SAT Essay Directions and Rubric

Name:___________________________________________ Date:________________________________ Period:__________

Note: As you read the directions from College Board below, look for similarities to what we have been discussing about rhetorical analysis in class.

All of the writing we have done thusfar has been preparing you for writing an essay in this style. This should not be new. If you develop a thesis that includes both "what" the author is arguing, and "how" the author is making that argument, you will do well! Follow the assertion-->evidence-->commentary format, and don’t forget to examples (quotes or paraphrase) in your evidence. Finally, include a conclusion which restates your thesis!

From College Board--Directions for the essay section:

The directions below are representative of what students will encounter on test day.

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

Your essay must be written on the lines provided in your answer booklet; except for the planning page of the answer booklet, you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

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

1. Do not write your essay in this booklet. Only what you write on the lined pages of your answer booklet will be evaluated.
2. An off-topic essay will not be evaluated.

What is the task the SAT essay section is asking you to perform:

From the College Board--The Essay Prompt:

The prompt (question) shown below, or a nearly identical one, is used every time the new SAT is given.

Important:

As you read the passage below, consider how [the author] uses

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

Write an essay in which you explain how [the author] builds an argument to persuade [his/her] audience that [author’s claim]. In your essay, analyze how [the author] uses one or more of the features listed above (or features of your own choice) to strengthen the logic and persuasiveness of [his/her] argument. Be sure that your analysis focuses on the most relevant features of the passage. Your essay should not explain whether you agree with [the author’s] claims, but rather explain how the author builds an argument to persuade [his/her] audience.
What is the essay prompt asking you to answer? How does this relate to the rhetorical analysis we have done in class?

From the College Board--The Topic:
You can count on seeing the same prompt no matter when you take the new SAT with Essay, but the passage will be different every time.

All passages have these things in common:

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

All the information you need to write your essay will be included in the passage or in notes about it.

What types of selections/passages should you anticipate? What should they all share?

From the College Board--What the SAT Essay Measures--Grading:
The SAT Essay shows how well you understand the passage and use it as the basis for a well-written thought-out discussion. The two people who score your essay will each award between 1 and 4 points in each of these three categories (NOTE: college board will give you a total score of 2-24... I will use a 1-12 point table... as I am only one person):

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

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

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

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

Which of the above measure do you anticipate you will have the most difficulty with? Why?
<table>
<thead>
<tr>
<th>Score Point</th>
<th>Reading</th>
<th>Analysis</th>
<th>Writing</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Advanced:</strong> Demonstrates thorough comprehension of the source text.</td>
<td><strong>Advanced:</strong> Offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.</td>
<td><strong>Advanced:</strong> Cohesive and demonstrates a highly effective use and command of language.</td>
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<td></td>
<td>Shows an understanding of the text’s central idea(s) and of most important details and how they interrelate.</td>
<td>Offers a thorough, well-considered evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.</td>
<td>The response includes a precise central claim.</td>
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<td>Free of errors of fact or interpretation with regard to the text.</td>
<td>Contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</td>
<td>Includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.</td>
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<td>Makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</td>
<td>Focuses consistently on those features of the text that are most relevant to addressing the task.</td>
<td>Has a wide variety in sentence structures. Demonstrates a consistent use of precise word choice. Maintains a formal style and objective tone.</td>
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<td>4</td>
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<td>Shows a strong command of the conventions of standard written English and is free or virtually free of errors.</td>
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<td><strong>Proficient:</strong> Demonstrates effective comprehension of the source text.</td>
<td><strong>Proficient:</strong> Offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</td>
<td><strong>Proficient:</strong> Mostly cohesive and demonstrates effective use and control of language.</td>
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<td>Shows an understanding of the text’s central idea(s) and important details.</td>
<td>Competently evaluates the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.</td>
<td>Includes a central claim or implicit controlling idea.</td>
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<td>Free of substantive errors of fact and interpretation with regard to the text.</td>
<td>Contains relevant and sufficient support for claim(s) or point(s) made.</td>
<td>Includes an effective introduction and conclusion. Demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</td>
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<td>Makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</td>
<td>Focuses primarily on those features of the text that are most relevant to addressing the task.</td>
<td>Has variety in sentence structures. Demonstrates some precise word choice. The response maintains a formal style and objective tone.</td>
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<td>Shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.</td>
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<td>Grade</td>
<td>Description</td>
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<td>2</td>
<td><strong>Partial:</strong> Demonstrates some comprehension of the source text.</td>
<td>Shows an understanding of the text’s central idea(s) but not of important details. May contain errors of fact and/or interpretation with regard to the text. Makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</td>
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<td>1</td>
<td><strong>Inadequate:</strong> Demonstrates little or no comprehension of the source text.</td>
<td>Fails to show an understanding of the text’s central idea(s), and may include only details without reference to central idea(s). May contain numerous errors of fact and/or interpretation with regard to the text. Makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</td>
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*From www.collegeboard.com*

For our class purposes: 12=100  11=95  10=90  9=85  8=80  7=75  6=70  5=65  4=60  3=55