

**Workbook**  
**for**  
**The CollegeBoard© SAT I Essay\***  
**\*Includes One Graded Practice SAT Essay!**

Encouraging Thoughtful Christians to be World Changers

**James P. Stobaugh**



**Stobaugh Publishing**  
**Hollsopple, Pennsylvania**

Workbook for The CollegeBoard SAT I Essay

## **Workbook for the CollegeBoard© SAT I Essay**

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## **Workbook for the CollegeBoard© SAT I Essay**

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# Preface

## **Get ready to take the SAT!**

Nearly every college in America accepts the SAT as a part of its admissions process. That's why, CollegeBoard reports, more than two million students take the SAT every year.

The SAT has three parts: Verbal Critical Reading Section, Verbal Writing Section, and Math Section. This workbook only concerns the SAT Essay Section.

## **SAT Essay Section**

The essay is always the first question on the SAT. You will be given 25 minutes to respond to the question by writing an essay in longhand on the answer sheet. It is a lined paper, with about 65 lines. Write as much as you can! In fact, it is my impression, that longer is always better.

The essay measures your ability to:

Develop a point of view on an issue presented in a reading excerpt.

Support a point of view using reasoning and examples from your reading, studies, experience, or observations.

You must write in standard English convention. In other words, your score will be diminished by poor mechanics. You will be given a prompt or assignment, which is a short (no more than 80 words long) quotation or statement on an issue that is carefully selected to:

Enable you to react and respond quickly in a variety of ways  
Be free of figurative, technical, or specific literary references

One final note: to those who are Christian believers I must warn you that consistently the CollegeBoard chooses prompts that are controversial and, in my opinion, prejudiced against our Judeo-Christian morality. We believers will be offended, no doubt, and may be tempted to use this portion of the SAT as a forum to share our beliefs. Don't do that. It might hurt your score, and, in defense of the CollegeBoard, you are being asked to discuss what an issue means, or what a quote means, or what an authority means—you are rarely asked to offer your opinion. So, if you need some wriggle room, I would state what the quote means, communicate a scholarly opinion, and quietly pray for the SAT essay creators and the CollegeBoard! I would not use this venue as a forum to parade my own beliefs, however laudable and accurate they might be!

The following workbook is an effective way to improve your SAT I essay score. If you carefully complete each exercise, your essay writing will no doubt improve. Blessings!

<http://professionals.collegeboard.com/testing/sat-reasoning/about/sections/writing>

# Outline Option I

You will have 25 minutes to write your essay. Therefore, you will be tempted to skip the outline step. Don't do that. The less time you have, the more concise you have to be, the more important an outline becomes.

Why create an outline?

- Helps you organize your ideas
- Shows the relationships among ideas in your writing
- Defines the limit and purpose of your essay

How do I create an outline?

- Determine the purpose (thesis) of your paper.
- Determine the audience you are writing for.

Then:

- Organize: Group related ideas together. I give you two ways to do that in the following exercises.
- Order: Arrange material in subsections from general to specific or from abstract to concrete. <http://owl.english.purdue.edu/owl/>

Remember: An outline is a critical, necessary step!

The following is an essay prompt provided by CollegeBoard. Before you write an essay on this topic, create an outline. The first outline should be an orthodox outline (i.e., I, A, B, etc.). The second outline should be a schematic/graphic organization of your essay. Of course you will only choose one option when taking your exam.

Think carefully about the issue presented in the following excerpt and the assignment below.

Even scientists know that absolute objectivity has yet to be attained. It's the same for absolute truth. But, as many newspaper reporters have observed, the idea of objectivity as a guiding principle is too valuable to be abandoned. Without it, the pursuit of knowledge is hopelessly lost.

Adapted from "Focusing Our Values," [Nieman Reports](#)

**Assignment:** Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Support your position with reasoning and examples taken from your reading, studies, experience, or observations.



# Outline Option I

## ANSWER

*I. Introduction*

*II. Body*  
*Argument 1*  
*Evidence 1*

*Argument 2*  
*Evidence 2*

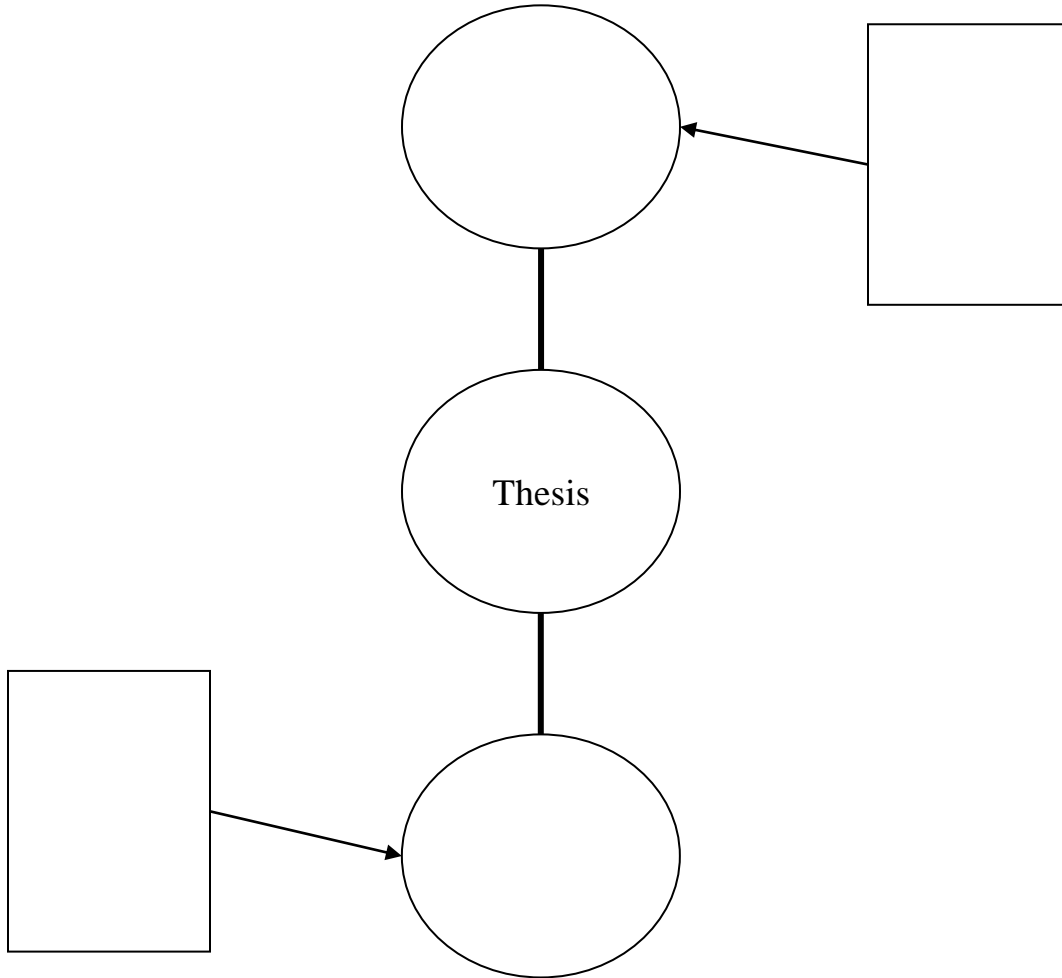
*III. Conclusion*

Did your outline follow this pattern? Carefully consider what you have included or omitted in your outline.



## Outline Option II

The following is another way to organize an essay. Fill in the following diagram:

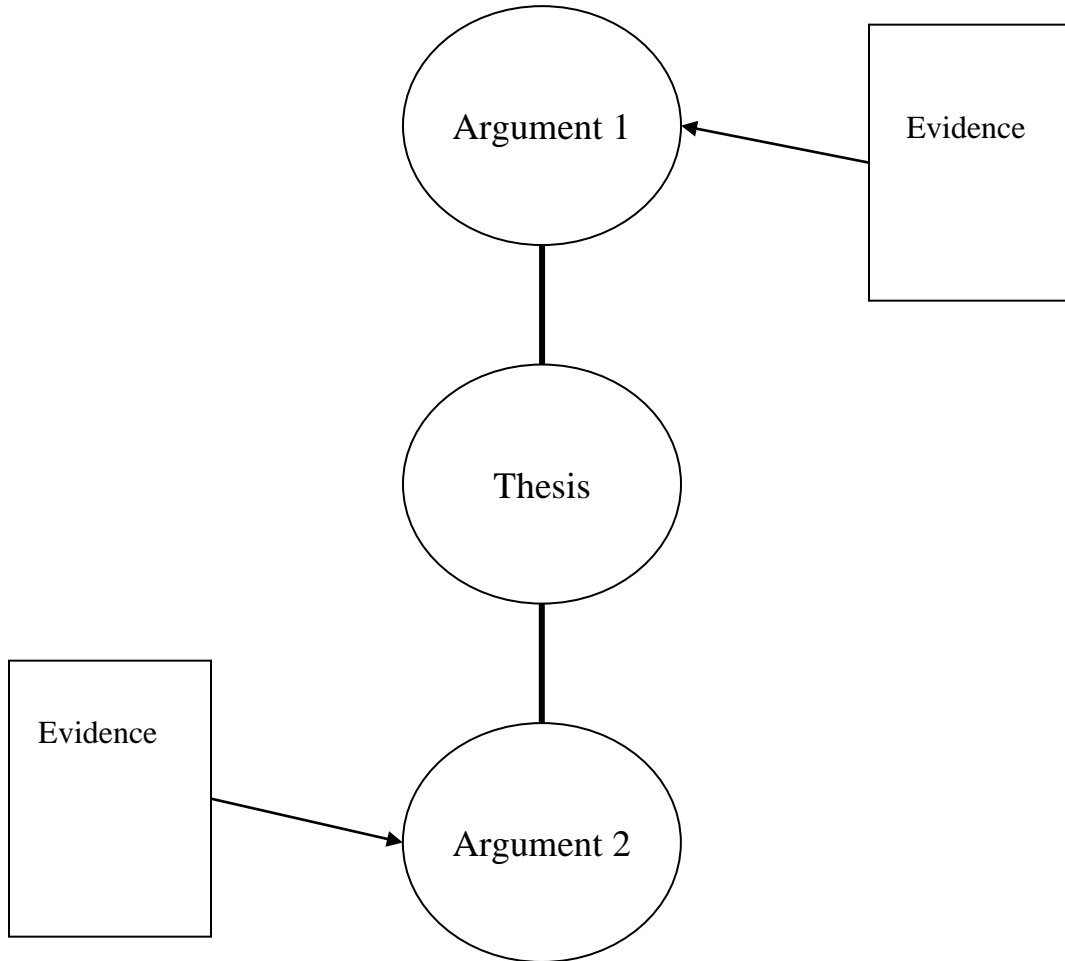


What outline option works best for you?

# Outline Option II

ANSWER

In a diagram outline, you clearly show your thesis, argument, and evidence.





# Introduction

The introduction is the broad beginning of the essay that answers three important questions:

1. What is this?
2. Why am I reading it?
3. What argument/position do you want me to accept?

You should ANSWER these questions by doing the following:

1. *Set the context* – provide general information about the main idea, explaining the situation so the grader can make sense of the topic and the claims you make and support. Restate the question and ANSWER it.
2. *State why the main idea is important* – tell the grader why s/he should care and keep reading. Your goal is to create a compelling, clear, and convincing essay the grader will want to read and act upon.
3. *State your thesis/claim* – compose a sentence or two stating the position you will support with *logos* (sound reasoning: induction, deduction), *pathos* (balanced emotional appeal), and *ethos* (author credibility).

<http://owl.english.purdue.edu/owl/>

In summary, all information discussed in the essay is presented in the introduction. No new arguments may be added after the introduction is created. Don't surprise your reader! Presume nothing. Explain everything.

One final word: Avoid format writing. What is format writing? The following are indicators of format writing:

1. Inevitably format writing emphasizes form over content. Normally format writers use some sort of contrived checklist.
2. Format writing is full of broad, predictable generalizations where the writer purports to be a specialist in everything. But in fact the format writer is substantially unable to develop, and much less to defend, any serious rhetorical point. One rarely finds a credible thesis (i.e., purpose statement) in a format writing piece.
3. All essays begin and end exactly the same way. Predictability is a sign of inferior writing and endemic to format writing.
4. Format writing does not consider audience, content, or purpose.

Your SAT essay graders are trained, certified, professionals—usually English teachers. They know inferior writing when they see it. They will mark you down if you employ a canned, format writing strategy! Here is a typical essay prompt from CollegeBoard©:

Think carefully about the issue presented in the following excerpt and the assignment below.

Even scientists know that absolute objectivity has yet to be attained. It's the same for absolute truth. But, as many newspaper reporters have observed, the idea of objectivity as a guiding principle is too valuable to be abandoned. Without it, the pursuit of knowledge is hopelessly lost.

Adapted from "Focusing Our Values," Nieman Reports

**Assignment:** Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

I. Introduction

A. Opening comment—set the context(you need to take control of the topic right here!):

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B. Restatement of the question and why it is a compelling question:

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C. Thesis—the purpose, claim, and position of this essay—the grader should know exactly what you are arguing and have a hint at how you will argue it:

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# Introduction

## ANSWER

### I. Introduction

- A. Opening Comment: *The British author G. K. Chesterton writes “The madman’s explanation of a thing is always complete, and often in a purely rational sense satisfactory.”*

*NOTE: Beginning with a quote is always a good idea. It is an interesting, timely way to bring your reader into your topic. It also impresses graders by showing them that you can talk about specifics. To that end avoid general comments like, “Everyone knows that absolute objectivity is desirable but cannot be attained.” This is a vastly inferior beginning because your reader is asked to take a side: readers who agree with you are pleased; those who disagree are irritated. Avoid these unsubstantiated generalizations.*

- B. Restatement of the Question: *While this author agrees that absolute objectivity has yet to be attained, it is not the same for absolute truth. In any event, the idea of objectivity as a guiding principle is too valuable to be abandoned. Without it, the pursuit of knowledge is indeed hopelessly lost.*

*NOTE: You accurately restate the question while, at the same time, offering your position. This statement is a precursor to the thesis that will come next. Remember: the more time you can present your case to the graders in 25 minutes the more chances that the graders will understand if not agree with your case.*

- C. Thesis: *As Aristotle argues in his seminal work Nicomachean Ethics, “. . . the great majority of mankind are agreed about this; for both the multitude and persons of refinement speak of it as Happiness, and conceive ‘the good life’ or ‘doing well’ to be the same thing as ‘being happy.’ But what constitutes happiness is a matter of dispute; and the popular account of it is not the same as that given by the philosophers.” Objectivity is as elusive as happiness, but truth is real. Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Only if they pursue truth.*

*NOTE: A thesis is a short, pithy, but accurate summary statement and purpose statement of what the subsequent essay will be. It is not an opportunity for the reader to pontificate on the essay topic (unless that is the purpose of the essay) nor is the thesis an opportunity to trick the reader into believing some partisan position. Very simply, the thesis must be the clearly stated, cogently stated, purpose of this essay.*

# The Body: Argument 1, Evidence 1

The body of an essay is the core of the essay. It is where the argument is developed and the evidence provided.

The four elements of a good Body include paragraphs that have:

1. A Topic sentence that tells the grader what you will be arguing in the paragraph.
2. Specific Evidence and analysis that supports your thesis and that provides a deeper level of detail than your topic sentence.
3. A Brief wrap-up sentence that tells the reader how and why this information supports the paper's thesis. The brief wrap-up is also known as the warrant. The warrant is important to your argument because it connects your reasoning and support to your thesis, and it shows that the information in the paragraph is related to your thesis and helps defend it.

<http://owl.english.purdue.edu/owl/resource>

Now, write the first argument for your essay body.

Think carefully about the issue presented in the following excerpt and the assignment below.

Even scientists know that absolute objectivity has yet to be attained. It's the same for absolute truth. But, as many newspaper reporters have observed, the idea of objectivity as a guiding principle is too valuable to be abandoned. Without it, the pursuit of knowledge is hopelessly lost.

Adapted from "Focusing Our Values," Nieman Reports

**Assignment:** Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

Argument 1

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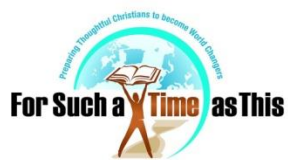
Evidence 1

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# The Body: Argument 1, Evidence 1

## ANSWER

### Argument 1

*Lewis Carroll's Alice in Alice in Wonderland falls into the rabbit hole and knows that she is lost. "Read the directions and directly you will be directed in the right direction," the doorknob tells Alice. She has lost all objectivity. She is in trouble. She knows it. But she still has truth—the doorknob has given her truth. Read the directions!*

*Alice is not neutral, and in her crisis, is making observations and decisions galore. She has lost her objectivity, though. She wants to go home. The truth will lead her home. Impartiality, then, is immaterial. She has a need, a stated objective, and she can have the truth. The truth will lead her home.*

*NOTE: the author uses a common, simple analogy/comparison to Alice in Wonderland. He mentions again, and again, his central argument: that objectivity is important, but the pursuit and attainment of truth is more important.*

### Evidence 1

*Objectivity is as allusive as happiness, but truth is real. Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Only if they pursue truth*

*NOTE: The author compares Alice's dilemma to the human condition.*

# The Body: Argument 2, Evidence 2

Now, provide another argument and evidence.

Argument 2

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Evidence 2

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# The Body: Argument 2, Evidence 2

## ANSWER

### Argument 2

*Scientists know that absolute objectivity has yet to be attained. But ask poets.*

*Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? No. As Alice learns, as she looks for truth in the rabbit, and as the poet eloquently probes into the cosmos understands, truth is not dependent upon objectivity.*

### Evidence 2

*Theologian Walter Bruggemann, in The Poetic Imagination writes, “to address the issue of a truth greatly reduced requires us to be poets that speak against a prose world. . . . By prose I refer to a world that is organized in settled formulae... By poetry I mean language that moves, that jumps at the right moment, that breaks open old worlds with surprise, abrasion and pace. Poetic speech is the only proclamation worth doing in a situation of reductionism.”*

*NOTE: The author uses a quote from Bruggemann.*





# The Conclusion

In a general way, your conclusion will:

- restate your topic and why it is important,
- restate your thesis/claim,

Remember that once you accomplish these tasks you are finished. Done. Don't try to bring in new points or end with a sermon or polemic. Stay focused! Stay on task! Finish with confident humility.

Think carefully about the issue presented in the following excerpt and the assignment below.

Even scientists know that absolute objectivity has yet to be attained. It's the same for absolute truth. But, as many newspaper reporters have observed, the idea of objectivity as a guiding principle is too valuable to be abandoned. Without it, the pursuit of knowledge is hopelessly lost.

Adapted from "Focusing Our Values," Nieman Reports

**Assignment:** Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

The conclusion:

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# The Conclusion

## ANSWER

The conclusion:

*Knowledge will be pursued and it will be found, but only by those who love and who find truth. Objectivity, as Alice found in her crisis, as the poet understands in his craft, is impossible. And undesirable. Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Absolutely not.*

*NOTE: The conclusion is a chance to have the last word on the subject. The conclusion is also a way to summarize one's thoughts, to demonstrate the importance of your ideas, and to propel your reader to a new view of the subject. It is also your opportunity to make a good final impression.*





## The Whole Essay

*The British author G. K. Chesterton writes “The madman's explanation of a thing is always complete, and often in a purely rational sense satisfactory.” While this author agrees that absolute objectivity has yet to be attained, it is not the same for absolute truth. In any event, the idea of objectivity as a guiding principle is too valuable to be abandoned. Without it, the pursuit of knowledge is indeed hopelessly lost. As Aristotle argues in his seminal work Nicomachean Ethics, “. . . the great majority of mankind are agreed about this; for both the multitude and persons of refinement speak of it as Happiness, and conceive ‘the good life’ or ‘doing well’ to be the same thing as ‘being happy.’ But what constitutes happiness is a matter of dispute; and the popular account of it is not the same as that given by the philosophers.” Objectivity is as allusive as happiness, but truth is real. Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Only if they pursue truth.*

*Lewis Carroll’s Alice in Alice in Wonderland falls into the rabbit hole and knows that she is lost. “Read the directions and directly you will be directed in the right direction,” the doorknob tells Alice. She has lost all objectivity. She is in trouble. She knows it. But she still has truth—the doorknob has given her truth. Read the directions! Alice is not neutral, and in her crisis, it making observations and decisions galore. She has lost her objectivity, though. She wants to go home. The truth will lead her home. Impartiality, then, is immaterial. She has a need, a stated objective, and she can have the truth. The truth will lead her home. Objectivity is as allusive as happiness, but truth is real. Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Only if they pursue truth.*

*Scientists know that absolute objectivity has yet to be attained. But ask poets. Theologian Walter Bruggemann, in The Poetic Imagination writes, “to address the issue of a truth greatly reduced requires us to be poets that speak against a prose world. . . . By prose I refer to a world that is organized in settled formulae... By poetry I mean language that moves, that jumps at the right moment, that breaks open old worlds with surprise, abrasion and pace. Poetic speech is the only proclamation worth doing in a situation of reductionism.” Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? No. As Alice in the rabbit hole looked for truth learns, as the poet eloquently probes into the cosmos understands, truth is not dependent upon objectivity.*

*Knowledge will be pursued and it will be found, but only by those who love and who find truth. Objectivity, as Alice found in her crisis, as the poet understands in his craft, is impossible. And undesirable. Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Absolutely not.*

# Scoring the SAT Essay

## EXAMPLE 1

### Score of 6

An essay in this category demonstrates clear and consistent mastery, although it may have a few minor errors. A typical essay:

- 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
- Is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas
- Exhibits skillful use of language, using a varied, accurate, and advanced vocabulary
- Demonstrates meaningful variety in sentence structure
- Is free of most errors in grammar, usage, and mechanics.

### Score of 5

An essay in this category demonstrates reasonably consistent mastery, although it will have occasional errors or lapses in quality. A typical essay:

- 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
- Is well organized and focused, demonstrating coherence and progression of ideas
- Exhibits facility in the use of language, using appropriate vocabulary
- Demonstrates variety in sentence structure
- Is generally free of most errors in grammar, usage, and mechanics

### Score of 4

An essay in this category demonstrates adequate mastery, although it will have lapses in quality. A typical essay:

- Develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position
- Is generally organized and focused, demonstrating some coherence and progression of ideas
- Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary
- Demonstrates some variety in sentence structure
- Has some errors in grammar, usage, and mechanics

### **Score of 3**

An essay in this category demonstrates developing mastery, and is marked by one or more of the following weaknesses:

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

Is limited in its organization or focus, but may demonstrate some lapses in coherence or progression of ideas

Displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice

Lacks variety or demonstrates problems in sentence structure

Contains an accumulation of errors in grammar, usage, and mechanics

### **Score of 2**

An essay in this category demonstrates little mastery, and is flawed by one or more of the following weaknesses:

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

Is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas

Displays very little facility in the use of language, using very limited vocabulary or incorrect word choice

Demonstrates frequent problems in sentence structure

Contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured

### **Score of 1**

An essay in this category demonstrates very little or no mastery, and is severely flawed by one or more of the following weaknesses:

Develops no viable point of view on the issue, or provides little or no evidence to support its position

Is disorganized or unfocused, resulting in a disjointed or incoherent essay

Displays fundamental errors in vocabulary

Demonstrates severe flaws in sentence structure

Contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning. [www.collegeboard.com](http://www.collegeboard.com)

Assignment: Score your own essay. Why did you receive the score that you did?

# Scoring the SAT Essay

## EXAMPLE 1 ANSWER

Assignment: Score your own essay. Why did you receive the score that you did? *This essay would receive a score of 6.*

*The British author G. K. Chesterton writes “The madman’s explanation of a thing is always complete, and often in a purely rational sense satisfactory.” While this author agrees that absolute objectivity has yet to be attained, it is not the same for absolute truth. In any event, the idea of objectivity as a guiding principle is too valuable to be abandoned. Without it, the pursuit of knowledge is indeed hopelessly lost. As Aristotle argues in his seminal work Nicomachean Ethics, “. . . the great majority of mankind are agreed about this; for both the multitude and persons of refinement speak of it as Happiness, and conceive ‘the good life’ or ‘doing well’ to be the same thing as ‘being happy.’ But what constitutes happiness is a matter of dispute; and the popular account of it is not the same as that given by the philosophers.” Objectivity is as allusive as happiness, but truth is real. Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Only if they pursue truth.*

This essay begins strongly. A quote is always a good way to begin. A quote from a published author is even better. Notice, too, the restatement of the question. Finally, the thesis is clearly articulated. One final caution: The introduction should contain all pertinent information and arguments. No new information may be introduced after this point. No surprises!

*Lewis Carroll’s Alice in Alice in Wonderland falls into the rabbit hole and knows that she is lost. “Read the directions and directly you will be directed in the right direction,” the doorknob tells Alice. She has lost all objectivity. She is in trouble. She knows it. But she still has truth—the doorknob has given her truth. Read the directions! Alice is not neutral, and in her crisis, it making observations and decisions galore. She has lost her objectivity, though. She wants to go home. The truth will lead her home. Impartiality, then, is immaterial. She has a need, a stated objective, and she can have the truth. The truth will lead her home. Objectivity is as allusive as happiness, but truth is real. Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Only if they pursue truth.*

Argument 1 is clearly discussed with a literary quote. Next, evidence is offered. Finally, the paragraph is tied, again, to the thesis.

*Scientists know that absolute objectivity has yet to be attained. But ask poets. Theologian Walter Bruggemann, in The Poetic Imagination writes, “to address the issue of a truth greatly reduced requires us to be poets that speak against a prose world. . . . By prose I refer to a world that is organized in settled formulae... By poetry I mean language that moves, that jumps at the right moment, that breaks open old worlds with surprise, abrasion and pace. Poetic speech is the only proclamation worth doing in a situation of reductionism.” Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? No. As Alice in the rabbit hole looked for truth learns, as the poet eloquently probes into the cosmos understands, truth is not dependent upon objectivity.*

Argument 2 is clearly discussed with a literary quote. Next, evidence is offered. Finally, the paragraph is tied, again, to the thesis.

*Knowledge will be pursued and it will be found, but only by those who love and who find truth. Objectivity, as Alice found in her crisis, as the poet understands in his craft, is impossible. And undesirable. Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Absolutely not.*

The best conclusion is usually a summary. Avoid offering a final word of wisdom and avoid introducing new information.

# Scoring the SAT Essay

## EXAMPLE 2

Think carefully about the issue presented in the following excerpt and the assignment below.

Even scientists know that absolute objectivity has yet to be attained. It's the same for absolute truth. But, as many newspaper reporters have observed, the idea of objectivity as a guiding principle is too valuable to be abandoned. Without it, the pursuit of knowledge is hopelessly lost.

Adapted from "Focusing Our Values," Nieman Reports

**Assignment:** Are people better at making observations, discoveries, and decisions if they remain neutral and impartial? Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

Score the following essays.

Absolute objectivity has yet to be attained. It's the same for absolute truth. But I agree that the idea of objectivity as a guiding principle is too valuable to be abandoned. Without it, the pursuit of knowledge is hopelessly lost.

For instance, my grandmother's dog died suddenly last year. After that, she was unable to see a dog that did not make her cry. She lost all her objectivity.

Are people better at making observations, discoveries, and decisions? Maybe. But sometimes, like with my grandmother, that was just not possible.

Score \_\_\_\_\_



# Scoring the SAT Essay

## EXAMPLE 2 ANSWER

Score the following essays.

### **Score of 2**

*An essay in this category demonstrates little mastery, and is flawed by one or more of the following weaknesses:*

*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 For example, the first paragraph merely restates the question—there is no thesis statement; no argument offered.*

*Is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas It feels like this essay is merely “stream of consciousness” or one disorganized thought after another.*

*Displays very little facility in the use of language, using very limited vocabulary or incorrect word choice*

*Demonstrates frequent problems in sentence structure One word sentence and a colloquial style no doubt will irritate the graders.*

*Contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured There are at least two errors: “to” should be “too” and “was” should be “is” (to keep consistent verb tense).*



# Scoring the SAT Essay

## EXAMPLE 3

Think carefully about the issue presented in the following excerpt and the assignment below.

Many persons believe that to move up the ladder of success and achievement, they must forget the past, repress it, and relinquish it. But others have just the opposite view. They see old memories as a chance to reckon with the past and integrate past and present.

—Adapted from Sara Lawrence-Lightfoot, *I've Known Rivers: Lives of Loss and Liberation*

**Assignment:** Do memories hinder or help people in their effort to learn from the past and succeed in the present? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations. <www.collegeboard.com>

A. My oppion on this topic are oposing memories and favoring them. People do succed with repeating their memories. They might have horrible memories but also succeed because they don't repeat the past. I also think memories should not rule the present. If you let the past overcome the preset you won't get any where. This is why memories should be guidelines, not rules. If you repeat the past it won't come out as well as it did because the world has changed. See the past will never change with the world, but the world will change to overcome the past. So in conclusion don't forget the past or live in it, and the past is only guideline. <www.collegeboard.com>

Score \_\_\_\_\_



- B. The point of making mistakes is to learn from them. If you don't learn from what you do wrong, then making mistakes has no silver lining, it is purely bad. I have come to believe this through personal experience and watching others.

When climbing the "ladder of success," each step gets you closer to the top. Therefore each step is a mistake that you learned from, a good decision, or even a stroke of luck. How could a person climb that ladder without each and every wooden rung to help them? I am human, therefore, far from perfect, I make mistakes all of the time and I am a better person because of that. You could almost say that the more mistakes a person makes, the stronger a person they are, assuming of course that they learn from them.

As a child I stole cookies from the cookie jar, lied to my parents (still happens every once in awhile), and played tricks on my brothers. I, in turn, got in trouble with my parents and was punished. After that I learned that those things aren't okay. Now I tend to make different mistakes, such as, going to places that aren't safe for me, and giving up when things get hard. Life is a huge cycle of making mistakes and learning from them. That is why people can become so wise and strong in what they do, they make good out of the bad.

I also see people close to me using problems and mistakes to make a good situation out of a bad one. My parents, my brothers, and my closest friends are all slowly building up the knowledge to be successful. How can a person be more successful by forgetting what they have already learned? That doesn't push you forward it just holds a person back. Even if a person wanted to forget their past, they couldn't. It's like forgetting that if a stove is turned on and you touch it, it will burn you. <[www.collegeboard.com](http://www.collegeboard.com)>

Score \_\_\_\_\_

# Scoring the SAT Essay III

## EXAMPLE 3 ANSWER

### **Score of 1**

*An essay in this category demonstrates very little or no mastery, and is severely flawed by one or more of the following weaknesses:*

*Develops no viable point of view on the issue, or provides little or no evidence to support its position*

*Is disorganized or unfocused, resulting in a disjointed or incoherent essay There is no developed argument, must less any evidence!*

*Displays fundamental errors in vocabulary*

*Demonstrates severe flaws in sentence structure*

*Contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning.*

### **Score of 4**

*An essay in this category demonstrates adequate mastery, although it will have lapses in quality.*

*A typical essay:*

*Develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position The only problem is that there are too many personal or subjective examples. The essay should offer more objective examples, preferably from literature.*

*Is generally organized and focused, demonstrating some coherence and progression of ideas*

*The essay does not systematically develop arguments and offer supportive evidence.*

*Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary*

*Demonstrates some variety in sentence structure*

*Has some errors in grammar, usage, and mechanics*



# Improving Scores

Rewrite the score of 5 essay below so that it is a score of 6 essay.

## Score of 6

An essay in this category demonstrates clear and consistent mastery, although it may have a few minor errors. A typical essay:

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

Is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas

Exhibits skillful use of language, using a varied, accurate, and advanced vocabulary

Demonstrates meaningful variety in sentence structure

Is free of most errors in grammar, usage, and mechanics.

## A. Score of 5 Essay

I agree with Ms. Sara Lawrence-Lightfoot in saying that some people "see old memories as a chance to reckon with the past and integrate past and present." Many people are so troubled by things that happened in their past that they are not able to focus on the present. For example, in the book *Ceremony*, by Leslie Marmon Silko, Tayo, the main character, can not concentrate on the present because he constantly hounds himself over things that happened during World War II and his troubled childhood. However, past memories can help people to succeed in the present. An historical example of people learning from the past would be the Marshall Plan. After the conclusion of World War II there were many countries around the world in need of economical assistance to help rebuild their war torn countries, and the United States would have to be the one to provide that assistance. Many American politicians thought it was foolish for the US government to spend money abroad on countries that would not be able to repay the loan for a long time. However, George Marshall, a former general and later Secretary of State under President Truman, remembered how the exact same argument of "why should we spend money on war torn nations that really owe us reparations?" had been used after World War I towards Germany. The lack of assistance towards Germany after World War I had caused a gigantic economic depression in Germany that had made the Mark (German money) virtually worthless. The German people became so desperate that they started supporting an extreme German nationalist named Adolf Hitler, who eventually started World War II. Marshall knew that if the US did not help war torn Germany and, especially, Japan, we could eventually have a World War III on our hands.



# Improving Scores

## ANSWER

Rewrite the score of 5 essay below so that it is a score of 6 essay.

### A. Score of 6 Essay

*I agree with Ms. Sara Lawrence-Lightfoot in saying that some people "see old memories as a chance to reckon with the past and integrate past and present." Many people are so troubled by things that happened in their past that they are not able to focus on the present.*

*For example, in the book Ceremony, by Leslie Marmon Silko, Tayo, the main character, cannot concentrate on the present because he constantly hounds himself over things that happened during World War II and his troubled childhood. However, past memories can help people to succeed in the present.*

*An historical example of people learning from the past would be the Marshall Plan. After the conclusion of World War II there were many countries around the world in need of economical assistance to help rebuild their war torn countries, and the United States would have to be the one to provide that assistance. Many American politicians thought it was foolish for the US government to spend money abroad on countries that would not be able to repay the loan for a long time. However, George Marshall, a former general and later Secretary of State under President Truman, remembered how the exact same argument of "why should we spend money on war torn nations that really owe us reparations?" had been used after World War I towards Germany. The lack of assistance towards Germany after World War I had caused a gigantic economic depression in Germany that had made the Mark (German money) virtually worthless. The German people became so desperate that they started supporting an extreme German nationalist named Adolf Hitler, who eventually started World War II. Marshall knew that if the US did not help war torn Germany and, especially, Japan, we could eventually have a World War III on our hands.*

*Finally, in Robert Frost's poem "Death of a Hired Hand," Silas, the protagonist, has returned to his former place of employment, a farm, to die. He carries with him memories of the past that, in this bleak time, offer him hope for the future. These memories, some of which were mistakes, did not hold him back from the future—they propel him forward! "Home is the place where, when you have to go there, they have to take you in."*

*The past can be a troubling memory—or an opportunity to regress old mistakes and open new doors!*

# Write a Final Practice Essay

Write the final practice essay as a MS Word document. E-mail [jim@forsuchatimeasthis.com](mailto:jim@forsuchatimeasthis.com) to receive your score and evaluation. When you send your essay include this code: 0000901. Additional essay grading is \$19.95. Contact [www.forsuchatimeasthis.com](http://www.forsuchatimeasthis.com).

Think carefully about the issue presented in the following excerpt and the assignment below.

The discovery that someone we admire has done something wrong is always disappointing and disillusioning. Yet even when people we consider heroes have been tarnished by their faults, they are no less valuable than people who appear perfect. When we learn that an admired person, even one who is seemingly perfect, has behaved in less than admirable ways, we discover a complex truth: great ideas and great deeds come from imperfect people like ourselves.

**Assignment:**

Do we benefit from learning about the flaws of people we admire and respect? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

You have 25 minutes to write your essay.

*My prayer for you is--*

*For this reason I bow my knees before the Father from whom every family in heaven and on earth is named. I pray that He may grant you, according to the riches of His glory, to be strengthened with power through His Spirit in the inner man, and that the Messiah may dwell in your hearts through faith. I pray that you, being rooted and firmly established in love, may be able to comprehend with all the saints what is the length and width, height and depth of God's love, and to know the Messiah's love that surpasses knowledge, so you may be filled with all the fullness of God. Now to Him who is able to do above and beyond all that we ask or think-- according to the power that works in you--to Him be glory in the church and in Christ Jesus to all generations, forever and ever.*

*Amen.*

*(Ephs. 3:14-21)*

