**Tips for Taking the PSAT**

**Harrison High School | Test Date: October 13, 2021**

**Section One: Reading**

|  |  |
| --- | --- |
| **Question Type** | **Sample Question** |
| Words in Context | “As used in lines 45-46, “unmoved” most nearly means...” |
| Command of Evidence | “Which choice provides the best evidence that October had originally been uncertain about whether she could secure a room in Pemberton House?” |
| Analysis in History/Social Studies | “Over the course of the passage, the main focus shifts from...” |
| Analysis in Science | “Which choice best describes the overall structure of the passage?” |

|  |  |
| --- | --- |
| **Academic Vocabulary and Skills** | **Definition/Example** |
| Evidence | Information that proves or disproves something; ground for belief; proof |
| Context clues | Hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words |
| Author’s style | The literary element that describes the ways that the author uses words. The author's word choice, sentence structure, figurative language, and sentence arrangement all work together to establish mood, images, and meaning in the text. |
| Tone | The attitude reflected by an author's word choice. |
| Hypothesis | A proposed explanation made on the basis of limited evidence as a starting point for further investigation |
| Implications | Something that is suggested, or happens, indirectly to be inferred or understood |
| Shifts | A change in tone or focus within a text |
| Connotation | An idea or feeling that a word invokes in addition to its literal or primary meaning |
| Purpose | Reason for or intent in writing |
| Inference | The act or process of reaching a conclusion about something from known facts |
| Structure | The order of ideas; the progression of one’s writing should feel smooth with similar points linked together. |

**Section Two: Writing and Language**

|  |  |
| --- | --- |
| **Question Type** | **Sample Question** |
| Standard English Conventions | **“Should the underlined portion be changed?**While medical and scientific communities have been interested in exploring biofilms, technical limitations have hampered they’re efforts.” |
| Expression of Ideas | “Which choice provides the best transition from the previous sentence?” |
| Command of Evidence | “Which choice is best supported by the information in the passage and the table?” |

|  |  |
| --- | --- |
| **Academic Vocabulary and Skills** | **Definition/Example** |
| Parallel Structure | **Correct:** I like hiking, skiing, and fishing.**Incorrect:** I like hiking, and to go fishing. |
| Pronoun/Antecedent Agreement | **Correct**: FirstVoices Chat, a smartphone app used by SENĆOŦEN texters, actually strengthens the language by enabling, and encouraging, its use to spread beyond those few aging speakers. **Incorrect**: FirstVoices Chat, a smartphone app used by SENĆOŦEN texters, actually strengthens the language by enabling, and encouraging, their use to spread beyond those few aging speakers. |
| Subject/Verb Agreement | **Correct**: Once a biofilm reaches 2,000 or more microorganisms, the cluster forms a symmetrical and highly organized dome, with cells arranged in a dense pattern, it provides a growth advantage and optimal access to nutrients. **Incorrect**: Once a biofilm reach 2,000 or more microorganisms, the cluster forms a symmetrical and highly organized dome, with cells arranged in a dense pattern, it provides a growth advantage and optimal access to nutrients. |
| Parenthetical Clause | **Correct:** You – to put it mildly – are awesome!/ You (to put it mildly) are awesome!/ You, to put it mildly, are awesome!**Incorrect:** You- to put it mildly, are awesome! |
| Sentence Fragment | **Correct:** Because you went to the mall.**Incorrect:** Because you went to the mall, I ate your pizza. |
| Misplaced, Ambiguous, & Dangling Modifiers | **Correct:** On the verge of giving up, Geisel’s story finally hit upon an image that became its basis: a cat wearing a battered stovepipe hat.**Incorrect:** On the verge of giving up, Geisel’s story finally hit upon an image that became its basis: a cat wearing a battered stovepipe hat. |
| Comma, Colon, & Semicolon | Use a **comma** to combine independent clauses (when a coordinating conjunction/FANBOYS is used); after an introductory clause or phrase; between items in a series; to set off non-restrictive clauses (such as those beginning with *who, whom, whose, which,* and *that*); to set off appositives (“The teacher, Ms. Green, asked the students to please sit down.”); to indicate direct address (“Dani, please hand me the stapler.”).Use a **colon** to introduce items in a list or to elaborate on a statement (only after an independent clause).Use a **semicolon** to join two related independent clauses; do not use a coordinating conjunction/FANBOYS. |
| Structure: Introduction | The introductory paragraph, or opening paragraph, introduces the main idea of a piece of writing, captures the interest of the readers, and tells why the topic is important. |
| Structure: Conclusion | A conclusion works to remind the reader of the main points of a text and summarizes what the author wants the reader to “take away” from the discussion. |
| Specific vs. General Information | Specific information refers to exact, precise fact or description of something mentioned in the text. General information is normally vague and represents a broad description of something. |
| Evidence/Support | Supporting evidence proves a claim to be true. Supporting evidence can be a summary, paraphrased or a direct quote. Supporting evidence is a crucial part in body paragraphs and it is important to be discerning in the evidence chosen. |

**Sections Three & Four: Math**

|  |  |
| --- | --- |
| **Question Type** | **Skills Assessed** |
| Heart of Algebra | Create, solve, or interpret a linear expression or equation in one variable; create, solve, or interpret linear inequalities in one variable; build a linear function that models a linear relationship between two quantities; create, solve, and interpret systems of linear inequalities in two variables; create, solve, and interpret systems of two linear equations in two variables; algebraically solve linear equations (or inequalities) in one variable; algebraically solve systems of two linear equations in two variables; interpret the variables and constants in expressions for linear functions within the context presented; understand connections between algebraic and graphical representations |
| Problem Solving and Data Analysis | Use ratios, rates, proportional relationships, and scale drawings to solve single- and multistep problems; solve single- and multistep problems involving percentages; solve single- and multistep problems involving measurement quantities, units, and unit conversion; given a scatterplot, use linear, quadratic, or exponential models to describe how the variables are related; Use the relationship between two variables to investigate key features of the graph; compare linear growth with exponential growth; use two-way tables to summarize categorical data and relative frequencies, and calculate conditional probability; make inferences about population parameters based on sample data; use statistics to investigate measures of center of data and analyze shape, center, and spread; evaluate reports to make inferences, justify conclusions, and determine appropriateness of data collection methods |
| Passport to Advanced Algebra | Create a quadratic or exponential function; determine the most suitable form of an expression; create equivalent expressions involving rational exponents; create an equivalent form of an algebraic expression; solve a quadratic equation; add, subtract, and multiply polynomial expressions; solve an equation in one variable that contains radicals or contains the variable in the denominator of a fraction; solve a system of one linear equation and one quadratic equation; rewrite simple rational expressions; interpret parts of nonlinear expressions in terms of their context; understand the relationship between zeros and factors of polynomials; understand a nonlinear relationship between two variables; use function notation, and interpret statements using function notation; use structure to isolate or identify a quantity of interest |