Introduction:

The central task of this project is to use Natural Language Understanding techniques to solve problems on the Critical Reading (CR) section of the SAT, a standardized college admission exam in the United States. The test is designed to evaluate a student’s understanding of basic mathematics, vocabulary, grammar, and (perhaps most importantly) reading comprehension. In problems tackled under the scope of this project, students are presented with a short passage of text and are given several multiple choice questions to answer regarding the author’s **tone**, **diction**, and **argument**. Examples of these questions can be found at the end of this paper. Moving forward, the team will use the findings presented in this literature review to evaluate the feasibility of creating a high-performing computational model on each question type.

Tone:

Angelica’s Section

Diction (Synonyms and Word-Sense Disambiguation):

Harley’s Section

Argument (Metaphors):

­­Cayman’s Section

Bibliography/Appendix:

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