



Scoring Your Test

From the *SAT Preparation Booklet*™

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Correct Answers and Difficulty Levels

Critical Reading

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

Math

Section 2			Section 6			Section 9					
COR. DIFF. ANS. LEV.		COR. DIFF. ANS. LEV.		Multiple-Choice Questions		Student-Produced Response Questions		COR. DIFF. ANS. LEV.		COR. DIFF. ANS. LEV.	
1.	D	1	11.	E	3	1.	A	1	9.	C	3
2.	B	1	12.	E	2	2.	C	1	10.	A	3
3.	D	1	13.	E	3	3.	B	2	11.	D	3
4.	C	1	14.	A	4	4.	B	2	12.	E	4
5.	B	2	15.	A	4	5.	A	3	13.	B	4
6.	A	2	16.	B	4	6.	E	5	14.	C	4
7.	A	2	17.	B	5	7.	E	4	15.	C	5
8.	C	3	18.	D	4	8.	A	4	16.	E	5
9.	C	3	19.	C	5						
10.	D	2	20.	D	5						
Number correct			Number correct			Number correct (9-18)			Number correct		
Number incorrect			Number incorrect			Number incorrect			Number incorrect		

Writing

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

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

Get Your Critical Reading Score

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

Section 4: Questions 1–24 _____

Section 7: Questions 1–24 + _____

Section 8: Questions 1–19 + _____

Total = _____ (A)

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

Section 4: Questions 1–24 _____

Section 7: Questions 1–24 + _____

Section 8: Questions 1–19 + _____

Total = _____

× 0.25 = _____ (B)

A – B = _____

Critical Reading

Raw Score

Round the critical reading raw score to the nearest whole number.

Use the table on page 53 to find your critical reading scaled score.

Get Your Mathematics Score

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

Section 2: Questions 1–20 _____

Section 6: Questions 1–18 + _____

Section 9: Questions 1–16 + _____

Total = _____ (A)

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

Section 2: Questions 1–20 _____

Section 6: Questions 1–18 + _____

Section 9: Questions 1–16 + _____

Total = _____

× 0.25 = _____ (B)

A – B = _____

Mathematics Raw Score

Round the mathematics raw score to the nearest whole number.

Use the table on page 53 to find your mathematics 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 the writing multiple-choice raw score to the nearest whole number.

_____ (C)

Use the table on page 53 to find your writing multiple-choice scaled score.

Estimate your essay score using

_____ × 2 = _____ (D)

Use the writing composite table and look up 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	510	560	54
66	800			30	500	550	54
65	800			29	500	540	53
64	780			28	490	530	52
63	760			27	480	530	51
62	750			26	480	520	50
61	730			25	470	510	49
60	720			24	460	500	48
59	710			23	460	490	47
58	700			22	450	480	47
57	690			21	450	470	46
56	680			20	440	460	45
55	670			19	430	450	44
54	660	800		18	430	440	43
53	650	800		17	420	430	42
52	640	780		16	410	420	41
51	640	760		15	410	420	41
50	630	740		14	400	410	40
49	620	730	80	13	390	400	39
48	610	720	78	12	380	390	38
47	610	710	75	11	380	380	37
46	600	700	73	10	370	370	36
45	590	690	71	9	360	360	35
44	590	680	69	8	350	350	34
43	580	670	67	7	340	330	33
42	580	660	66	6	330	320	32
41	570	650	65	5	320	310	31
40	560	640	64	4	310	290	30
39	560	630	62	3	300	280	28
38	550	620	61	2	280	260	27
37	540	620	60	1	270	240	25
36	540	610	59	0	250	210	24
35	530	600	58	-1	230	200	22
34	530	590	57	-2	210	200	20
33	520	580	56	-3	200	200	20
32	510	570	55	and below			

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

*The writing multiple-choice score is reported on a 20-80 scale. Use the table on the following page 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	800	790	760	750	730	720	710	690	680
48	800	800	780	770	750	720	710	690	680	670	650	640
47	790	770	760	740	720	700	680	660	650	640	630	620
46	770	750	740	720	700	680	660	650	630	620	610	600
45	750	740	720	710	690	660	650	630	620	610	590	580
44	740	730	710	690	670	650	630	620	600	590	580	570
43	730	710	700	680	660	640	620	600	590	580	560	550
42	720	700	680	670	650	630	610	590	580	570	550	540
41	700	690	670	660	640	610	600	580	570	560	540	530
40	690	680	660	650	630	600	590	570	560	550	530	520
39	690	670	650	640	620	590	580	560	550	540	520	510
38	680	660	640	630	610	590	570	550	540	530	510	500
37	670	650	640	620	600	580	560	540	530	520	500	490
36	660	640	630	610	590	570	550	530	520	510	490	490
35	650	640	620	600	580	560	540	530	510	500	490	480
34	640	630	610	590	570	550	530	520	510	490	480	470
33	630	620	600	590	570	540	530	510	500	490	470	460
32	630	610	600	580	560	540	520	500	490	480	460	450
31	620	600	590	570	550	530	510	500	480	470	460	450
30	610	600	580	560	540	520	500	490	480	460	450	440
29	610	590	570	560	540	520	500	480	470	460	440	430
28	600	580	570	550	530	510	490	470	460	450	430	420
27	590	580	560	540	520	500	480	470	450	440	430	420
26	580	570	550	540	510	490	480	460	450	440	420	410
25	580	560	550	530	510	490	470	450	440	430	410	400
24	570	550	540	520	500	480	460	450	430	420	410	400
23	560	550	530	510	490	470	450	440	430	410	400	390
22	560	540	520	510	490	470	450	430	420	410	390	380
21	550	530	520	500	480	460	440	420	410	400	380	380
20	540	530	510	490	470	450	430	420	400	390	380	370
19	530	520	500	490	470	440	430	410	400	390	370	360
18	530	510	500	480	460	440	420	400	390	380	360	350
17	520	500	490	470	450	430	410	400	380	370	360	350
16	510	500	480	470	440	420	400	390	380	360	350	340
15	510	490	470	460	440	420	400	380	370	360	340	330
14	500	480	470	450	430	410	390	370	360	350	330	330
13	490	480	460	440	420	400	380	370	350	340	330	320
12	480	470	450	440	410	390	380	360	350	340	320	310
11	480	460	440	430	410	390	370	350	340	330	310	300
10	470	450	440	420	400	380	360	340	330	320	300	300
9	460	450	430	410	390	370	350	340	320	310	300	290
8	450	440	420	400	380	360	340	330	320	300	290	280
7	440	430	410	400	380	350	340	320	310	300	280	270
6	440	420	400	390	370	350	330	310	300	290	270	260
5	430	410	390	380	360	340	320	300	290	280	260	250
4	420	400	380	370	350	330	310	290	280	270	250	240
3	410	390	370	360	340	320	300	280	270	260	240	230
2	390	380	360	350	320	300	290	270	260	250	230	220
1	380	370	350	330	310	290	270	260	240	230	220	210
0	370	350	340	320	300	280	260	240	230	220	200	200
-1	350	340	320	300	280	260	240	230	210	200	200	200
-2	340	320	300	290	270	250	230	210	200	200	200	200
-3	320	300	290	270	250	230	210	200	200	200	200	200
-4	310	300	280	260	240	220	200	200	200	200	200	200
and below												

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Essay 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"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position
<ul style="list-style-type: none"> is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas 	<ul style="list-style-type: none"> is well organized and focused, demonstrating coherence and progression of ideas 	<ul style="list-style-type: none"> is generally organized and focused, demonstrating some coherence and progression of ideas
<ul style="list-style-type: none"> exhibits skillful use of language, using a varied, accurate, and apt vocabulary 	<ul style="list-style-type: none"> exhibits facility in the use of language, using appropriate vocabulary 	<ul style="list-style-type: none"> exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary
<ul style="list-style-type: none"> demonstrates meaningful variety in sentence structure 	<ul style="list-style-type: none"> demonstrates variety in sentence structure 	<ul style="list-style-type: none"> demonstrates some variety in sentence structure
<ul style="list-style-type: none"> is free of most errors in grammar, usage, and mechanics 	<ul style="list-style-type: none"> is generally free of most errors in grammar, usage, and mechanics 	<ul style="list-style-type: none"> has some errors in grammar, usage, and mechanics
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"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> develops no viable point of view on the issue, or provides little or no evidence to support its position
<ul style="list-style-type: none"> is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas 	<ul style="list-style-type: none"> is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas 	<ul style="list-style-type: none"> is disorganized or unfocused, resulting in a disjointed or incoherent essay
<ul style="list-style-type: none"> displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice 	<ul style="list-style-type: none"> displays very little facility in the use of language, using very limited vocabulary or incorrect word choice 	<ul style="list-style-type: none"> displays fundamental errors in vocabulary
<ul style="list-style-type: none"> lacks variety or demonstrates problems in sentence structure 	<ul style="list-style-type: none"> demonstrates frequent problems in sentence structure 	<ul style="list-style-type: none"> demonstrates severe flaws in sentence structure
<ul style="list-style-type: none"> contains an accumulation of errors in grammar, usage, and mechanics 	<ul style="list-style-type: none"> contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured 	<ul style="list-style-type: none"> contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning

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

Every night as I lounge around the house, my parents constantly berate me for not getting a head start on my homework. They always echo that common sentiment of a head start shared by teachers and parents everywhere. However, though I may occasionally fall prey to procrastination, my homework is always turned in on time, and it is my best quality work. For like James Watson, “lounging around” is a way for me to do my best; ultimately, every personality has its own techniques to produce their work, and it is essential that people follow their own structures and strategies.

One of the best ways to illustrate this is through my study of piano. I had been playing for four years when the tedious repetitive practicing of minuets and sonatas had broken my urge to practice, even my urge to play. I quit, yet I found myself wandering back to my mahogany piano on late nights, my fingers itching to create music out of those black and white keys. Consequently, I decided to return to piano; however, this time I decided to not let marathon practices quell my ability to learn and love piano. My new policy is to sit down on the bench and practice until my hands hurt from strain or my head hurts from pure frustration. I’ve discovered you can’t learn a piece from the form of practicing my parents advocated: pounding away until you get it right. Practicing while your body or mind is exhausted does nothing to help your playing, and only increases your physical or mental stress. While I used to do four-hour sessions of practices, I now sit down and focus completely for an hour, and then take a break for a snack or some tv to rest my mind and body. These breaks are actually the most essential part to my growth as a pianist, otherwise, like many years ago, I’d be sure to quickly grow tired of playing. Before I only learned five or so pieces a year, while this last fall I learned eleven.

By doing things my way, I was able to develop more as a pianist. Everyone has a different work ethic suited to their personalities and the way they learn, and it is important to acknowledge these differences so we can maximize growth. This is why teachers use a combination of audio and visual teaching techniques, so everyone, “in their own way,” can understand.

Why Essay #1 Received a Score of 6

Demonstrating outstanding critical thinking, this essay effectively and insightfully develops the main idea (Everyone has a different work ethic suited to their personalities and the way they learn, and it is important to acknowledge these differences so we can maximize growth), using clearly appropriate and detailed evidence to support this position. The essay focuses on the enjoyment and improvement that the writer experienced by approaching piano practice in a less structured but more personally satisfying manner. Well organized and clearly focused, the essay shows clear coherence and smooth progression of ideas (I quit, yet I found myself wandering back to my mahogany piano on late nights, my fingers itching to create music out of those black and white keys. Consequently, I decided to return to piano; however, this time I decided to not let marathon practices quell my ability to learn and love piano). The essay uses an accurate, varied, and apt vocabulary and exhibits meaningful variety in sentence structure (Practicing while your body or mind is exhausted does nothing to help your playing, and only increases your physical or mental stress). This outstanding essay displays clear and consistent mastery, meriting a score of 6.

Essay #2: This essay received a score of 6

Without a doubt, people always are most effective and efficient when they are allowed to work in their own way. While education certainly forms the foundation for all understanding, history has showed us time and time again that given more freedom to work as they please, individuals motivated towards success will be even more productive.

Two of the better examples can be found in individuals who have been revered both for their seemingly everyday ways and their powerful insights into the human condition. The first, Franz Kafka wrote literature that is among the most respected and revered for our century. The existentialist worked in an insurance agency by day, performing menial and repetitive tasks; yet, with candles burning through the night in his riverside apartment, Kafka penned work that is taken to be the most expressive of the Eastern European mindset. It was certainly not his job at his insurance agency that helped him to pen his masterworks, but his own chosen setting; by the river and by candlelight in the dead of night. Alber Einstein also was known to be quite eccentric, with pictures capturing this trait not hard to come by. He often took long bike rides or took idle moments to stare out the window at his employer's office before he wrote with a surprising dearth of precious knowledge. Works that have ushered in the nuclear age have changed the world and finally were written not by a man under deadlines and constraints, but with time to allow his above-average mind to wander and contemplate on the dynamics of the universe.

Finally, the most present example of the strength in allowing people to work in their own way is that presented by Google. The google search is by far the most powerful and popular search engine in the world. Yet, this company has not found greatness among others because its workers are made to work in a ser-in-stone way, but because each employee is given freedom to innovate and work through problems in a way that best-suits them. In fact, the multibillion dollar company allows every employee to spend up to 20% of their time on any projects of their choice. With this allowance the ubiquitous google search, gmail and other successful google services were born along with the company's revolutionary and leadership role in the internet community. But without the freedom to be creative, google's employees would not be renowned for their supportive working conditions , but just as pieces of another monotonous corporate puzzle.

In conclusion, while structure can certainly help to keep people focused and creative, it is often best to allow people to express their own strengths and work in their own way. To see evidence of this trend, we need look no further back than the greatest minds of our century, no more into the future than the groups posited to lead us into the future, and no deeper than the myriad of experiences that can no doubt confirm this for ourselves.

Why Essay #2 Received a Score of 6

This essay demonstrates outstanding critical thinking by effectively and insightfully developing a point of view (Without a doubt, people always are most effective and efficient when they are allowed to work in their own way) and supporting the position with the clearly appropriate examples of Kafka, Einstein, and the search engine Google. Well organized and clearly focused on its discussion of "revered" individuals and broader corporate policy, the essay demonstrates clear coherence and smooth progression of ideas (The existentialist worked in an insurance agency by day, performing menial and repetitive tasks; yet . . . Kafka penned work that is taken to be the most expressive of the Eastern European mindset. It was certainly not his job at his insurance agency that helped him to pen his masterworks, but his own chosen setting: by the river and by candlelight in the dead of night). The response exhibits skillful use of language and meaningful variety in sentence structure (In conclusion, while structure can certainly help to keep people focused and creative, it is often best to allow people to express their own strengths and work in their own way). This essay demonstrates clear and consistent mastery and receives a score of 6.

Essay #3: This essay received a score of 5

With an absence of creativity and freedom, there comes a stand-still of progress and accomplishment. Students are told by their elders to think “outside the box” to solve problems in the world around them. Some people feel smothered when given distinct rules and regulations to which they must adhere; others, because of their freedom, revert back to the rules and guidelines, yet they were given a choice. Many of the great thinkers throughout the ages accomplished great feats because of their creativity.

Genius, according to many people, cannot be smothered. If one tries to limit genius with rules and regulations, the best of the genius will not be exhibited. Martin Luther King Jr., one of the great political men in the twentieth century, accomplished the sought after goal of African Americans which was unattainable for decades, even centuries. Martin Luther King Jr. did things in his own way: the rallies, the speeches, the boycotts. If he had had to adhere to certain processes for obtaining equality, the result would not have been the same.

Yet another great mind of the time, as exhibited in the excerpt, James Watson, would not have discovered the life-altering plan of life, the structure of DNA, if he had been forced to do everything the “scientific” and “proper” way. The greatness of the mind cannot be restricted if one hopes to achieve the pinnacle of one’s abilities. The brain makes certain connections through one’s life experience, knowledge, and wisdom that cannot be contained within limits. Trying to structure the ideas of one’s mind is like trying to capture the wind in one’s fingers.

Even within my observations of my peers in school, it becomes clear that the brilliant mind has it’s own way of accomplishing certain goals. My friends feel suffocated when they are made to do assignments certain ways, because they know, that if given the opportunity of freedom, they could accomplish these same assignments in an easier, faster, and more interesting way. In the end, they learn more letting their minds “play” with the idea than with a teacher or professor making them do something just one way.

The great discoveries throughout history have been made by men and women whose thoughts were “unorthodox” to the people of their times because they accomplished things their own way. From Democritus and the belief in atoms during the time of the Greeks to James Watson and the discovery of the structure of DNA, to today’s great men and women, the process of creation and discovery involves more than mere rules, theorems, and theories, but the imagination and creativity that cannot be suppressed by rules.

Why Essay #3 Received a Score of 5

This essay effectively develops a point of view (With an absence of creativity and freedom, there comes a stand-still of progress and accomplishment) and demonstrates strong critical thinking, providing appropriate examples from history and personal experience to support the position. Well organized and focused as it moves through its examples, the essay displays coherence and progression of ideas (Martin Luther King Jr. did things in his own way: the rallies, the speeches, the boycotts. If he had had to adhere to certain processes for obtaining equality, the result would not have been the same), despite some generalities. Through the use of appropriate vocabulary, the response exhibits facility in the use of language, and variety in sentence structure appears throughout (The greatness of the mind cannot be restricted if one hopes to achieve the pinnacle of one’s abilities). To earn a score of 6, the essay should use critical thinking and detailed evidence to enrich the examples—perhaps by discussing a specific instance in which the writer’s friends were allowed to let “their minds ‘play’.” This essay demonstrates reasonably consistent mastery and merits a score of 5.

Essay #4: This essay received a score of 5

In today's world everyone is different. People look, think, and act totally opposite each other all the time. People perform the same tasks using totally different procedures. People accomplish more when they are allowed to do things their own way.

Everyone thinks differently. Therefore to be told that there is only one way to accomplish a task is absurd. It is kind of like a road trip. There are many different routes you can follow to arrive at a destination. They may even take the same amount of time. Neither is better than the other, but some people prefer one way, and others would choose to take a different path. Some people go about performing a task one way, and others do the same task a different way. All that matters is if the end result is the same

It is a proven fact that people have different learning styles, so therefore if people learn things differently, it is only obvious that people do things differently too. For example, take the simple math problem $4+2=6$. An auditory learner would be able to figure out the answer if someone simply asked "what is four plus two" out loud. A visual learner may have to see the problem written down on paper. A kinesthetic learner may have to play with blocks other tools to get the answer. All three people, if done correctly, would get the same answer, but in different ways.

People also work better in different conditions. I study and do my homework while watching T.V. My friend, however, has to have complete silence while studying or doing homework. I always do my homework at night time, because I am a night person, that is I prefer the night. My other friend does her homework on the bus. She is a "morning person" and is wide awake as soon as she gets out of bed. I could never do my homework on the bus because I am way too tired in the morning.

Every person does things differently. That is the simple truth. We look different, think different, and act different. It only makes sense that if people were allowed to do things how they want, more would get accomplished. To limit someone to doing a task a certain way impedes their thinking, therefore slowing them down. If people only took time to realize this, we would have more freedom in how we do things at work, school, or home and more would get accomplished.

Why Essay #4 Received a Score of 5

Demonstrating strong critical thinking, this essay develops a point of view (People accomplish more when they are allowed to do things their own way) and provides appropriate examples to support this position. The essay is well organized and focused, demonstrating coherence and progression of ideas (For example, take the simple math problem $4+2=6$. An auditory learner would be able to figure out the answer if someone simply asked "what is four plus two" out loud. A visual learner may have to see the problem written down on paper. A kinesthetic learner may have to play with blocks other tools to get the answer), though ideas are sometimes general and repetitive. The essay exhibits facility with language and variety in sentence structure (To limit someone to doing a task a certain way impedes their thinking, therefore slowing them down). In order to receive a score of 6, the essay needs to further develop its specific examples and to use language more skillfully—with greater focus and precision. Demonstrating reasonably consistent mastery, this response receives a score of 5.

Essay #5: This essay received a score of 4

Without instruction, people can not learn the right way to make things function. Education is the key to living a full and accomplished life. Creativeness comes from education. One can do things his or her own way after he or she has learned the proper way first.

Babies and infants are taught right from wrong. They are taught how to tie their shoelaces and how to write their abc's, but each child does it their own way. Some kids will tie with "loops" and have varied handwriting. They are taught how to "color in the lines," but they color in their own specific style.

In school, we are taught how to do formulas in Chemistry. There are different ways to learn the formula but, the formula must be taught first. In English, we are taught the basic structure of an essay. But we can add and take away parts our own way. We are taught how to read comprehensively, but what we actually pick out from our reading is up to us as students.

In band, I was taught how to play clarinet. I was taught basic notes and fingerings for the instrument. After the basics, I picked up more and more skills on my own. This is why there are different levels of skills for the kids my age in band. Music theory works the same way. There are many different ways of learning scales, chords, intervals, and key signatures. Some people might make an acronym for learning the sharps, such as "Bob Eats And Drinks Good Country Food," or others might memorize the "circle of fifths." As long as they are taught how all of these concepts apply to eachother, they can choose their own way of figuring them out; whichever works best to their advantage.

When it comes to parents, they can have their own way of bringing up their children. They know to teach them right from wrong, to not do drugs, and "don't talk to strangers," but the way they enforce that is up to them. People need basic instruction on how to operate things, make things work, or doing things right, but after they know this, it is only natural for the mind to think of its own way to do it the way that best suits them.

Why Essay #5 Received a Score of 4

Demonstrating competent critical thinking, this essay develops a point of view (People need basic instruction on how to operate things, make things work, or doing things right, but after they know this, it is only natural for the mind to think of its own way to do it that best suits them) and uses adequate reasons and examples to support the position. Generally organized and focused as it discusses instances from childhood to adulthood of learning "the proper way first," the essay exhibits some coherence and progression of ideas (Babies and infants . . . are taught how to tie their shoelaces and how to write their abc's, but each child does it their own way. Some kids will tie with "loops" and have varied handwriting). The essay displays adequate facility in the use of language, using generally appropriate vocabulary and a varied sentence structure (We are taught how to read comprehensively, but what we actually pick out from our reading is up to us as students). To earn a higher score, the essay should use critical thinking to develop its specific examples more fully and to show greater progression of ideas—each of these examples makes the same simple point. This essay demonstrates adequate mastery and receives a score of 4.

Essay #6: This essay received a score of 4

Doing things the way you like often gives you a freedom that makes you want to accomplish more. When you take your time and do whatever you are doing just the way you like it, it will be better than having someone forcing you into doing it in a certain way. Being forced never helps anyone do anything, it only hampers the process because a forced person always wants to quit. They don't want to quit because it's hard; it is because they want to do it their own way, in their own time. So to answer the question, yes, I do think people accomplish more when they are allowed to do them a certain way.

Human nature tends to repel instruction and ignore it. The same is with directions and rules. Students often mess up their work because they didn't read the directions. Students don't want to follow a certain format, they want to do what they see fit and often time whatever it is that they are doing turns out better this way. This does not only apply to students. Most people don't like being rushed or told to do something a certain way. For example when I'm told to write a story, I don't want someone telling me how I should write my story. That would annoy me and I would probably quit writing it. I like to take my time and do what I need to do. When I do my homework, I have to be watching TV. My mother completely hates this but the fact of the matter is if I don't watch TV while I'm doing my homework I am guaranteed to fall asleep. And the results of my watching TV while doing my homework have been exceptional because I do all my homework right.

All instructions aren't bad but they aren't always helpful. When my mom buys food to cook, she doesn't use the instructions and whatever it is always turns out really good because she does her own thing. When my mom washes clothes and puts the washing machine on soak she turns it off and lets the clothes soak for a longer time than the machine would so everything she washes is extra clean. She has her special way of doing things that make them turn out better than they would if she'd been restricted to directions or instructions.

All in all I conclude that Watson's colleague was correct in his theory. When people are left to do things their way, they usually do better than with someone or something to force them or push them along.

Why Essay #6 Received a Score of 4

This essay demonstrates competent critical thinking, developing its point of view (When people are left to do things their way, they usually do better than with someone or something to force them or push them along) and supporting it with adequate reasons and other evidence. The essay is generally organized and focused as it describes examples of things that "turn out better" when there are no restrictions, displaying some coherence and progression of ideas (When I do my homework, I have to be watching TV. . . . if I don't watch TV while I'm doing my homework I am guaranteed to fall asleep. And the results of my watching TV while doing my homework have been exceptional because I do all my homework right). Despite some errors in grammar, usage, and mechanics, the essay uses vocabulary that is generally appropriate and exhibits some variety in sentence structure (She has her special way of doing things that make them turn out better than they would if she'd been restricted to directions or instructions). In order to achieve a higher score, the essay needs to further develop its examples and improve its facility in the use of language. Demonstrating adequate mastery, this response merits a score of 4.

Essay #7: This essay received a score of 3

There are many ways to accomplish things in life. People have different ways of accomplishing, researching, and finding out things. But some ways used can be repeated again and again on various things.

I think that most of the time when people do things in their own way they accomplish more. If one person does something one way and thinks it's the easiest it may not be the same for another. They could think that that person's way wasn't the easiest and have a way of their own to complete the same assignment and get the same results. For example a kid from home could pack his lunch and bring it to school while one of his peers always bring money to buy a lunch to school. The kid who brings a packed lunch may not stay up late and wakes up early enough in the morning to make one but the kid that brings lunch money may not want to wake up any earlier than he has to to make a lunch for himself. It's more convenient for him to get one from school that is already made.

But if you are looking for a conclusion to something like an experiment sometimes it is better to work together. The more knowledge that is available to you the more you learn that could have been what you needed to know all along. There's nothing wrong with using your available resources like friends, other people working on the same assignment, in your profession, or books. All of these resources could be of some help to you. They may include something you don't know that you may need to know.

Why Essay #7 Received a Score of 3

This essay demonstrates some critical thinking as it develops a balanced point of view (I think that most of the time when people do things in their own way they accomplish more. . . . But if you are looking for a conclusion to something like an experiment sometimes it is better to work together). However, the reasons and examples provided are brief and limited in focus, resulting in inadequate support for the position. Reliance on generality and restatement causes some lapses in the progression of ideas (If one person does something one way and thinks it's the easiest it may not be the same for another. They could think that that person's way wasn't the easiest and have a way of their own to complete the same assignment and get the same results). The essay exhibits developing facility in the use of language, but sometimes uses weak vocabulary, and some problems in sentence structure occur (There's nothing wrong with using your available resources like friends, other people working on the same assignment, in your profession, or books). To earn a higher score, the essay should demonstrate greater control of grammar, usage, and mechanics, and provide additional focused and detailed evidence that effectively develops and supports the position. Demonstrating developing mastery, this essay receives a score of 3.

Essay #8: This essay received a score of 2

In my opinion, people do accomplish more when they are allowed to do things in their own way. I say this because you give people the chance to be themselves in what they want to do, and be creative in their own way. In many experiences throughout life, I have found that people like to do things on their own and be creative, instead of having someone tell them how to do things. Such as what John Polanyi wrote about James Watson laying around and argueing over problems instead of doing experiments, might be his way of accomplishing things and doing them right. For instincts, I like to take my time on doing things, that way when I do accomplish the project, it will be done correctly, and the way I did it. Watson also stated that their are many ways of doing good science. I think that statement means that they are many different ways people can accomplish doing things. If you leave a person to do something on their own, you might get something great out of it in return. My experience with this is that when you give someone something to do, don't always suspect them to do it in the way you want them to, and let people's minds be creative, and express themselves. Let people accomplish things in their own way and they will get things done.

Why Essay #8 Received a Score of 2

Demonstrating little mastery and weak critical thinking, this essay offers a point of view (In my opinion, people do accomplish more when they are allowed to do things in their own way), but provides insufficient evidence to support the position. The evidence provided is poorly organized and unfocused, resulting in serious problems with coherence and progression of ideas (Watson also stated that there are many ways of doing good science. I think that statement means that there are many different ways people can accomplish doing things). The essay uses weak and inappropriate vocabulary, and serious errors in grammar, usage, and mechanics occur (For instance, I like to take my time on doing things, that way when I do accomplish the project, it will be done correctly, and the way I did it). To earn a higher score, the essay needs to exhibit more consistency in its use of language, and provide extended reasoning and/or specific examples that do more than repeat the content of the excerpt. This seriously limited essay receives a score of 2.

Essay #9: This essay received a score of 1

To me, people can sometimes do things better when they do it their own way. If the only way someone knows how to do something is their own way than they are going to do it the right way. That means they are also going to accomplish more. If someone knows one way is harder, so they do it another way, to me they won't get as much done as they would if they are doing it their way they are supposed to. But also sometimes people may get things done a lot faster if they do things their way because the way others show them is longer. This is what I think about how people do things.

Why Essay #9 Received a Score of 1

Demonstrating very little mastery, this essay offers a point of view (To me, people can sometimes do things better when they do it their own way) but provides little evidence to support the position. The evidence provided is disorganized and unfocused (If the only way someone knows how to do something is their own way than they are going to do it the right way. . . . If someone knows one way is harder, so they do it another way, to me they won't get as much done as they would if they are doing it their way they are supposed to), resulting in a disjointed essay. In order to achieve a higher score, the essay must provide clear, developed reasons and/or examples in support of the position. Overall, this essay is fundamentally lacking and earns a score of 1.