40 Evidence Traps

Every wrong answer on graph, table and quote questions has a name. This book teaches you all 40.

Rashmi Sharma

80 QUESTIONS

01 Graph & Data Traps

Quantitative Evidence questions give you a claim and a graph or table. Your job is to find the data that proves that exact claim. The 20 traps show you every way the SAT tries to pull you off course.

01 The Wrong Time Period
02 The Wrong Group
03 True but Irrelevant
04 The Reversed Trend
05 The Half-Claim
06 Percent vs. Number
07 Overall vs. Subgroup
08 Correlation ≠ Cause
09 Extreme Words
10 Data That Isn't There
11 The Scale Trick
12 The Legend Mix-Up
13 Comparing the Wrong
14 Average vs. Total
15 Increase vs. Rate
16 Highest vs. Biggest Cha
17 The Ignored Contrast
18 Graph-Match, Claim-Mi
19 Partial Support
20 "Roughly Equal" Blindn

01 The Wrong Time Period

PART 1 · GRAPH & DATA TRAP

WHAT IT IS

The answer quotes correct data from the graph, but from the wrong years: before an event, after a study ended, or outside the period in the claim.

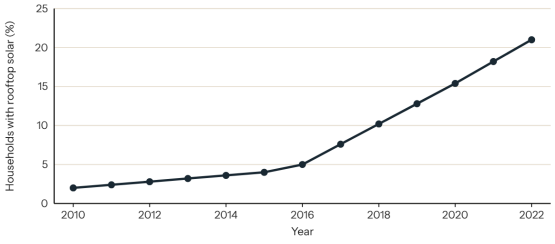
WHY STUDENTS FALL FOR IT

The numbers are accurate and the trend looks right. Students check "is this true?" instead of "is this when the claim is about?"

SAT-STYLE QUESTION

In 2016, the government of Valdora introduced a subsidy that reduced the cost of rooftop solar panels by 40%. Economist Mira Castell argues that the subsidy was followed by a sharp rise in solar adoption among Valdoran households.

Rooftop Solar Adoption in Valdora, 2010–2022



Which choice most effectively uses data from the graph to support Castell's argument?

(A) Between 2010 and 2015, the percentage of households with rooftop solar panels rose from 2% to about 4%.

(B) The percentage of households with rooftop solar panels rose from about 5% in 2016 to about 21% in 2022, a much faster increase than in the years before 2016.

(C) In 2022, about 21% of households in Valdora had rooftop solar panels.

(D) The percentage of households with rooftop solar panels increased every year from 2010 to 2022.

My answer ..... Tempted by .....

answer first, then turn the page →

MEET YOUR TEACHERS

Who wrote this book



Rashmi Sharma

SAT READING & WRITING · AUTHOR

3 Master's degrees · Gold medallist, LLB & LLM · 10+ years teaching. Has taught law, sociology, history, psychology, political science, and SAT English.

How I teach

The humanities taught me how memory really works. Students hold cases, theories, dates, and thinkers in their heads, and the ones who remember are never the ones who crammed. When a student understands *why* a rule exists and attaches it to a short, sharp trick, the rule stays, even under exam pressure. That is why every trap in this book has a name and a one-line rule.



Ronak

SAT MATH

Master's, Applied Mathematics · 8+ years teaching SAT Math. Shows students which questions Desmos solves faster and which are quicker by hand.

Why Stuck in SAT

During our own academic journeys, Ronak and I kept noticing the same thing: students don't fail because the material is impossible. They get stuck at very specific points. So we split the work the way we split it at home. Ronak takes Math. I take English. Our job is to find the exact place you are stuck and get you out of it.

Logic first. Then a memory hook for every rule.

RASHMI SHARMA

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START HERE

How to use this book

The Digital SAT is full of answer choices that are true but still wrong. Evidence questions are where this hurts most: students see a correct number from a graph, or a real quote from a text, and choose it without asking whether it actually proves the claim. This book trains you to see those traps before they cost you marks.

1 **Learn the trap**
Each trap has a name. When you can name a trap, you can spot it in seconds on test day.

2 **Try the question**
Answer the SAT-style question before turning the page. Note which option tempted you.

3 **See the trap**
The breakdown on the next page shows exactly where the trap sits in the graph, table, or text.

4 **Lock in the rule**
Every trap ends with a one-line Trap Buster rule. Revise these the night before the test.

Part 1 · Graph & Data Traps Traps 01–20, each with a worked question 4
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01

Graph & Data Traps

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01

PART 1 · GRAPH & DATA TRAP

The Wrong Time Period

WHAT IT IS

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WHY STUDENTS FALL FOR IT

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SAT-STYLE QUESTION

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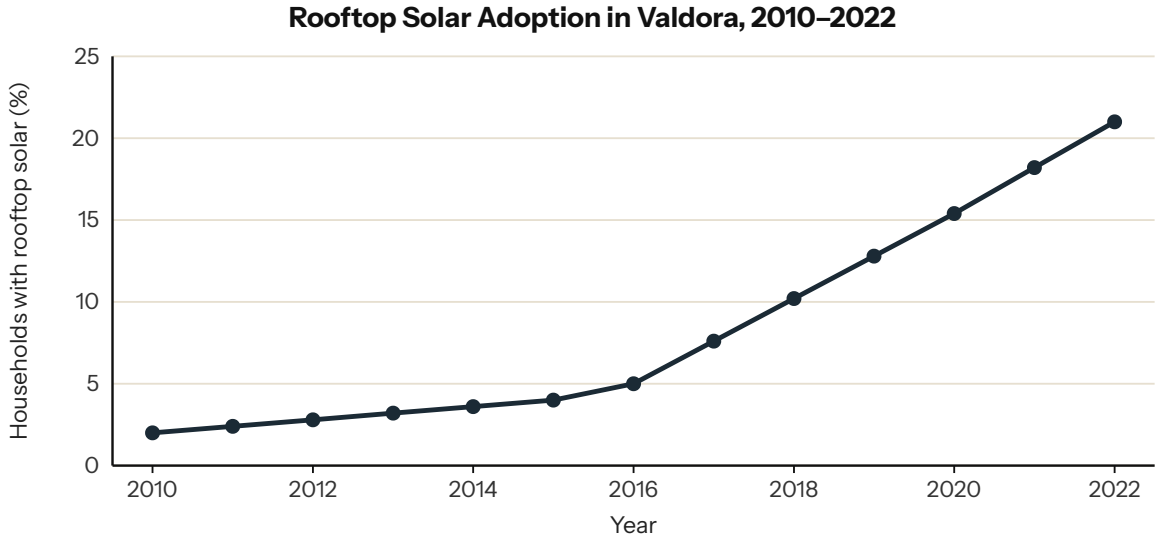

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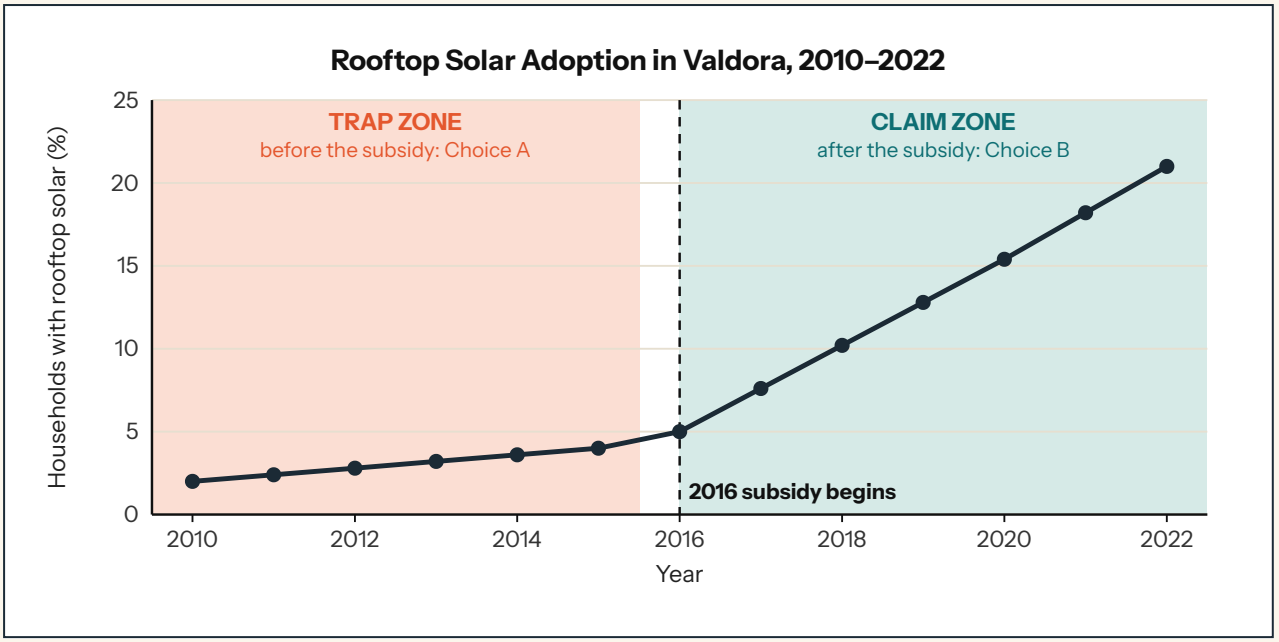
(D) The percentage of households with rooftop solar panels increased every year from 2010 to 2022.

My answer _____ Tempted by _____ *answer first, then turn the page →*

SEE THE TRAP

The Wrong Time Period



Red marks where the trap answer looks. Green marks where the claim actually lives.

A	THE TRAP	**The data is true, but 2010–2015 is before the subsidy. It can't show what happened after 2016.**
B	CORRECT	**Uses the period after 2016 and compares it with the slower rise before. That proves "followed by a sharp rise."**
C	TRUE BUT WEAK	One number from one year shows no rise at all, so it can't prove a change.
D	TOO BROAD	A steady rise since 2010 suggests solar was growing anyway. It doesn't connect the rise to 2016.

TRAP BUSTER

Trap 01

Circle the time words in the claim first.

"Followed by," "after," "since," "during," "before" tell you which part of the graph matters. Cover the rest of the graph with your hand.

Right data + wrong years = wrong answer.

MY NOTES

02 The Wrong Group

PART 1 · GRAPH & DATA TRAP

WHAT IT IS

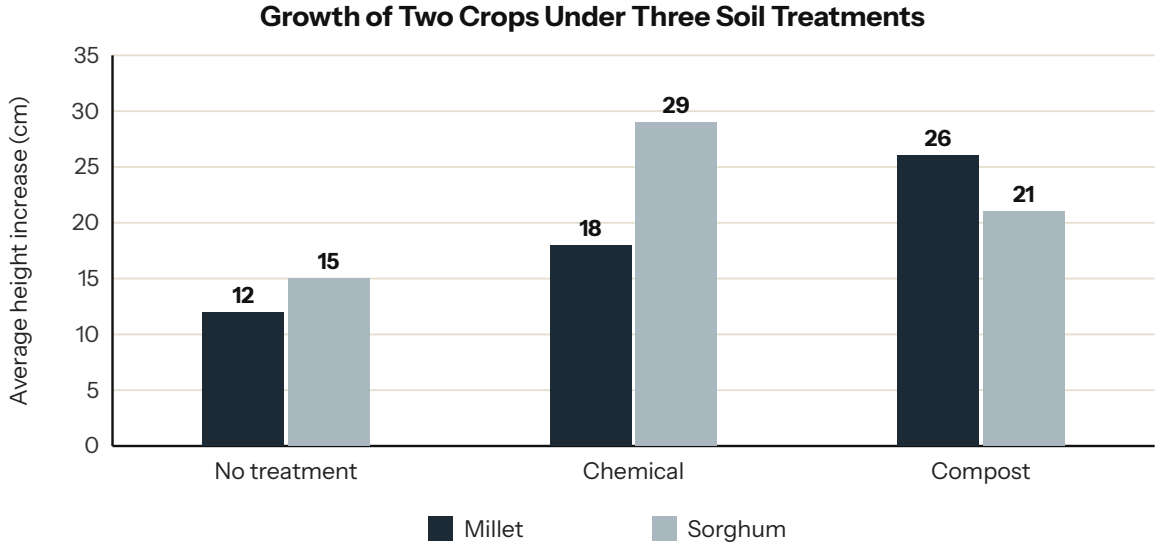
The graph shows several groups (crops, countries, age groups). The trap answer uses the right condition but for the wrong group.

WHY STUDENTS FALL FOR IT

The answer repeats a key word from the claim (here, "compost"), so it feels connected. Students stop reading before checking which group it describes.

SAT-STYLE QUESTION

Botanist Ana Ruiz tested three soil treatments on two crops, millet and sorghum, and measured each plant's increase in height over eight weeks. Ruiz hypothesized that, for millet, compost would produce greater growth than either of the other treatments.



Which choice most effectively uses data from the graph to support Ruiz's hypothesis?

(A) Sorghum given the chemical treatment grew about 29 cm, more than any other group in the study.

(B) Sorghum given compost grew about 21 cm, compared with about 15 cm for sorghum given no treatment.

(C) Millet given the chemical treatment grew about 18 cm, compared with about 12 cm for millet given no treatment.

(D) Millet given compost grew about 26 cm, compared with about 18 cm for millet given the chemical treatment and about 12 cm for millet given no treatment.

My answer _____ Tempted by _____ *answer first, then turn the page →*