



## Scoring Your Test

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# Correct Answers and Difficulty Levels for the Official SAT Practice Test

## Critical Reading

Section 3					Section 7					Section 9				
COR. DIFF.		COR. DIFF.			COR. DIFF.		COR. DIFF.			COR. DIFF.		COR. DIFF.		
ANS. LEV.	ANS. LEV.	ANS. LEV.	ANS. LEV.		ANS. LEV.	ANS. LEV.	ANS. LEV.	ANS. LEV.		ANS. LEV.	ANS. LEV.	ANS. LEV.	ANS. LEV.	
1. E 1		13. E 2			1. D 1		13. C 3			1. A 1		11. B 2		
2. A 1		14. D 3			2. C 1		14. D 3			2. B 2		12. D 2		
3. B 3		15. C 5			3. A 2		15. E 3			3. B 3		13. C 3		
4. A 3		16. B 3			4. B 2		16. A 3			4. D 4		14. C 3		
5. A 5		17. E 4			5. C 2		17. D 2			5. D 4		15. C 4		
6. E 1		18. A 2			6. C 3		18. E 5			6. D 5		16. D 3		
7. E 3		19. D 5			7. E 4		19. D 5			7. B 3		17. E 4		
8. C 3		20. C 3			8. E 5		20. A 3			8. A 3		18. C 3		
9. C 2		21. E 5			9. D 2		21. B 4			9. E 1		19. E 3		
10. A 3		22. E 3			10. B 1		22. A 5			10. B 3				
11. D 3		23. E 4			11. D 1		23. C 4							
12. C 3		24. B 4			12. B 3		24. B 4							

Number correct \_\_\_\_\_

Number incorrect \_\_\_\_\_

## Mathematics

Section 2					Section 6					Section 8				
COR. DIFF.		COR. DIFF.			Multiple-Choice Questions		Student-Produced Response Questions			COR. DIFF.		COR. DIFF.		
ANS. LEV.	ANS. LEV.	ANS. LEV.	ANS. LEV.		COR. DIFF.	COR. DIFF.	COR. DIFF.	COR. DIFF.		ANS. LEV.	ANS. LEV.	ANS. LEV.	ANS. LEV.	
					ANS. LEV.	ANS. LEV.	ANS. LEV.	DIFF. LEV.						
1. C 1		11. C 3			1. B 1		9. 108	2		1. C 1		9. B 4		
2. C 1		12. C 3			2. E 1		10. 1/2 or .5	2		2. A 1		10. C 3		
3. E 1		13. D 4			3. B 3		11. 1300	2		3. B 1		11. D 3		
4. A 2		14. C 4			4. A 2		12. 24	2		4. B 2		12. B 4		
5. B 1		15. B 3			5. D 3		13. 300	3		5. C 2		13. B 3		
6. C 2		16. D 2			6. A 4		14. 11	3		6. D 2		14. D 4		
7. B 2		17. A 4			7. C 3		15. 2/3, .666, or .667	3		7. E 3		15. E 5		
8. A 2		18. B 4			8. B 4		16. $3 < x < 4$	4		8. B 3		16. D 5		
9. E 3		19. C 5					17. 2491	4						
10. C 3		20. A 5					18. 70/3 or 23.3	5						

Number correct \_\_\_\_\_


Number incorrect \_\_\_\_\_

## Writing

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

Number correct \_\_\_\_\_

Number incorrect \_\_\_\_\_



Get a score report and answer explanations! Enter your answers online at [collegeboard.com/satpracticetest](http://collegeboard.com/satpracticetest).

**NOTE:** Difficulty levels are estimates of question difficulty for a reference group of college-bound seniors. Difficulty levels range from 1 (easiest) to 5 (hardest).

# Scoring the Official SAT Practice Test

To have your score calculated automatically, go to [collegeboard.com/satpracticetest](http://collegeboard.com/satpracticetest). You'll receive:

- A detailed score report
- Answer explanations

To calculate your score on paper, check your responses with the correct answers on page 84. Fill in the blanks below and do the calculations to get your mathematics, critical reading, and writing raw scores. Use the tables on page 86 to find your scaled scores.

## Get Your Mathematics Score

How many mathematics 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 = \_\_\_\_\_

× 0.25 = \_\_\_\_\_ (B)

A - B = \_\_\_\_\_  
Math Raw Score

Round math raw score to the nearest whole number.

\_\_\_\_\_

Use the table on page 86 to find your math scaled score.

\_\_\_\_\_

## Get Your Critical Reading Score

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

Section 3: 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 3: Questions 1–24 \_\_\_\_\_

Section 7: Questions 1–24 + \_\_\_\_\_

Section 9: Questions 1–19 + \_\_\_\_\_

Total = \_\_\_\_\_

× 0.25 = \_\_\_\_\_ (B)

A - B = \_\_\_\_\_  
critical reading  
Raw Score

Round critical reading raw score to the nearest whole number.

\_\_\_\_\_

Use the table on page 86 to find your critical reading scaled score.

\_\_\_\_\_

## Get Your Writing Score

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

Section 5: Questions 1–35 \_\_\_\_\_

Section 10: Questions 1–14 + \_\_\_\_\_

Total = \_\_\_\_\_ (A)

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

Section 5: Questions 1–35 \_\_\_\_\_

Section 10: Questions 1–14 + \_\_\_\_\_

Total = \_\_\_\_\_

× 0.25 = \_\_\_\_\_ (B)

A - B = \_\_\_\_\_  
writing multiple-choice  
Raw Score

Round writing multiple-choice raw score to the nearest whole number.

\_\_\_\_\_ (C)

Use the table on page 86 to find your writing multiple-choice scaled score.

\_\_\_\_\_

Estimate your essay score using the Essay Scoring Guide on page 36.

\_\_\_\_\_ × 2 = \_\_\_\_\_ (D)

Use the table on page 87, your writing multiple-choice raw score (C), and your essay score (D) to find your writing composite scaled score.

\_\_\_\_\_

## 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	500	550	55
66	800			30	500	540	54
65	800			29	490	540	53
64	790			28	480	530	52
63	770			27	480	520	51
62	760			26	470	510	50
61	740			25	460	500	49
60	730			24	460	490	48
59	720			23	450	480	47
58	700			22	440	480	46
57	690			21	440	470	45
56	680			20	430	460	44
55	670			19	420	450	43
54	670	800		18	410	440	42
53	660	790		17	410	430	41
52	650	760		16	400	420	40
51	640	740		15	390	420	39
50	630	720		14	380	410	38
49	620	710	80	13	380	400	38
48	620	700	78	12	370	390	37
47	610	690	75	11	360	380	36
46	600	680	73	10	350	370	35
45	600	670	71	9	340	360	34
44	590	660	70	8	330	350	33
43	580	650	68	7	320	330	32
42	570	640	67	6	310	320	31
41	570	640	66	5	300	310	30
40	560	630	64	4	290	290	29
39	550	620	63	3	270	280	27
38	550	610	62	2	260	260	26
37	540	600	61	1	240	240	24
36	530	590	60	0	220	220	22
35	530	590	59	-1	210	200	20
34	520	580	58	-2	200	200	20
33	520	570	57	and			
32	510	560	56	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 table on page 87 for the writing composite scaled score.

## SAT Writing Composite Score Conversion Table

Writing MC Raw Score	Essay Raw Score											
	12	11	10	9	8	7	6	5	4	3	2	0
49	800	800	800	790	770	750	740	720	710	700	680	670
48	800	800	780	760	740	720	710	690	680	670	650	640
47	790	770	760	740	720	700	690	670	660	640	630	620
46	770	750	740	720	700	680	670	650	640	630	610	600
45	760	740	720	710	690	670	650	640	630	610	590	580
44	740	730	710	700	670	660	640	620	610	600	580	570
43	730	720	700	680	660	640	630	610	600	590	570	560
42	720	700	690	670	650	630	620	600	590	570	560	550
41	710	690	680	660	640	620	610	590	580	560	550	540
40	700	680	670	650	630	610	600	580	570	550	540	530
39	690	680	660	640	620	600	590	570	560	550	530	520
38	680	670	650	630	610	600	580	560	550	540	520	510
37	670	660	640	630	610	590	570	550	540	530	510	500
36	660	650	630	620	600	580	560	550	530	520	500	490
35	660	640	620	610	590	570	550	540	530	510	490	480
34	650	630	620	600	580	560	550	530	520	500	490	480
33	640	620	610	590	570	550	540	520	510	490	480	470
32	630	620	600	580	560	540	530	510	500	490	470	460
31	620	610	590	580	550	540	520	500	490	480	460	450
30	610	600	580	570	550	530	510	500	480	470	450	440
29	610	590	570	560	540	520	500	490	480	460	440	430
28	600	580	570	550	530	510	490	480	470	450	440	430
27	590	570	560	540	520	500	490	470	460	440	430	420
26	580	570	550	530	510	490	480	460	450	440	420	410
25	570	560	540	530	500	490	470	450	440	430	410	400
24	560	550	530	520	500	480	460	450	430	420	400	390
23	560	540	520	510	490	470	450	440	430	410	390	380
22	550	530	520	500	480	460	450	430	420	400	390	380
21	540	520	510	490	470	450	440	420	410	390	380	370
20	530	520	500	480	460	440	430	410	400	390	370	360
19	520	510	490	480	460	440	420	410	390	380	360	350
18	520	500	480	470	450	430	410	400	390	370	350	340
17	510	490	480	460	440	420	410	390	380	360	350	340
16	500	490	470	450	430	410	400	380	370	360	340	330
15	490	480	460	450	430	410	390	370	360	350	330	320
14	490	470	450	440	420	400	380	370	360	340	320	310
13	480	460	450	430	410	390	380	360	350	330	320	310
12	470	460	440	420	400	380	370	350	340	330	310	300
11	460	450	430	420	400	380	360	350	330	320	300	290
10	460	440	420	410	390	370	350	340	330	310	290	280
9	450	430	420	400	380	360	350	330	320	300	290	280
8	440	430	410	390	370	350	340	320	310	300	280	270
7	430	420	400	390	360	350	330	310	300	290	270	260
6	420	410	390	380	360	340	320	310	290	280	260	250
5	410	400	380	370	350	330	310	300	280	270	250	240
4	400	390	370	360	340	320	300	290	270	260	240	230
3	390	380	360	350	330	310	290	280	260	250	230	220
2	380	370	350	330	310	290	280	260	250	240	220	210
1	370	350	340	320	300	280	260	250	240	220	210	200
0	350	340	320	300	280	260	250	230	220	210	200	200
-1	330	320	300	290	270	250	230	220	200	200	200	200
-2	310	300	280	270	250	230	210	200	200	200	200	200
-3 and below	310	290	280	260	240	220	210	200	200	200	200	200

Revised December 2006. This table is for use only with the test in this booklet.

## Scoring the Essay

Essays are scored in a manner that is fair and consistent, using a holistic approach. In holistic scoring, a piece of writing is considered as a total work, the whole of which is greater than the sum of its parts. Essays are scored by experienced high school teachers and college faculty members. The majority of essay readers teach English, composition, or language arts courses. Each essay is scored independently by two readers on a scale of 1 to 6, with 6 being the highest score. The combined score for both readers will range from 2 to 12. If the two readers' scores are more than one point apart, a third reader resolves the discrepancy.

In scoring the essays, readers follow the scoring guide below.

The scoring guide describes the features typically found in essays at each score point, including critical thinking, development, organization, language use, and sentence structure. A student can get a top score on the essay even with minor errors in grammar, usage, and mechanics. The SAT essay neither rewards nor penalizes formulaic approaches to writing, such as the five-paragraph essay.

There is no formula for effective writing, no single best way to communicate an idea. Any essay that features clear lines of reasoning, appropriate choices of evidence, ample development of ideas, effective organization, and precise use of language will receive a high score, regardless of style or approach. Readers are trained to recognize and reward a wide variety of essays at each score point.

### SCORING GUIDE

SCORE OF 6	SCORE OF 5	SCORE OF 4
An essay in this category demonstrates <i>clear and consistent mastery</i> , although it may have a few minor errors. A typical essay	An essay in this category demonstrates <i>reasonably consistent mastery</i> , although it will have occasional errors or lapses in quality. A typical essay	An essay in this category demonstrates <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 demonstrates <i>developing mastery</i> , and is marked by ONE OR MORE of the following weaknesses:	An essay in this category demonstrates <i>little mastery</i> , and is flawed by ONE OR MORE of the following weaknesses:	An essay in this category demonstrates <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, and demonstrates 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, or 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

Americans nowadays are far too concerned with their privacy. In our culture of large houses, home security systems, and private counselors, everyone is trying too hard to seclude themselves and cut off their emotions with the outside world. Two summers ago some friends of mine and I went on a trip to Thailand for one month. In Thailand I observed how communicative Thais were with all of their problems and emotions, and I became convinced that this culture of sharing one's emotions was far superior to the American way of hiding them.

In America we all are individualists, meaning we all care about standing out in a crowd and making a unique, strong impression. So when my friends and I arrived in a small village in the North of Thailand, we were somewhat shocked to find that Thais centered around groups, not individual people. When it came to emotions, if someone had a problem, the group had a problem, and everyone would try and fix it. It was as if the entire village was one large team that had a mission to help all of its individuals. No one was left in isolation.

In contrast, we Americans hid all of our stressful or other serious emotions. We were concerned once again with our appearance, how we would be judged by our friends, and whether or not it suited our unique identity. For us, it was "every man for himself." If someone had a problem, it was up to them to fix it. The advantages of this might be that everyone learns to solve their problems on their own, but people are then not learning how to communicate their problems, they are not learning how to communicate in a group.

For example, my friend Duncan had recently got refused by a college he had had his heart set on, and he was feeling depressed about it. While in Thailand we all assumed that he was doing ok because he never talked about it. After one month however, all of us in the group had grown closer together and we started to share our feelings more. Duncan confessed to us that he was still upset about his college refusal, and we all worked together to cheer him up and get rid of his depression. There was nothing "weak" about him feeling upset. In fact, he showed us strength by being brave enough to express himself to us.

Should people keep their emotions private? If they have serious emotions that they hold inside of themselves, most likely these emotions will be a lot harder to make go away. Thai culture, and the Thai way of solving problems as a group, convinced me that people are meant to express themselves in a group. Confessing one's emotions to others is a way to cope with problems, and it teaches us valuable lessons of communication and honesty. People need to confess their problems, not keep them private.

## Why Essay #1 Received a Score of 6

This essay demonstrates outstanding critical thinking in effectively and insightfully developing a point of view on the issue ("Confessing one's emotions to others is a way to cope with problems, and it teaches us valuable lessons of communication and honesty") with a clearly appropriate example from personal experience. Well organized and clearly focused, the essay uses an account of a trip to Thailand to illustrate the point that Americans, who "all care about standing out in a crowd" and thus conceal "all of our stressful or other serious emotions," "need to learn the Thai way of solving problems...people are meant to express themselves in a group." The essay demonstrates smooth progression of ideas ("Duncan confessed to us that he was still upset about his college refusal, and we all worked together to cheer him up...There was nothing 'weak' about him feeling upset. In fact, he showed his strength by being brave enough to express himself to us") and uses language skillfully throughout. This essay demonstrates clear and consistent mastery and earns the top score of 6.

## Essay #2: This essay received a score of 6

I cannot help but believe, despite my slight ambivalence over the issue of privacy, that the trends which now-a-days indicate a slight reluctance on part of people to keep some things private, are dangerous. Shows like "Jerry Springer" in the USA tend to reveal information that is inherently dangerous for young children, and thus should be kept private.

A problem with capitalism that I have become cognizant of, through my observations, is that if some activity can help amass profits, it is widely employed. This almost insane drive to attain profit maximization not only ignores external and societal costs, but is setting dangerous cultural precedents. Since lurid, sensationalist confessions by 'average' people are quite appealing to the general television viewer, it is unsurprising that myriad shows have propped up on television, which pander to these very wants by exposing stories and information which is better kept dissembled.

In this context, the show 'Jerry Springer' epitomizes my argument. In this show, an array of family problems are presented to an audience, not for information dissemination, but for 'entertainment'; In this case, which means—and I think this is quite obvious—nothing but mockery and amusement over the antics of people who choose to expose their problems. These 'personal predicaments' range from some less disturbing ones, such as people cheating on their friends or marital partners, to extremely grave ones, such as people sleeping with their relatives.

I am not someone who would like to contravene principles like freedom of expression, or freedom of choice. But democracy as a system doesnot herald absolute freedom for its own sake; rather, it champions the cause of 'live and let live'. The latter principal is surely being violated by people who choose to expose such stories—for no plausible reasons I can conjure, since no family problem has actually been solved by such shows—to impressionable young children; for TV ratings and parental supervision do not always work.

Am I exaggerating? Is it not harmful or psychologically detrimental when a child is exposed to such ideas? You be the judge.

## Why Essay #2 Received a Score of 6

This essay demonstrates clear and consistent mastery, effectively and insightfully developing a point of view on the issue ("the trends which now-a-days indicate a slight reluctance on part of people to keep some things private, are dangerous") with clearly appropriate reasons and examples. The essay displays outstanding critical thinking in linking the "harmful or psychologically detrimental" behavior publicized on the "Jerry Springer" television show with capitalism's "almost insane drive to attain profit maximization." The essay is well organized and clearly focused, demonstrating smooth progression of ideas ("I am not someone who would like to contravene principles like freedom of expression, or freedom of choice. But democracy as a system doesnot herald absolute freedom for its own sake; rather, it champions the cause of 'live and let live'. The latter principal is surely being violated by people who choose to expose such stories—for no plausible reasons I can conjure, since no family problem has actually been solved by such shows—to impressionable young children"). The essay also exhibits skillful use of language, featuring precision and variety in vocabulary and sentence structure. This outstanding essay receives the top score of 6.

### **Essay #3: This essay received a score of 5**

People no longer respect the privacy of others or of themselves. This is evident through the exposure of famous peoples' lives, the "showing off" of possessions and sex appeal, and pornography. Society should learn to respect the privacy of others despite the urge to get involved.

One of the most common places privacy is violated is among famous or upper class groups. The reason society feels a need to know everything that goes on in a famous person's life is because of jealousy. People constantly remind the rich and the famous that their lives are not "perfect." For instance, when Brittany Spears's married her limosine driver and then divorced him eight hours later, everyone read it in the tabloids, newspapers, saw it on the television and heard of it on the radio. Another reason why such people are constant victims of over exposure is because the media takes advantage of certain situations in order to increase their ratings and profit.

A popular practice, especially found in the United States and European countries, is the "showing" off of possessions. People want the world to know that they have money and own an Escalade or Rolls Royce. MTV has a show called CRIBS, which shows the audience the interior and exterior of rich multi-million dollar homes of famous musical artists. Also, the "showing" off of bodies and the use of sex appeal has become almost a necessity in the fashion business. Women and men completely expose their bodies in an effort to make money and become famous. This has a negative effect on society because it leads to a decline in self confidence and people, especially young teen girls, in an attempt to look like super models, starve themselves.

Pornography is another aspect of life that should be private. Sex is a sacred act that is shared between a man and a woman yet people, such as Paris Hilton, have violated and abused it. This brings the idea that sex sells.

Society should not overexpose their bodies, money, or the private lives of others. This could help decrease the amount of crimes, teen pregnancies, and identity theft.

### **Why Essay #3 Received a Score of 5**

This essay effectively develops a point of view on the issue ("Society should not expose their bodies, money, or the private lives of others") with appropriate reasons and examples. The well-organized essay uses strong critical thinking to explain how people are hurt by the lack of privacy in today's image-focused, media-saturated society ("Women and men completely expose their bodies in an effort to make money and become famous. This has a negative effect on society because it leads to a decline in self confidence and people, especially young teen girls, in an attempt to look like super models, starve themselves"). The essay exhibits facility in the use of language ("People no longer respect the privacy of others or of themselves. This is evident through the exposure of famous peoples' lives, the "showing off" of possessions and sex appeal, and pornography"). To earn a score of 6, the writer needs to use stronger critical thinking to explain more fully how celebrity overexposure and pornography are harmful to society.

This essay demonstrates reasonably consistent mastery and earns a 5.

## **Essay #4: This essay received a score of 5**

For a person to be honest, he need not share every aspect of his life. It is not dishonest to not mention a fact that was not inquired about. Even if it was asked of, one can easily say, truthfully, that they care not to speak of the issue. People in our modern society should make an effort to keep aspects of their lives private, for it would give them and others many problems, most of which are much greater than dishonesty could ever be.

Many issues are personal, and relevant only to you. There is no reason why personal information should be shared, unless it is by the will of that person, or in order to solve a larger problem. In the United States, we have our government separated from our religious institutions, and for good reason. People should be allowed to worship however they choose, and the rest of the world should have no effect on it, as guaranteed in the Bill of Rights. However, this is not always the case. In the Nazi-controlled Europe of WWII, Jews were forced to wear a Star of David on their arm to show they were Jewish and therefore were shunned. Their right to privacy was violated, and should not have been.

In the world today, there are many diverse cultures. The United States, for example, has races from all over the globe. Many people have opinions about some of these different races and the beliefs that correlate. Groups such as the KKK outwardly show their opinions of other ethnic groups, in many cases violently. For the safety of themselves and the ones they shun, they should keep their opinions private. Even on the smaller scale, if two people were to divulge all their opinions and beliefs to the other, they would no doubt find many ideas upon which they disagree. Instead of ignoring their minute differences and getting along well, they chose, by not keeping their ideas private, to bring them out and possibly argue heatedly about them.

There are many more instances in which privacy should be honored, but these two should give an adequate idea of why privacy is very important to a peaceful society.

## **Why Essay #4 Received a Score of 5**

This essay demonstrates strong critical thinking in developing a point of view on the issue ("privacy is very important to a peaceful society") with appropriate reasons and examples. Well organized and focused around the idea that privacy helps people avoid "many problems, most of which are much greater than dishonesty," the essay displays coherence and progression of ideas, first citing the violation of Jews' privacy under the Nazis, then explaining that in today's world of diverse cultures, little good comes of people "divulg[ing] all their opinions and beliefs." The essay exhibits facility in the use of language and demonstrates variety in sentence structure ("Groups such as the KKK outwardly show their opinions of other ethnic groups, in many cases violently. For the safety of themselves and the ones they shun, they should keep their opinions private"). To achieve a score of 6, the writer needs to explain the link between the two examples more insightfully. The essay is effective and earns a score of 5.

## **Essay #5: This essay received a score of 4**

J. David Velleman had an idea that many may believe as truth, however, when looking at the entire picture it is clear that in all free countries everyone has a right to keep things to themselves. In our very own constitution we have dedicated the 4th Amendment to protecting people from incriminating themselves in the court of law. People every day do things and refuse to tell others about their actions. If a person truly wants to keep something private then that person has the right to do so. Our culture becoming a far too confessional and self-expressive is not a true statement in that people have and will always have the ability to keep something private if they want to.

Our culture in America is growing closer to utilizing therapy as a tool to improve their state of mind and well being. This, however, requires a person to be more open so that a trained professional can use their skills to help solve problems. However, at the beginning of the 1st therapy session the therapist is required to tell the person or group that they do not need to share something if they don't wish to. This then gives the choice to the patient who decide what to tell and what not to tell.

In the past some might say that people were forced into saying things more than in our present day culture. The Spanish Inquisition tortured their victims and forced them to say things even if it wasn't true in order to sentence the person to death. It is an obvious choice that therapy is a far better way of opening a person up.

## Why Essay #5 Received a Score of 4

This essay develops a point of view on the issue (“If a person truly wants to keep something private then that person has the right to do so”) with reasons and examples that adequately support the position, thus demonstrating competent critical thinking. Generally focused around the idea that people in contemporary America enjoy the right to privacy, a right that people have not always possessed, the essay features some coherence and progression of ideas (“In the past some might say that people were forced into saying things more than in our present day culture. The Spanish Inquisition tortured their victims and forced them to say things even if it wasn't true in order to sentence the person to death. It is an obvious choice that therapy is a far better way of opening a person up”). The essay exhibits adequate facility in the use of language despite some errors. To earn a higher score, the writer should further develop the interesting contrast between therapy and the Spanish Inquisition with additional focused reasoning and other evidence. This competent essay receives a score of 4.

## Essay #6: This essay received a score of 4

People should have a choice whether they want to keep their own matters private, and the public should respect people's decisions. If people want to keep their matters private, they should not have to make an effort.

An example of “confessional and self-expressive” matters is a diary. Many people express their deepest thoughts and feelings in diaries and journals. Some people, such as celebrities, choose to publicize their diaries. If such is their desire, no one should have a problem. Some celebrities just want average people to know what a famous is actually like. These inside peeks can be entertaining and informative.

On the other hand, if people choose to keep their diaries secret, then others should respect them. People can use diaries to disclose embarrassing, revealing secrets that would otherwise eat away at them. People can use their diaries as an escape. Others should not violate their privacy for no reason.

Of course, sometimes people do have a good reason for invading someone's privacy and reading his/her diary. Because people often think that no one who matters will ever read their diaries, they can reveal their innermost thoughts. These diaries can be important to historians. For example, Anne Frank's powerfully moving diary revealed a great deal about life during the Holocaust. Her diary has proven to be an excellent primary source. Another important diary is Go Ask Alice. Alice's diary opens up the world of drugs. Her story can be used to help other drug-addicted teens or to prevent people from trying drugs. Thus, opening up diaries to the public can be very useful.

Clearly, there are benefits to keeping certain things private or public.

## Why Essay #6 Received a Score of 4

This essay demonstrates competent critical thinking in developing a point of view on the issue (“Clearly, there are benefits to keeping certain things private or public”) through a generally focused discussion of diaries. The essay uses adequate reasons and examples to examine both sides of the privacy debate (“If people want to keep their matters private, they should not have to make an effort....Of course, sometimes people do have a good reason for invading someone's privacy and reading his/her diary”). The essay demonstrates some progression of ideas and exhibits adequate facility in the use of language (“These diaries can be important to historians. For example, Anne Frank's powerfully moving diary revealed a great deal about life during the Holocaust. Her diary has proven to be an excellent primary source”). To achieve a higher score, the writer should use critical thinking to reconcile the opposing sides of the issue, perhaps by answering the question, “when, exactly, is it acceptable to read someone else's diary?” The essay is competent and receives a score of 4.

### **Essay #7: This essay received a score of 3**

I think that you should not have to keep everything private. People have a lot of views, ideas, stories, etc. and if they feel that it is necessary to tell them, then let them. I think that if it is helpful, necessary, or comforting to the person talking or talking to, then anyone should be able to talk about it.

My first example is if someone was having a problem. If this person is feeling really bad and their friend (peer) wants to tell them how they feel about the topic, then keeping it private is the wrong thing to do! The feelings that the second person is expressing to the first could be extremely helpful.

My second example is that some people solve their own problems by talking about it. Often times when someone is having some kind of problem, speaking out and letting people know how they feel can help them. Just hearing themselves talk about it can really help a person. This doesn't mean that you have to physically talk about it to another human. As long as you aren't screaming at someone that you don't know, then let it go.

My last example is if you knew something or had an opinion on something that could greatly help you or someone else from doing something that is physically or mentally damaging. For example suicide. No one wants you to keep your feelings in if it is going to be something dangerous like this.

I think that if it is helpful, necessary or comforting to the person talking or talking to, then anyone should be able to say what you feel.

### **Why Essay #7 Received a Score of 3**

This essay demonstrates some critical thinking in developing a point of view on the issue ("I think that if it is helpful, necessary, or comforting to the person talking or talking to, then anyone should be able to talk about it") with reasons or examples. However, the evidence provided is limited in focus and is inadequately developed to support the position ("My last example is if you knew someone or had an opinion on something that could greatly help you or someone else from doing something that is physically or mentally damaging. For example suicide. No one wants you to keep your feelings in if it is going to be something dangerous like this"). The essay also displays developing facility in the use of language. To attain a higher score, the writer should improve the focus of the evidence provided, perhaps by including examples of actual situations in which "speaking out" was beneficial. This essay demonstrates developing mastery and earns a 3.

### **Essay #8: This essay received a score of 2**

I feel that people should keep things more private, but some things should be expressed. People should keep things more quiet, because that's how rumors get out, when people talk about something they don't really know about well. If people kept quiet then rumors wouldn't get started, and as long as they kept quiet, it gives them more time to learn the truth. If things were kept in private, maybe there would not be wars and terrorism. People would get along and not have to argue over dumb stuff. Most bad things happen because someone says something wrong. In that case if people kept their opinions private, there wouldn't be anything spoken wrong.

I also think some things should be expressed, like if there was something bad going to happen to the country, people would speak about it, instead of keeping it quiet. Some others that shouldn't be kept quiet would be deaths, so people could hear if they knew the person or not. Basically any thing important to the country and families should not be kept private. The only way it should be is if they wanted it too.

Overall, I feel that you can say what you want, but make sure you are speaking the truth and if not keep it private.

## **Why Essay #8 Received a Score of 2**

This essay develops a vague point of view on the issue (“I feel that people should keep things more private, but some things should be expressed”) and provides insufficient evidence to support the position, thus demonstrating weak critical thinking. The essay is poorly focused, displaying serious problems with progression of ideas and the use of language (“Some others that shouldn’t be kept quiet would be deaths, so people could hear if they knew the person or not. Basically any thing important to the country and families should not be kept private. The only way it should be if they wanted it too”). To earn a higher score, the writer should offer adequate, developed reasons and examples that clarify the distinction between what should be expressed and what should be kept private. This essay is seriously limited and receives a score of 2.

## **Essay #9: This essay received a score of 1**

In life people’s privacy are viewed on different levels. It depends on how serious their secret is. If it is very serious they will do anything to keep it private if not they will tell in time.

Our culture has been viewed by all and in the opinions of the world i guess, some think it needs to be like it is, too where we know what’s going on in the world. Others don’t want to know but when they do find out it freaks them out, to were their paranoid.

Our cultures privacy is our opinion. It should in some ways be kept a serious secret and they should take more effort to keep it private. If not that serious it will be told in time, just like when Bush went to Iraq for Thanksgiving.

## **Why Essay #9 Received a Score of 1**

This essay develops no viable point of view on the issue, offering only disjointed, unfocused statements about privacy (“Our cultures privacy is our opinion. It should in some ways be kept a serious secret and they should take more effort to keep it private”). The essay displays severe flaws in sentence structure (“If it is very serious they will do anything to keep it private if not they will tell in time”) and contains pervasive errors in grammar, usage, and mechanics that interfere with meaning (“when they do find out it freaks them out, to were their paranoid”). To achieve a higher score, the writer needs to present a clear point of view and support it with relevant reasons and examples. This essay demonstrates no mastery and receives a score of 1.