think about how those ideas relate to each other.
- When reading a longer text, notice how its parts work together. Consider how the author introduces and concludes his or her idea. Consider what support or evidence the author provides.
- Look for two texts about the same topic by different authors. Compare and contrast how each author feels about the topic and how each author addresses the topic.
- After reading an essay, a newspaper article or a magazine article, consider what conclusions and predictions can be made. Consider what might come next if the essay or article were to continue.

500–590

600–690

700–800

Determining the Meaning of Words

Academic Skills*

- Use the context of a sentence or larger section of text to determine the meaning of unknown words or to differentiate among multiple possible meanings of words
- Understand how syntax (the arrangement of words and phrases in a sentence) influences the relationship among words and ideas within a sentence
- Demonstrate increased comprehension of specialized vocabulary
- Understand familiar words in unfamiliar contexts and differentiate among multiple possible meanings for words in unfamiliar contexts
- Understand sophisticated and specialized vocabulary
- Determine the meaning of a word when there is little or no supporting context
- Negotiate complex syntax (the arrangement of words and phrases in a sentence), and integrate ideas within and across sentences
- Understand how words can sometimes be used in unusual ways that directly refute common usage
- Access broad and extensive vocabulary within complex syntactical structures and in a variety of contexts
- Analyze the context of a sentence or larger sections of text to clarify the meaning of unknown words, differentiate among multiple possible meanings of words, detect nuances and infer connotations

Suggestions for Improvement

- When reading a text about an unfamiliar topic, look for familiar words to help determine what any unknown words might mean.
 - When encountering an unknown word or a difficult word in a text, look it up in a dictionary that provides information on the origins and history of a word.
 - When encountering a difficult section of text, break down the ideas sentence by sentence and even within sentences. Think about how the ideas work together.
 - When reading a difficult text, look for familiar words that are used in unfamiliar ways.
 - When reading a text about an unfamiliar topic, look for familiar words to help determine what any unknown words might mean.
 - When encountering a difficult word in a text, use the context of the sentence and surrounding sentences to determine the word's meaning. Also consider the context when determining how a word is being used. For example, does the rest of the sentence indicate that a word is being used with a certain connotation?
 - To improve vocabulary, read a difficult text and look up any unfamiliar words in a dictionary that provides information on the origins and history of a word.
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

Understanding Literary Elements

Academic Skills*

- Identify nuances and attitudes of characters
- Determine characterization from dialogue, thoughts and actions, interactions among characters, and narrative perspective
- Analyze characters' function in a narrative
- Interpret dialogue from a character's or the narrator's perspective
- Analyze the roles and relationships among characters and between characters and the narrator

Suggestions for Improvement

- When reading a novel, short story or play, choose a character and think about what purpose he or she serves. Consider: Is the character a protagonist, an antagonist or an important minor character? Is the character a foil or a tragic hero? Does the character provide comic relief? How does the character relate to the story's theme? How does the character affect the plot?
 - When reading a novel, short story or play, pick out a line of one character's dialogue. Think about how other characters would react to what that character says. Keep in mind what is known about each character.
 - When reading a novel, short story or play, identify the ways in which the characters (including the narrator) contribute to the work's overall meaning or message. Consider the ways in which the characters relate to each other and to the narrator.
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

Organization and Ideas

Academic Skills*

- Integrate ideas within and across sentences and texts
- Comprehend generalizations about texts
- Analyze and compare concepts across texts
- Draw text-based conclusions beyond the main idea
- Determine the function of a selected portion of text within a longer text
- Analyze main ideas and concepts within and across complex and sometimes opposing texts
- Compare and contrast explicit and implicit supporting ideas across texts
- Recognize components of an author's argument within a text
- Analyze context, sentence structure and sentence variation to construct meaning within and across sentences and texts
- Interpret multiple layers of a text

Suggestions for Improvement

- Find two challenging essays by different authors on the same topic. Consider how each author addresses the topic. Think about how each author treats the main idea. Consider whether the authors use similar evidence and supporting ideas or use other methods to support their main ideas.
 - When reading an argumentative text, identify the parts of the author's argument. Consider: What is the thesis? What evidence does the author provide? Does the author cite others? How does he or she conclude the argument?
 - When reading a text, look at its organization and its style. Consider how the organization and style work together to contribute to the work's effectiveness.
 - When reading a text, think about the stated topic and also consider its larger meaning or purpose. Consider whether or not the text has a meaning beyond its stated intention.
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

Critical Reading, continued

200–290

300–390

400–490

Author’s Craft

Academic Skills*

- Use vocabulary clues to determine the tone of a text (the author’s attitude toward the subject of the text and toward the audience)
- Recognize elements of figurative language (such as metaphor) in a text

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band, where this particular skill group does appear.

- Identify an author’s purpose for writing
- Identify and describe the effects of literary devices used to achieve a specific purpose
- Infer the author’s opinion concerning the central ideas in a text
- Use tone to infer an author’s unstated assumptions
- Use context clues to identify an author’s rhetorical purpose (for example, to persuade the audience) in a short section of text

Suggestions for Improvement

There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.

- When reading a text, think about the author’s *purpose* for writing (for example, to express his or her feelings about a subject, to inform the reader, to present an argument).
- When reading a text, look for literary devices such as personification, metaphor and hyperbole; think about what effect these devices have on the text.

- When reading a text, consider the author’s tone. Look for specific words and phrases that make the text sound humorous, angry, earnest or objective. Consider why the author has chosen to use this tone.
- When reading a text, think about how the author uses rhetoric. For whom is the author writing? Identify how he or she hooks the reader’s interest, and how the author tries to make himself or herself believable. Consider how the author uses evidence to support his or her point.
- When reading a longer text, pick one paragraph and carefully analyze the vocabulary, sentence structures and devices in it. Think about how an author uses language to achieve a purpose in just a short section of text.
- When reading a novel, short story or play, think about the author’s style. Consider what kind of language the author uses — flowery language or straightforward language, for example. Think about how the style affects the text.
- When reading a text, look for literary devices such as symbolism and irony.

Reasoning and Inferencing

Academic Skills*

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

- Perform clear, simple steps of reasoning
- Recognize a general idea, such as a paraphrase, that is supported by separate but related points in different sentences

- Perform multiple steps of reasoning
- Make multiple, layered inferences

Suggestions for Improvement

- While reading a text, think about how the author supports his or her main idea.
- While reading a text, choose a sentence and restate it, and then choose a whole paragraph and restate it.

- When reading a text and considering the ideas in it, think about how conclusions are reached based on those ideas. Think about what can be guessed about the author and his or her feelings about a topic based on what is in the text: Is the author *suggesting* rather than *stating* a certain idea? Does it seem that the author is saying something or believes in something even if it is not directly stated? Can conclusions be drawn or predictions made based on clues in the text?

- After reading a text and determining how the author feels about a certain topic, consider how he or she would feel about a related argument. Think about how someone with an opposing viewpoint would respond to the text, and how the author would respond to an opposing argument.
- When reading a longer text, notice how the author develops an idea. Think about how the idea is introduced and how the idea is developed throughout the text.

Author’s Craft

Academic Skills*

- Infer an author’s purpose for writing
- Recognize the use of irony and the effects of other sophisticated literary devices, such as symbolism, in a text
- Determine the function of words and devices in limited sections of text
- Analyze how an author achieves specific effects using rhetorical devices and strategies
- Analyze an author’s explicit and implicit purposes for writing
- Analyze the effects of an author’s rhetorical and stylistic choices
- Distinguish among opinion, fact, conjecture and hypothesis in a text
- Recognize how an author uses evidence to support a particular position
- Recognize subtleties and differences in tone, such as the use of humor or irony to achieve a specific effect
- Analyze the overall purpose of an author’s text
- Analyze how sophisticated rhetorical devices support an author’s purposes
- Analyze how the sophisticated use of literary devices and figurative language (such as extended metaphors, complicated analogies and symbolic images) achieve specific effects

Suggestions for Improvement

- When reading a text, think about why the author chose to write it. Consider both what the author says in the text and what can be inferred.
 - When reading a text, consider how the author’s language and the structure of the text affect the way the author makes his or her point. Think about what kind of support the author provides. Consider: Does the author speculate, cite facts or express an opinion? How does the author’s tone relate to the topic?
 - When reading a text, consider the author’s use of rhetoric. Think about how the author tries to make himself or herself believable and how the author uses evidence to support his or her point. Think about how the author’s use of rhetoric supports his or her purpose.
 - When reading a text, consider how the author carefully uses literary devices (such as understatement, mood, allusion, allegory, paradox, voice and authorial persona) and figurative language. Think about how the author’s language and use of devices affect the text.
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

Reasoning and Inferencing

Academic Skills*

- Make layered inferences and apply those inferences to different but related situations
- Make a connection between one part of a text and a later part of that same text to enhance comprehension
- Perform complex reasoning tasks on short sections of text
- Determine an author’s unstated assumptions and develop inferences from explicit evidence in different sections of a text
- Draw multiple extended inferences that require several steps of reasoning
- Draw inferences based on implications throughout a text
- Consider the entire text when making inferences, linking information to ideas both before and after a specific section
- Integrate both general and detailed information across texts
- Make inferences when there is no explicit reinforcement in the text or when information is missing, and use those inferences to draw further conclusions about the text
- Apply conclusions drawn from a text to other contexts, understanding similar or analogous situations in the process
- Identify an author’s unstated assumptions and draw further conclusions about the text based on these assumptions
- Analyze and relate multiple perspectives on similar topics across texts
- Compare and contrast deeply embedded details or ideas across texts

Suggestions for Improvement

- When reading a text (such as an essay or newspaper article), think about what the author is trying to say, either directly or indirectly. Think about what the author states, and what can be guessed about what he or she thinks or feels. Identify the evidence in the text that supports any assumptions.
 - Find two challenging texts by different authors on the same topic. Synthesize the main ideas and supporting details from each text. Think about what conclusions can be drawn from both texts.
 - After reading a text, think about the conclusions that can be drawn from that text. Consider how these conclusions might apply to a different scenario or situation. Think about other texts these conclusions bring to mind, and consider how these conclusions might relate to them.
 - When reading a challenging text, think about the assumptions that underlie the author’s position. Think about what the author assumes about the world. Consider: Are the author’s assumptions logical? Are his or her assumptions defensible? Does the reader’s view of the author and his or her assumptions affect the reader’s understanding of the text?
 - Read essays by different authors on the same topic or related topics. Analyze the essays’ similarities and differences from many different perspectives. Consider things such as each author’s reasoning, evidence and logical appeals.
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

Mathematics

Academic Skills at Each Score Band and Suggestions for Improvement

200–290

300–390

400–490

NUMBER AND OPERATIONS

Academic Skills*

A typical student in this score interval can do the following:

- Identify factors of whole numbers
- Solve word problems using addition, subtraction, multiplication and division of whole numbers
- Recall basic mathematical facts/definitions about exponential notation, including scientific notation
- Identify a rule that describes a numerical pattern in a sequence
- Identify, use and represent fractions and percents in arithmetic and algebraic settings
- Use properties of even and odd numbers, multiples and factors
- Identify and use the names for place values in solving problems involving decimal representations (e.g., tenths and hundredths)
- Use properties of inequalities to compare and order numbers

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- Recall basic mathematical facts/definitions about exponential notation, including scientific notation
- Identify a rule that describes a numerical pattern in a sequence
- Identify, use and represent fractions and percents in arithmetic and algebraic settings
- Use properties of even and odd numbers, multiples and factors
- Identify and use the names for place values in solving problems involving decimal representations (e.g., tenths and hundredths)
- Use properties of inequalities to compare and order numbers
- Solve problems using ideas from basic set theory and basic number theory
- Recognize and apply ratio, proportion or percent in solving problems
- Use properties of real number operations, ordering and the zero-product property
- Solve problems involving counting techniques

ALGEBRA AND FUNCTIONS

Academic Skills*

- Use letters as placeholders for unknown values
- Treat expressions such as $a + b$ as a single quantity in linear problem situations (e.g., solving $2(a + b) = 6$ to find the value of $a + b$)
- Verify that a value is a solution to a linear or quadratic equation (e.g., substitute and simplify)
- Use function notation in simple situations (e.g., evaluation)
- Use variables in multistep abstract settings (e.g., apply the distributive property across several variables)
- Solve problems involving positive-integer exponents
- Solve word problems involving linear relationships
- Substitute values in and simplify systems of equations in two variables
- Solve two-step linear equations
- Evaluate an operation in two variables represented by unfamiliar symbols

Suggestions for Improvement

- Treat expressions such as $a + b$ as a single quantity in linear problem situations (e.g., solving $2(a + b) = 6$ to find the value of $a + b$)
- Verify that a value is a solution to a linear or quadratic equation (e.g., substitute and simplify)
- Use function notation in simple situations (e.g., evaluation)
- Use variables in multistep abstract settings (e.g., apply the distributive property across several variables)
- Solve problems involving positive-integer exponents
- Solve word problems involving linear relationships
- Substitute values in and simplify systems of equations in two variables
- Solve two-step linear equations
- Evaluate an operation in two variables represented by unfamiliar symbols
- Formulate and solve problems involving proportions
- Solve multistep problems involving linear and quadratic relationships
- Use and interpret graphs, including graphs of step functions
- Solve problems involving algebraic inequalities
- Solve problems involving exponential growth and decay
- Evaluate an operation in three variables represented by unfamiliar symbols

GEOMETRY AND MEASUREMENT

Academic Skills*

- Solve geometry problems involving basic shapes (e.g., triangles, circles and segments)
- Recall basic mathematical facts about triangles (e.g., properties of isosceles triangles and the 180° angle sum property)
- Apply properties of triangles, including congruence
- Apply angle relationships, including those in polygons and circles
- Solve problems involving the length of line segments

Suggestions for Improvement

- Recall basic mathematical facts about triangles (e.g., properties of isosceles triangles and the 180° angle sum property)
- Apply properties of triangles, including congruence
- Apply angle relationships, including those in polygons and circles
- Solve problems involving the length of line segments
- Recognize and use the following:
 - Simple inscribed and circumscribed figures
 - The Pythagorean Theorem
 - Coordinate geometry (e.g., slope calculations)
 - Parallelism and perpendicularity
 - Two- and three-dimensional figures
 - Figures composed of two or more simple shapes
- Interpret and solve two-step problems involving geometric proportions

NUMBER AND OPERATIONS

Academic Skills*

- Solve problems using ideas from basic set theory and basic number theory
- Recognize and apply ratio, proportion or percent in solving problems
- Use properties of real number operations, ordering and the zero-product property
- Solve problems involving counting techniques
- Determine values or properties of numbers in a sequence when given a description of the sequence
- Create and use ratios, fractions or percents in solving problems
- Solve more-complex counting problems (e.g., permutations, combinations and inclusion/exclusion)
- Use π in algebraic and geometric contexts
- Create and use ratios, fractions or percents, including algebraic expressions, in solving problems
- Use π in algebraic and geometric contexts
- Create and use ratios, fractions or percents, including algebraic expressions, in solving problems
- Use π in algebraic and geometric contexts
- Create and use ratios, fractions or percents, including algebraic expressions, in solving problems
- Use π in algebraic and geometric contexts
- Create and use ratios, fractions or percents, including algebraic expressions, in solving problems
- Use π in algebraic and geometric contexts
- Create and use ratios, fractions or percents, including algebraic expressions, in solving problems
- Use π in algebraic and geometric contexts
- Create and use ratios, fractions or percents, including algebraic expressions, in solving problems

Suggestions for Improvement

- Determine values or properties of numbers in a sequence when given a description of the sequence
 - Create and use ratios, fractions or percents in solving problems
 - Solve more-complex counting problems (e.g., permutations, combinations and inclusion/exclusion)
 - Use π in algebraic and geometric contexts
 - Create and use ratios, fractions or percents, including algebraic expressions, in solving problems
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

ALGEBRA AND FUNCTIONS

Academic Skills*

- Formulate and solve problems involving proportions
- Solve multistep problems involving linear and quadratic relationships
- Use and interpret graphs, including graphs of step functions
- Solve problems involving algebraic inequalities
- Solve problems involving exponential growth and decay
- Evaluate an operation in three variables represented by unfamiliar symbols
- Apply the concept of absolute value to algebraic expressions
- Identify and analyze the qualitative behavior of graphs of nonlinear functions
- Solve problems involving nonlinear functions and equations (e.g., quadratic, exponential and rational)
- Solve problems involving fractional and negative exponents
- Identify solution sets in algebraic situations involving inequalities
- Solve problems involving composition of functions (e.g., use the output of one function as the input to be evaluated in a second function)
- Solve problems involving variables with operations represented by unfamiliar symbols
- Generalize an exponential pattern from a geometric sequence
- Solve for one variable or expression in terms of another
- Work with systems of equations involving three or more variables
- Solve problems involving complex fractions
- Solve problems involving functions defined with unfamiliar symbols in one or more variables
- Identify, apply and represent transformations of functions, graphically and algebraically
- Apply properties of non-integer exponents
- Solve multistep problems involving algebraic inequalities
- Solve word problems involving rate of change in nonlinear or piecewise-linear settings
- Identify and use the relationship between the slope of a line and algebraic rate of change
- Interpret and solve word problems using multistep proportional reasoning
- Transform an equation or expression by raising it to a power

Suggestions for Improvement

- Apply the concept of absolute value to algebraic expressions
 - Identify and analyze the qualitative behavior of graphs of nonlinear functions
 - Solve problems involving nonlinear functions and equations (e.g., quadratic, exponential and rational)
 - Solve problems involving fractional and negative exponents
 - Identify solution sets in algebraic situations involving inequalities
 - Solve problems involving composition of functions (e.g., use the output of one function as the input to be evaluated in a second function)
 - Solve problems involving variables with operations represented by unfamiliar symbols
 - Generalize an exponential pattern from a geometric sequence
 - Solve for one variable or expression in terms of another
 - Work with systems of equations involving three or more variables
 - Solve problems involving complex fractions
 - Solve problems involving functions defined with unfamiliar symbols in one or more variables
 - Identify, apply and represent transformations of functions, graphically and algebraically
 - Apply properties of non-integer exponents
 - Solve multistep problems involving algebraic inequalities
 - Solve word problems involving rate of change in nonlinear or piecewise-linear settings
 - Identify and use the relationship between the slope of a line and algebraic rate of change
 - Interpret and solve word problems using multistep proportional reasoning
 - Transform an equation or expression by raising it to a power
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

GEOMETRY AND MEASUREMENT

Academic Skills*

- Recognize and use the following:
 - Simple inscribed and circumscribed figures
 - The Pythagorean Theorem
 - Coordinate geometry (e.g., slope calculations)
 - Parallelism and perpendicularity
 - Two- and three-dimensional figures
 - Figures composed of two or more simple shapes
- Interpret and solve two-step problems involving geometric proportions
- Recognize and use volume in solving multistep problems
- Use the relationships between the slopes of parallel and perpendicular lines in the coordinate plane
- Recognize and use volume in solving multistep problems
- Use the relationships between the slopes of parallel and perpendicular lines in the coordinate plane
- Determine the effect of changes in the linear dimensions of a figure on other measures of the figure, such as area
- Interpret and solve multistep problems involving geometric proportions
- Solve problems involving networks

Suggestions for Improvement

- Recognize and use volume in solving multistep problems
 - Use the relationships between the slopes of parallel and perpendicular lines in the coordinate plane
 - Determine the effect of changes in the linear dimensions of a figure on other measures of the figure, such as area
 - Interpret and solve multistep problems involving geometric proportions
 - Solve problems involving networks
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

DATA, STATISTICS AND PROBABILITY

Academic Skills*

- Read simple data displays (e.g., bar graphs, line graphs, pictograms and tables)
- Read and interpret bar graphs
- Extract and use relevant information from tables, graphs and diagrams

Suggestions for Improvement

- Read and interpret bar graphs
- Extract and use relevant information from tables, graphs and diagrams
- Interpret and solve problems involving data displays (e.g., circle graphs)

PROBLEM SOLVING

Academic Skills*

- Set up and solve one-step problems involving rates
- Apply a simple procedure to solve an arithmetic problem
- Solve one-step proportional reasoning problems
- Read, extract and use relevant information from written descriptions and geometric figures to solve a problem
- Solve some multistep routine problems
- Solve problems involving rates and unit conversions

Suggestions for Improvement

- Solve one-step proportional reasoning problems
- Read, extract and use relevant information from written descriptions and geometric figures to solve a problem
- Solve some multistep routine problems
- Solve problems involving rates and unit conversions
- Use multistep strategies to solve a problem, such as the following:
 - Drawing auxiliary lines
 - Breaking a larger problem down to smaller components
- Solve multistep nonroutine problems (e.g., by trial and error)
- Solve multistep geometry problems involving the following:
 - Angle measures and relationships
 - Triangles

REPRESENTATION

Academic Skills*

- Read pictorial and tabular representations to identify an answer
- Select an appropriate representation for a proportion
- Translate verbal statements into algebraic expressions
- Create and apply an appropriate representation for a rate
- Visualize or create a geometric representation to solve a problem
- Translate between verbal and symbolic representations of linear expressions
- Translate between equivalent symbolic representations of linear expressions

Suggestions for Improvement

- Translate verbal statements into algebraic expressions
- Create and apply an appropriate representation for a rate
- Visualize or create a geometric representation to solve a problem
- Translate between verbal and symbolic representations of linear expressions
- Translate between equivalent symbolic representations of linear expressions
- Recognize and translate among information represented verbally, graphically, numerically and symbolically
- Visualize or sketch a figure based on a verbal description to solve a problem
- Interpret functions and graphs as models in applied situations

REASONING

Academic Skills*

- Apply reasoning in solving straightforward problems in familiar settings
- Reason about, structure and solve problems about rates and proportions
- Consider and compare different cases in reasoning about a problem situation

Suggestions for Improvement

- Reason about, structure and solve problems about rates and proportions
- Consider and compare different cases in reasoning about a problem situation
- Make and test conjectures involving basic logic and set theory
- Use basic number theory to investigate conjectures (e.g., conjectures about odd/even, positive/negative and consecutive integers)

CONNECTIONS

Academic Skills*

- Make connections between data analysis and number and operations (e.g., use numerical judgment in reading a simple data display)
- Use variables in a geometric context (e.g., work with unknown angles identified by x and y)
- Use variables in areas other than algebra

Suggestions for Improvement

- Use variables in a geometric context (e.g., work with unknown angles identified by x and y)
- Use variables in areas other than algebra
- Use connections between areas of mathematics, such as the following:
 - Algebra and geometry (e.g., connect geometric slope with an algebraic expression)
 - Data and algebra (e.g., compute mean of algebraic expressions)
 - Applying proportions in geometric situations

COMMUNICATION

Academic Skills*

- Use the following notation and terms:
 - Factor (whole number)
 - Radius
- Use the following notation and terms:
 - Congruent angles
- Use the following notation and terms:
 - Function notation
 - Parallel

Suggestions for Improvement

- Use the following notation and terms:
 - Congruent angles
- Use the following notation and terms:
 - Function notation
 - Parallel
- Use the following notation and terms:
 - Consecutive integers
 - "NOT," "CANNOT," "must," "which of the following"
 - Arcs
 - Angle bisector

DATA, STATISTICS AND PROBABILITY

Academic Skills*

- Interpret and solve problems involving data displays (e.g., circle graphs)
- Interpret and solve multistep problems involving data displays
- Interpret the effect of changes in data on measures of center
- Solve problems involving probability
- Interpret and solve multistep problems involving data displays
- Interpret the effect of changes in data on measures of center
- Solve problems involving probability
- Interpret and solve multistep problems involving data displays
- Interpret the effect of changes in data on measures of center
- Solve problems involving probability
- Solve conditional probability problems
- Solve geometric probability problems

Suggestions for Improvement

- Interpret and solve multistep problems involving data displays
 - Interpret the effect of changes in data on measures of center
 - Solve problems involving probability
 - Solve conditional probability problems
 - Solve geometric probability problems
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.

PROBLEM SOLVING

Academic Skills*

- Use multistep strategies to solve a problem, such as the following:
 - Drawing auxiliary lines
 - Breaking a larger problem down to smaller components
- Solve multistep nonroutine problems (e.g., by trial and error)
- Solve multistep geometry problems involving the following:
 - Angle measures and relationships
 - Triangles
- Solve problems using multiple strategies, including the following:
 - Visualization
 - Estimation skills
 - Recognizing relevant information
 - Function notation
- Use insight in solving nonroutine geometric problems involving the following:
 - Triangles
 - Patterns
 - Perimeter
 - The Pythagorean Theorem
 - Properties of circles
- Solve the first stage of a problem, and then apply that solution to solve the next stage of the problem
- Recognize complexity in problems that appear at first to be routine
- Develop and apply an effective strategy and keep track of information in solving a nonroutine problem
- Identify relevant and irrelevant information when choosing a solution strategy
- Solve multistep problems involving properties of integers

Suggestions for Improvement

- Solve problems using multiple strategies, including the following:
 - Visualization
 - Estimation skills
 - Recognizing relevant information
 - Function notation
 - Use insight in solving nonroutine geometric problems involving the following:
 - Triangles
 - Patterns
 - Perimeter
 - The Pythagorean Theorem
 - Properties of circles
 - Solve the first stage of a problem, and then apply that solution to solve the next stage of the problem
 - Recognize complexity in problems that appear at first to be routine
 - Develop and apply an effective strategy and keep track of information in solving a nonroutine problem
 - Identify relevant and irrelevant information when choosing a solution strategy
 - Solve multistep problems involving properties of integers
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.

REPRESENTATION

Academic Skills*

- Recognize and translate among information represented verbally, graphically, numerically and symbolically
- Visualize or sketch a figure based on a verbal description to solve a problem
- Interpret functions and graphs as models in applied situations
- Translate verbal descriptions into algebraic representations in solving complex problems
- Translate among equivalent representations of expressions involving exponents
- Compare and contrast algebraic and geometric representations
- Translate verbal descriptions into nonlinear algebraic representations in solving complex problems

Suggestions for Improvement

- Translate verbal descriptions into algebraic representations in solving complex problems
 - Translate among equivalent representations of expressions involving exponents
 - Compare and contrast algebraic and geometric representations
 - Translate verbal descriptions into nonlinear algebraic representations in solving complex problems
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.

REASONING

Academic Skills*

- Make and test conjectures involving basic logic and set theory
- Use basic number theory to investigate conjectures (e.g., conjectures about odd/even, positive/negative and consecutive integers)
- Recognize and use counterexamples
- Consider multiple cases
- Investigate and coordinate multiple conjectures to draw a logical conclusion
- Decide which cases to consider in order to reach a conclusion
- Make and test conjectures about properties of operations represented by unfamiliar symbols
- Decide which cases to consider in order to reach a conclusion
- Make and test conjectures about properties of operations represented by unfamiliar symbols

Suggestions for Improvement

- Recognize and use counterexamples
 - Consider multiple cases
 - Investigate and coordinate multiple conjectures to draw a logical conclusion
 - Decide which cases to consider in order to reach a conclusion
 - Make and test conjectures about properties of operations represented by unfamiliar symbols
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.

500–590

600–690

700–800

CONNECTIONS

Academic Skills*

- Use connections between areas of mathematics, such as the following:
 - Algebra and geometry (e.g., connect geometric slope with an algebraic expression)
 - Data and algebra (e.g., compute mean of algebraic expressions)
 - Applying proportions in geometric situations
- Use connections between areas of mathematics, such as the following:
 - Coordinate geometry and algebra
 - Number and operations, and data, statistics, and probability
 - Number and operations, and geometry
 - Number and operations, and algebra
 - Data, statistics, and probability, and geometry and measurement
 - Algebra and functions, and data, statistics, and probability
- Solve nonroutine problems involving the application of concepts from the following:
 - Algebra and functions, and number and operations
 - Geometry and measurement, and algebra and functions
 - Data, statistics, and probability, and number and operations

Suggestions for Improvement

- Use connections between areas of mathematics, such as the following:
 - Coordinate geometry and algebra
 - Number and operations, and data, statistics, and probability
 - Number and operations, and geometry
 - Number and operations, and algebra
 - Data, statistics, and probability, and geometry and measurement
 - Algebra and functions, and data, statistics, and probability
 - Solve nonroutine problems involving the application of concepts from the following:
 - Algebra and functions, and number and operations
 - Geometry and measurement, and algebra and functions
 - Data, statistics, and probability, and number and operations
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.

COMMUNICATION

Academic Skills*

- Use the following notation and terms:
 - Consecutive integers
 - “NOT,” “CANNOT,” “must,” “which of the following”
 - Arcs
 - Angle bisector
- Use the following notation and terms:
 - Median
 - Random
- Use the following notations and terms:
 - π
 - Tangent (line to a circle; circle to a circle)
 - “more than”
 - Symmetry about the origin

Suggestions for Improvement

- Use the following notation and terms:
 - Median
 - Random
 - Use the following notations and terms:
 - π
 - Tangent (line to a circle; circle to a circle)
 - “more than”
 - Symmetry about the origin
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.

Writing

Academic Skills at Each Score Band and Suggestions for Improvement

200–290

300–390

400–490

Manage Word Choice and Grammatical Relationships Between Words

Academic Skills*

A typical student in this score interval can do the following:

- Recognize simple pronoun references
- Recognize incorrect pronoun case
- Recognize vague pronoun usage (i.e., the pronoun has no clear or specific referent)
- Recognize appropriate pronoun usage (i.e., pronoun agrees with referent in terms of number)
- Recognize subject–verb disagreement with brief interrupter that does not alter the number considered and that does not shift the focus away from the proper subject
- Recognize inappropriate sequence of verb tenses
- Recognize redundancy (e.g., “Annually each year . . .”)
- Recognize vague pronoun usage
- Recognize shift in person (e.g., from third person to second)
- Recognize subject–verb agreement with brief interrupter that alters number and shifts focus away from the proper subject
- Recognize when a subordinate clause must include a subject and a verb

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

- When reading, focus on specific paragraphs that contain pronouns in order to see how writers use pronouns appropriately. When writing, check to see that any pronouns refer appropriately to a noun earlier in the sentence or in a prior sentence.
- When reading, choose a paragraph and identify the subjects and verbs in the sentences within that paragraph in order to see that writers pay careful attention to gender, number and person. When reading, notice that writers use consistent verb tense and active voice. When writing, check to see that subjects and verbs agree in gender and number.
- When reading, focus on specific paragraphs that contain pronouns, noting that pronouns must agree in number and person, and must refer to specific nouns. When writing, be sure to use pronouns appropriately.
- When reading, choose a paragraph and identify the subjects and verbs in the sentences within that paragraph in order to see that writers pay careful attention to gender, number and person. When writing, pay attention to subject–verb agreement, even when the subject and verb are not next to each other, to ensure that subjects and verbs agree.
- When reading, choose a paragraph and examine the relationship between the pronouns and their logical antecedents. When writing, make sure that any pronouns refer specifically to logical antecedents.
- When reading, try to become aware of idiomatic expressions, especially the use of prepositions. When writing, peer edit or proofread for the idiomatic use of prepositions.
- When reading, pay attention to how temporal elements (dates, times, etc.) dictate the appropriate verb forms. When writing, be sure to use consistent verb tense.

Manage Grammatical Structures Used to Modify or Compare

Academic Skills*

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

- Recognize proper uses of adverbs and adjectives
- Recognize appropriate comparative structures
- Recognize improper modification (e.g., introductory clause does not logically modify the subject of the sentence)

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

Suggestions for Improvement

- When reading, choose a paragraph and identify the adjectives and adverbs in the sentences and the words they modify. When writing, check to see that adjectives are used to modify nouns and that adverbs are used to modify verbs.
- When reading, focus on sentences that contain comparative phrases (e.g., “as strong as” or “more fit than”). When writing, check to see that appropriate structures are used to compare things and ideas.
- When reading, pay attention to how writers use introductory clauses to logically modify the subject of a sentence. When writing, check to see that introductory clauses correctly and logically modify the subject of a sentence.

There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.

- When reading, pay attention to how writers use introductory phrases to logically modify what follows. When writing, check to see that all modifiers and modifying phrases are used appropriately.

500–590

600–690

700–800

Manage Word Choice and Grammatical Relationships Between Words

Academic Skills*

- Recognize the antecedent of a pronoun despite multiple distractors that change the number and/or the subject of the referent within the sentence
- Recognize the inappropriate use of a plural pronoun to refer to a singular, collective noun
- Recognize how temporal elements influence verb forms in a sentence
- Recognize subject–verb agreement despite multiple distractors and complexities caused by passive construction
- Recognize the need for the effective use of concision
- Recognize subject–verb agreement even when the distractors to agreement occur in a subordinate clause

Suggestions for Improvement

- When reading, choose a paragraph and identify the subjects and verbs in the sentences within that paragraph in order to see that writers pay careful attention to subject–verb agreement, even when a word, phrase or clause intervenes between the subject and the verb. When writing, check to see that subjects and verbs agree in number.
- There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

Manage Grammatical Structures Used to Modify or Compare

Academic Skills*

- Recognize illogical sentences caused by dangling modifiers
- Recognize inappropriate correlative constructions (e.g., neither . . . nor)
- Recognize noun–noun disagreement
- Recognize idiomatic use of adjectives/adverbs
- Recognize sophisticated comparative structures
- Recognize appropriate placement and wording of parallel information in correlative constructions (e.g., “not only . . . but also”)
- Recognize that illogical sentences caused by dangling modifiers can be corrected by using the passive voice
- Recognize the unidiomatic use of prepositions

Suggestions for Improvement

- When reading, choose a paragraph and identify the adjectives and adverbs in the sentences and the words they modify. When writing, check to see that adjectives are used to modify nouns and that adverbs are used to modify verbs.
- When reading, focus on sentences that contain comparative phrases (e.g., “as strong as” or “more fit than”). When writing, check to see that appropriate structures are used to compare things and ideas.
- When reading, pay attention to the placement of modifying words, phrases and clauses. When writing, check to see that modifiers are used appropriately.
- There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.
- This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

200–290

300–390

400–490

Manage Phrases and Clauses in a Sentence

Academic Skills*

- Recognize awkward/unidiomatic connectives
- Understand basic logical comparisons
- Recognize appropriate relationships between clauses in compound sentences and use connectives correctly
- Recognize simple parallel structure
- Recognize sentence fragments
- Recognize appropriate and logical relationships between parts of a sentence

Suggestions for Improvement

- When reading, examine compound sentences to look at the relationship between the clauses and the ideas expressed by those clauses. When writing, pay attention to how relationships between clauses and ideas are being presented.
- When reading, choose a paragraph and examine how writers use subordination and coordination to construct complete sentences that clearly express the relationships among the ideas within a sentence. When writing, use sentence variety, employing both subordination and coordination to construct sentences.
- When reading, choose a paragraph and be able to distinguish gerunds from main verbs, especially when both end in “ing.” When writing, be sure to use gerunds and participles appropriately.

Recognize Correctly Formed Sentences

Academic Skills

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

- Recognize correctly formed sentences
- Recognize correctly formed sentences

Suggestions for Improvement

- In your reading, pay attention to the parts of speech and how they agree in well-formed sentences; notice modifying words and phrases and how they function when used correctly; and note the relationships between phrases and clauses in well-formed sentences. In your own writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.
- In your reading, pay attention to the parts of speech and how they agree in well-formed sentences; notice modifying words and phrases and how they function when used correctly; and note the relationships between phrases and clauses in well-formed sentences. In your own writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.
- In your reading, pay attention to the parts of speech and how they agree in well-formed sentences; notice modifying words and phrases and how they function when used correctly; and note the relationships between phrases and clauses in well-formed sentences. In your own writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.

Manage Order and Relationships of Sentences and Paragraphs

Academic Skills*

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band, where this particular skill group does appear.

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band, where this particular skill group does appear.

- Recognize the function of a piece of text (e.g., adds supporting detail, serves as a transition from one idea to the next or from one paragraph to the next)
- Recognize context beyond the sentence in question in order to make the appropriate correction
- Recognize the need for specific examples in order to develop ideas appropriately

Suggestions for Improvement

There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.

- When reading, develop an awareness of how writers connect ideas logically to one another. When writing, be sure to connect ideas logically when developing paragraphs.
- When reading, be able to recognize coherence, even in paragraphs with a complex development. When writing, develop multiple means of elaborating ideas logically within a paragraph.

500–590

600–690

700–800

Manage Phrases and Clauses in a Sentence

Academic Skills*

- Recognize the difference between main verb and participle/gerund while working with parallel structure
- Recognize ways to combine ideas using appropriate, concise syntactic structures
- Recognize syntactical structures that include parallel elements
- Recognize relationships between phrases and clauses in terms of punctuation, subordination/coordination and semantic relationship
- Recognize proper placement of multiple parallel structures within a single sentence
- Recognize the correct use of the colon to join ideas in a sentence

Suggestions for Improvement

- When reading, choose a paragraph from a more difficult piece of nonfiction prose that contains complex syntactical structures. When writing, attempt to employ more sophisticated syntactical structures when appropriate.
 - When reading, examine texts that contain sophisticated and difficult sentence structures. When writing, develop sophisticated techniques for developing ideas in multiple ways.
 - When reading, learn to recognize that subject–verb agreement is not confined to the main clause of a sentence but may occur in embedded subordinate clauses at any point in the sentence. When writing, learn to use complex sentences that may embed important ideas in embedded subordinate clauses.
- This is the top score band and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

Recognize Correctly Formed Sentences

Academic Skills

- Recognize correctly formed sentences
- Recognize correctly formed sentences
- Recognize correctly formed sentences

Suggestions for Improvement

- In your reading, pay attention to the parts of speech and how they agree in well-formed sentences; notice modifying words and phrases and how they function when used correctly; and note the relationships between phrases and clauses in well-formed sentences. In your own writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.
 - In your reading, pay attention to the parts of speech and how they agree in well-formed sentences; notice modifying words and phrases and how they function when used correctly; and note the relationships between phrases and clauses in well-formed sentences. In your own writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.
- This is the top score band and students who score at this level will have likely mastered the skills listed at all other levels. However, you can always benefit from more practice. We encourage you to review the skills and examples listed in the 500–590 and 600–690 score bands.

Manage Order and Relationships of Sentences and Paragraphs

Academic Skills*

- Recognize coherence between sentences and fill in gaps when needed
 - Recognize the need for transition words to link sentences in a paragraph
- This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in other score bands, where this particular skill group does appear.
- This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in other score bands, where this particular skill group does appear.

Suggestions for Improvement

- There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.
- There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.
- This is the top score band and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.