

## Introduction

This set of curriculum review worksheets is designed to help you

- understand many of the skills and knowledge that are assessed on the SAT Suite of Assessments Writing and Language Tests;
- review student performance;
- identify skills and knowledge that need additional instruction and support; and
- develop a plan for implementation.

The Curriculum Review Worksheets contain a set of tables addressing most of the skills and knowledge assessed on the SAT Suite Writing and Language Tests. Each table includes description of a skill or knowledge (or broader skill/knowledge area, such as sentence structure) and provides a structure to guide you as you evaluate the place of that skill or knowledge in your curriculum.

Each skill/knowledge table includes the following elements:

1. The name and definition of the skill or knowledge (or skill/knowledge area)
2. Questions guiding you to consider the place of the skill or knowledge in your curriculum
3. An indication of which SAT Suite subscore(s) the skill or knowledge is associated with  
*Definitions of the subscores appear below.*
4. A series of statements describing the ways in and extent to which students scoring in various score ranges on the Writing and Language Tests (e.g., 20–24) are typically able to demonstrate attainment of the skill or knowledge, and spaces where you can indicate which of these statements best reflects your students' general level of attainment

To use these worksheets, please review the following resources:

- K-12 Score Reporting Portal data
- District/school curriculum maps
- Released SAT practice tests
- *Skills Insight for the SAT Suite* (<https://collegereadiness.collegeboard.org/pdf/skills-insight-sat-suite.pdf>)
- *The College and Career Readiness Benchmarks for the SAT Suite of Assessments* (<https://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf>)

The statements in the tables are taken from *Skills Insight for the SAT*, linked to above. The Skills Insight describe typical performance of students scoring in various score ranges on the Writing and Language Tests (and other SAT Suite tests). The Skills Insight statements are generalizations based on analysis of hundreds of test questions and on the performance data of thousands of students taking one of the SAT Suite assessments. In a few cases, identified in this set of worksheets by dark gray bands, student performance has to date been too inconsistent to allow for valid generalizations.

In each table, a light gray band signals that the 30–34 score range contains the college and career readiness test-level benchmark (31 for the SAT Writing and Language Test). More information about the benchmark, as well as benchmarks by grade for grades 8 through 11, can be found in *The College and Career Readiness Benchmarks for the SAT Suite of Assessments*, also linked to above.

*Subscores*

The set of tables below includes abbreviations for the four subscores associated with the SAT Suite Writing and Language Tests. Subscores identify areas of concentration on the tests and consequently have potential instructional value.

# SAT Writing and Language Test Curriculum Review Worksheets

The four subscores associated with the Writing and Language Tests are as follows:

- **Command of Evidence (COE):** Questions that focus on finding and using textual evidence (e.g., facts, quotations, statistics) in reading and writing (*This subscore also includes select questions from the SAT Suite Reading Tests.*)
- **Words in Context (WIC):** Questions that focus on determining the meaning of words and phrases in reading and on rhetorical word choice in reading and writing (*This subscore also includes select questions from the SAT Suite Reading Tests.*)
- **Expression of Ideas (EOI):** Questions that focus on revising text for topic development, logic, cohesion, and rhetorically effective use of language
- **Standard English Conventions (SEC):** Questions that focus on editing text for conformity to the conventions of standard written English sentence structure, usage, and punctuation

All test questions contribute to either the Expression of Ideas or Standard English Conventions subscores. Select questions also contribute to either the Command of Evidence or Words in Context subscore.

The College Board decided to focus on these subscores based on the best available evidence about essential college and career readiness and success requirements.

## Procedure

The following is a step-by-step guide for using this set of worksheets.

1. **Understand how your students are performing on the SAT Suite Writing and Language Test.**
  - a. Review your school and district mean performance on the Writing and Language Test and associated subscores (Command of Evidence, Words in Context, Expression of Ideas, and Standard English Conventions). Record this performance data in the appropriate spaces in the “How Are Students Performing?” table, below.
  - b. Considering the performance data and the subscore definitions above, identify areas of potential improvement in the space below the table.
2. **Familiarize yourself with the Writing and Language Test.**
  - a. Review Writing and Language Test directions, passages, informational graphics, questions, and answer explanations from the released SAT practice test to better understand how skills and knowledge are assessed.
  - b. Use the subscore information in this document to better understand how Command of Evidence, Words in Context, Expression of Ideas, and Standard English Conventions are measured on the test.

## SAT Writing and Language Test Curriculum Review Worksheets

3. **Analyze your curriculum.** Using this set of curriculum review worksheets and your curriculum maps, identify for each skill/knowledge (area) in the tables below (e.g., Development / Proposition)
- whether the skill/knowledge is **explicitly** taught in your curriculum;
  - (if “yes”) in which course(s)/grade level(s) the skill/knowledge is explicitly taught;
  - in which course(s)/grade level(s) students must demonstrate proficiency in this skill/knowledge; and
  - which of the (generally) four levels of performance described (e.g., at the 20–24 score range on the Writing and Language Tests) best represents the **highest** level at which your students generally demonstrate understanding of the skill/knowledge (You may instead indicate that your students’ attainment is “below” the lowest level represented or “above” the highest level represented.)
4. **Develop an action plan.**
- Based on the data gathered above, identify three to five skills/knowledge (or skill/knowledge areas, such as Sentence Structure) to devote consistent attention to.
  - Use the Skills Insight Suggestions for Improvement as well as other resources to design instructional strategies to foster improvement.
  - Set a time line for implementation of the strategies.
  - List the resources needed for implementation.
  - Identify means of assessing, formally or informally, whether teaching and learning have improved in these areas.

***Explicit** is stressed here because instruction often touches on skills/knowledge without directly addressing them, making student acquisition less certain.*

Use the Notes space to track questions, plans for addressing issues, and next steps.

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## How Are Students Performing?

In the spaces below record the **mean scores** at the school and district level for the Writing and Language Test and for the associated subscores. (Definitions of the subscores can be found in the introductory materials for this set of curriculum review worksheets, and the skill/knowledge tables below show how individual skills/knowledge map onto the subscores.) In the space below the table, identify opportunities for improvement.

	Writing and Language Test	Command of Evidence	Words in Context	Expression of Ideas	Standard English Conventions
School					
District					

Opportunities for improvement:

# SAT Writing and Language Test Curriculum Review Worksheets

SAT Writing and Language Test Academic Skills and Knowledge: Development  
 This area focuses on **topic development in relation to purpose**.

<b>Development / Proposition:</b> The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
25–29	<i>Students scoring in this range on the SAT Suite Writing and Language Tests aren’t able to demonstrate consistent attainment of this skill/knowledge.</i>			
30–34	COE EOI	Clarify an aspect of the structure of a paragraph or passage (e.g., using a phrase to preview examples that follow in subsequent sentences)		
35–40	COE EOI	Establish and clarify the structure of a paragraph or passage (e.g., adding a sentence to frame a paragraph’s discussion or to present a claim that the paragraph subsequently supports)		
	COE EOI	Make a sophisticated decision relating to the structure of a paragraph or passage (e.g., using a clause to set up information when the content is complex, the language is challenging, and the linkage is subtle)		
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## SAT Writing and Language Test Curriculum Review Worksheets

<b>Development / Support:</b> The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.			
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes
			No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?
20–24	COE EOI	Use supporting information to achieve a simple purpose (e.g., providing a short list of examples introduced by for instance)	
25–29	COE EOI	Use supporting information to achieve a straightforward purpose (e.g., providing a cause for an effect; offering direct evidence for a claim)	
30–34	COE EOI	Use supporting information to develop a point or claim logically (e.g., offering a specific, relevant example; using a quotation that clarifies a concept or observation)	
35–40	COE EOI	Use supporting information to develop a point or claim logically on the basis of a thorough understanding of a challenging context (e.g., indicating the last step in a complex sequence; including an example that is similar in content to one or more other examples in a paragraph)	
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## SAT Writing and Language Test Curriculum Review Worksheets

Development / Focus: The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24	COE EOI	Delete information or ideas that are obviously irrelevant to the main focus of a paragraph or passage (e.g., eliminating a detail that has no apparent relationship to a passage’s topic)		
25–29	COE EOI	Delete information or ideas that are clearly irrelevant to a paragraph or passage (e.g., eliminating a detail that interrupts an explanation or that significantly digresses from the main topic)		
30–34	COE EOI	Sharpen the focus of a paragraph or passage by making a thoughtful decision about adding, revising, or deleting information or ideas (e.g., eliminating material that is broadly relevant to a topic but that is poorly placed or integrated)		
35–40	COE EOI	Sharpen the focus of a paragraph or passage by making a sophisticated decision about adding, revising, or deleting information or ideas (e.g., adding or retaining optional but relevant material because it enhances meaning and clarity)		
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## SAT Writing and Language Test Curriculum Review Worksheets

Development / Quantitative Information: The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24	<i>Students scoring in this range on the SAT Suite Writing and Language Tests aren’t able to demonstrate consistent attainment of this skill/knowledge.</i>			
25–29	COE EOI	Use a general understanding of an informational graphic, such as a table, graph, or chart, to revise a passage (e.g., drawing on knowledge of what a graph’s bars represent to improve the accuracy of a passage’s description of the graph)		
30–34	COE EOI	Locate or interpret data in an informational graphic, such as a table, graph, or chart, and incorporate them in a passage in an accurate, relevant way (e.g., identifying the value in a table that is associated with a particular condition; distinguishing between accurate and inaccurate interpretations and between information relevant and irrelevant to a particular question or issue)		
35–40	COE EOI	Interpret, paraphrase, or summarize data in an informational graphic, such as a table, graph, or chart, and incorporate them in a passage in an accurate, relevant way (e.g., encompassing multiple data points in a single relevant general statement)		
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## SAT Writing and Language Test Curriculum Review Worksheets

SAT Writing and Language Test Academic Skills and Knowledge: Organization  
 This area focuses on **logic and cohesion of text at the sentence, paragraph, and whole-text levels.**

<b>Organization / Logical Sequence:</b> The student will revise text as needed to ensure that information and ideas are presented in the most logical order.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24	EOI	Order the sentences in a paragraph to achieve a simple purpose (e.g., grouping related information together; establishing a basic chronology)		
25–29	EOI	Order the sentences in a paragraph to achieve a straightforward purpose (e.g., repositioning a supporting detail immediately after a sentence that makes a claim)		
30–34	EOI	Place or order sentences in a paragraph to address a critical issue of logic or cohesion (e.g., adding a sentence to fill a discernible gap in a chronological sequence; repositioning a sentence to provide a needed transition between ideas)		
35–40	EOI	Place or order sentences in a paragraph to address a subtle or complex issue of logic or cohesion (e.g., deciding to reposition rather than delete a sentence that, when properly placed, improves the flow of ideas in a paragraph)		
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## SAT Writing and Language Test Curriculum Review Worksheets

<b>Organization / Introductions and Conclusions:</b> The student will revise text as needed to improve the beginning or ending of a text or paragraph.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24	EOI	Introduce a paragraph that has a clear, well-defined focus		
25–29	EOI	Introduce or conclude a paragraph or passage based on a general understanding of its content and purpose (e.g., adding a conclusion that restates the passage’s main claim)		
30–34	EOI	Introduce or conclude a passage or paragraph based on an understanding of its content and purpose (e.g., ensuring that a passage’s conclusion offers an adequate sense of closure; achieving a particular rhetorical aim, such as suggesting implications of the findings discussed in the passage)		
35–40	<i>Students scoring in this range on the SAT Suite Writing and Language Tests consistently demonstrate attainment of this skill/knowledge in challenging contexts.</i>			
Notes				

## SAT Writing and Language Test Curriculum Review Worksheets

<b>Organization / Transitions:</b> The student will revise text as needed to ensure that transitional words, phrases, and sentences are used effectively to connection information and ideas.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24	EOI	Use a transitional word or phrase to establish a simple logical relationship between sentences (e.g., indicating sharp contrast)		
25–29	EOI	Use a transitional word or phrase to establish a straightforward logical relationship between sentences (e.g., indicating a sequence, suggesting a contrast, introducing a definition)		
30–34	EOI	Use a transitional word, phrase, clause, or sentence to establish a logical relationship between sentences or paragraphs (e.g., signaling a shift in emphasis or focus)		
35–40	EOI	Use a transitional word, phrase, clause, or sentence to establish a subtle or complex logical relationship between sentences or paragraphs; recognize when such a device is not needed or is problematic (e.g., drawing on an understanding of the context to eliminate a word or phrase, such as therefore, that wrongly suggests a cause-effect relationship)		
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## SAT Writing and Language Test Curriculum Review Worksheets

SAT Writing and Language Test Academic Skills and Knowledge: **Effective Language Use**  
 This area focuses on the use of language to accomplish particular rhetorical purposes.

<b>Effective Language Use / Precision:</b> The student will revise text as needed to improve the exactness or content appropriateness of word choice.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If "yes," in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24	WIC EOI	Make an effective word or phrase choice in a straightforward situation (e.g., using a common but still appropriate expression instead of an awkward or meaningless one)		
25–29	WIC EOI	Make an effective word or phrase choice based on vocabulary knowledge and an understanding of the context (e.g., recognizing when a particular adjective does or does not meaningfully describe a person or object)		
30–34	WIC EOI	Make a nuanced word or phrase choice based on well-developed vocabulary knowledge and an understanding of the context (e.g., distinguishing among relatively uncommon words that have similar denotations but differing connotations or uses)		
35–40	WIC EOI	Make a sophisticated word or phrase choice based on highly developed vocabulary knowledge and a thorough understanding of a challenging context (e.g., distinguishing among uncommon words that have similar denotations but differing connotations or uses when the distinctions are subtle)		
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<b>Effective Language Use / Concision:</b> The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).			
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes
			No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?
20–24	WIC EOI	Eliminate obvious wordiness or redundancy within a portion of a sentence (e.g., removing repetition within a short phrase)	
25–29	WIC EOI	Eliminate wordiness or redundancy within a sentence (e.g., recognizing when adjectives with the same meaning or very similar meanings, such as fast and rapid, are used to describe the same thing)	
30–34	WIC EOI	Eliminate relatively subtle wordiness or redundancy within a sentence or between sentences (e.g., recognizing when information overexplains a concept and correcting accordingly; deleting repetition involving fairly sophisticated language)	
35–40	WIC EOI	Eliminate subtle wordiness or redundancy within a sentence or between sentences and paragraphs (e.g., recognizing that a seemingly sophisticated but wordy expression is less effective than a simpler and more economical one; eliminating the second appearance of the same detail in successive paragraphs)	
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## SAT Writing and Language Test Curriculum Review Worksheets

<b>Effective Language Use / Style and Tone:</b> The student will revise text as needed to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24	<i>Students scoring in this range on the SAT Suite Writing and Language Tests aren’t able to demonstrate consistent attainment of this skill/knowledge.</i>			
25–29	WIC EOI	Maintain a basic consistency in style and tone within a passage (e.g., revising language that is clearly too informal or formal for the context)		
30–34	WIC EOI	Make a thoughtful decision about style and tone in a passage based on an understanding of the context (e.g., revising language that is too informal or formal in a fairly challenging context; achieving a particular rhetorical aim, such as establishing a particular sentence pattern or choosing language that sets a contextually appropriate mood)		
35–40	WIC EOI	Make a sophisticated decision about style and tone in a passage based on a thorough understanding of the context (e.g., achieving a subtle rhetorical aim, such as closely matching a sentence pattern already established in a passage)		
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Effective Language Use / Syntax: The student will use various sentence structures to accomplish rhetorical purposes.				
Is this skill/knowledge <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24	WIC EOI	Combine sentences in a relatively simple way (e.g., making a second sentence into a relative clause of the first) or to achieve a relatively simple purpose (e.g., eliminating obvious awkwardness or repetition)		
25–29	WIC EOI	Combine sentences in a straightforward way (e.g., making a second sentence into a prepositional phrase of the first) or to achieve a straightforward purpose (e.g., establishing a logical arrangement of sentence elements)		
30–34	WIC EOI	Combine sentences to accomplish a relatively subtle purpose (e.g., inserting a conjunction to establish a logical relationship; blending elements of two sentences to improve logic and flow)		
35–40	WIC EOI	Combine sentences to accomplish a subtle or complex purpose (e.g., drawing on an understanding of the context to place a blended sentence’s emphasis on its most important idea)		
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SAT Writing and Language Test Academic Skills and Knowledge: **Sentence Structure**  
 This area focuses on a range of skills and knowledge involving standard written English sentence formation and shifts in construction within and between sentences.

Sentence Structure: The student will correct problems in sentence formation as well as correct inappropriate shifts and make necessary shifts in construction within and between sentences.				
Is this skill/knowledge area <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
			Below the 20–24 level	
20–24	SEC	Form conventional, complete sentences, recognizing and correcting a clear and substantial disruption in structure (e.g., eliminating an obvious comma splice; correcting a lack of parallelism in a simple series; replacing a nonstandard relative adverb or pronoun with a standard one [a place where rather than a place when])		
		Recognize and correct an obviously inappropriate shift in verb tense (e.g., using present tense when the context clearly calls for past tense)		
25–29	SEC	Form conventional, complete sentences, recognizing and correcting a disruption in structure (e.g., eliminating an obvious, rhetorically inappropriate fragment; maintaining parallelism in a simple series of phrases; establishing a clear relationship between an introductory and main clause)		
		Determine appropriate verb tense or pronoun person and number on the basis of an understanding of the context (e.g., recognizing and correcting an inappropriate shift from past tense to present or past perfect tense; making a needed shift from past to present tense to signal a change in time frame; correcting an inappropriate shift from third person <i>they</i> to second person <i>you</i> )		
30–34	SEC	Form conventional, complete sentences, recognizing and correcting a relatively subtle disruption in structure (e.g., eliminating a rhetorically inappropriate fragment created by		

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		<p>the use of a semicolon; maintaining parallelism in a series of phrases; choosing or eliminating a conjunction based on an understanding of the syntax of a relatively sophisticated or long sentence; correcting an obvious dangling modifier)</p> <p>Determine appropriate verb tense and mood or pronoun person and number on the basis of a well-developed understanding of the context (e.g., making a needed shift into conditional mood to suggest a possible but not certain outcome)</p>	
35–40	SEC	<p>Form conventional, complete sentences, recognizing and correcting a subtle or complex disruption in structure (e.g., ensuring the completeness of a sentence with an uncommon structure, such as a sentence containing a subject clause beginning with <i>that</i>; correcting a minor and easily overlooked violation of parallelism, such as an extraneous or omitted preposition in a series of phrases)</p>	
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SAT Writing and Language Test Academic Skills and Knowledge: **Conventions of Usage**  
 This area focuses on a range of skills and knowledge involving the conventions of standard written English usage.

<b>Conventions of Usage:</b> The student will edit text to ensure conformity to the conventions of standard English usage.				
Is this skill/knowledge area <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24	SEC	Maintain subject-verb or pronoun-antecedent agreement in a straightforward situation (e.g., ensuring agreement between subject and verb when the number of the subject is clear and the subject and verb appear close together in the sentence)		
		Use conventional expression in a straightforward situation (e.g., recognizing and correcting a nonsensical expression; choosing a preposition that establishes a logical relationship, such as <i>with</i> or <i>for</i> ]; choosing appropriately between common words that are frequently confused, such as <i>to</i> and <i>too</i> )		
25–29	SEC	Recognize and correct an obviously vague or ambiguous pronoun (e.g., replacing a pronoun without a clear antecedent with the appropriate noun)		
		Maintain subject-verb or pronoun-antecedent agreement in a somewhat challenging situation (e.g., ensuring agreement between subject and verb when a short phrase intervenes)		
		Use conventional expression in a somewhat challenging situation (e.g., choosing the preposition that appropriately completes a phrasal verb, such as call off rather than call up or call on to indicate cancellation; selecting appropriately between less common words that are frequently confused, such as <i>effect</i> and <i>affect</i> )		
30–34	SEC	Recognize and correct a vague or ambiguous pronoun based on an understanding of the context (e.g., replacing an ambiguous pronoun		

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		with a noun after a close reading to determine what the appropriate noun should be)	
		Make careful distinctions among the possessive determiners <i>its</i> and <i>their</i> , the contractions <i>it's</i> and <i>they're</i> , and the adverb <i>there</i>	
		Maintain subject-verb or pronoun-antecedent agreement in a challenging situation (e.g., ensuring agreement between subject and verb when a clause or multiple short phrases intervene and possibly suggest a different number for the verb than the subject warrants)	
		Use conventional expression in a challenging situation (e.g., selecting appropriately between relatively uncommon words that are frequently confused, such as <i>discrete</i> and <i>discreet</i> )	
35–40	SEC	Maintain subject-verb or pronoun-antecedent agreement in a highly challenging situation (e.g., ensuring agreement between subject and verb when the two are widely separated and when intervening text suggests a different number for the verb than the subject warrants)	
		Draw logical comparisons using like terms (e.g., <i>The cost of living in the city differs from that in the suburbs</i> instead of <i>The cost of living in the city differs from the suburbs</i> )	
		Use conventional expression in a highly challenging situation (e.g., selecting appropriately between uncommon words that are frequently confused, such as <i>defuse</i> and <i>diffuse</i> )	
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SAT Writing and Language Test Academic Skills and Knowledge: **Conventions of Punctuation**  
 This area focuses on a range of skills and knowledge involving the conventions of standard written English punctuation.

<b>Conventions of Punctuation:</b> The student will edit texts to conform to the conventions of standard written English punctuation.				
Is this skill/knowledge area <b>explicitly</b> taught in your curriculum?			Yes	No
Score range	Sub-score(s)	Skill/knowledge	If “yes,” in which course(s)/grade level(s) is this skill/knowledge explicitly taught? When are students expected to demonstrate proficiency?	
20–24	SEC	Distinguish between singular and plural possessive nouns and between plural and possessive nouns		
		Appropriately punctuate items in a series (e.g., a three-item series of nouns with accompanying adjectives)		
		Use commas to set off a simple nonrestrictive element (e.g., a phrase describing the person just named)		
		Eliminate obviously unnecessary and disruptive punctuation (e.g., between a verb and its direct object)		
25–29	SEC	Distinguish among singular, singular possessive, plural, and plural possessive nouns		
		Use punctuation to set off a nonrestrictive element (e.g., an interrupting phrase); eliminate punctuation inappropriately setting off a simple restrictive element (e.g., a job title that precedes a person’s name)		
		Eliminate unnecessary punctuation in a somewhat challenging situation (e.g., between a noun and a preposition; between a verb and a clause serving as its object)		
30–34	SEC	Make careful distinctions among singular, singular possessive, plural, and plural possessive nouns based on an understanding of the context (e.g., noting that the article the establishes that the noun it precedes is singular or singular possessive)		
		Make an informed decision about how or whether to use punctuation to set off one or more sentence elements based on an		

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		<p>understanding of the context (e.g., determining whether an element is restrictive or nonrestrictive through a close reading of the context and then punctuating or not punctuating accordingly; using matching punctuation, such as two commas rather than a comma and a dash, to set off a nonrestrictive element)</p>	
		<p>Eliminate unnecessary punctuation in a challenging situation (e.g., between a long subject and the predicate; after a word or phrase, such as including, that sets up a list of examples)</p>	
35–40	SEC	<p>Use a semicolon to join two closely related independent clauses</p>	
		<p>Use a colon to introduce an elaboration (e.g., a list of examples; a noun phrase renaming a previously mentioned concept; an independent clause explaining a point introduced earlier in a sentence)</p>	
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Skill to Develop	Strategy	Implementation Timeline	Resource(s) Needed