



## **Scoring Your Test**

### **From the SAT Preparation Booklet**

The materials in these files are intended for individual use by students getting ready to take an SAT Program test; permission for any other use must be sought from the SAT Program. Schools (state-approved and/or accredited diploma-granting secondary schools) may reproduce them, in whole or in part, in limited quantities, for face-to-face guidance/teaching purposes but may not mass distribute the materials, electronically or otherwise. These materials and any copies of them may not be sold, and the copyright notices must be retained as they appear here. This permission does not apply to any third-party copyrights contained herein.

### **The College Board: Connecting Students to College Success**

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,500 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns. For further information, visit [www.collegeboard.com](http://www.collegeboard.com).

# Answer Key for the SAT Practice Test

## Math

### Section 2

	Correct Answer
1	A
2	B
3	E
4	E
5	B
6	D
7	D
8	A
9	B
10	A
11	E
12	C
13	E
14	D
15	B
16	B
17	C
18	D
19	E
20	C

---

Number correct

---

Number incorrect

### Section 6

	Correct Answer
1	A
2	D
3	D
4	B
5	E
6	C
7	C
8	C

---

Number correct

---

Number incorrect

### Student-Produced Response Questions

9	7.5, 15/2
10	9
11	22
12	3, 6, 9, 12
13	96
14	8
15	1024
16	109
17	10
18	49/5, 9.8

---

Number correct

---

Number incorrect

### Section 8

	Correct Answer
1	D
2	D

3	A
4	C
5	B
6	B
7	D
8	D
9	C
10	B
11	E
12	B
13	C
14	C
15	A
16	E

---

Number correct

---

Number incorrect

## Critical Reading

### Section 4

	Correct Answer
1	D
2	E
3	C
4	B
5	A
6	A
7	E
8	C
9	E
10	D
11	B
12	D
13	D
14	A
15	B
16	C
17	B
18	B
19	E
20	A
21	C
22	D
23	A
24	A

---

Number correct

---

Number incorrect

Students can enter their answers to the practice test and receive scores and a skills report, as well as explanations for the answers to the test.



Students can also receive an automated essay score for their response to the essay question and view sample essays with explanations. Check out The Official SAT Online Course™ at [www.collegeboard.com/satonlinecourse](http://www.collegeboard.com/satonlinecourse).

Section 7

	Correct Answer
1	B
2	D
3	B
4	C
5	A
6	B
7	A
8	E
9	C
10	E
11	D
12	E
13	C
14	C
15	A
16	A
17	B
18	E
19	C
20	B
21	C
22	A
23	E
24	D

Number correct

Number incorrect

Section 9

	Correct Answer
1	D
2	B
3	A
4	C
5	B
6	C
7	A
8	B
9	B
10	E
11	A
12	D
13	E
14	B
15	D
16	C
17	E
18	E
19	A

Number correct

Number incorrect

Writing

Section 1

Essay score

Section 5

	Correct Answer
1	B
2	D
3	C
4	B
5	E
6	B
7	B
8	D
9	C
10	A
11	C
12	B
13	B
14	C
15	B
16	B
17	C
18	E
19	B
20	B
21	E
22	C
23	D
24	D
25	B
26	E
27	C
28	B
29	B
30	D
31	E
32	A
33	B
34	C
35	E

Number correct

Number incorrect

Section 10

	Correct Answer
1	D
2	B
3	B
4	C
5	E
6	D
7	C
8	C
9	B
10	A
11	D
12	E
13	E
14	E

Number correct

Number incorrect

## Scoring the SAT Practice Test

Check your responses with the correct answers on the previous pages. Fill in the blanks below and do the calculations to get your math, critical reading, and writing raw scores. Use the table to find your math, critical reading, and writing scaled scores.

### Get Your Math Score

How many math questions did you get **right**?

Section 2: Questions 1–20 \_\_\_\_\_  
Section 6: Questions 1–18 + \_\_\_\_\_  
Section 8: Questions 1–16 + \_\_\_\_\_  
Total = \_\_\_\_\_ (A)

How many multiple-choice math questions did you get **wrong**?

Section 2: Questions 1–20 \_\_\_\_\_  
Section 6: Questions 1–8 + \_\_\_\_\_  
Section 8: Questions 1–16 + \_\_\_\_\_  
Total = \_\_\_\_\_ (B)  
 $\times 0.25 =$  \_\_\_\_\_  
A - B = \_\_\_\_\_  
Math Raw Score

Round math raw score to the nearest whole number.

\_\_\_\_\_

Use the Score Conversion Table to find your math scaled score.

\_\_\_\_\_

### Get Your Critical Reading Score

How many critical reading questions did you get **right**?

Section 4: Questions 1–24 \_\_\_\_\_  
Section 7: Questions 1–24 + \_\_\_\_\_  
Section 9: Questions 1–19 + \_\_\_\_\_  
Total = \_\_\_\_\_ (A)

How many critical reading questions did you get **wrong**?

Section 4: Questions 1–24 \_\_\_\_\_  
Section 7: Questions 1–24 + \_\_\_\_\_  
Section 9: Questions 1–19 + \_\_\_\_\_  
Total = \_\_\_\_\_ (B)  
 $\times 0.25 =$  \_\_\_\_\_  
A - B = \_\_\_\_\_  
Critical Reading Raw Score

Round critical reading raw score to the nearest whole number.

\_\_\_\_\_

Use the Score Conversion Table to find your critical reading scaled score.

\_\_\_\_\_

## Get Your Writing Score

How many multiple-choice writing questions did you get **right**?

$$\begin{array}{r} \text{Section 5: Questions 1–35} \quad \underline{\hspace{2cm}} \\ \text{Section 10: Questions 1–14} \quad + \quad \underline{\hspace{2cm}} \\ \text{Total} \quad = \quad \underline{\hspace{2cm}} \quad \text{(A)} \end{array}$$

How many multiple-choice writing questions did you get **wrong**?

$$\begin{array}{r} \text{Section 5: Questions 1–35} \quad \underline{\hspace{2cm}} \\ \text{Section 10: Questions 1–14} \quad + \quad \underline{\hspace{2cm}} \\ \text{Total} \quad = \quad \underline{\hspace{2cm}} \quad \text{(B)} \\ \times 0.25 \quad = \quad \underline{\hspace{2cm}} \\ \mathbf{A - B} \quad = \quad \underline{\hspace{2cm}} \\ \text{Writing Raw Score} \end{array}$$

Round writing raw score to the nearest whole number.

\_\_\_\_\_

Use the Score Conversion Table to find your writing multiple-choice scaled score.

\_\_\_\_\_

Estimate your essay score using the Essay Scoring Guide and the Sample Essays.

\_\_\_\_\_

Use the SAT Score Conversion Table for Writing Composite to find your writing scaled score. You will need your Writing Raw Score and your Essay Score to use this table.

\_\_\_\_\_



Students can receive an automated score for their responses to this essay question with The Official SAT Online Course™ at [www.collegeboard.com/satonlinecourse](http://www.collegeboard.com/satonlinecourse).

## SAT Score Conversion Table

Raw Score	Critical Reading Scaled Score	Math Scaled Score	Writing Multiple-Choice Scaled Score*	Raw Score	Critical Reading Scaled Score	Math Scaled Score	Writing Multiple-Choice Scaled Score
67	800			31	510	550	60
66	800			30	510	540	58
65	790			29	500	530	57
64	770			28	490	520	56
63	750			27	490	520	55
62	740			26	480	510	54
61	730			25	480	500	53
60	720			24	470	490	52
59	700			23	460	480	51
58	690			22	460	480	50
57	690			21	450	470	49
56	680			20	440	460	48
55	670			19	440	450	47
54	660	800		18	430	450	46
53	650	790		17	420	440	45
52	650	760		16	420	430	44
51	640	740		15	410	420	44
50	630	720		14	400	410	43
49	620	710	80	13	400	410	42
48	620	700	80	12	390	400	41
47	610	680	80	11	380	390	40
46	600	670	79	10	370	380	39
45	600	660	78	9	360	370	38
44	590	650	76	8	350	360	38
43	590	640	74	7	340	350	37
42	580	630	73	6	330	340	36
41	570	630	71	5	320	330	35
40	570	620	70	4	310	320	34
39	560	610	69	3	300	310	32
38	550	600	67	2	280	290	31
37	550	590	66	1	270	280	30
36	540	580	65	0	250	260	28
35	540	580	64	-1	230	240	27
34	530	570	63	-2	210	220	25
33	520	560	62	-3	200	200	23
32	520	550	61	-4	200	200	20
				and below			

This table is for use only with the test in this booklet.

\* The Writing multiple-choice score is reported on a 20–80 scale. Use the SAT Score Conversion Table for Writing Composite for the total writing scaled score.

## SAT Score Conversion Table for Writing Composite

Writing Multiple-Choice Raw Score	Essay Raw Score						
	0	1	2	3	4	5	6
-12	200	200	200	210	240	270	300
-11	200	200	200	210	240	270	300
-10	200	200	200	210	240	270	300
-9	200	200	200	210	240	270	300
-8	200	200	200	210	240	270	300
-7	200	200	200	210	240	270	300
-6	200	200	200	210	240	270	300
-5	200	200	200	210	240	270	300
-4	200	200	200	230	270	300	330
-3	200	210	230	250	290	320	350
-2	200	230	250	280	310	340	370
-1	210	240	260	290	320	360	380
0	230	260	280	300	340	370	400
1	240	270	290	320	350	380	410
2	250	280	300	330	360	390	420
3	260	290	310	340	370	400	430
4	270	300	320	350	380	410	440
5	280	310	330	360	390	420	450
6	290	320	340	360	400	430	460
7	290	330	340	370	410	440	470
8	300	330	350	380	410	450	470
9	310	340	360	390	420	450	480
10	320	350	370	390	430	460	490
11	320	360	370	400	440	470	500
12	330	360	380	410	440	470	500
13	340	370	390	420	450	480	510
14	350	380	390	420	460	490	520
15	350	380	400	430	460	500	530
16	360	390	410	440	470	500	530
17	370	400	420	440	480	510	540
18	380	410	420	450	490	520	550
19	380	410	430	460	490	530	560
20	390	420	440	470	500	530	560
21	400	430	450	480	510	540	570
22	410	440	460	480	520	550	580
23	420	450	470	490	530	560	590
24	420	460	470	500	540	570	600
25	430	460	480	510	540	580	610
26	440	470	490	520	550	590	610
27	450	480	500	530	560	590	620
28	460	490	510	540	570	600	630
29	470	500	520	550	580	610	640
30	480	510	530	560	590	620	650
31	490	520	540	560	600	630	660
32	500	530	550	570	610	640	670
33	510	540	550	580	620	650	680
34	510	550	560	590	630	660	690
35	520	560	570	600	640	670	700
36	530	560	580	610	650	680	710
37	540	570	590	620	660	690	720
38	550	580	600	630	670	700	730
39	560	600	610	640	680	710	740
40	580	610	620	650	690	720	750
41	590	620	640	660	700	730	760
42	600	630	650	680	710	740	770
43	610	640	660	690	720	750	780
44	620	660	670	700	740	770	800
45	640	670	690	720	750	780	800
46	650	690	700	730	770	800	800
47	670	700	720	750	780	800	800
48	680	720	730	760	800	800	800
49	680	720	730	760	800	800	800

This table is for use only with the test in this booklet.

## SAT Essay Scoring Guide

Score of 6	Score of 5	Score of 4
An essay in this category is <i>outstanding</i> , demonstrating <i>clear and consistent mastery</i> , although it may have a few minor errors. A typical essay:	An essay in this category is <i>effective</i> , demonstrating <i>reasonably consistent mastery</i> , although it will have occasional errors or lapses in quality. A typical essay:	An essay in this category is <i>competent</i> , demonstrating <i>adequate mastery</i> , although it will have lapses in quality. A typical essay:
<ul style="list-style-type: none"> <li>effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position</li> </ul>
<ul style="list-style-type: none"> <li>is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>is well organized and focused, demonstrating coherence and progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>is generally organized and focused, demonstrating some coherence and progression of ideas</li> </ul>
<ul style="list-style-type: none"> <li>exhibits skillful use of language, using a varied, accurate, and apt vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>exhibits facility in the use of language, using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>demonstrates meaningful variety in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates variety in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some variety in sentence structure</li> </ul>
<ul style="list-style-type: none"> <li>is free of most errors in grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>is generally free of most errors in grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>has some errors in grammar, usage, and mechanics</li> </ul>
Score of 3	Score of 2	Score of 1
An essay in this category is <i>inadequate</i> , but demonstrates <i>developing mastery</i> , and is marked by ONE OR MORE of the following weaknesses:	An essay in this category is <i>seriously limited</i> , demonstrating <i>little mastery</i> , and is flawed by ONE OR MORE of the following weaknesses:	An essay in this category is <i>fundamentally lacking</i> , demonstrating <i>very little or no mastery</i> , and is severely flawed by ONE OR MORE of the following weaknesses:
<ul style="list-style-type: none"> <li>develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>develops a point of view on the issue that is vague or seriously limited, demonstrating weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>develops no viable point of view on the issue, or provides little or no evidence to support its position</li> </ul>
<ul style="list-style-type: none"> <li>is limited in its organization or focus, and may demonstrate some lapses in coherence or progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>is disorganized or unfocused, resulting in a disjointed or incoherent essay</li> </ul>
<ul style="list-style-type: none"> <li>displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>displays very little facility in the use of language, using very limited vocabulary or incorrect word choice</li> </ul>	<ul style="list-style-type: none"> <li>displays fundamental errors in vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>lacks variety or demonstrates problems in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates frequent problems in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates severe flaws in sentence structure</li> </ul>
<ul style="list-style-type: none"> <li>contains an accumulation of errors in grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured</li> </ul>	<ul style="list-style-type: none"> <li>contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning</li> </ul>

**Essays not written on the essay assignment will receive a score of zero.**

# Sample Essays for the SAT Practice Test

## Essay #1: This essay received a score of 6

Often, people are judged by their accomplishments. Different groups look at what an individual had done, & judge that person from only what they see whether this person is fit for this job, or that specialty track. This is the everbasic competition. It is all around us. Jobs, schools, & wars depend on it.

The strong survive for one reason. They are able to adapt & overcome. They will run head first into a problem, then back up and look at it from a different angle. The weak will run into the problem the same way, but after backing up, will run into the problem again & again until they get too frustrated to continue or ask a stronger individual for help. The stronger, however, will be long past that problem and onto a more challenging one. This point was displayed during World War II & the development of the jet engine. The US & Great Britain were having great problems getting all the bugs worked out from uncontrollable thrust amounts –out of control speeds, to complete & total engine deterioration. However, the German Luftwaffe had already perfected the engine & had put it to work in the Me 262. The allies were being destroyed by an enemy that they had nothing to match with. Allied planes were being shot down in massive numbers, & there was nothing anybody could do, because the US jet engine was far from finished. In response, new tactics were developed. Instead of just hoping to get a lucky shot & running into that wall, the Allies found a way around the wall. The idea was that during takeoff & landing, the 262 was extremely vulnerable, because it had to slow down dramatically to be able to land. Because of this, the Allied planes could now not only catch, but destroy many 262s that would have otherwise been impossible to destroy. This new tactic won the air war over the skies of Europe.

Ever since man has been around, they have been making tools. From the most primitive spear, little more than a sharp stick, to the most technologically advanced military fighter, the F-22 Raptor, man has been making devices to help them for millions of years. It is the strong who in the first place develop these tools. The weak will be quickly killed off in attacks, while the strong & agile will quickly improvise something, then revise it later to make it better.

## Why Essay #1 Received a Score of 6

This outstanding essay effectively and insightfully develops a point of view that "The strong survive for one reason. They are able to adapt & overcome." The writer demonstrates outstanding critical thinking by focusing on the clearly appropriate and skillfully detailed example of how Allied forces undermined German air supremacy during World War II. The essay smoothly progresses through a chronological account of how the U.S. and Great Britain, "being destroyed by an enemy that they had nothing to match with" due to their own delay in perfecting a jet engine, developed ingenious "new tactics" for taking advantage of the precise places where the German Me 262 "was extremely vulnerable." The essay consistently uses a varied, accurate, and apt vocabulary ("The US & Great Britain were having great problems getting all the bugs worked out from uncontrollable thrust amounts –out of control speeds, to complete & total engine deterioration") and demonstrates meaningful variety in sentence structure ("The idea was that during takeoff & landing, the 262 was extremely vulnerable, because it had to slow down dramatically to be able to land. Because of this, the Allied planes could now not only catch, but destroy many 262s that would have otherwise been impossible to destroy. This new tactic won the air war over the skies of Europe"). Demonstrating clear and consistent mastery, this essay receives the highest score of 6.

## Essay #2: This essay received a score of 5

Where there is the will, there is a way. The people of today's society know that in order to succeed, they need to fight for what they want. Whether it be in schools, sport teams or the work place, competition is key for survival.

The common school in the United States is stereotypic of a place where students undergo stress, hardship, and pressure. The academic world is no pleasant place for children. Day after day young eager students fight for the grade and the path of their future. There is no wonder why it is so common to find teenagers at home behind their desks studying into the late hours of the night. They are all brainwashed. Brainwashed by their parents and their teachers. Teachers tell them that in order to get into a good college, they need to devote themselves to the book. Sleep doesn't matter, friends don't matter, they need to study. In too many cases, we find that almost brilliant teenagers are

rejected from well respected schools due to lack of extra-curricular activity. The academic field brings evident competition that causes the evident stress of the every day student.

Hard working, stressed out kids often time turn to sports as a stress releaver. However, in many cases, it is unclear to them the amount of stress and grief will be added to what they now have. Something about succeeding in sports is more gratifying than anything else. In many cases people will devote themselves to being the "star athlete" or the "strongest kid on the team." This competition, however, brings nothing more than overwhelming distress and anxiety.

To get a job is one of the most rewarding things in the world. Too often than not people in search of the perfect career envy those who they seem to think already have it. Frequently, people with those types of jobs spend their life devoting every waking hour to getting that raise, or making the boss happy. Midlife crises's are clear examples of how stress from competition builds up throughout the working environment. The modern society we live in is one that exemplifies "survival of the fittest." In order to succeed, you must fight.

## **Why Essay #2 Received a Score of 5**

This essay demonstrates reasonably consistent mastery by effectively developing the point of view that "Whether it be in schools, sport teams or the work place, competition is key for survival." Demonstrating strong critical thinking, the writer uses appropriate reasoning and examples to describe the role competition plays in each of these three areas. The essay is well organized, with strong emphasis on competition's negative effects, and coherent progression from one area to the next. ("The academic field brings evident competition that causes the evident stress of the every day student. Hard working, stressed out kids often time turn to sports as a stress releaver.") However, some lapses in specificity of support appear as the essay moves toward its conclusion. Therefore, to merit a higher score, the essay needs to provide further focused and specific evidence to more insightfully and completely develop the point of view. This essay uses appropriate vocabulary and demonstrates variety in sentence length and structure ("Something about succeeding in sports is more gratifying than anything else. In many cases people will devote themselves to being the 'star athlete' or the 'strongest kid on the team.' This competition, however, brings nothing more than overwhelming distress and anxiety.") This effective essay receives a score of 5.

## **Essay #3: This essay received a score of 4**

I disagree with Hayakawa's statement, it is not the strongest and fittest that prove to be most successful, nor is it the most skilled, but instead those with the right mindset. Many forms of martial arts require the student to believe in themselves to perform tasks they thought they were unable to do. Political votes do not generally reflect the nominees ability, so much as personality.

If a great presidential candidate was not approachable and an ok one was a real nice guy. The nice guy would win every time. If you look at sports there has been a great many talented teams thwarted by less cocky, more focused and less talented teams.

People that have guided history to where it stands today, were all normal people, no superhuman strengths, not many above average scholars, Einstein made C's in high school, along with half the past presidents and many other historical figures I'm sure.

Sure sometimes strength comes in handy, but in the majority of cases, it is the plan, or group bonding or moreover the group or one person's mindset that will determine how well he or she does.

A friend of mine is a swim coach, and she said to me not to long ago, "ninety percent of swimming is in your head." Her swim team is very successful and they live by this, the past few years they've ranked highly on a national level. They know that every day in practice they're only working on ten percent of their game, and that to earn the other ninety they must believe in themselves.

So, the fittest, strongest, and smartest may survive, but they're not the only ones who will, and they will not always come out on top.

### **Why Essay #3 Received a Score of 4**

This generally focused response demonstrates adequate mastery by establishing a point of view that success depends less on the qualities described in the quotation than on "the right mindset," and that "the fittest, strongest, and smartest may survive, but they're not the only ones who will, and they will not always come out on top." The writer displays competent critical thinking by selecting adequate examples and organizing them to establish a progression of ideas that supports this position. The writer touches on examples of martial arts, politics, sports, and history, concluding with a more extended personal example of a swimming team's success that illustrates the assertion that "ninety percent of swimming is in your head." The essay remains focused, creating a sense of overall coherence despite the lack of development of most of the examples provided. While the essay exhibits adequate facility in the use of language by using generally appropriate vocabulary ("Political votes do not generally reflect the nominees ability, so much as personality."), it is inconsistent ("Sure sometimes strength comes in handy, but in the majority of cases, it is the plan, or group bonding or moreover the group or one person's mindset that will determine how well he or she does.") Therefore, to achieve a higher score, this essay needs to demonstrate more consistent facility in the use of language, as well as provide additional focused and detailed evidence to more effectively and evenly develop the writer's point of view. The response receives a score of 4.

### **Essay #4: This essay received a score of 3**

In today's society, people have to be tough. People must work for what they want and fight for what is theirs. Today's world is "dog eat dog," and it's every person for themselves. Years ago, the society was different. Back then people would try their best to help others and put themselves last. Today, if you don't look out for yourself, nobody else will.

In the world of business everybody wants to be at the top of the ladder. The mind frame of today's working-class people is that it is okay to step on anything or anyone to make your way up that ladder of success.

If everybody in one corporation is aiming for the President's position and only one person can get it, then the competition is going to be ruthless. It's been proven that it's human nature to be selfish, therefore it's likely that several of those people competing for that one position are going to get hurt. It's not fair but that's the way it is.

In order to avoid getting hurt in our world today, it is important that you put your self first, and think of others later. That may sound selfish but that's how it is.

### **Why Essay #4 Received a Score of 3**

This response demonstrates developing mastery by establishing the point of view that competition is necessary because "Today, if you don't look out for yourself, no one else will." The writer demonstrates some critical thinking by selecting an appropriate example from "the world of business"; however, this evidence is inadequate to fully develop the position or establish clear coherence and progression of ideas due to reliance on generalizations and lack of specific examples ("Back then people would try their best to help others and put themselves last... everybody wants to be at the top of the ladder... The mind frame of today's working-class people is that it is okay to step on anything or anyone... It's been proven that it's human nature to be selfish..."). Although the response exhibits developing facility in the use of language ("If everybody in one corporation is aiming for the President's position and only one person can get it, then the competition is going to be ruthless"), vocabulary is sometimes weak ("Years ago the society was different. Back then people would try their best to help others and put themselves last... In order to avoid getting hurt in our world today, it is important that you put yourself first and think of others later"). Further, sentence structures are repetitive. ("It's not fair but that's the way it is... That may sound selfish, but that's how it is.") To achieve a higher score, this essay needs to demonstrate stronger critical thinking by providing further focused and detailed evidence to more effectively and insightfully develop the point of view. Overall, this response remains in the inadequate category and receives a score of 3.

### **Essay #5: This essay received a score of 2**

I think that people who have to be competitive aren't to good. Yes, they strive to beat others and to be good, but they have to win. Some people who aren't competitive turnout to be very sucessful.

One person who wasn't really competitive and was very successful was Bill Gates. When he started, he was one of the only people to build computers. And now look at what happened. He is the richest person alive. He was able to get to the top because he worked hard and didn't worry to much about the competition. He turned out to be a person that everyone knows about. That would be a very successful person.

In my opinion, people who have to be competitive to have success is nothing. It's a crutch that "helps" them get motivated. People who aren't competitive can be successful. Take Bill Gates for example. He is very successful, and he wasn't that competitive. Being competitive can help you get motivated, but it can also cause you to think you can only be successful if you are competitive.

### **Why Essay #5 Received a Score of 2**

While this response attempts to develop the point of view that "Some people who aren't competitive turnout to be very successful," the lack of clear evidence to support this position results in a seriously limited essay. The writer does demonstrate some critical thinking by offering the appropriate example of Bill Gates to support this position. However, this sparse and repetitive example is insufficient to fully develop the point of view or to establish a progression of ideas. ("One person who wasn't really competitive and was very successful was Bill Gates... He was able to get to the top and didn't worry to much about the competition... People who aren't competitive can be very successful. Take Bill Gates for example. He is very successful, and he wasn't that competitive"). The essay displays very little facility in the use of language by consistently relying on a limited vocabulary and repetitive word choices ("He turned out to be a person that everyone knows about. That would be a very successful person... He is very successful and he wasn't that competitive.") Therefore, to achieve a higher score, this essay needs to demonstrate stronger critical thinking by maintaining focus on the position and providing further detailed, appropriate evidence to more effectively develop the point of view. This response shows little mastery and thus receives a score of 2.

### **Essay #6: This essay received a score of 1**

In life the people that succed in life are competitive. They are the people that know what they want in life. Most people that is competitive would do anything they could to succeed and be succsful in life. The view of being highly competitive in which most people who don't think about there life and goals.

### **Why Essay #6 Received a Score of 1**

This brief response is fundamentally lacking. While the essay presents the point of view that "In life the people that succed in life are competitive", it provides too little support to clearly develop this position. Evidence is offered as a series of vague ideas, resulting in a disjointed and practically incoherent essay. Vocabulary is limited and repetitive ("In life the people that succed in life are competitive... Most people that is competitive would do anything they could to succeed and be succsful in life"). Additionally, there are flaws in sentence structure ("The view of being highly competitive in which most people who don't think about there life and goals") as well as errors in grammar and usage ("Most people that is competitive... most people who don't think about there life and goals"). Therefore, in order to achieve a higher score, this essay needs to demonstrate more facility in the use of language; exhibit stronger control over grammar, usage, mechanics, and sentence formation; and demonstrate stronger critical thinking by providing further focused evidence to more effectively develop the point of view. Overall, this essay demonstrates very little mastery and earns a score of 1.