

SAT Essay Practice in Bluebook:

Screen by screen of where to find it

The first screenshot shows the Bluebook 'Sign In' screen with a yellow button for 'Use a sign-in ticket from your school' and a button for 'Sign In with a student College Board Account'. Red arrows point from the yellow button to the 'Sign In with a Student Account' screen and from the 'Sign In with a student College Board Account' button to the same screen. The second screenshot shows the 'Sign In with a Student Account' screen with fields for 'Email Address' and 'Password', and a 'Submit' button. The third screenshot shows the 'Your Tests' and 'Practice and Prepare' sections. The 'Full-Length Practice' option is circled in red.

The screenshot shows the 'Choose a Full-Length Practice' screen. A dropdown menu for 'Test Type *' is open, showing options: 'Select', 'PSAT-Related Assessments', and 'SAT'. A red arrow points to the 'SAT' option.

The screenshot shows the 'Choose a Full-Length Practice' screen. The 'Test Type *' dropdown is set to 'SAT'. The 'Practice Test *' dropdown is open, showing options: 'Select', 'SAT Practice 1', 'SAT Practice 2', 'SAT Practice 3', 'SAT Practice 4', 'SAT Essay Practice 1', 'SAT Essay Practice 2', and 'SAT Essay Practice 3'. A red circle highlights the 'SAT Essay Practice 1', 'SAT Essay Practice 2', and 'SAT Essay Practice 3' options. A red box contains the text: '3 different practice prompts to choose from.'

The screenshot shows the 'SAT Essay Practice' screen. The 'Scoring' section is circled in red. It contains the text: 'After you finish the practice essay, you'll get a scoring rubric that you can use to score your work.'

The Essay practice in Bluebook doesn't score your work. Bluebook tells you to compare your work to the scoring rubric and see what you think.

SAT Essay = A Rhetorical Analysis

<https://satsuite.collegeboard.org/media/pdf/official-sat-study-guide-about-essay.pdf>

In a rhetorical analysis, you're paying attention to how the author uses particular techniques and elements to make the argument more convincing, persuasive, and powerful; your discussion should focus on what the author does, why the author does it, and what effect this is likely to have on readers.

The 3 categories to look for: evidence, reasoning, and stylistic and persuasive elements and how the author uses them to develop the argument:

1. **Evidence** is information and ideas that the author uses to support a claim. Evidence takes many forms, and the forms vary depending on the kind of argument the author is writing and the nature of the point the author is trying to make. Evidence can come in the form of facts, statistics, examples, quotations from (other) experts, the results of experiments or other research, and the like. The author of any given passage may use some of these or rely on other kinds of sources entirely. It'll be up to you to figure out what constitutes evidence in a particular passage and how the author uses it to support particular claims.

Your analysis of an author's use of evidence can take many forms, depending on the particular passage in question. You may point to specific cases in which the author's choice of evidence was particularly *effective in supporting a claim*, or point out that the author relies (perhaps too much) on one kind of evidence or another—or on little or no evidence at all, likely weakening the argument's effectiveness. Other approaches are possible as well.

2. **Reasoning** is the connective tissue that holds an argument together. It's the "thinking"—the logic, the analysis—that develops the argument and ties the claim and evidence together. Reasoning plays a stronger role in some texts than in others. Some authors are very careful about making their thought processes clear so that readers can follow and critique them. In other cases, texts rely less heavily on logic.

Your analysis of an author's use of reasoning can take a number of different approaches. You may decide to discuss how the author uses (or fails to use) clear, logical reasoning to draw a *connection between a claim and the evidence* supporting that claim. You may also or instead choose to evaluate the impact that particular aspects of the author's reasoning (e.g., unstated assumptions) have on *how convincing the argument is*. Other approaches are possible as well.

3. **Stylistic and persuasive elements** are rhetorical techniques that an author might bring to bear in order to enhance the power of an argument. An author could make use of *appeals*, such as to the audience's fears or sense of honor, or employ particularly vivid descriptive language to *create a mood of anticipation or anxiety*, or use one or more of any number of other such devices. There's no definitive list of these techniques, and you don't have to know them by name to be able to get good scores on the Essay. The key is to be on the lookout for ways in which the *author attempts to influence the audience*, sometimes by using something other than a strictly logical, rational approach.

Your analysis of the author's use of stylistic and persuasive elements can follow a number of paths.

- You may point out instances in which the author uses such devices and evaluate their role or their *effectiveness in motivating an audience* to action.
- You may also analyze and evaluate the varying extent to which *logic and emotion contribute to the persuasiveness* of the text. Other approaches are possible as well.

For some passages, evidence may be less important than reasoning and/or stylistic and persuasive elements, so it makes sense to devote less attention to evidence in such a case. Indeed, successful *responses do not need to cover each of these three categories*. In fact, it's generally *better to focus your essay on a few points that are well made* than attempt to check off a long list of rhetorical elements. You can also choose to discuss some aspect of the passage that doesn't fit neatly into one of the three categories but that plays an important part in how the author builds the argument. Your analysis should be selective. That is, you should focus your attention on *those features* of the passage that you feel *make the biggest contribution to its persuasive power*.

While 50 minutes is a fair amount of time, it's not enough to write about everything that's going on in the passage. Pick and choose what you analyze.

Remember, your main goal is not to show why or whether you agree or disagree with the points the author makes. This is not an essay that you argue one position or another, or whether you either agree or disagree. However, you *can* indicate that you feel the author is failing to make a strong point. Name why and make it clear what you think the author's intent probably was.

- You could point out, for instance, that the author's description seems too idealized to be truly believable or that the author gives too much attention to anecdotes instead of solid evidence, but you should still devote your main effort to what the author does do and what the author intends to accomplish (even if the author sometimes misses the mark).

Use the Annotate tool as you read to mark sentences that use one the 3 categories ...

Section 3: Essay
Directions ▾

The timer will start with 50 minutes. 46:58 Hide

Annotate

The 3 categories:

- 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.

Adapted from Paul Bogard, "Let There Be Dark." ©2012 by Paul Bogard. Originally published in *Los Angeles Times*, December 21, 2012.

Par.

1 At my family's cabin on a Minnesota lake, I knew woods so dark that my hands disappeared before my eyes. I knew night skies in which meteors left smoky trails across sugary spreads of stars. But now, when 8 of 10 children born in the United States will never know a sky dark enough for the Milky Way, I worry we are rapidly losing night's natural darkness before realizing its worth. This winter solstice, as we cheer the days' gradual movement back toward light, let us also remember the irreplaceable value of darkness.

2 **sample note:** steady rhythm of bright days and dark appeal to emotion nightfall, we reach quickly for a night appeal to emotion s, meaning too much artificial light at night, spells trouble for all.

3 Already the World Health Organization classifies working the

Write an essay in which you explain how Paul Bogard builds an argument to persuade his audience that natural darkness should be preserved. In your essay, analyze how Bogard uses one or more of the features listed in the instructions before the passage (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Bogard's claims, but rather explain how Bogard builds an argument to persuade his audience.

Your response will be saved automatically.

B I U Ω ✂ 📄 ↶ ↷ ×² ×₂ ➤

How to use the Annotate tool...

Section 1: Reading and Writing
Directions ▾

0:00 Hide

1. Annotate

2. Click and highlight.

In recommending Bao Phi's collection *Sông I Sing*, a librarian noted that pieces by the spoken-word poet don't lose their _____ nature when printed: the language has the same pleasant musical quality on the page as it does when performed by Phi.

Which choice completes the text with the most logical and precise word or phrase?

(A) scholarly
(B) melodic
(C) jarring
(D) personal

3. Make a note about it.

New Annotation: "pleasant musical quality"

Highlight Color: ○ Underline style: U

3. what word describes musical quality

4. Hover over the highlight.

Section 1: Reading and Writing
Directions ▾

what word describes musical quality *Sông I Sing*, a librarian noted that pieces by the _____ nature when printed: the language has the same pleasant musical quality on the page as it does when performed by Phi.

SAT Essay Scoring Rubric

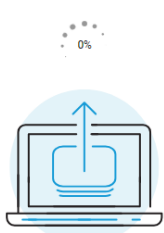
Score	Reading	Analysis	Writing
4 Advanced	<p>The response demonstrates thorough comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.</p> <p>The response is free of errors of fact or interpretation with regard to the text.</p> <p>The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p>	<p>The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.</p> <p>The response 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.</p> <p>The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</p> <p>The response focuses consistently on those features of the text that are most relevant to addressing the task.</p>	<p>The response is cohesive and demonstrates a highly effective use and command of language.</p> <p>The response includes a precise central claim.</p> <p>The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.</p>
3 Proficient	<p>The response demonstrates effective comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and important details.</p> <p>The response is free of substantive errors of fact and interpretation with regard to the text.</p> <p>The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p>The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</p> <p>The response 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.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>The response focuses primarily on those features of the text that are most relevant to addressing the task.</p>	<p>The response is mostly cohesive and demonstrates effective use and control of language.</p> <p>The response includes a central claim or implicit controlling idea.</p> <p>The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.</p>
2 Partial	<p>The response demonstrates some comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) but not of important details.</p> <p>The response may contain errors of fact and/or interpretation with regard to the text.</p> <p>The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</p>	<p>The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.</p> <p>The response identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance.</p> <p>Or one or more aspects of the response's analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made.</p> <p>The response may lack a clear focus on those features of the text that are most relevant to addressing the task.</p>	<p>The response demonstrates little or no cohesion and limited skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.</p> <p>The response may include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.</p> <p>The response has limited variety in sentence structures; sentence structures may be repetitive.</p> <p>The response demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.</p> <p>The response shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.</p>

Score	Reading	Analysis	Writing
1 Inadequate	<p>The response demonstrates little or no comprehension of the source text.</p> <p>The response fails to show an understanding of the text's central idea(s) and may include only details without reference to central idea(s).</p> <p>The response may contain numerous errors of fact and/or interpretation with regard to the text.</p> <p>The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>	<p>The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing.</p> <p>Or numerous aspects of the response's analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>The response may not focus on features of the text that are relevant to addressing the task.</p> <p>Or the response offers no discernible analysis (e.g., is largely or exclusively summary).</p>	<p>The response demonstrates little or no cohesion and inadequate skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea.</p> <p>The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.</p> <p>The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.</p> <p>The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.</p>

When you've finished a practice essay, you'll see...


Digital Practice Is Over: Stand By!

All your work has been saved, and we're uploading it now. Do not refresh this page or quit the app.



If this screen doesn't update in a few minutes, hit **Return to Home**.

You're All Finished!



Congratulations on completing a practice SAT essay. Visit mypractice.cb.org to score your work.

[Visit My Practice](#)

My Essay Practice Tests

March 2, 2024

SAT Essay Practice 1

Reading	1-4
Analysis	1-4
Writing	1-4

[See Your Essay](#)

[See Student Essays](#)