

The Compass Guide to College Admission Testing

———— 2018–2019 ————



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Frequently Asked Questions

We've listed some of the most common questions and the pages where you can find the answers. Of course, we welcome the chance to talk directly to you about these or other college admission testing questions.

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About Compass Education Group

Compass is one of the world's leading providers of in-home, one-on-one tutoring for high school students aspiring to attend selective colleges. We provide individualized, comprehensive test preparation to thousands of students annually, either in their homes in the greater Los Angeles, New York, and San Francisco areas or online anywhere in the world.

We have earned an unmatched level of trust from counselors at the nation's most highly regarded college-prep high schools. At many of these schools, we provide private test preparation to well over half of the student population. Compass also has a proud tradition of partnering with schools and nonprofit organizations to help more students receive first-rate and fully individualized test preparation support, regardless of financial means.

Compass leaders serve as keynote speakers at more than 250 high schools, colleges, and conferences per year. We provide advising seminars for parents, complimentary diagnostic assessments and analyses for students, and professional development for faculty and counselors. Our reputation in the education community is due to the consistently outstanding successes our students achieve, along with our relentless commitment to research.

Founders



Adam Ingersoll
Principal

Adam began his career in test prep in 1993 while at the University of Southern California, where he was a student-athlete on the basketball team, worked in the admission office, and graduated *magna cum laude*. Now in his third decade guiding families to successful experiences with standardized tests, Adam is recognized as a leading expert on college admission testing and is a popular speaker at higher education conferences and dozens of school events annually. Adam is based in New York, where he and his wife are the proud parents of a Dalton Tiger, two Calhoun Cougars, and a Horace Mann Lion.



Art Sawyer
Principal

Art graduated *magna cum laude* from Harvard University, where he was the top-ranked liberal arts student in his class. Art pioneered the one-on-one approach to test prep in California in 1989 and has written more than a dozen test prep books. Although he has routinely attained perfect scores on the SAT and ACT, Art is far prouder of the thousands of students he has helped over the past 30 years. Nobody knows more about standardized tests and tutoring than Art, and we make sure all Compass students benefit from his wisdom.



Bruce Reed
Executive Director

Bruce graduated from Colby College and has served in leadership roles in education for more than 20 years. He founded our Northern California office in 2004 and continues to serve as its hands-on leader while also mentoring our management team nationally. Bruce is recognized in the Bay Area and beyond as a visionary and passionate voice in the realm of teaching, testing, and educational development. He is a frequent presenter at higher education conferences, and his writings on college admission testing are regularly published or cited in national media.

Introduction

After a few years of turbulence, college admission tests have finally stabilized, bringing a sigh of relief to counselors and families. The most recent development, the release of the new SAT/ACT concordance tables in June of 2018, has only helped to give stakeholders greater confidence in their ability to compare scores. College Board and ACT worked together to build a concordance based on shared data of actual student performance. This replaces the 2015 concordance, which was based on sample studies and a multi-step derivation. For more information about the effects of the new concordance, see pages 19–21 in this Guide, or visit compassprep.com/concordance.

SAT and ACT remain equally viable options for students. There is ample preparation material for each test, and colleges accept each equally. Increasingly, colleges are willing to superscore ACT tests as they do SAT (see page 75 for more information on superscoring). As a result, families find themselves faced with key questions: Which test should my student take and when should she take it?

The Compass Guide that you are holding is filled with information to help you make those decisions. From common testing timelines to the score ranges of entering classes at popular colleges, and from detailed test breakdowns to admission requirements, this guide provides general coverage of a wide range of topics. For a personalized supplement to the Guide, you can download our new Compass Prep App for Apple and Android devices!

Compass Prep App

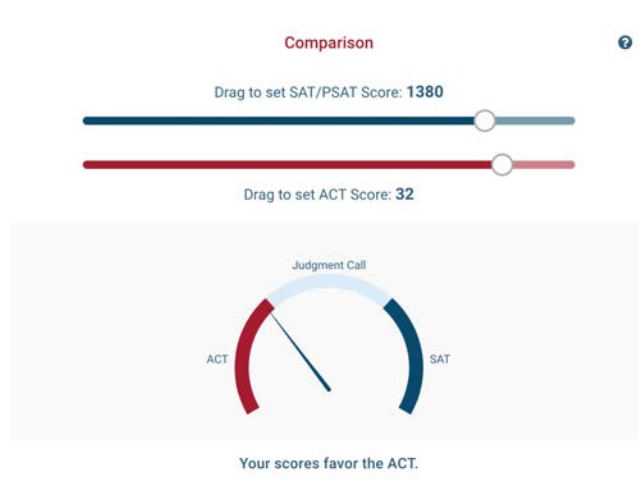
COMPARE Convert SAT and ACT scores

PLAN Customize a testing roadmap

TEST Preview score reports

LEARN Access our key resources

In the app and on our website, you'll find new tools like the SAT and ACT comparison meter. Simply plug in a PSAT or SAT score and an ACT score and watch as the meter shows whether your scores lean SAT or ACT.



*“Love the new Compass App! So helpful and efficient!”
–Adam Howard, Upper School Dean, Harvard-Westlake*

Compass has also rebuilt its score reports from the ground up. These unrivaled reports feature an interactive suite of tools designed to help students and their tutors optimize future testing performance: a test comparison meter, percentile conversions, goal-setting curves, trap-answer analysis, and similar-scorers competitive data. For more details on our score reports and practice tests, see pages 80–81 or visit compassprep.com/practice-tests.

Our goal is to provide you with resources that are fact-based and comprehensive. No resource, however, will replace the insight you can gain from talking with one of our expert directors. Our directors have helped thousands of families tailor tutoring programs to fit their individual needs. Each student's testing plan is unique; Compass guides every student to a successful outcome.

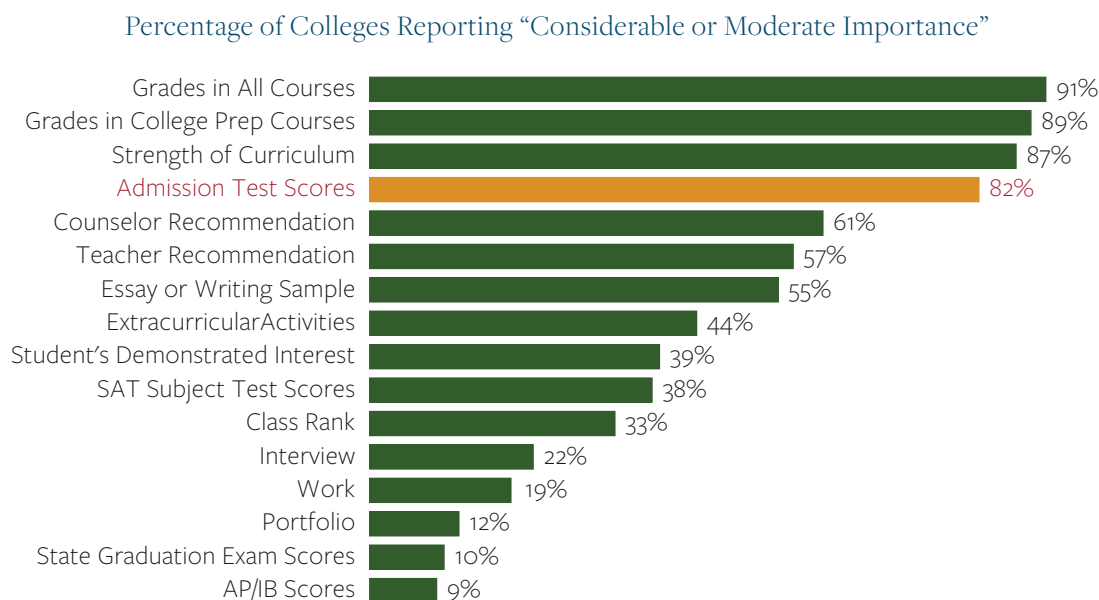
We regularly update the PDF and iBook versions of this guide at compassprep.com/guide.

College Admission and Testing

There are approximately 2,300 accredited, non-profit, four-year colleges and universities in the United States. Their admission protocols have never been uniform, and in recent years the range of requirements has only increased. The debate is now especially high-pitched over how significant a role standardized tests should play in admission decisions.

Paradoxically, the trend at selective colleges is toward more flexible testing requirements for students while the competition to gain admission intensifies. Fewer colleges now require SAT Subject Tests, the essay component of the SAT or ACT, or standardized tests at all. Grades, especially in college prep courses, continue to be the most important factor in a student's application. Yet despite the trend toward flexible requirements, test scores remain a highly significant factor at selective colleges. Students are well-advised to go beyond the minimum requirements when applying to such schools.

Admission Factors



Source: 2017 NACAC State of College Admissions

Holistic Versus Formulaic Admission Decisions

Some admission offices—at large public universities in particular—are all but forced to “admit by the numbers” in a formulaic process. Large applicant pools may mean less time for individual review of prospective students. State-mandated policies or standards may also play a role.

At the most highly selective colleges, even perfect grades and test scores cannot guarantee admission. The applicant pool at these schools is so broad and deep that grades and test scores are only the opening gambit.

At moderately selective schools, as well, scores are only a part of the holistic review. More qualitative measures of an applicant's fit take on added importance, and not all well-qualified candidates are admitted. Essays and recommendations are more likely to be read and considered carefully, the personal interview may carry more weight, and the entire application is considered from the perspective of whether the college will be a good fit for the student.

In all cases, students will maximize their admission opportunities if they realize their full potential on standardized tests and submit scores that enhance their competitiveness within each college's applicant pool.

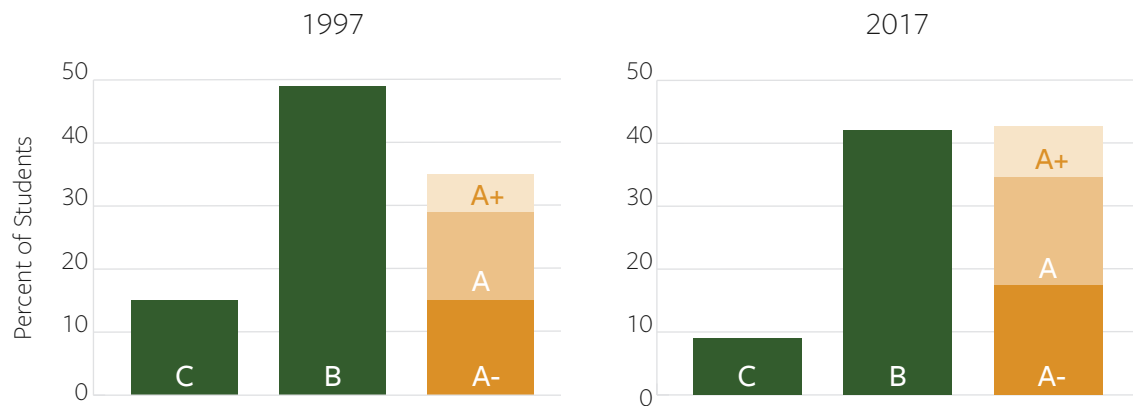
GPA and Standardized Tests

Performance in a rigorous high school curriculum is the best predictor of performance in college and is the most heavily weighted factor at almost all selective colleges. However, two flaws make GPA imperfect as the sole criterion for admission. First, course difficulty and grading policies vary from teacher to teacher, school to school, and state to state. Second, grade inflation has compressed the GPA scale. As more students earn As, it becomes harder to distinguish among applicants.

The proper role of standardized tests is to complement the use of GPA and other factors in the admission process. The SAT and ACT address the two primary problems with grades. They provide a common baseline for all students, and they are designed to provide a useful and consistent distribution of scores.

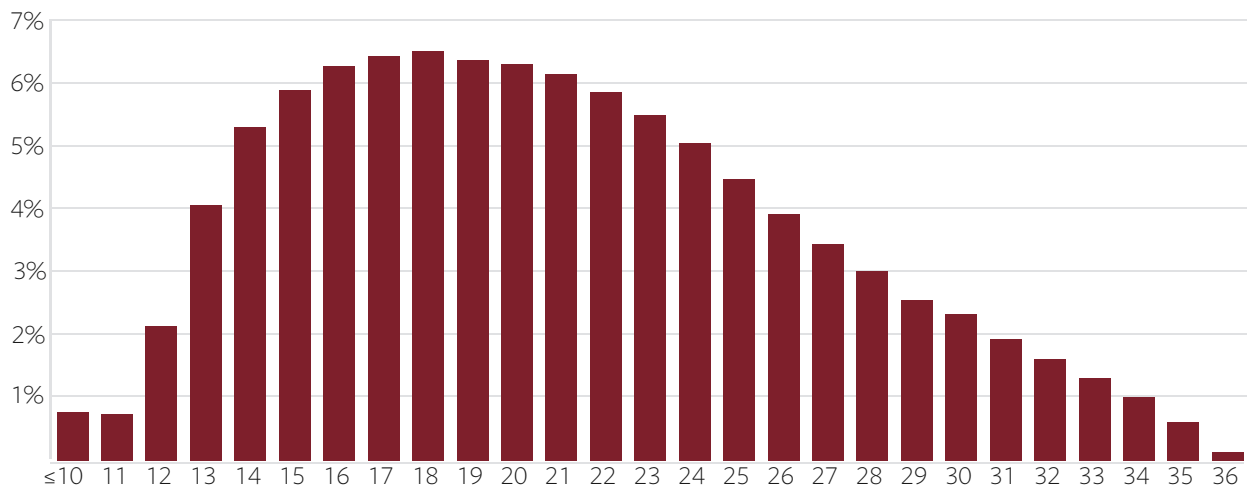
The GPA charts below illustrate the trend toward higher grades, which bunches more students at the top of the scale. The ACT distribution, on the other hand, shows how scores are spread out—particularly above the mean.

GPA Reported by College Bound Seniors



Source: College Board

ACT Composite Score Distribution—Class of 2017



Source: ACT Profile Report—National, Graduating Class of 2017

Pathways to College Admission

A generation ago, most high school students took the SAT or ACT with little or no awareness of the other test, despite the fact that colleges have long accepted the SAT and ACT interchangeably. Today's widespread acceptance of either test and myriad testing-related options have allowed students greater choice but have also caused confusion for families.

ACT offers the eponymous ACT, and the College Board oversees the PSAT, SAT, and SAT Subject Tests. While more than 2,000 schools accept the SAT or ACT for admission, less than 2% require or recommend the addition of Subject Tests. However, these 2% of schools are among the most popular and selective colleges. A significant number of schools will also consider Subject Tests if submitted.

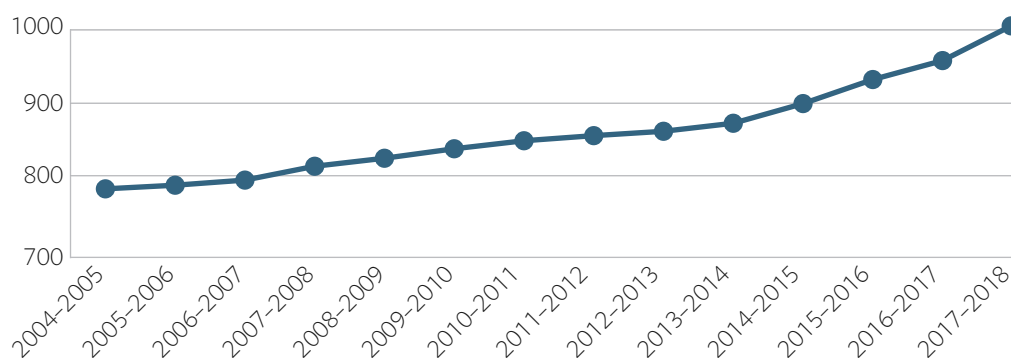
Students also have the opportunity to apply to many colleges without providing test scores. This option is offered by a minority of the most competitive institutions but does represent an increasingly viable alternative for many students.

Test Optional	SAT or ACT Required	SAT Subject Tests Required or Recommended
Approximately 1,000 Colleges	Approximately 1,300 Colleges	Approximately 5 Colleges Require, 13 Colleges Recommend
Most of these schools are open enrollment or have minimal admission requirements, but a growing number are selective schools. See the following page for a discussion of this trend.	All colleges accept the ACT and SAT interchangeably. Each student can take the test that works better for him or her.	While only a small number of colleges require or recommend Subject Tests, these colleges are among the most popular and selective schools.
At competitive test optional schools, approximately 30% of students choose not to be evaluated on test scores.	Students should use practice tests to see which test is the better fit. Some students take both tests officially.	Some schools accept the ACT in lieu of both the SAT and Subject Tests. Students should generally consider this option only if Subject Test scores are significantly lower than their SAT or ACT scores.
Examples Bates College Bowdoin College Pitzer College University of Chicago Wake Forest University Wesleyan University A complete list can be found at fairtest.org .	Examples Boston College Oberlin College University of California system Stanford University The Cooper Union Yale University A complete list can be found via College Search at collegeboard.org .	Examples Cal Tech Cornell University Harvey Mudd College Massachusetts Institute of Technology A complete list is on pages 64–67 and is regularly updated at compassprep.com/subject-test-requirements .

Test Optional Schools

More than 1,000 of the nearly 2,300 four-year colleges and universities in the U.S. do not require SAT or ACT scores.

Number of Colleges and Universities with Test Optional or Test Flexible Admission Policies



Source: Fairtest.org

These institutions fall into a category defined by FairTest.org as “Schools That Do Not Use SAT or ACT Scores for Admitting Substantial Numbers of Students Into Bachelor Degree Programs.”

For most of these schools, a test optional policy is a practical necessity to ensure adequate volume, diversity, or specialty of applicants. Many are essentially “open-enrollment” in their admission decisions. Others provide religious instruction or technical training, base admission largely on an audition or a portfolio, or are state schools with formulas for admitting a percentage of in-state applicants based on class rank and GPA.

Selective Test Optional Schools

A fast-growing subset of the 1,000 schools operates in a different context. They are moderately to highly selective, admitting fewer than half of their applicants. In fact, according to *U.S. News*’ controversial ranking methodology, more than half of the “top 100” Liberal Arts Colleges (LACs) are now test optional. However, among the top 100 National Universities (NUs), test optional policies remain rare. The only test optional NU in the top 25 is the University of Chicago, which explained: *These tests can provide valuable information...We encourage students to take standardized tests like the SAT and ACT, and to share your scores with us if you think that they are reflective of your ability and potential...we anticipate that the vast majority of students will continue to take tests and may still submit their test scores to UChicago.*

Note that within this group of top-ranked LACs and NUs, the majority of successful applicants still choose to submit scores, and the average scores of those who submit are trending upwards.

The rationales offered for test optional policies are varied but have two dominant themes: (1) The school’s institutional research has found that test scores offer minimal additional utility above and beyond the high school transcript, and (2) Not requiring tests encourages more applications from under-represented and under-resourced students. Skeptics—including College Board and ACT—challenge both of these claims, but most advisors (including Compass) believe test optional policies have been good at expanding access to higher education opportunities.

Many counselors advise that applicants (especially those from over-represented backgrounds) who withhold scores are generally presumed to have scores that would not be competitive. Whether that presumption is accurate is controversial. Most students find value in submitting scores, especially when they have dedicated time to improve those scores.

Test Optional Schools

When deciding whether to test or submit your scores to a test optional college, you may want to consider what percentage of the most recent incoming class chose to submit scores. The table below collects a sampling of schools. Note that even when given a test optional policy, most students submit either SAT or ACT. See fairtest.org for a complete list of schools with test optional policies.

School	Admit Rate	% Submitting		25th–75th Percentile	
		SAT	ACT	SAT	ACT
Allegheny College	68	50	34	1140–1320	23–29
American University	29	49	39	1180–1350	26–30
Augustana College	59	15	80	1120–1340	23–28
Bates College	22	41	37	1270–1450	29–32
Beloit College	54	4	38	1040–1310	24–30
Bennington College	57	33	24	1210–1390	27–31
Bowdoin College	14	53	52	1290–1510	30–34
Brandeis University	34	44	44	1280–1470	29–33
Bryn Mawr College	38	56	35	1310–1500	29–33
College of the Holy Cross	40	35	30	1270–1410	28–31
Cornell College (IA)	65	18	82	1100–1330	23–29
Denison University	37	35	41	1200–1380	28–31
DePaul University	72	19	80	1100–1340	22–28
Dickinson College	49	48	33	1230–1420	27–32
Earlham College	52	44	47	1190–1400	25–30
Franklin & Marshall College	34	47	35	1260–1420	28–32
George Mason University	81	70	13	1100–1290	24–30
George Washington University	41	46	42	1280–1440	29–32
High Point University	81	68	53	1050–1240	21–27
Hobart and William Smith Colleges	61	32	24	1210–1360	25–31
Hofstra University	64	66	33	1130–1310	24–29
Ithaca College	71	52	26	1150–1330	25–29
Knox College	72	26	69	1140–1365	23–30
Lawrence University	61	28	57	1220–1460	25–32
Lewis & Clark College	71	46	48	1210–1370	27–31
Mills College	87	65	35	940–1260	23–29
Mount Holyoke College	51	43	34	1270–1463	29–33
Muhlenberg College	48	51	39	1140–1340	25–30
New School (NY)	84	8	22	1010–1280	24–29
Ohio Wesleyan University	16	49	57	1300–1500	29–33
Pitzer College	16	30	31	1310–1490	29–32
Skidmore College	25	42	37	1205–1400	27–31
Smith College	32	50	38	1290–1490	30–33
St. John's University	68	67	17	1060–1250	22–29
St. Lawrence University	48	48	27	1170–1360	25–30
Trinity College (CT)	38	45	54	1230–1410	27–32
Union College (NY)	37	38	37	1270–1430	29–32
University of Chicago*	9	47	67	1480–1580	32–35
University of Delaware	60	71	37	1150–1330	25–29
University of Puget Sound	84	47	48	1150–1370	25–31
Ursinus College	78	64	27	1110–1310	24–30
Wake Forest University	28	38	54	1260–1440	28–32
Washington and Jefferson College	48	52	28	1070–1250	24–29
Wesleyan University	16	49	57	1300–1500	29–33
Whitman College	52	48	50	1020–1370	26–31
Willamette University	89	59	44	1120–1340	26–31
Wofford College	69	41	59	1120–1310	24–30
Worcester Polytechnic Institute	48	77	37	1280–1440	28–32

*University of Chicago adopted a test optional policy for the entering class of 2018. The numbers here reflect the admission stats of the entering class of 2017, which was required to submit SAT or ACT scores.

Source: college reported data for the Class of 2017

Test Flexible Schools

There are also colleges self-described as “test flexible.” These schools typically accept the results of AP exams, higher-level International Baccalaureate (IB) exams, and SAT Subject Tests in lieu of SAT or ACT scores.

For example, Colby College and Middlebury College accept three SAT Subject Test scores in three different disciplines (e.g. Literature, U.S. History, and Chemistry). Similarly, NYU accepts the results of three Subject Tests, three AP exams, three higher-level IB exams, or the IB diploma. By accepting a variety of test scores, test flexible schools allow applicants to submit results that place them in the best possible light.

There are caveats, however. First, apples-to-oranges comparisons can make it difficult for students to know what their best scores are. For example, is a 4 on the AP U.S. History Exam better or worse than a 630 on the U.S. History Subject Test? There is no official concordance table to refer to in addressing this type of question. This is why some test flexible schools encourage applicants to submit their full testing records, thereby allowing admission officers to select their best scores for them. Second, although AP exams, IB exams, and SAT Subject Tests are commonly considered more “content-based,” in that they test specific subject matter, they share with the SAT and ACT some inevitable features of standardized tests. Students who struggle with pacing and multiple choice questions may find the Literature Subject Test just as challenging as the SAT Reading Test, if not more so.

Finally, as at test optional schools, many successful applicants to test flexible schools opt to submit SAT or ACT scores.

School	Admit Rate	% Submitting		25th–75th Percentile	
		SAT	ACT	SAT	ACT
Colby College	16	49	55	1340–1500	31–33
Colorado College	15	32	68	1300–1490	29–33
Drexel University	79	82	33	1160–1360	24–30
Hamilton College	24	36	47	1360–1510	31–33
Middlebury College	17	49	39	1320–1530	30–34
New York University	28	59	47	1290–1490	29–33
University of Rochester	35	53	35	1280–1480	29–33

Source: college reported data for the Class of 2017

Quirky Outliers

Some schools resist the Required/Optional/Flexible taxonomy.

Hampshire College in Massachusetts proudly refuses to even consider test scores in its admission decisions. Test scores at Hampshire are ignored and unseen, not optional.

The University of Nebraska—quite a different context—takes the opposite tack, not even bothering to calculate an applicant’s GPA if SAT or ACT scores are high enough.

These should be regarded as unique exceptions, but they bookend the diversity, debate, and confusion around the role of test scores in college admission.

The Competitive Landscape

The following is a sampling of admission statistics at well-known colleges. The test scores represent the range in the middle half of the freshman class entering in 2017. These scores should not be viewed as cutoffs or qualifying scores.

The Admit Rate (% accepted) and Yield (% accepted who enrolled) columns are reminders that college admission is a two-way street. Students want to gain admission to their top choice schools, and colleges want to entice their admitted candidates to attend. The % Submitting SAT and ACT columns provide a sense of how popular the use of SAT scores versus ACT scores is at a particular institution (compare the University of Michigan to the UC system, for example).

New England

	Admit Rate	Yield	SAT			ACT	% Submitting		Test Optional Test Flexible
			ERW 25th-75th Percentile	Math 25th-75th Percentile	Total 25th-75th Percentile	Composite 25th-75th Percentile	SAT	ACT	
Amherst College	13	39	720-770	710-790	1430-1560	32-34	39	67	
Babson College	24	32	610-680	620-730	1230-1410	27-32	32	N/A	
Bates College	22	42	640-730	630-720	1270-1450	29-32	42	37	TO
Bennington College	57	27	620-710	590-680	1210-1390	27-31	27	24	TO
Bentley University	44	26	590-670	620-710	1210-1380	27-31	26	39	
Boston College	32	26	650-720	650-740	1300-1460	31-33	26		
Boston University	25	23	640-720	660-760	1300-1480	29-32	23	52	
Bowdoin College	14	51	650-750	640-760	1290-1510	30-34	51	52	TO
Brandeis University	34	21	630-710	650-760	1280-1470	29-33	21	44	TO
Brown University	8	59	705-780	700-790	1405-1570	31-35	59	61	
Clark University	56	13	600-700	580-680	1180-1380	27-31	13	23	TO
Colby College	16	31	670-740	670-760	1340-1500	31-33	31	55	TF
College of the Holy Cross	40	31	630-700	640-710	1270-1410	28-31	31	30	TO
Connecticut College	38	22	640-710	630-690	1270-1400	29-31	22	22	TO
Dartmouth College	10	58	660-780	670-780	1330-1560	30-34	58	41	
Emerson College	48	20	630-710	540-650	1170-1360	25-30	20	N/A	TO
Fairfield University	61	15	590-660	590-660	1180-1320	25-29	15	41	TO
Harvard University	5	83	730-790	730-800	1460-1590	32-35	83	53	
Massachusetts Institute of Technology	7	76	720-770	770-800	1490-1570	33-35	76	55	
Middlebury College	17	42	660-750	660-780	1320-1530	30-34	42	39	TF
Mount Holyoke College	51	30	640-713	630-750	1270-1463	29-33	30	34	TO
Northeastern University	27	21	680-750	680-770	1360-1520	32-34	21	53	
Providence College	52	18	580-660	580-670	1160-1330	26-30	18	34	TO
Quinnipiac University	74	12	550-630	530-630	1080-1260	23-27	12	30	TO
Rhode Island School of Design	29	46	570-660	560-710	1130-1370	25-31	46	37	
Simmons College	60	19	580-660	550-650	1130-1310	24-29	19	14	
Smith College	32	37	650-740	640-750	1290-1490	30-33	37	38	TO
St. Michael's College	85	16	600-680	570-650	1170-1330	24-29	16	15	TO
Stonehill College	72	15	550-640	530-630	1080-1270	23-28	15	23	TO
Trinity College (Hartford)	38	22	620-710	610-700	1230-1410	27-32	22	54	TO
Tufts University	15	45	700-760	710-780	1410-1540	31-34	45	66	
United States Coast Guard Academy	15	95	570-670	610-670	1180-1340	26-31	95	64	
University of Connecticut	48	23	600-680	610-710	1210-1390	26-31	23	33	
University of Massachusetts, Amherst	57	20	590-670	590-690	1180-1360	26-31	20	27	
University of New Hampshire	77	20	550-630	530-630	1080-1260	23-28	20	20	
University of Vermont	67	18	600-680	580-670	1180-1350	25-30	18	39	
Wellesley College	22	48	690-760	670-770	1360-1530	30-33	48	61	
Wesleyan University	16	38	660-740	640-760	1300-1500	29-33	38	57	TO
Williams College	15	44	710-780	710-790	1420-1570	31-35	44	60	
Worcester Polytechnic Institute	48	22	620-710	660-730	1280-1440	28-32	22	37	TO
Yale University	7	69	710-790	710-800	1420-1590	32-35	69	57	

Mid-Atlantic

	Admit Rate	Yield	SAT			ACT	% Submitting		Test Optional Test Flexible
			ERW 25th-75th Percentile	Math 25th-75th Percentile	Total 25th-75th Percentile	Composite 25th-75th Percentile	SAT	ACT	
Adelphi University	73	13	530-620	530-620	1060-1240	22-27	68	26	
Allegheny College	68	14	580-670	560-650	1140-1320	23-29	50	34	TO
American University	29	32	610-690	570-660	1180-1350	26-30	49	39	TO
Bard College	58	18	600-700	570-680	1170-1380	28-31	N/A	32	TO
Barnard College	20	49	640-730	620-720	1260-1450	29-32	67	47	
Binghamton University, SUNY	40	20	640-711	650-720	1290-1431	28-31	97	50	
Bryn Mawr College	38	32	650-730	660-770	1310-1500	29-33	56	35	TO
Bucknell University	31	31	620-700	630-720	1250-1420	28-31	66	53	
Carnegie Mellon University	22	37	700-760	730-800	1430-1560	32-35	70	51	
Clarkson University	66	15	560-650	580-680	1140-1330	24-29	86	38	
Colgate University	28	32	660-730	650-770	1310-1500	31-33	36	64	
College of New Jersey	48	25	590-660	580-670	1170-1330	25-30	83	33	
Columbia University	6	62	720-780	730-800	1450-1580	32-35	57	57	
The Cooper Union	13	61	650-740	660-790	1310-1530	28-34	70	40	
Cornell University	13	56	690-760	700-790	1390-1550	31-34	64	56	
CUNY, Baruch College	29	26	580-660	610-690	1190-1350	N/A	58	N/A	
Dickinson College	49	21	620-700	610-720	1230-1420	27-32	48	33	TO
Drew University	63	18	560-660	540-640	1100-1300	23-28	63	27	TO
Drexel University	79	15	580-670	580-690	1160-1360	24-30	82	33	TF
Duquesne University	72	30	570-640	550-630	1120-1270	24-29	55	29	TO
Fordham University	46	11	620-720	610-710	1230-1430	27-31	63	49	
Franklin and Marshall College	34	28	620-700	640-720	1260-1420	28-32	47	35	TO
Gallaudet University	59	72	380-570	430-550	810-1120	15-19	14	91	
George Washington University	41	24	640-720	640-720	1280-1440	29-32	46	42	TO
Georgetown University	16	47	680-760	670-760	1350-1520	30-34	68	55	
Gettysburg College	46	25	640-710	630-700	1270-1410	26-30	N/A	N/A	TO
Goucher College	79	15	550-660	500-600	1050-1260	23-29	66	34	TO
Hamilton College	24	35	680-750	680-760	1360-1510	31-33	36	47	TF
Haverford College	20	39	700-760	690-770	1390-1530	31-34	59	52	
Hobart and William Smith Colleges	61	24	610-680	600-680	1210-1360	25-31	32	24	TO
Hofstra University	64	10	570-660	560-650	1130-1310	24-29	66	33	TO
Howard University	41	30	550-650	540-640	1090-1290	22-28	65	49	
Ithaca College	71	16	590-670	560-660	1150-1330	25-29	52	26	TO
Johns Hopkins University	12	43	720-780	740-800	1460-1580	33-35	42	58	
Lafayette College	31	26	630-710	630-730	1260-1440	28-31	57	57	
Lehigh University	25	35	620-700	650-730	1270-1430	29-32	51	49	
Loyola University Maryland	75	12	580-660	560-650	1140-1310	25-30	45	31	TO
Marist College	43	26	590-660	550-660	1140-1320	24-29	51	31	TO
Muhlenberg College	48	25	580-680	560-660	1140-1340	25-30	51	39	TO
New Jersey Institute of Technology	61	25	580-670	610-700	1190-1370	24-30	84	26	
New School	84	19	530-660	480-620	1010-1280	24-29	8	22	TO
New York University	28	34	650-730	640-760	1290-1490	29-33	59	47	TF
Penn State, University Park	50	29	580-660	580-680	1160-1340	25-30	65	30	
Pratt Institute	50	23	530-630	560-680	1090-1310	25-29	75	32	
Princeton University	6	66	710-780	720-790	1430-1570	31-35	65	54	
Rensselaer Polytechnic Institute	43	20	640-730	680-770	1320-1500	28-32	66	34	
Rochester Institute of Technology	57	24	590-680	600-700	1190-1380	26-32	60	40	
Rutgers University, New Brunswick	58	28	590-680	600-720	1190-1400	N/A	81	N/A	
Rutgers University, Newark	64	15	500-580	510-590	1010-1170	N/A	93	N/A	
Sarah Lawrence College	53	21	650-730	590-680	1240-1410	27-31	39	36	TO
Seton Hall University	73	12	570-640	570-640	1140-1280	24-28	79	32	
Siena College	65	13	530-620	530-630	1060-1250	22-27	67	28	TO
Skidmore College	25	27	610-700	595-700	1205-1400	27-31	42	37	TO
St. John Fisher College	65	22	530-610	530-620	1060-1230	22-26	91	45	
St. John's College Annapolis	55	30	630-710	650-740	1280-1450	26-32	50	19	TO
St. John's University (NY)	68	16	540-620	520-630	1060-1250	22-29	67	17	
St. Lawrence University	48	25	590-680	580-680	1170-1360	25-30	48	27	TO

Mid-Atlantic

	Admit Rate	Yield	SAT			ACT	% Submitting		Test Optional Test Flexible
			ERW 25th-75th Percentile	Math 25th-75th Percentile	Total 25th-75th Percentile	Composite 25th-75th Percentile	SAT	ACT	
St. Mary's College of Maryland	82	15	540-650	530-630	1070-1280	22-28	80	31	
Stevens Institute of Technology	44	21	640-710	680-760	1320-1470	29-33	55	42	
Stony Brook University, SUNY	42	21	590-680	620-730	1210-1410	26-31	77	38	
SUNY, ESF	52	35	580-650	570-650	1150-1300	24-28	86	50	
SUNY, Geneseo	72	21	570-650	550-650	1120-1300	24-29	68	31	
Susquehanna University	68	15	540-630	530-610	1070-1240	22-28	61	12	TO
Swarthmore College	11	39	690-760	690-780	1380-1540	31-34	58	60	
Syracuse University	47	24	580-670	580-680	1160-1350	25-30	66	45	
Temple University	57	25	570-660	560-650	1130-1310	24-29	68	20	TO
The Catholic University of America	83	17	570-670	550-650	1120-1320	23-29	62	31	TO
Union College (NY)	37	23	630-700	640-730	1270-1430	29-32	38	37	
United States Military Academy	10	98	590-690	600-710	1190-1400	23-28	86	82	
United States Naval Academy	8	87	560-680	590-690	1150-1370	27-32	68	74	
University at Albany, SUNY	54	21	500-600	500-590	1000-1190	22-26	86	25	
University at Buffalo, SUNY	57	26	560-640	580-670	1140-1310	24-28	82	34	
University of Delaware	60	26	580-660	570-670	1150-1330	25-29	71	37	TO
University of Maryland, College Park	44	27	640-720	650-750	1290-1470	29-33	75	45	
University of Pennsylvania	9	65	700-770	720-790	1420-1560	32-35	46	54	
University of Pittsburgh	60	24	620-700	620-718	1240-1418	27-32	78	50	
University of Rochester	35	24	630-710	650-770	1280-1480	29-33	53	35	TF
Ursinus College	78	15	560-660	550-650	1110-1310	24-30	64	27	TO
Vassar College	24	34	690-750	680-760	1370-1510	31-33	59	67	
Villanova University	36	23	620-710	630-730	1250-1440	30-33	39	61	
Virginia Tech	70	36	590-670	590-690	1180-1360	25-30	83	45	
Washington and Jefferson College	48	13	530-620	540-630	1070-1250	24-29	52	28	TO
Washington College	48	14	550-670	540-630	1090-1300	23-29	77	31	TO
Yeshiva University	63	53	600-710	560-710	1160-1420	23-29	53	44	TO

South

	Admit Rate	Yield	SAT			ACT	% Submitting		Test Optional Test Flexible
			ERW 25th-75th Percentile	Math 25th-75th Percentile	Total 25th-75th Percentile	Composite 25th-75th Percentile	SAT	ACT	
Abilene Christian University	58	17	510-620	520-600	1030-1220	21-26	47	52	
Agnes Scott College	66	25	580-690	530-610	1110-1300	24-30	46	42	TO
Appalachian State University	70	34	560-640	540-630	1100-1270	23-27	61	49	
Auburn University	84	32	570-650	560-660	1130-1310	24-30	12	87	
Austin College	52	18	590-680	570-680	1160-1360	23-29	39	36	TO
Baylor University	39	23	600-680	590-680	1190-1360	26-31	36	64	
Berea College	35	72	480-590	490-610	970-1200	22-27	10	88	
Berry College	63	19	570-660	550-640	1120-1300	24-29	70	71	
Birmingham-Southern College	62	23	520-630	510-630	1030-1260	23-29	18	83	TO
Centre College	76	21	590-680	580-730	1170-1410	26-31	20	81	
Christopher Newport University	72	26	580-660	550-640	1130-1300	23-29	71	30	TO
Clemson University	47	29	620-690	600-700	1220-1390	27-31	39	61	
College of Charleston	80	19	550-630	520-600	1070-1230	22-27	49	54	
College of William & Mary	36	29	660-740	640-740	1300-1480	28-32	73	44	
Davidson College	20	45	660-740	650-730	1310-1470	30-33	53	66	
Duke University	10	54	680-780	710-800	1390-1580	31-35	31	70	
Elon University	67	25	580-670	560-660	1140-1330	25-29	60	58	
Embry-Riddle Aeronautical Univ	75	40	540-650	540-670	1080-1320	22-28	67	58	TO
Emory University	22	27	670-740	680-780	1350-1520	30-33	57	64	
Florida Institute of Technology	63	13	550-640	580-680	1130-1320	24-29	52	36	
Florida State University	49	38	600-670	590-660	1190-1330	26-30	38	63	
Furman University	61	23	600-690	590-690	1190-1380	26-31	41	53	TO
George Mason University	81	23	560-650	540-640	1100-1290	24-30	70	13	TO
Georgia Institute of Technology	23	39	670-730	720-790	1390-1520	30-34	49	51	
Hampden-Sydney College	55	16	530-640	520-630	1050-1270	21-27	100	42	
Hampton University	36	23	500-570	480-550	980-1120	20-24	24	36	TO
Hendrix College	80	29	560-710	540-700	1100-1410	24-29	22	91	

South

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			ERW 25th–75th Percentile	Math 25th–75th Percentile	Total 25th–75th Percentile	Composite 25th–75th Percentile	SAT	ACT	
High Point University	81	15	530–620	520–620	1050–1240	21–27	68	53	TO
Hollins University	48	11	580–680	530–620	1110–1300	23–28	75	37	
James Madison University	75	29	560–640	540–620	1100–1260	23–28	87	35	TO
John Brown University	76	36	550–680	530–630	1080–1310	24–29	19	87	
Lipscomb University	60	30	540–670	520–660	1060–1330	23–29	22	90	
Louisiana State Univ, Baton Rouge	74	37	530–640	530–650	1060–1290	23–28	8	92	
Loyola University New Orleans	69	23	560–650	520–620	1080–1270	22–28	30	70	
Mercer University	73	26	590–670	580–670	1170–1340	25–30	46	53	
Millsaps College	49	11	560–660	550–660	1110–1320	22–28	20	86	
Mississippi State University	73	34	N/A	N/A	N/A	21–28	13	87	
Morehouse College	74	35	480–590	470–570	950–1160	18–23	58	50	
New College of Florida	69	21	620–710	570–670	1190–1380	25–30	75	61	
North Carolina State Univ, Raleigh	51	34	610–680	620–710	1230–1390	27–31	42	60	
Oklahoma State University	74	42	540–630	530–630	1070–1260	22–28	21	91	
Presbyterian College (SC)	63	19	510–620	510–630	1020–1250	21–27	70	71	TO
Queens University of Charlotte	79	23	510–608	500–590	1010–1198	21–26	65	56	
Randolph-Macon College	62	21	540–630	510–600	1050–1230	21–27	81	32	
Rhodes College	51	21	620–720	600–690	1220–1410	27–32	30	73	
Rice University	16	37	730–780	760–800	1490–1580	33–35	60	70	
Rollins College	64	16	605–680	590–670	1195–1350	25–30	42	42	TO
Samford University	83	27	550–650	530–630	1080–1280	23–29	33	86	
Sewanee—University of the South	46	23	620–700	590–680	1210–1380	27–30	29	55	TO
Southern Methodist University	49	22	630–710	640–730	1270–1440	28–32	36	72	
Southwestern University	43	20	570–670	540–650	1110–1320	23–29	77	56	
Spelman College	40	16	550–625	520–590	1070–1215	22–26	64	61	
Stetson University	68	11	570–650	540–640	1110–1290	23–29	51	38	TO
Texas A&M Univ, College Station	70	45	570–670	570–690	1140–1360	25–30	55	45	
Texas Christian University	41	24	570–660	560–670	1130–1330	25–30	32	68	
Texas Lutheran University	49	38	480–580	490–570	970–1150	19–24	84	44	
The Citadel	81	32	510–610	510–610	1020–1220	20–25	44	49	
Transylvania University	95	19	610–690	570–670	1180–1360	25–30	10	77	TO
Trinity University	38	22	620–710	610–700	1230–1410	27–32	45	54	
Tulane University	21	25	670–740	660–750	1330–1490	30–33	19	81	
University of Alabama	53	36	530–640	520–640	1050–1280	23–32	19	81	
University of Arkansas	66	35	560–640	550–640	1110–1280	23–29	24	93	
University of Dallas	47	23	590–700	580–670	1170–1370	24–31	65	57	
University of Florida	42	47	620–700	620–710	1240–1410	28–32	79	71	
University of Georgia	54	45	610–690	590–680	1200–1370	26–31	68	74	
University of Kentucky	80	27	550–660	490–630	1040–1290	22–28	17	92	
University of Mary Washington	73	22	550–650	530–610	1080–1260	22–27	73	26	TO
University of Miami	36	20	590–690	610–700	1200–1390	28–32	41	46	
University of Mississippi	84	25	550–640	520–650	1070–1290	22–29	21	89	TO
University of N Carolina, Chapel Hill	24	45	640–720	620–720	1260–1440	27–32	67	82	
University of N Carolina, Wilmington	67	28	600–660	580–650	1180–1310	23–27	34	73	
University of Oklahoma	70	38	580–690	570–690	1150–1380	23–29	28	88	
University of Richmond	33	24	630–710	640–750	1270–1460	29–32	41	59	
University of South Carolina	72	31	590–660	580–670	1170–1330	25–30	42	58	
University of South Florida	44	26	580–650	570–660	1150–1310	24–29	59	41	
University of Tennessee	77	34	580–660	560–650	1140–1310	24–30	17	99	
University of Texas, Austin	36	45	550–670	590–710	1140–1380	25–31	83	55	
University of Texas, Dallas	76	35	600–700	620–730	1220–1430	26–32	73	45	
University of Tulsa	39	24	590–720	560–720	1150–1440	25–32	20	80	
University of Virginia	27	38	660–740	650–760	1310–1500	29–33	74	52	
Vanderbilt University	11	47	700–760	700–790	1400–1550	32–35	22	74	
Virginia Commonwealth University	77	33	556–672	520–620	1076–1292	21–28	78	24	TO
Virginia Military Institute	53	49	560–640	540–620	1100–1260	23–28	80	44	
Wake Forest University	28	37	630–710	630–730	1260–1440	28–32	38	54	TO
Washington and Lee University	22	39	680–740	670–750	1350–1490	31–33	35	65	
Wofford College	69	21	570–660	550–650	1120–1310	24–30	41	59	TO

Midwest

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Albion College	71	20	510–610	500–590	1010–1200	20–26	65	53	
Augustana College	59	20	550–640	570–700	1120–1340	23–28	15	80	TO
Baldwin Wallace University	78	29	530–650	530–640	1060–1290	21–27	32	81	TO
Beloit College	54	16	510–650	530–660	1040–1310	24–30	4	38	TO
Bradley University	71	15	530–640	530–660	1060–1300	22–28	11	94	
Butler University	65	15	580–660	570–660	1150–1320	25–30	55	77	
Carleton College	21	35	680–760	680–770	1360–1530	31–34	46	66	
Case Western Reserve University	33	15	650–740	690–780	1340–1520	30–33	51	69	
Coe College	56	17	530–650	540–680	1070–1330	22–28	9	91	
College of St. Benedict	81	34	530–630	480–590	1010–1220	22–28	7	95	
College of Wooster	56	18	570–680	580–700	1150–1380	24–30	45	63	
Concordia College, Moorhead	62	29	N/A	N/A	N/A	22–28	N/A	95	
Cornell College	65	20	550–670	550–660	1100–1330	23–29	18	82	TO
Creighton University	72	16	520–640	550–650	1070–1290	25–30	23	88	
Denison University	37	22	600–690	600–690	1200–1380	28–31	35	41	TO
DePaul University	72	18	550–670	530–640	1080–1310	22–28	19	80	TO
DePauw University	67	18	560–650	550–680	1110–1330	24–29	56	68	
Drake University	69	18	540–660	560–690	1100–1350	24–30	8	84	TO
Drury University	72	29	N/A	N/A	N/A	23–28	6	97	
Earlham College	52	16	610–700	580–700	1190–1400	25–30	44	47	TO
Elmhurst College	71	24	500–590	490–620	990–1210	20–26	8	91	
Goshen College	65	34	490–628	490–610	980–1238	19–28	76	32	
Grinnell College	29	28	640–740	670–770	1310–1510	30–34	34	66	
Gustavus Adolphus College	68	20	590–680	570–680	1160–1360	23–29	39	36	TO
Hanover College	84	15	540–640	530–620	1070–1260	22–27	45	55	TO
Hillsdale College	41	40	660–730	620–710	1280–1440	28–32	51	76	
Hope College	74	25	550–660	540–660	1090–1320	24–29	56	67	
Illinois Institute of Technology	54	21	580–680	650–730	1230–1410	25–31	33	77	
Illinois Wesleyan University	61	19	590–690	600–700	1190–1390	24–29	10	91	
Indiana University, Bloomington	76	28	570–670	570–680	1140–1350	25–31	67	67	
Iowa State University	89	37	520–647	545–680	1065–1327	22–28	9	90	
Kalamazoo College	73	21	600–690	580–690	1180–1380	26–30	39	42	TO
Kenyon College	34	29	640–730	623–730	1263–1460	29–33	45	68	
Knox College	72	18	560–670	580–695	1140–1365	23–30	26	69	TO
Lake Forest College	53	19	N/A	N/A	N/A	24–29	5	73	TO
Lawrence University	61	19	620–730	600–730	1220–1460	25–32	28	57	TO
Loyola University Chicago	71	14	570–660	510–550	1080–1210	24–29	23	86	
Luther College	65	24	503–640	520–665	1023–1305	23–28	11	87	
Macalester College	41	25	660–740	640–740	1300–1480	29–32	45	66	
Marquette University	89	12	570–660	560–650	1130–1310	24–29	17	89	
Miami University, Oxford	68	21	580–670	610–710	1190–1380	26–31	23	85	
Michigan State University	72	35	550–650	550–670	1100–1320	23–28	60	57	
Michigan Technological University	74	31	570–660	590–680	1160–1340	22–29	69	86	
Milwaukee School of Engineering	63	34	550–650	600–710	1150–1360	25–30	10	94	
Missouri University of Sci & Tech	84	47	520–640	580–700	1100–1340	25–31	2	97	
Northwestern University	9	48	700–770	720–790	1420–1560	32–35	35	77	
Oberlin College	34	35	650–720	630–730	1280–1450	28–33	54	56	
Ohio State University, Columbus	48	35	610–700	650–750	1260–1450	27–31	29	86	
Ohio University	76	28	540–650	500–600	1040–1250	21–26	18	93	
Ohio Wesleyan University	16	15	660–740	640–760	1300–1500	29–33	49	57	TO
Purdue University, West Lafayette	57	26	570–670	580–710	1150–1380	25–31	69	60	
Ripon College	68	17	520–610	520–650	1040–1260	20–26	7	93	TO
Saint Louis University	64	20	590–690	580–700	1170–1390	25–31	13	90	
St. Mary's College (IN)	78	30	530–630	500–620	1030–1250	23–29	54	67	TO
St. Olaf College	43	28	580–690	570–710	1150–1400	25–31	27	80	

Midwest

	Admit Rate	Yield	SAT			ACT Composite 25th-75th Percentile	% Submitting		Test Optional Test Flexible
			ERW 25th-75th Percentile	Math 25th-75th Percentile	Total 25th-75th Percentile		SAT	ACT	
Taylor University	87	36	530-650	520-640	1050-1290	22-29	60	70	
Truman State University	67	41	610-710	580-720	1190-1430	24-30	5	95	
University of Chicago	9	61	730-780	750-800	1480-1580	32-35	47	67	TO
University of Cincinnati	78	34	560-660	560-680	1120-1340	23-28	19	91	
University of Dayton	72	22	550-650	550-660	1100-1310	24-29	28	85	
University of Illinois, Chicago	77	29	530-650	550-680	1080-1330	20-26	8	93	
University of Illinois, Urbana-Champaign	62	34	630-710	710-790	1340-1500	26-32	22	85	
University of Iowa	86	25	570-680	570-690	1140-1370	23-28	9	95	
University of Kansas	93	30	N/A	N/A	N/A	23-28	N/A	97	
University of Michigan, Ann Arbor	27	45	660-730	670-770	1330-1500	30-33	52	74	
University of Minnesota, Twin Cities	50	28	620-720	650-760	1270-1480	26-31	13	92	
University of Missouri	78	36	570-680	550-670	1120-1350	23-29	7	96	
University of Nebraska, Lincoln	64	62	550-680	550-700	1100-1380	22-29	7	93	
University of Notre Dame	19	56	680-750	690-770	1370-1520	32-34	36	78	
University of St. Thomas (MN)	85	31	560-660	550-670	1110-1330	24-29	5	97	
University of Wisconsin, Madison	54	39	620-690	660-760	1280-1450	27-31	15	89	
Valparaiso University	84	14	530-630	530-640	1060-1270	23-29	46	70	
Wabash College	63	31	530-630	540-650	1070-1280	23-28	77	60	
Washington University in St. Louis	16	15	720-770	750-800	1470-1570	32-34	22	81	
Wheaton College (IL)	85	15	630-720	600-690	1230-1410	27-32	47	68	
Xavier University	73	13	540-620	520-620	1060-1240	22-28	34	77	

West

	Admit Rate	Yield	SAT			ACT Composite 25th-75th Percentile	% Submitting		Test Optional - Test Flexible
			ERW 25th-75th Percentile	Math 25th-75th Percentile	Total 25th-75th Percentile		SAT	ACT	
Arizona State University, Tempe	84	39	560-670	560-680	1120-1350	22-29	54	61	
Biola University	72	32	520-630	530-630	1050-1260	21-28	15	44	
Brigham Young University, Provo	52	81	610-710	600-700	1210-1410	27-32	28	94	
California Institute of Technology	8	41	750-790	780-800	1530-1590	34-35	65	56	
California Lutheran University	73	15	540-620	520-610	1060-1230	21-27	62	41	
Cal Poly, San Luis Obispo	35	31	610-690	610-710	1220-1400	26-31	70	69	
Cal Poly, Pomona	55	19	500-610	510-630	1010-1240	20-27	90	26	
California State University, Fresno	59	31	450-560	440-550	890-1110	16-22	96	38	
California State University, Fullerton	46	21	450-550	470-570	920-1120	19-24	90	40	
California State University, Long Beach	29	23	510-610	510-620	1020-1230	20-26	14	31	
California State University, Los Angeles	46	20	450-540	440-540	890-1080	15-20	95	41	
California State University, Monterey Bay	53	13	490-590	480-580	970-1170	18-24	92	40	
California State University, Northridge	58	30	460-570	550-550	1010-1120	17-22	88	24	
Carroll College	78	14	540-640	540-630	1080-1270	22-28	45	70	
Chapman University	57	22	600-680	590-680	1190-1360	25-30	57	63	
Claremont McKenna College	10	53	660-740	680-770	1340-1510	30-34	45	66	
Colorado College	15	44	650-730	650-760	1300-1490	29-33	32	68	
Colorado School of Mines	56	19	640-710	670-740	1310-1450	28-32	33	88	
Colorado State University	83	27	560-650	540-650	1100-1300	22-28	23	86	
Gonzaga University	65	25	590-670	590-680	1180-1350	26-30	67	57	
Harvey Mudd College	15	36	720-770	750-800	1470-1570	33-35	66	59	
Humboldt State University	58	14	490-600	470-570	960-1170	18-24	89	39	
Lewis & Clark College	71	12	620-710	590-660	1210-1370	27-31	46	48	
Loyola Marymount University	52	18	550-640	560-660	1110-1300	25-30	68	48	
Mills College	87	21	530-670	440-590	940-1260	23-29	65	35	
Occidental College	42	20	650-720	630-720	1280-1440	27-32	55	56	
Oregon State University	79	33	540-650	530-650	1070-1300	21-28	68	47	
Pacific Lutheran University	75	23	520-640	520-630	1040-1270	21-27	84	29	

West

	Admit Rate	Yield	SAT			ACT Composite 25th-75th Percentile	% Submitting		Test Optional - Test Flexible
			ERW 25th-75th Percentile	Math 25th-75th Percentile	Total 25th-75th Percentile		SAT	ACT	
Pepperdine University	40	18	600-690	600-700	1200-1390	24-29	60	57	
Pitzer College	16	43	640-740	670-750	1310-1490	29-32	30	31	TO
Point Loma Nazarene University	76	27	560-540	540-640	1100-1180	23-28	68	57	
Pomona College	8	54	670-750	660-760	1330-1510	30-34	52	66	
Reed College	36	21	670-740	640-760	1310-1500	30-33	61	56	
San Diego State University	35	25	500-600	510-630	1010-1230	22-28	84	52	
San Francisco State University	70	18	480-580	470-570	950-1150	18-24	88	27	TO
San Jose State University	67	21	510-610	520-620	1030-1230	19-26	86	30	TO
Santa Clara University	54	17	630-710	640-730	1270-1440	28-32	47	65	
Scripps College	33	34	660-730	630-730	1290-1460	29-33	51	61	
Seattle University	74	15	600-680	560-670	1160-1350	25-30	56	42	
Soka University of America	37	59	590-670	610-720	1200-1390	27-31	74	40	
St. Mary's College of California	82	17	540-630	520-610	1060-1240	22-27	67	45	
Stanford University	5	82	690-760	700-780	1390-1540	31-35	67	61	
Thomas Aquinas College	72	65	630-710	570-670	1200-1380	25-30	70	40	
United States Air Force Academy	12	N/A	630-700	640-700	1270-1400	28-33	N/A	N/A	
University of Arizona	84	26	540-650	560-690	1100-1340	21-28	43	53	TO
University of California, Berkeley	17	44	650-750	650-780	1300-1530	29-34	73	60	
University of California, Davis	44	19	550-650	570-710	1120-1360	25-31	62	38	
University of California, Irvine	37	21	580-680	590-730	1170-1410	N/A	100	N/A	
University of California, Los Angeles	16	37	630-740	610-760	1240-1500	27-33	74	58	
University of California, Merced	69	15	460-550	450-570	910-1120	18-23	100	49	
University of California, Riverside	57	18	550-640	540-660	1090-1300	23-29	91	51	
University of California, San Diego	34	19	550-660	590-720	1140-1380	26-32	82	48	
University of California, Santa Barbara	33	17	620-710	620-760	1240-1470	26-32	74	57	
University of California, Santa Cruz	51	15	580-680	580-690	1160-1370	24-30	79	48	
University of Colorado, Boulder	80	22	580-665	570-680	1150-1345	25-30	35	81	
University of Denver	58	13	590-680	570-670	1160-1350	25-30	33	76	
University of Hawaii at Manoa	83	28	480-580	500-610	980-1190	21-26	64	45	
University of La Verne	48	16	520-600	510-600	1030-1200	20-25	89	22	
University of Oregon	83	23	550-640	530-630	1080-1270	22-28	63	51	
University of Portland	70	13	580-660	560-660	1140-1320	23-29	70	54	
University of Puget Sound	84	12	580-690	570-680	1150-1370	25-31	47	48	TO
University of Redlands	75	20	540-630	530-620	1070-1250	23-28	68	32	
University of San Diego	50	16	590-670	590-680	1180-1350	26-30	49	65	
University of San Francisco	66	14	560-640	540-650	1100-1290	22-28	71	48	
University of Southern California	16	37	650-730	650-770	1300-1500	30-34	55	61	
University of the Pacific	65	11	540-650	530-680	1070-1330	22-30	78	45	
University of Utah	66	26	560-670	550-680	1110-1350	22-29	18	86	
University of Washington	28	54	590-690	600-730	1190-1420	27-32	75	40	
Washington State University	73	28	510-610	510-610	1020-1220	20-26	82	29	
Westmont College	85	23	580-700	550-680	1130-1380	23-33	44	56	
Whitman College	52	18	510-690	510-680	1020-1370	26-31	48	50	TO
Whittier College	63	19	510-620	500-600	1010-1220	21-27	70	71	TO
Willamette University	89	11	570-680	550-660	1120-1340	26-31	59	44	TO

Understanding and Comparing Scores

Scaled Scores and Test Reliability

One of the most important features of standardized tests is their ability to provide consistent scores from year to year and from test date to test date. SAT scores are converted to a 200–800 scale in order to account for any small differences between tests; ACT scores are converted to a 1–36 scale.

Standardized test makers follow strict guidelines when setting their initial reference group and determining the initial scale. Once those things are set, they rarely change because they don't need to. A 30 on ACT English means the same thing whether it was taken in September 2008 or September 2018. In order to accomplish this feat, one additional concept must be added—equating. Not every test can have the same questions, so not every test form can have the exact same difficulty. However, by always mapping performance back to the reference group, ACT can make small adjustments to the scale to smooth away these differences. The math is tricky, but the goals are simple. Make the results of each test date as fair as any other test date and make sure that no student is disadvantaged by the abilities of other students taking the exam.

Raw Scores and Guessing

An important area in which the SAT and ACT are finally aligned is in scoring correct, incorrect, and blank answers. The old SAT made a one-quarter raw point deduction for each wrong answer to dissuade students from random guessing. The new SAT eliminated this so-called guessing penalty. The new SAT and the ACT both use “rights-only” scoring, meaning that the number of correct answers is all that matters. Students should never leave a multiple choice question blank on either exam. The SAT Subject Tests, however, have not been revised, so they continue to assess a penalty for wrong answers.

Even without the guessing penalty, the SAT and ACT are best approached with a guessing strategy. Students stand to maximize their points when they go into the test with a plan for where to invest their time. This may include being prepared to guess randomly on portions of the test due to lack of time. Guessing is still more effective than leaving questions blank.

Leaving Blank

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Raw Points: 0

Random Guessing

- ✓ 1 ● (B) (C) (D)
- 2 (A) ✗ (C) (D)
- 3 (A) (B) ✗ (D)
- 4 (A) (B) (C) ✗
- 5 (A) (B) (C) ✗
- ✓ 6 (A) (B) ● (D)
- 7 (A) ✗ (C) (D)
- 8 ✗ (B) (C) (D)

Raw Points: 2

Process of Elimination

- ✓ 1 ● (B) (C) (D)
- 2 ✗ (B) (C) (D)
- ✓ 3 ✗ (B) (C) (D)
- 4 (A) (B) (C) ✗
- 5 (A) ✗ (C) (D)
- ✓ 6 (A) ● (C) (D)
- ✓ 7 ✗ (B) (C) (D)
- 8 ✗ (B) (C) (D)

Raw Points: 4

Experimental Sections

The ACT includes a 20-minute, experimental section after the Science Test and before the Writing Test. If students are not taking the optional Writing Test, the experimental section will appear as the final section. College Board may present students with a similar, experimental section after the final math section for those students not taking the Essay.

Although this experimental section will not count toward your score, you should take it seriously.

Scoring Comparison

SAT	ACT	Key Differences
Total Score 400–1600	Composite 1–36	<p>The SAT's total score is the sum of its two 200–800 area scores.</p> <p>The ACT's composite score is the rounded average of the four test scores.</p>
Reading and Writing 200–800	English 1–36 Reading 1–36	<p>SAT Reading and Writing scores are combined into a single 200–800 score.</p> <p>ACT English and Reading Tests each receive 1–36 scores.</p>
Math 200–800	Math 1–36	<p>SAT Math is scored based on two sections, calculator and no calculator, each with a mix of multiple choice and grid-in problems. ACT Math has one multiple choice section with no grid-ins and allows a calculator on all problems.</p>
N/A	Science 1–36	<p>There is no single section on the SAT that is comparable to the Science Test on the ACT. However, there are science-themed questions and passages throughout the SAT.</p>
Essay (optional) Raw: 2–8 in three domains These scores are not totaled.	Writing (optional) Raw: 2–12 in four domains Total: Average of four domain scores	<p>SAT scores are reported as the raw sum of two readers' scores (1–4 in three domains). ACT domain scores are the sum of two readers' scores (1–6 in four domains); the final Writing score is the average of the four domains. The SAT Essay is not included in the total SAT score, nor is the ACT Writing score included in the ACT Composite score.</p>

2018 SAT/ACT Concordance

One of the key decisions a student needs to make is whether to take the SAT or ACT. Compass has always recommended that students focus their preparation time on one test, and this remains true even as the tests become more similar.

However, it's not immediately obvious how to compare a student's performance on each test because the SAT and ACT are on such wildly different scales (400–1600 for SAT, 1–36 for ACT) and test similar concepts in different ways.

This is where a concordance table comes into play. Concordances are the result of studies that look at how students who took both tests within a short period of time performed on each. Based on this common data, College Board and ACT can say with confidence that a 1350 on the SAT concurs, or converts, to a 29 on the ACT.

When College Board redesigned the SAT for March of 2016, it built a “derived concordance” based on the old SAT/ACT concordance and some initial sample data. Since then, College Board and ACT have been working together to develop a concordance based on actual student performance. The new concordance was released in June of 2018 and is presented below and in the following pages.

ACT Composite to SAT Total Range

ACT	SAT	ACT	SAT
36	1570–1600	22	1100–1120
35	1530–1560	21	1060–1090
34	1490–1520	20	1030–1050
33	1450–1480	19	990–1020
32	1420–1440	18	960–980
31	1390–1410	17	920–950
30	1360–1380	16	880–910
29	1330–1350	15	830–870
28	1300–1320	14	780–820
27	1260–1290	13	730–770
26	1230–1250	12	690–720
25	1200–1220	11	650–680
24	1160–1190	10	620–640
23	1130–1150	9	590–610

Why does the ACT to SAT concordance present the SAT as a range of scores? For every point increase on the ACT, there are 3–4 10-point increments on the SAT. Thus, each ACT point represents a range of points on the SAT.

SAT to ACT Concordance

The concordance tables work in either direction. If you have an SAT score, use the table below to determine your concordant ACT score. Note that a perfect score on the ACT of 36 concords to a range of 1570–1600 on the SAT.

SAT Total to ACT Composite

SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT
1600	36	1340	29	1080	21	820	14
1590	36	1330	29	1070	21	810	14
1580	36	1320	28	1060	21	800	14
1570	36	1310	28	1050	20	790	14
1560	35	1300	28	1040	20	780	14
1550	35	1290	27	1030	20	770	13
1540	35	1280	27	1020	19	760	13
1530	35	1270	27	1010	19	750	13
1520	34	1260	27	1000	19	740	13
1510	34	1250	26	990	19	730	13
1500	34	1240	26	980	18	720	12
1490	34	1230	26	970	18	710	12
1480	33	1220	25	960	18	700	12
1470	33	1210	25	950	17	690	12
1460	33	1200	25	940	17	680	11
1450	33	1190	24	930	17	670	11
1440	32	1180	24	920	17	660	11
1430	32	1170	24	910	16	650	11
1420	32	1160	24	900	16	640	10
1410	31	1150	23	890	16	630	10
1400	31	1140	23	880	16	620	10
1390	31	1130	23	870	15	610	9
1380	30	1120	22	860	15	600	9
1370	30	1110	22	850	15	590	9
1360	30	1100	22	840	15		
1350	29	1090	21	830	15		

Section Concordance

Rather than averaging the ACT English and Reading scores, the new concordance adds the two together and compares those to the SAT Evidence-Based Reading and Writing score.

These conversions are more likely to be used for course placement than for admission.

SAT Reading and Writing to ACT English + Reading

SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT
800	72	690	63	580	46	470	33	360	22
790	72	680	61	570	45	460	32	350	21
780	71	670	60	560	44	450	31	340	20
770	71	660	58	550	43	440	30	330	19
760	70	650	57	540	42	430	29	320	18
750	70	640	55	530	40	420	28	310	17
740	69	630	54	520	39	410	27	300	16
730	68	620	52	510	38	400	26	290	15
720	67	610	51	500	37	390	25	280	14
710	66	600	49	490	35	380	24		
700	64	590	48	480	34	370	23		

SAT Math to ACT Math

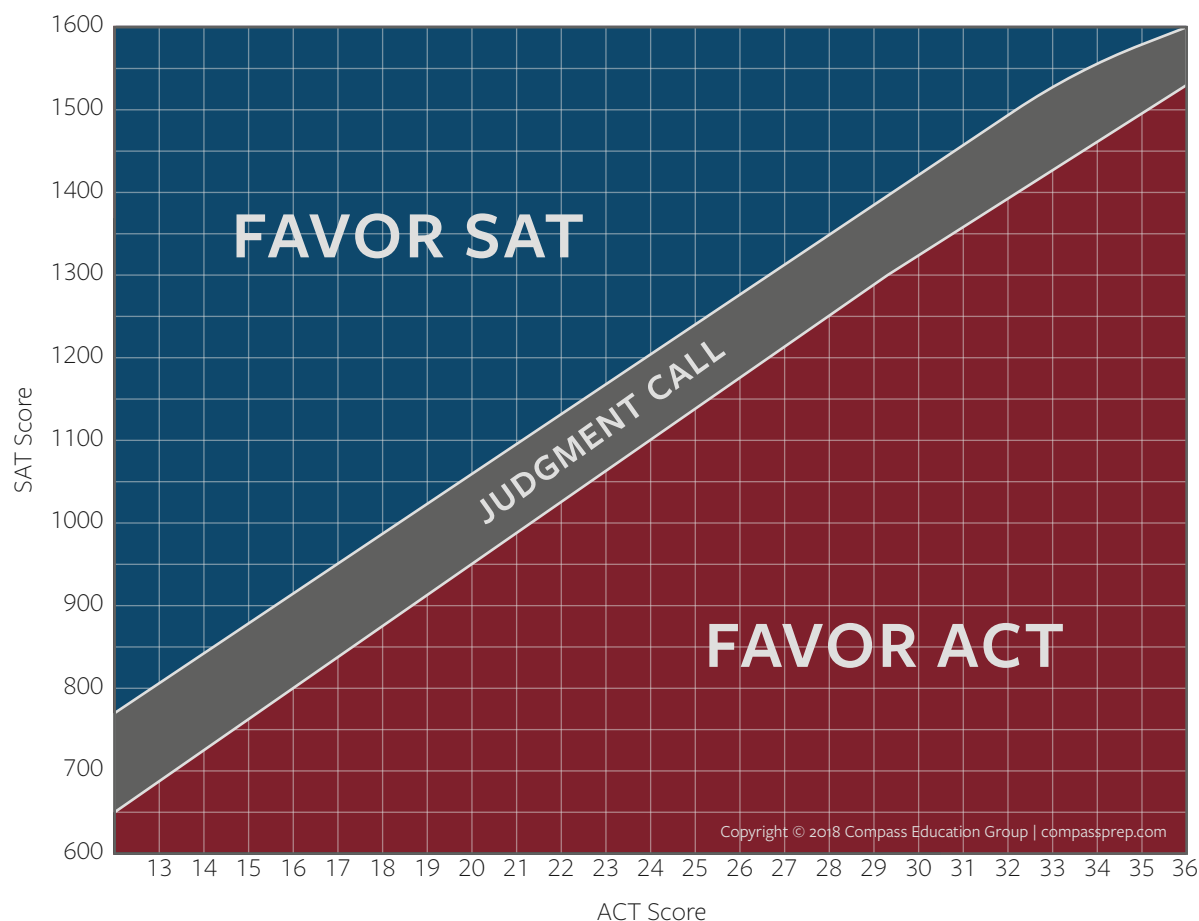
SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT
800	36	690	30	580	24	470	17	360	14
790	35	680	29	570	24	460	17	350	14
780	35	670	28	560	23	450	16	340	13
770	35	660	28	550	23	440	16	330	13
760	34	650	27	540	22	430	16	320	13
750	33	640	27	530	21	420	16	310	12
740	33	630	27	520	20	410	15	300	12
730	32	620	26	510	19	400	15	290	11
720	32	610	26	500	18	390	15	280	11
710	31	600	25	490	18	380	15	270	10
700	30	590	25	480	17	370	14	260	10

Comparing SAT and ACT Scores

The first step in deciding between the SAT and the ACT is to take practice tests of each and compare your scores.

While a concordance table can tell you what your SAT score maps to on the ACT, it does not clearly indicate whether you should prepare for the SAT or ACT. To aid in this decision, Compass has analyzed available data and developed a comparison tool in both graph (below) and table (right) forms. Many students will find that their scores intersect somewhere in the “Judgment Call” band, but some may discover that one test is better suited to their strengths.

Comparing Scores



Sources: 2018 SAT/ACT Concordance; Compass analysis

Find the row with your ACT score in the left column and track right to find the column with your SAT score. This will help you determine whether your scores favor the ACT, favor the SAT, or are so close that you should make a judgment call based on additional information.

ACT	If your SAT score is					
36	<1530	FAVOR ACT	1530-1600	REQUIRES JUDGMENT CALL		FAVOR SAT
35	<1490		1490-1580		>1580	
34	<1450		1450-1560		>1560	
33	<1420		1420-1520		>1520	
32	<1390		1390-1480		>1480	
31	<1360		1360-1440		>1440	
30	<1330		1330-1410		>1410	
29	<1300		1300-1380		>1380	
28	<1260		1260-1350		>1350	
27	<1230		1230-1320		>1320	
26	<1200		1200-1290		>1290	
25	<1160		1160-1250		>1250	
24	<1130		1130-1220		>1220	
23	<1100		1100-1190		>1190	
22	<1060		1060-1150		>1150	
21	<1030		1030-1120		>1120	
20	<990		990-1090		>1090	
19	<960		960-1050		>1050	
18	<920		920-1020		>1020	
17	<880		880-980		>980	
16	<830		830-950		>950	
15	<780		780-910		>910	
14	<730		730-870		>870	
13	<690		690-820		>820	
12	<650		650-770		>770	
11	<620		620-720		>720	
10	<590		590-680		>680	
9	<520		520-640		>640	

SAT Score Report

College Board's online and paper score reports are filled with detailed information about the individual student's performance and how it fits in with larger testing populations. While this information may be useful when preparing to retake the exam, the most important pieces for applying to colleges appear at the top: total score, section scores, and SAT User Percentile—National.

Your Total Score 1440 400 to 1600	
98th Nationally Representative Sample Percentile	96th SAT User Percentile— National
Essay Scores 6 2 to 8 6 2 to 8 6 2 to 8 Reading Analysis Writing	
Section Scores 740 200 to 800 Your Evidence-Based Reading and Writing Score 700 200 to 800 Your Math Score	
Test Scores 37 10 to 40 Reading 37 10 to 40 Writing and Language 35.0 10 to 40 Math	
Cross-Test Scores 10 to 40 38 Analysis in History/Social Studies 35 Analysis in Science	
Subscores 1 to 15 12 Command of Evidence 14 Words in Context 13 Expression of Ideas 15 Standard English Conventions 15 Heart of Algebra 11 Problem Solving and Data Analysis 13 Passport to Advanced Math	

“Your Total Score” is the sum of your two section scores: Evidence-Based Reading and Writing and Math. Both sections are on a scale of 200–800; the total score is on a scale of 400–1600. Both College Board and ACT use scaled scores to account for slight differences in difficulty among test forms.

Essay scores are not included in the total score; they remain three discrete scores, each on a scale of 2–8. See pages 48–53 for a detailed breakdown of the SAT essay assignment.

Section scores are the most commonly used scores. The first two parts of the SAT—a reading comprehension test followed by an editing test—are combined into the “Evidence-Based Reading and Writing Score.” The “Math Score” is made up of two parts: the first without calculator and the second with calculator. Section scores and total score are what colleges use for admission purposes.

Test scores exist primarily to break up performance on Reading from that on Writing and Language. These scores also appear on PSAT reports and are used to calculate the Selection Index for National Merit. While test scores may help determine where time should be spent studying, they are not important for college admission.

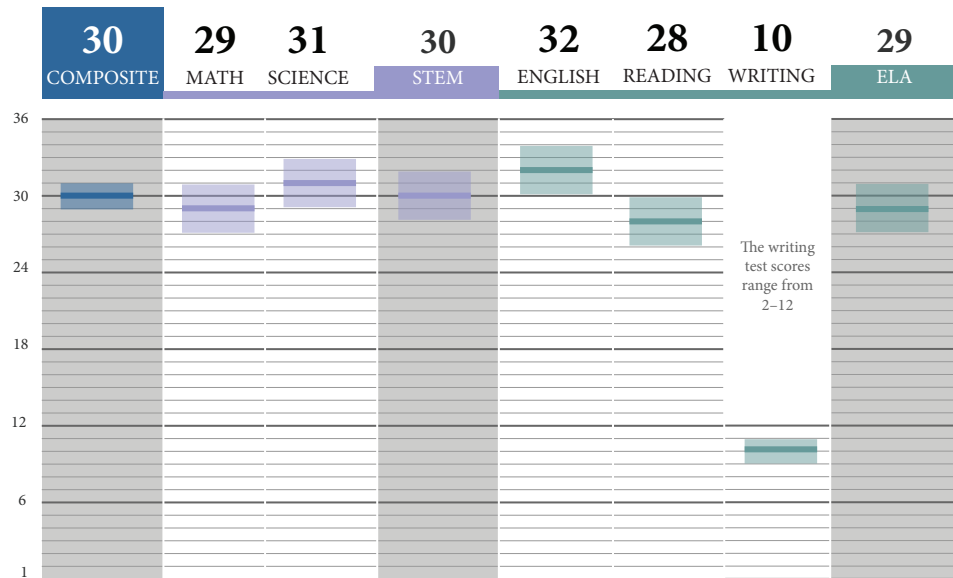
Similarly, the **cross-test scores** and **subscores** are generally ignored by college admission offices. Only a subset of questions across the tests make up these scores; for instance, twenty-one questions on the natural science Reading Test passages, six questions on the science-themed Writing and Language Test passage, and seven to nine of the Math Test questions compose the Analysis in Science cross-test score.

Perhaps the most confusing aspect of this report is the presence of two different percentile ranks. College Board now presents students with a **Nationally Representative Sample Percentile** and an **SAT User Percentile—National**. The first, higher, percentile is based on a sample group; the better percentile to consider is the SAT User Percentile—National, as this represents the pool of students who are likely taking the SAT for college admission purposes.

ACT Score Report

While SAT provides a total score that is the sum of two section scores, ACT provides a Composite score, which is the average of the four tests: English, Math, Reading, and Science. Each test is on a scale of 1–36.

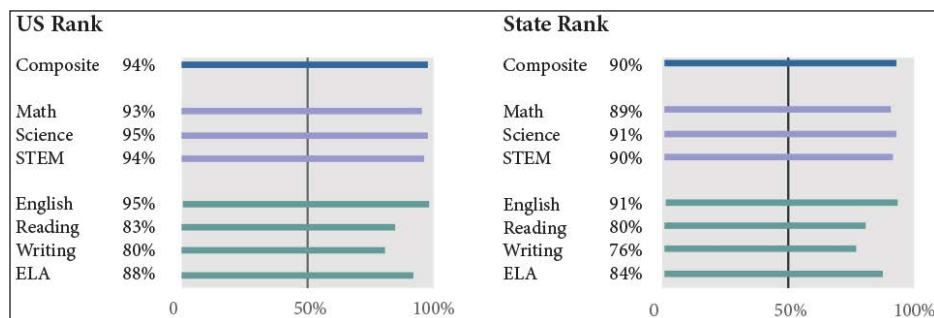
The wide bands surrounding each score represent the range of scores a student would be expected to achieve if he or she were to retake the test in quick succession. They are intended to illustrate the idea that no score is exact but reflects the central point of a range of possible scores that result from natural variations in test difficulty.



Though the order of tests is always English, Math, Reading, and Science, followed by the optional Writing Test, on the score report Math and Science are grouped so that ACT can average the two into the STEM score. Likewise, English, Reading, and Writing are combined into the ELA (English Language Arts) score. ACT will not provide an ELA score without the Writing.

The ELA score is complicated. In order to average the three scores that make up the ELA score, they must each be on the 1–36 scale; this means that even though ACT will not display a 1–36 Writing score, this score will be used to determine the ELA score. ACT has stated that you can estimate the 1–36 Writing score by using the following equation: $(\text{English} + \text{Reading} + \text{Writing}) / 3 = \text{ELA}$. In the example above, we have $(32 + 28 + \text{Writing}) / 3 = 29$. The Writing score range is, therefore, 26–28.

Fortunately, much like the SAT's cross-test scores and subscores, ACT's STEM and ELA scores are not typically used for college admission; they exist for school and district administrators. For more information on the Writing Test and the few schools that require it, please see pages 48–53.



Like College Board, ACT provides two sets of percentile ranks, but in the case of ACT both sets of numbers are determined using data from the entire previous year's performance, not sample groups. U.S. Rank gives the student's performance relative

to that of the entire U.S. test taker population; State Rank shows performance relative to that of the population of the student's state. The terms "Percentile" (SAT) and "Rank" (ACT) mean the same thing: the percentage of students scoring at or below the student's score.

SAT & ACT Percentiles

SAT Percentile Ranks (2017)

The SAT percentile ranks that appear on your score report are not determined by the date you took the test. Instead, they are based on the entire performance of an earlier cohort. College Board is currently reporting two types of percentiles: Nationally Representative Sample Percentile and SAT User Percentile. The Nationally Representative Sample Percentile appears on your score report but is inflated because it is intended to represent all students, even those who would not normally take the SAT. The User Percentile, below, is closer to traditional expectations and is based on the performance of the class of 2017.

Percentile ranks are useful for comparing a student's performance to that of a population taking the same test. They should not be used for comparing performance between different tests. To compare SAT to ACT scores, concordance tables are more accurate (see pages 19–21).

SAT User Percentiles: Total, Evidence-Based Reading and Writing, and Math

Score	Total	Score	Total	Score	Total	Score	ERW	Math	Score	ERW	Math
1600	99+	1200	76	800	9	800	99+	99+	500	39	40
1590	99+	1190	74	790	8	790	99+	99	490	35	37
1580	99+	1180	73	780	8	780	99+	99	480	32	34
1570	99+	1170	71	770	7	770	99+	99	470	28	32
1560	99+	1160	69	760	6	760	99	98	460	25	29
1550	99+	1150	68	750	5	750	99	97	450	22	25
1540	99+	1140	66	740	4	740	98	97	440	19	22
1530	99+	1130	64	730	4	730	98	96	430	16	20
1520	99	1120	63	720	3	720	97	95	420	14	17
1510	99	1110	61	710	3	710	96	94	410	12	14
1500	99	1100	59	700	2	700	95	94	400	10	12
1490	99	1090	57	690	2	690	94	92	390	8	10
1480	99	1080	55	680	1	680	92	91	380	6	8
1470	98	1070	53	670	1	670	91	89	370	5	7
1460	98	1060	51	660	1	660	89	88	360	4	5
1450	98	1050	49	650	1	650	87	86	350	3	4
1440	97	1040	47	640	1	640	85	84	340	2	3
1430	97	1030	45	630	1-	630	82	82	330	1	2
1420	96	1020	43	620	1-	620	79	81	320	1	1
1410	96	1010	41	610	1-	610	77	78	310	1	1
1400	95	1000	40	600	1-	600	73	76	300	1	1
1390	95	990	38	590	1-	590	70	73	290	1-	1-
1380	94	980	36	580	1-	580	67	70	280	1-	1-
1370	94	970	34	570	1-	570	64	67	270	1-	1-
1360	93	960	32	560	1-	560	60	65	260	1-	1-
1350	92	950	31	550	1-	550	57	61	250	1-	1-
1340	91	940	29	540	1-	540	53	58	240	1-	1-
1330	90	930	27	530	1-	530	49	54	230	1-	1-
1320	90	920	26	520	1-	520	46	49	220	1-	1-
1310	89	910	24	510	1-	510	42	45	210	1-	1-
1300	88	900	22	500	1-				200	1-	1-
1290	87	890	21	490	1-						
1280	86	880	19	480	1-						
1270	85	870	18	470	1-						
1260	83	860	17	460	1-						
1250	82	850	15	450	1-						
1240	81	840	14	440	1-						
1230	80	830	13	430	1-						
1220	78	820	12	420	1-						
1210	77	810	11	410	1-						

Source: College Board, *Understanding Scores 2017*

ACT Percentile Ranks (2017)

The percentiles below are based on the scores of students who graduated in 2017 and are defined as the percentage of students who scored at or below the given score. ACT did not report Writing percentiles for the class of 2017; the percentiles listed are based on the scores of 2016 graduates who tested after September 2015.

ACT Composite and Test Percentile Ranks

Score	Comp	English	Math	Reading	Science	Writing (2-12)
36	100	100	100	100	100	
35	99	99	99	99	99	
34	99	97	99	97	99	
33	98	95	98	95	97	
32	97	93	97	93	96	
31	95	92	96	90	95	
30	93	91	95	88	94	
29	91	88	93	85	92	
28	88	86	91	82	90	
27	85	84	88	79	88	
26	82	81	83	77	85	
25	78	79	78	74	82	
24	73	74	73	70	77	
23	68	69	68	65	70	
22	63	64	63	60	63	
21	57	58	59	53	55	
20	51	53	55	48	49	
19	44	47	51	42	41	
18	38	43	46	37	35	
17	31	39	38	30	28	
16	25	34	29	26	22	
15	19	29	18	21	16	
14	13	22	8	16	12	
13	7	17	3	12	8	
12	3	13	1	7	5	100
11	1	10	1	5	3	99
10	1	6	1	2	1	97
9	1	3	1	1	1	91
8	1	2	1	1	1	82
7	1	1	1	1	1	58
6	1	1	1	1	1	38
5	1	1	1	1	1	17
4	1	1	1	1	1	7
3	1	1	1	1	1	2
2	1	1	1	1	1	1
1	1	1	1	1	1	-

Sources: *The ACT Profile Report—National: Graduating Class 2017*; *ACT National Distributions of Cumulative Percents: ELA and Writing Scores, ACT-Tested High School Graduates from 2016*

Popular Testing Timelines

The exact dates change from year to year, but the annual testing calendar is consistent. Remember that you can take tests more than once, and many people do.

Testing Calendar				
	SAT	ACT	Subject Tests	Other
September		●		
October	●	●	●	PSAT/NMSQT
November	●		●	
December	●	●	●	
January				
February		● *		
March	●			
April		●		
May	●		●	AP
June	●	●	●	
July		● *		
August	●		●	

* No February or July test date in New York; no July test date in California

Three main tests—ACT, SAT, and SAT Subject Tests—and 14 possible test dates in one year can leave families wondering when is the best time to prepare and test. On the following pages, we provide guidelines for sophomore, junior, and senior years. These timelines are meant to give you a general guide; every student is different. We always recommend talking with a Compass director to identify the ideal timeline for your family.

Sophomore Year

Sophomore Year	October	PSAT
	November	
	December	
	January	
	February	
	March	PSAT 10
	April	
	May	Subject Tests
	June	

PSAT or PSAT 10 The PSAT/NMSQT is the traditional October offering that allows juniors to qualify for the National Merit Scholarship Program. Many schools also offer this test to sophomores, but students' scores will not count toward National Merit. The PSAT 10 is structured identically to the PSAT/NMSQT; thus, some schools prefer to give the spring PSAT 10 to sophomores to provide a better sense of where students stand closer to the end of the academic year. Schools may also choose to use PSAT scores to aid in AP placement decisions going into junior year.

SAT SUBJECT TESTS Not every student will need Subject Tests (see pages 58–61 for school requirements), but those who do are encouraged to take exams at the end of the school year in which they have taken the relevant academic classes. For instance, a student excelling in precalculus in 10th grade may want to take the Math Level 2 Subject Test in May or June of sophomore year.

**TAKE A PRACTICE SAT
AND A PRACTICE ACT**

PRACTICE TESTS In the late spring or early summer of sophomore year, take a practice SAT and a practice ACT to determine which is the ideal test for you. Compass offers complimentary practice tests and consultations to help you craft an individualized test preparation plan.

Junior and Senior Years

While Compass believes in customizing a test preparation plan to each student's unique schedule, many students find success with common timelines for their testing. What follow are three popular testing timelines. These examples are based on students' initial practice test scores—sophomore PSAT, practice SAT, or practice ACT—but it's also possible that a different timeline would work better for a student because of additional factors like extracurriculars or travel plans.

TRADITIONAL TESTING

SAT 900–1200

ACT 17–25

DEFERRED TESTING

SAT < 900

ACT < 17

EARLY TESTING

SAT > 1200

ACT > 25

While we indicate the most popular test dates for each timeline, we do not mean to suggest that students *must* test on those dates. Schedules are complex; the best test date is the one that works for you. But thoughtful planning can help ensure that there is ample time for preparation in advance of the exams. This page covers the traditional testing timeline. Please see the following pages for deferred and early testing.

SOPHOMORE SCORE
P/SAT: 900–1200
ACT: 17–25

		SAT	ACT
Junior Year	September		○
	October	○	○
	November	○	
	December	○	○
	January		
	February		○*
	March	●	
	April		●
	May	○	
	June	●	○
Summer	July		○*
	August	○	
	September		●
Senior Year	October	●	○
	November	○	○

Traditional Testing

Approximately one in two juniors falls into this category.

BEGIN PREPARATION Many students in this range will begin preparing for the SAT or ACT during the late summer or early fall of junior year. September's back-to-school is a popular start time, especially when test preparation can be scheduled alongside homework, because students are often focused on academics.

FIRST SITTING Preparation generally intensifies in the months leading up to the exam. Most SAT students will take the exam for the first time in March. May and June are popular dates for Subject Tests but can also work well for a first sitting. ACT students often choose April for their first test, though June is also quite popular, and February is a possibility for those feeling prepared early.

APs and SUBJECT TESTS The end of the school year is the ideal time to take SAT Subject Tests if needed. Students taking APs in early May often take the remainder of May to prepare for Subject Tests in June.

REFRESH Summer is a good time to take practice tests and engage tutors to help refresh the skills solidified in the spring.

SECOND SITTING Traditionally, the October SAT and September ACT have been the most popular second-sitting test dates. With the introduction of the August SAT we may see a preference for earlier second sittings. Either way, November is generally the last advisable date for students applying via regular decisions; those applying early should be finished by October.

● Most Popular Test Date ○ Potential Test Date

● Most Popular Subject Test Date

* No February or July test date in New York
No July test date in California

SOPHOMORE SCORE

P/SAT: <900

ACT: <17

		SAT	ACT
Summer	June	○	○
	July		○*
	August	○	
Junior Year	September		○
	October	○	○
	November	○	
	December	○	○
	January		
	February		○*
	March	○	
	April		○
	May	●	
	June	●	●
Summer	July		○*
	August	○	
Senior Year	September		●
	October	●	○
	November	○	○
	December	○	○

Testing Window

● Most Popular Test Date ○ Potential Test Date

● Most Popular Subject Test Date

* No February or July test date in New York
No July test date in California

Deferred Testing

Approximately one in three juniors falls into this category.

BEGIN FOUNDATIONAL WORK Students in this score range often begin doing foundational work over the summer before junior year or during the fall. This work may include traditional test preparation, but it may also be focused on solidifying fundamental knowledge by reviewing math concepts, practicing reading comprehension skills, and learning conventional grammar rules. The goal is to make formal test preparation less stressful in the few months leading up to the exam.

FORMAL TEST PREPARATION Whether or not students have done foundational work over the summer or fall, most will begin test preparation 3–4 months in advance of the late spring exams. A practice test in January can help assess how much a student has grown since initial diagnostic exams and set a baseline for improvement. Tutoring proceeds steadily throughout the spring.

APs and SUBJECT TESTS APs take place in May. If needed, Subject Tests can be taken in May or June, but June is the more popular date.

FIRST SITTING Students on the deferred timeline will often skip the March SAT and April ACT, aiming instead for the May SAT or June ACT. This gives students the full spring to prepare, allowing them to concentrate on school and extracurriculars.

REFRESH It's common for students to grow more focused on college applications during the summer—practice tests and a refresh of tutoring can help encourage this focus.

SECOND SITTING Any fall test date has the potential to be a good time for a second sitting; the October SAT and September ACT are particularly popular. Both test dates give students the opportunity to sit for the exams a third time in November or December if it makes sense to do so.

SOPHOMORE SCORE

P/SAT: >1200

ACT: >25

		SAT	ACT
Summer	June	○	○
	July		○
	August	○	
Junior Year	September		○
	October	○	○
	November	●	
	December	○	●
	January		
	February		○*
	March	○	
	April		●
	May	●	
	June	●	○
	July		○
	August	○	
Summer			

Testing Window

● Most Popular Test Date ○ Potential Test Date

● Most Popular Subject Test Date

* No February or July test date in New York
No July test date in California

Early Testing

Approximately one in six juniors falls into this category.

BEGIN PREPARATION Students in this score range frequently aim to complete testing by the end of junior year so that they can concentrate on other aspects of the college application process in the fall of senior year. Preparation typically begins over the summer before junior year. For those within striking range of National Merit, tutoring may include preparation for the PSAT/NMSQT in October.

FIRST SITTING SAT students often move from the PSAT/NMSQT straight into the November exam while preparation is still fresh. December is a popular test date for early ACT students. Both test dates are advantageous for students who want to lock in a first score before holiday distractions.

REFRESH Students may want to sit for a couple of practice exams or work with a tutor to refresh strategies before taking the exam a second time. Many students also take the spring to work with a tutor to prepare for Subject Tests and AP exams.

SECOND SITTING Spring test dates are popular times for students in this score range to retake the exam. The May and June SAT are both ideal for either SAT or Subject Tests. The April ACT is a good opportunity to post a second score before the end-of-the-year crush.

APs and SUBJECT TESTS Depending on a student's AP schedule, it can make sense to either take the Subject Tests in May right before AP exams or wait a month and take them in June.

SUMMER TESTING The August SAT and July ACT are new to the testing calendar. We anticipate that they will prove popular for students who decide to delay their second sittings and for those who may want to take the test a third time before Early Decision applications are due.

The Compass Approach

What do Test Scores Reflect?

It may be easier to identify what SAT and ACT scores *do not* reflect, than what they do. They don't reflect how smart a student is nor how much potential she has. They are not even a good measure of how successful a student will be in college beyond the first year. And despite the tests' emphases on content, neither test is a true reflection of what a student knows.

What test scores do demonstrate is a particular cross section of four skill areas that students need well beyond the classroom: content knowledge, time management, plan implementation, and emotional control. Compass tutors are trained to address all four areas during lessons.

Each test is a performance, and just as with a dance recital or football game, practice is crucial. The students who see the greatest score gains are those who take three to four practice tests as part of their preparation in the months leading up to a test date. When taken seriously, practice tests offer students the opportunity to implement the plans they've developed with their tutors.

Knowledge of Content

Many students already have much of the knowledge they need to have a successful testing experience. Some of that knowledge, however, may be a bit rusty. Perhaps they haven't diagrammed a sentence since 8th grade or worked with an Algebra I concept since 9th grade. A strong tutoring program serves as a refresher of school material and a diagnostic of concepts that may have been skipped in class. Students benefit from the focus that preparation brings. Though the breadth of content can seem daunting at first, an experienced tutor can help break down content into manageable pieces.

Optimal Time Management

Pacing might be the most challenging feature of any college entrance exam. It's important for students to work on building their speed, but rushing through the test won't help improve scores. Most students need to improve their pacing without sacrificing accuracy. This requires building knowledge, perfecting strategies, and practicing consistently. The goal of high quality test preparation is to build a student's confidence and speed without sacrificing accuracy. When students are able to invest their time wisely, knowing when to guess and move on, they see their scores increase.

Command of Strategies

Clever-sounding "tricks" are often misrepresented as useful strategy. Gimmicks rarely make a difference in a student's performance and can actually take away from the important preparation that needs to happen. Content area, question location, and individualized knowledge all come together to inform a smart testing strategy. Successful students learn how the standards in standardized testing are the key to unlocking higher scores. These students learn to identify where to invest their time, how to navigate complicated passages, and how to spot the question and answer structures that repeat on every exam.

Emotional Control

These tests aren't just tests of knowledge; they're tests of knowledge under pressure. Students range from those with nearly debilitating anxiety to those with such overconfidence that they become reckless, making careless errors. Focused preparation with regular practice tests can help the anxious student enter the test saying, "I am ready. I have improved." Working with a tutor who insists on thorough work can help the careless student achieve his potential. Raising a test score requires learning new skills; it also requires unlearning old habits and detrimental emotional responses.

We employ a process—both deliberate and dynamic—that we have refined over decades of work with students.

Assessment



Each program—whether in-person or online—begins with a thorough assessment of prior testing and a formal practice test supervised by a proctor. Your director carefully analyzes the results with you, asks about your student's background, needs, and goals, and develops an individualized preparation plan.

Compass is clearly one of the best investments you can make in your child's future. They offer a myriad of tools—consulting, practice tests, and individualized tutoring—to help your child understand her strengths and weaknesses on admission tests.

*- Donna R, Mother of Justine
11th Grader at Tamalpais High School*

Selection

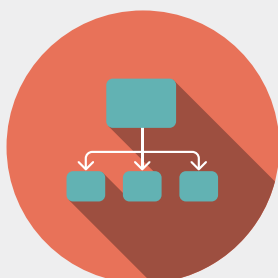


Your director then makes a thoughtful tutor selection. The depth and talent of our team of tutors, combined with our care and expertise in making the perfect match for you, form the bedrock of our program. If you are less than thrilled with your match, we want to hear from you immediately.

The tutors' level of professionalism, engagement, and knowledge made a significant difference in final test scores. I recommend Compass without reservation and feel confident that their high standards of excellence distinguish them from their competitors.

*- Marla G, Mother of Joshua
10th Grader at Milken Community High School*

Customization



One-on-one lessons are scheduled directly with your tutors and are 90 minutes in length. Your student will be assigned 2–3 hours of homework per lesson and will be asked to sit for proctored practice tests every 3–4 weeks. Practice tests are an essential component of the program.

Compass' approach efficiently catered to our daughter's needs. With technology figured out, it was easy. Working online was significantly more convenient considering our busy schedule, and Compass was consistent with outstanding tutors and prompt feedback.

*- Barbara J, Mother of Elena
11th Grader in Zurich, Switzerland*

SAT & ACT Content and Timing

SAT Overview

The SAT begins with a long Reading Test made up of five passages. The Writing and Language Test follows with four passages for students to edit. Math makes up the second half of the multiple choice exam; the Math Test is split into a no calculator section and a calculator section. The essay has become an optional final section on the SAT.

The SAT's 2016 changes have made it, in many ways, more similar to the ACT than ever before. In order to align the SAT with Common Core standards, College Board has adopted many of the descriptions used by ACT. Take, for instance, the similarities between the SAT's Writing and Language Test and the ACT's English Test; though the names are slightly different, the contents and formats of the two tests are largely the same.

	Time	% of Test	Questions
Reading			
U.S. and World Literature (1 passage)		20%	10
History/Social Studies (2 passages)		40%	21
Science (2 passages)		40%	21
Reading Total	65 minutes		52
Writing and Language			
Standard English Conventions		45%	20
Punctuation			
Usage			
Sentence Structure			
Expression of Ideas		55%	24
Development			
Organization			
Effective Language Use			
Writing and Language Total	35 minutes		44
Mathematics			
Heart of Algebra		33%	19
Problem Solving and Data Analysis		29%	17
Passport to Advanced Math		28%	16
Additional Topics		10%	6
Mathematics Total	80 minutes		58
Essay (Optional)			
Essay Total	50 minutes		1
SAT with Essay		3 hours 50 minutes	

Perhaps the most noticeable difference between the SAT and the ACT is the absence of a Science section on the SAT. Rather than devoting a specific section to science, College Board has peppered the SAT with reading passages and questions that have science themes and involve charts and graphs.

ACT Overview

Since 2011, the number of students taking the ACT has eclipsed the number of students taking the SAT. For the class of 2015, 1.9 million students took the ACT, whereas 1.7 million took the SAT. The ACT is accepted in lieu of the SAT at essentially all colleges. Although most students score comparably on the competing exams, some students perform better on the ACT (as some do on the SAT) and find it to their advantage to submit the comparatively higher scores with their applications.

The ACT is made up of tests in English, Mathematics, Reading, Science, and an optional Writing Test.

	Time	% of Test	Questions
English			
Conventions of Standard English		53%	40
Production of Writing		31%	23
Knowledge of Language		16%	12
English Total	45 minutes		75
Mathematics			
Pre-Algebra		23%	14
Elementary Algebra		17%	10
Intermediate Algebra		15%	9
Coordinate Geometry		15%	9
Plane Geometry		23%	14
Trigonometry		7%	4
Mathematics Total	60 minutes		60
Reading*			
Literary Narrative or Prose Fiction		25%	10
Humanities		25%	10
Social Sciences		25%	10
Natural Sciences		25%	10
Reading Total	35 minutes		40
Science†			
Data Representation		30–40%	12–16
Research Summaries		45–55%	18–22
Conflicting Viewpoints		15–20%	6–8
Science Total	35 minutes		40
Writing (Optional)			
Essay Total	40 minutes		1
ACT with Writing		3 hours 35 minutes	

* There will be at least one paired passage in the Reading section. It can fall within any of the four passage types and will be followed by 10 questions.

† Science passages are drawn from biology, chemistry, Earth/space sciences, and physics.

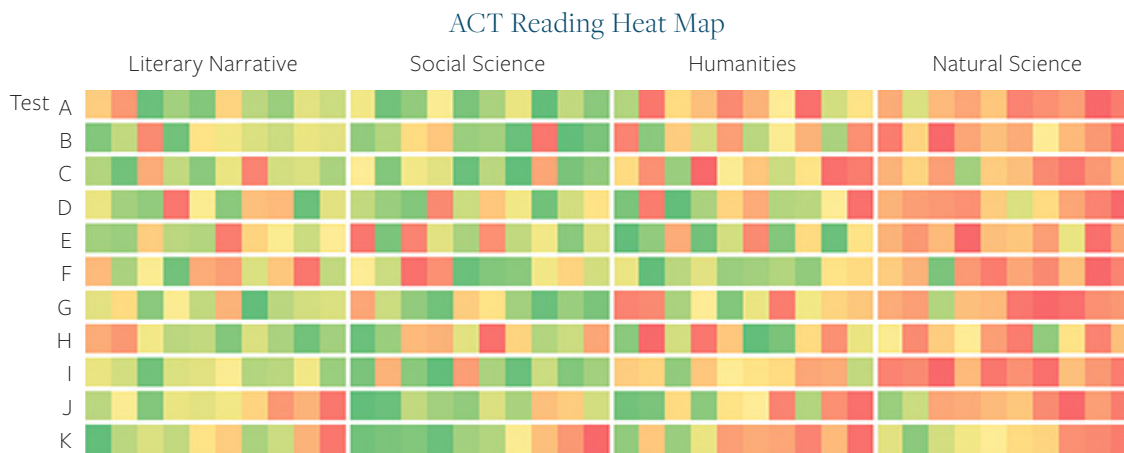
Reading

As is clear from the table below, the most striking difference between the two exams is the speed of the ACT. Pacing strategies are paramount on the ACT Reading Test, as students have fewer than nine minutes to read and answer questions for each passage.

	SAT Reading	ACT Reading
Time allotted	65 minutes	35 minutes
Number of passages	Always 5	Always 4
Number of questions	52	40
Passage length	Approximately 550–750 words	Approximately 700–900 words
Passage topics	The five passages will most likely come in the same order and always from the same categories: (1) U.S. and world literature, (2) history/social studies, (3) science, (4) history/social studies, and (5) science. One passage will be a paired passage.	The four passages come in the same order and from the same categories: (1) literary narrative or prose fiction, (2) social sciences, (3) humanities, and (4) natural sciences. One passage will be a paired passage.
Order of questions	Roughly follows the order of the passage	Random

SAT takers will find that the passages are often in the same order and that questions are ordered largely chronologically alongside the passage. Students may find that answering questions as they read may help maximize their scores.

Compass has compiled item-by-item performance for several thousand students on eleven different ACT tests (below). Green questions are those most answered correctly; red questions are those most commonly answered incorrectly.



The heat map above demonstrates the difficulty students have in completing the entire ACT Reading Test. The passages and questions do not become objectively more difficult; instead, poor pacing leaves many students guessing on the final passage. The ACT tests a student's ability to read quickly and prioritize information rather than the ability to read closely and make significant inferences.

Though the question order is random, the passage order is not. Just because the passages come in a particular order does not mean that a student has to read them in that order. Many students can improve their scores by simply reordering how they approach the passages. Tutoring can help students incorporate strategies that are tailored to their individual strengths.

Though the two tests share many of the same question types, only the SAT presents students with citation questions that require students to justify their previous answer with a line number, as in the example below. The ACT example is a question type found on both exams and requires students to understand why the author has included particular information.

SAT Reading

This passage is adapted from Adam Smith, *The Theory of Moral Sentiments*, originally published in 1759. Smith was a key Scottish Enlightenment figure, whose earliest writings focused on his moral philosophy. These writings provided the ethical foundation for his later, more famous economic treatise, *The Wealth of Nations*.

Line 5 However selfish man may be supposed to be, there are evidently some principles in his nature, which interest him in the fortune of others and render their happiness necessary to him, though he derives nothing from it except the pleasure of seeing it. Of this kind is pity or compassion, the emotion that we feel for the misery of others, when we either see it, or are made to conceive it in a very lively manner. That we often derive sorrow from the sorrow of others is a matter of fact too
10 obvious to require any instances to prove it; for this sentiment is by no means confined to the virtuous and humane, though they perhaps may feel it with the most exquisite sensitivity.

As we have no immediate experience of what others
15 feel, we can form no idea of the manner in which they are affected, but by conceiving what we ourselves should feel in the like situation. Though our brother is upon the rack, as long as we ourselves are at our ease, our senses will never inform us of what he suffers. They never
20 did, and never can, carry us beyond our own person, and it is by the imagination only that we can form any conception of what are his sensations.

1. The author states that we can only access the feelings of others through
 - A) our imagination.
 - B) our five senses.
 - C) innate intuition.
 - D) personal sorrow.
2. Which choice provides the best evidence for the answer to the previous question?
 - A) Lines 5–8 (“Of this . . . manner”)
 - B) Lines 8–10 (“That . . . prove it”)
 - C) Lines 17–19 (“Though . . . suffers”)
 - D) Lines 19–22 (“They never . . . sensations”)

ACT Reading

Line 5 All of Sartre’s study flows from what is referred to as Baudelaire’s initial choice, made at the age of seven and resulting from the trauma of his mother’s second marriage, to flee into a self-imposed exile. Baudelaire’s trauma from losing the total affection of his mother—
“when one has a son like me, one doesn’t remarry”—leads to a flight into the self. Baudelaire sets to affirm himself as different; he is condemned to a separate existence. He prefers himself to everyone since everyone (at the time,
10 “everyone” was his mother) abandoned him.

3. The details in the first paragraph (lines 1–10) primarily serve to:
 - A. identify specific flaws in Sartre’s critique of Baudelaire.
 - B. describe Baudelaire’s artistic inspiration.
 - C. outline Sartre’s criticism of Baudelaire.
 - D. illustrate why Sartre is considered to be depressing.

Answers: (1) A (2) D (3) C

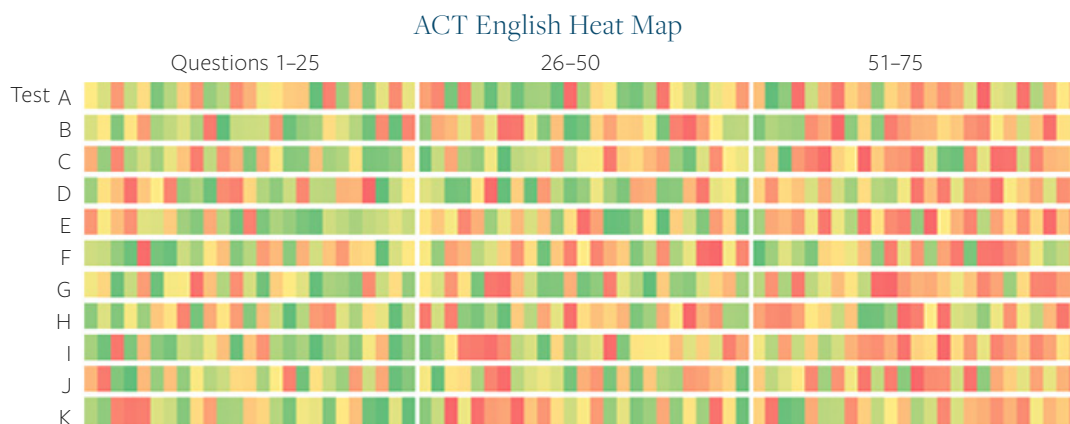
English

The biggest difference between SAT Writing and Language and ACT English is the name of each test. As you will see in the following pages, the content and format of the two tests are quite similar.

	SAT Writing and Language	ACT English
Time allotted	35 minutes	45 minutes
Number of passages	4	5
Number of questions	44	75
Topics and style	The four passages will always represent the following topics: history/social studies, careers, humanities, and science. The style will range from argument to informative/explanatory to nonfiction narrative.	The five passages are written to appear like typical high-school level writing. Topics range from history reports to personal narrative.
Topics tested	Questions are split between Standard English Conventions (grammar, punctuation, and usage) and Expression of Ideas (development, organization, and effective language use).	Questions are classified as Conventions of Standard English (grammar, punctuation, and usage), Production of Writing (development and organization), and Knowledge of Language (effective language use).

On the SAT, questions are divided into Standard English Conventions and Expression of Ideas. ACT labels the former Conventions of Standard English, and breaks the latter into Production of Writing and Knowledge of Language. Fundamentally, the two tests are assessing students' knowledge of grammar and effective writing (including development, organization, and word choice).

Unique to the SAT is the presence of graphics, support, and proposition questions. At least one SAT Writing and Language passage will include a graph, and one or two questions will require interpreting information presented in the graph. Support and proposition questions require students to correctly connect claims, evidence, and reasoning.



The heat map above shows that ACT English questions are not arranged in order of difficulty. Students can work through the test quickly with fewer of the pacing and decision-making challenges encountered on Math, Reading, and Science. Most students are able to reach the final questions of the test once they acclimate to the format and practice the underlying skills. SAT questions are likewise random in difficulty, though the SAT gives students more time per question.

English Strategy

Both the SAT Writing and Language and ACT English Tests require students to handle both questions about grammar and questions about overall meaning and structural strategies. A passage with underlined portions will appear on the left side of the page; questions will appear alongside the passage on the right. The example below is from the ACT, which aligns questions with their placement in the passage, resulting in gaps within paragraphs. The SAT avoids such gaps by aligning questions at the top of the column.

Charles Drew and the Creation of Blood Banks

Charles Richard Drew was the most prominent African American doctor in the field of blood transfusion during the 1940s, and his work leading direct to the creation of the American Red Cross Blood Bank. Prior to the 20th century, all blood donations had to be made directly from the donor to the receiver; the first institution focused on blood transfusion research was in Moscow.

60. F. NO CHANGE
G. led directly
H. led direct
J. directly leading
61. A. NO CHANGE
B. could of been made
C. was made
D. may had made
62. Given that all of the following statements are true, which one most effectively elaborates on a point made earlier in the sentence?
F. NO CHANGE
G. a Belgian doctor performed the first non-direct transfusion.
H. the first blood donors were sheep.
J. otherwise, the blood would clot.

This format presents a challenge: the predominance of problems that consist only of answer choices can train students to ignore the actual questions when they arise (see question 62 above). Consistent practice and expert guidance can help students become more comfortable with both the underlying knowledge they need to answer questions correctly and the format that is designed to distract them from those correct answers.

Common Errors of English Conventions

Though the English language comprises a complex web of usage, dialects, and idiosyncratic personal preferences, English tests are designed to account for a finite set of defined conventions. We identify the top 10 errors for the SAT and ACT below.

Top 10 Errors of English Conventions

The following 10 errors account for nearly all of the English Conventions questions on the SAT and ACT. The examples are intended to illustrate the errors, not to represent actual questions; the first sentence is incorrect, the second correct.

1. Punctuation

Frederick Law Olmsted the famous landscape architect, was also a conservationist.

Frederick Law Olmsted, the famous landscape architect, was also a conservationist.

2. Pronouns

Each of the trees had dropped their leaves.

Each of the trees had dropped its leaves.

3. Verb Tense and Agreement

I planted vegetables last year, but a late frost kills my tomatoes.

I planted vegetables last year, but a late frost killed my tomatoes.

4. Parallel Structure

The subjects Shana likes best are biology, physics, and studying French.

The subjects Shana likes best are biology, physics, and French.

5. Sentence Fragments

While Charlie was at the beach to enjoy the sunshine and the ocean breeze.

While Charlie was at the beach, he enjoyed the sunshine and the ocean breeze.

6. Comma Splices

I moved to Washington when I was seven, my brother followed a year later.

I moved to Washington when I was seven, and my brother followed a year later.

7. Conjunctions

Thomas had been walking for miles, so he finally spotted his campsite in the distance.

Thomas had been walking for miles when he finally spotted his campsite in the distance.

8. Faulty Modification

Leaping from the window onto the roof, Grandma was delighted by the cat's agility.

Leaping from the window onto the roof, the cat delighted Grandma with its agility.

9. Idioms

Choosing where to apply about college is a difficult process for high school students.

Choosing where to apply to college is a difficult process for high school students.

10. Frequently Confused Words

I completed all of the summer reading accept the Jane Austen novel.

I completed all of the summer reading except the Jane Austen novel.

Common Errors of Expression

The ACT's new Production of Writing and Knowledge of Language categories have been broken out from the old Rhetorical Skills category, which covered both of these topics and generally corresponded to the SAT's Expression of Ideas category. These types of questions test students' ability to present ideas effectively. They focus on audience, purpose, style, development, and organization rather than on hard-and-fast rules of grammar. The ACT and SAT test many of the same concepts.

Top 6 Errors in Expression

[1] Even in densely populated urban areas, people are learning to grow herbs, greens, and patio-friendly vegetables. [2] With the boom in organic and environmentally friendly eating, home gardening has become more popular than ever. [3] Gardening clubs and classes have **(1) elevated sprung up** around the country. [4] The country is turning green, and our diets are growing healthier.

(2) Sentence 1 should be placed ~~where it is~~ **after sentence 3.**

(3a) ~~Gardeners can also save money on their grocery bills.~~ **Nonetheless, this new lifestyle carries its own risks.** First-time gardeners must learn to recognize the potential hazards of their new hobby. Tomato plants' fine, hair-like spines and chemical defenses can leave rashes or even welts upon exposed skin. **(3b)** ~~Nonetheless,~~ **Similarly,** the prickly spines of squash plants can scrape and scratch the incautious harvester. More insidious is the threat of contaminated soil; many urban locations **(4)** ~~in the big cities~~ are steeped in lead, and vegetables grown **(5)** ~~where these sorts of soil problems can be found~~ **in such soil** can be dangerous to eat. **(6)** ~~Home-grown vegetables can also be picked at the peak of ripeness.~~ **[End paragraph after "eat."]**

1. **Word choice.** Students must select words that fit precisely in tone, meaning, and usage.
2. **Sequence.** Students must choose the right location for a sentence or paragraph.
3. **Transitions.** Both tests require students both to choose sentences or phrases that create effective transitions between paragraphs or ideas (3a) and to select the appropriate transitional word to join two sentences (3b).
4. **Redundancy.** Students must eliminate information given elsewhere.
5. **Wordiness.** Students must select the most concise phrasing.
6. **Irrelevance.** Students must choose the most relevant information or delete irrelevant material.

The SAT Writing and Language Test also requires students to relate essential elements of an argument to each other. Students may be asked to select the best support for a given claim, choose the sentence that introduces the central claim developed in a paragraph, or read charts and graphs and accurately incorporate their information into the passage.

Math

Math differs between the SAT and ACT in both form and content. Students preparing for each test should employ different strategies and review different math topics. See pages 44–45 for a detailed breakdown of topics tested on the SAT and ACT.

	SAT Math		ACT Math
Section placement	3rd	4th	2nd
Calculator	No Calculator	Calculator	Calculator
Time allotted	25 minutes	55 minutes	60 minutes
Number of questions	20	38	60
Question types	Multiple Choice and Grid-In		Multiple Choice
Topics tested	Emphasis on Algebra I and II topics and data analysis		Broad but shallow approach to math topics ranging from pre-algebra to trigonometry

SAT Math Strategy

More than any previous SAT, the new SAT is built on “math class” math. Like every standardized test, though, the SAT reveals itself through predictability and repetition. Students don’t need to review five years of math; they do need to review the math that the SAT thinks is important.

The SAT has two types of Math sections—No Calculator and Calculator—and two types of questions on each of those sections—multiple choice and grid-in.

SAT Math questions are arranged in rough order of difficulty within each section and problem type. For example, question 15 in the No Calculator section of the SAT will be much harder than question 5—fewer students will get question 15 correct, and even those who do may take 4 to 6 times as long as they needed for the earlier problem. However, question 16 (the first grid-in) will be much easier than question 15.

Each student needs to develop a pacing strategy that maximizes his or her math score. Many students can raise their scores by skipping the hardest multiple choice questions so that they have sufficient time to complete the first few grid-ins.

Section 3, No Calculator
25 minutes, 20 Questions

Multiple Choice															Grid-In				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

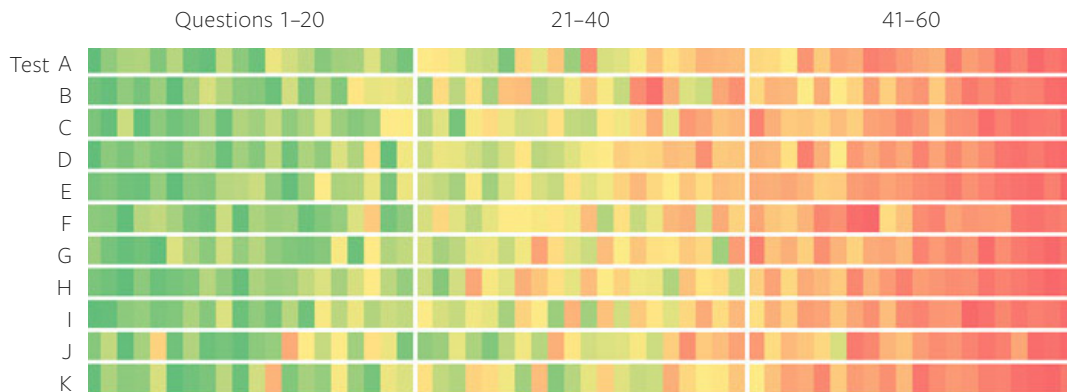
Section 4, Calculator
55 minutes, 38 Questions

Multiple Choice																							Grid-In														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38

ACT Math Strategy

ACT Math questions roughly increase in difficulty throughout the test. The heat map below shows the progression from green to red. While question 12 may not be harder than question 10, question 40 is almost certainly more difficult than both 10 and 12. This ladder of difficulty can create significant pacing problems for students.

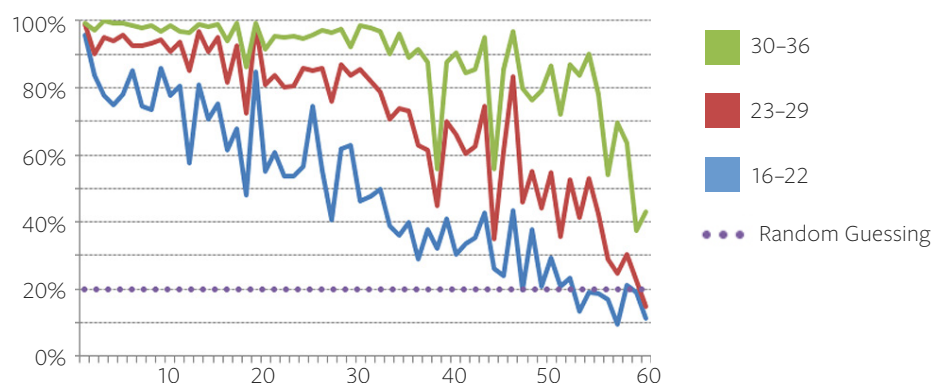
ACT Math Heat Map



There is often the misperception that the ACT Math test is straightforward and requires little strategy. In analyzing student performance, we have found the opposite to be the case. The increasing question difficulty and wide variety of topics mean that students must actively work on pacing skills and develop a type of process of elimination at the question level—“not a good investment of time, GUESS”; “difficult question but familiar topic, ATTEMPT”; etc.

Random guessing should allow even a student with no understanding of a question to choose a correct answer one time out of five (20%). However, the ACT—like the SAT—can draw students into traps that can lower performance below that threshold. Students may spend valuable time attempting problems from which they gain fewer points than peers who pick an answer with a metaphorical dart. The graph below shows how students at different score levels perform throughout the Math Test. By approximately question 52, lower scoring students fall below the 20% guessing threshold. Even students scoring between 23 and 29 receive almost no net gain from the final problems of the test.

Percentage of Possible Points by Score Point



Knowledge, strategy, pacing, and practice impact a student’s performance, and none of these elements should be discounted on ACT Math.

Math Standards: SAT vs. ACT

In order to build parallel—fair and equivalent—forms for each administration of their tests, the College Board and ACT must adhere to consistent sets of standards. Parallelism places one constraint on the test makers; academic alignment places another. Neither the ACT nor the SAT “make up” the standards. They work closely with the Common Core standards and with the National Council of Teachers of Mathematics to develop “domains” and “content dimensions and descriptions.”

The SAT has put a strong emphasis on Algebra I, Algebra II, and data interpretation and analysis—what it refers to as Heart of Algebra, Passport to Advanced Math, and Problem Solving and Data Analysis, respectively. The College Board considers these content domains as essential building blocks for the mathematics, science, and social science necessary for success in college and careers. The SAT has also decreased its emphasis on plane geometry and what it considers peripheral subjects.

A comparison between the SAT and the ACT demonstrates how content decisions can influence the character of an exam. Even the number of questions on a topic can have a dramatic impact. There is only one trigonometry question on the SAT, for example, so the exam can only test a narrow range of trigonometric ideas. If the material jumped around too much from administration to administration, it would risk the parallelism required of a standardized test. The ACT, on the other hand, has four trigonometry questions on each test. This does not just mean that there are four times as many trig questions as on the SAT. It means that the ACT has more room to explore different areas of trig—amplitude, inverse functions, unit circles, etc. A student preparing for the SAT should study trigonometry in a different way from a student getting ready for the ACT.

The tables below summarize, at a high level, the content differences between the SAT and ACT.

Prevalence of Math Topics on the SAT and ACT

Pre-Algebra and Miscellaneous			Data Interpretation and Analysis		
	SAT	ACT		SAT	ACT
Absolute Value Arithmetic	X	●	Data Graphics	●	○
Combinations	X	○	Data Tables	○	●
Digits	X	○	Line of Best Fit	●	X
Exponents and Roots	●	●	Mean, Median, and Mode	○	●
Fractions and Decimals	○	●	Other Charts and Graphs	●	○
Imaginary/Complex Numbers	○	●	Rates	●	○
Logarithms	X	○	Ratios and Proportions	○	●
Logic	X	○	Sampling	●	X
Number Line	X	●	Scatter plots	●	○
Number Properties	○	●	Two-Way Tables	●	X
Overlapping Sets/Venn Diagrams	X	○	Units	●	○
Percents	○	●	Variance/Dispersion/Range	●	X
Probability	○	●			
Scientific Notation	X	○			
Sequences and Patterns	X	●			

Algebra		
	SAT	ACT
Direct and Inverse Variation	X	○
Domain and Range	○	◐
Equivalent Expressions/ Simplifying	●	●
Exponential Change	●	○
Graphs of Lines and Inequalities	●	◐
Inequalities	●	◐
Linear Equations	●	●
Matrices	X	○
Parabolas	●	○
Parallel and Perpendicular Lines	○	◐
Polynomial Division	○	○
Quadratic Formula	●	●
Quadratic Functions	●	◐
Slope	◐	◐
Symbol Functions	X	◐
System of Equations	●	◐
Zeros	●	◐

Trigonometry		
	SAT	ACT
Trigonometry	○	●

Plane and 3-D Geometry		
	SAT	ACT
Absolute Value Equations and Graphs	○	◐
Angles	◐	●
Area	○	●
Circle Equations	○	○
Circles—Arcs, Chords, Radii	◐	●
Circumference	○	●
Distance Formula	○	◐
Ellipse Equations	X	○
Geometric Visualization	X	◐
Hybrid Figures	○	◐
Line Segments/Midpoints	○	◐
Perimeter	○	●
Pythagorean Theorem and Right Triangles	○	●
Rotation, Reflection, and Transformation	X	◐
Similar Triangles	◐	◐
Squares and Rectangles	○	●
Surface Area	X	○
Volume	○	◐
xyz-Coordinate System	X	○

Tested frequently on each exam	●
Tested approximately once per exam	◐
Tested infrequently	○
Not included in content standards	X

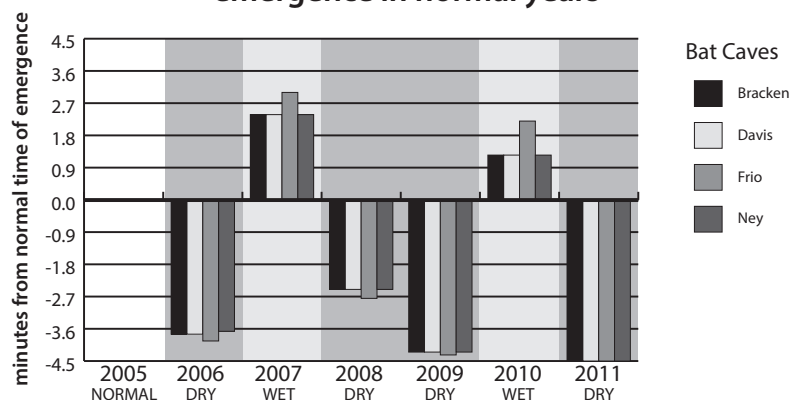
SAT Science

Unlike the ACT, the SAT does not present a section devoted to science. Even so, there are a number of science-themed questions on the exam, enough to form the backbone of the SAT's Analysis in Science cross-test score. In Evidence-Based Reading and Writing, 27 questions drawn from the three passages on science contribute to this cross-test score; in Math, 7 to 9 questions, particularly those that require data interpretation, contribute to the score.

As the examples below demonstrate, students do not need to memorize concepts from science classes so much as they need to be confident interpreting tables and charts.

Analysis in Science Example: Reading and Writing

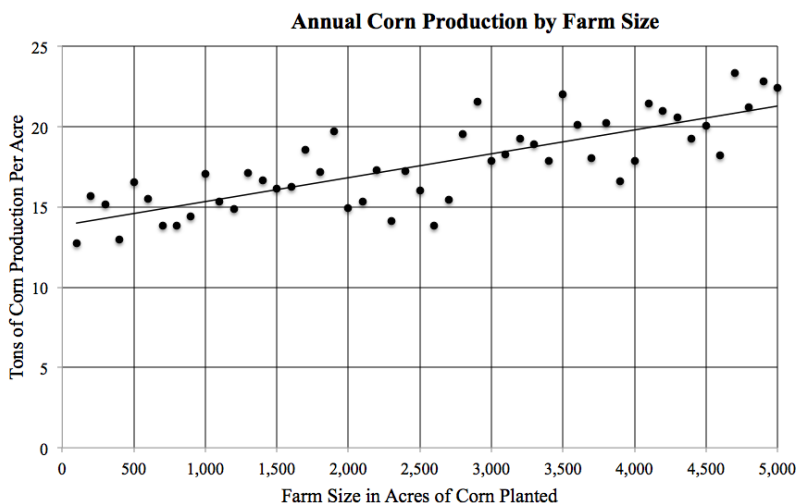
Average Variance during wet and dry years from time of emergence in normal years



31. Which statement is most strongly supported by the graph?

- A) Bats at all locations emerged from their caves earlier in 2011 than in 2008.
- B) Although both were dry years, 2009 was wetter than 2008.
- C) Davis is geographically closer to Bracken than it is to Ney.
- D) The bats in Ney reacted more strongly to dry weather than any other bats.

Analysis in Science Example: Math



24. The agronomist assumes that the relationship between farm size and annual crop yield per acre will continue its trend on farms of larger size. Based on the line of best fit, which of the following would be the best estimate of annual production of corn, in tons, for farms of 6,000 acres?

- A) 21
- B) 23
- C) 25
- D) 26

The scatter plot above shows corn yield in tons per acre for farms averaging between 100 and 5,000 acres of corn planted.

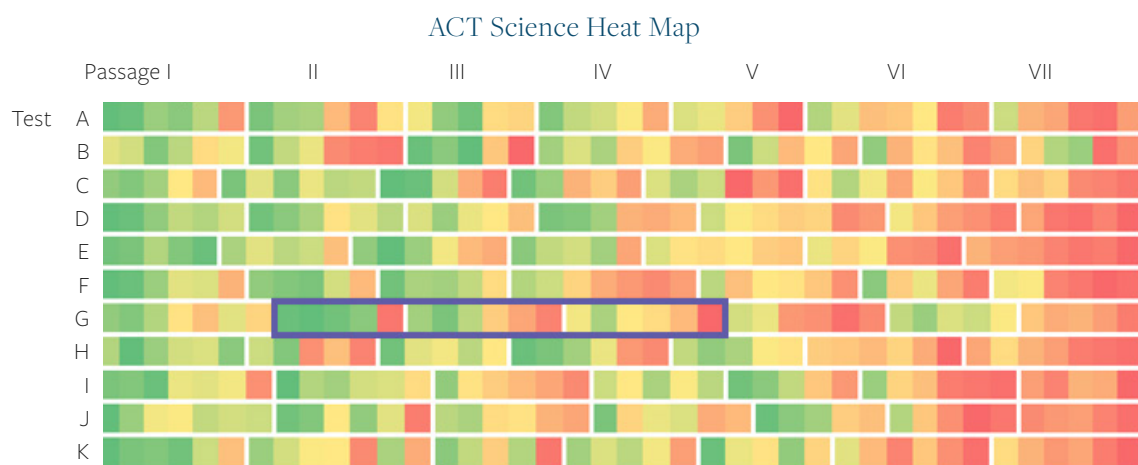
Answers: (31) A (24) B

ACT Science

The ACT Science Test measures interpretation, analysis, evaluation, reasoning, and problem-solving skills. Although it uses scientific language and reasoning, very little prior science knowledge is needed to do well on the ACT. When the ACT does call for prior knowledge, it's typically something very basic that the vast majority of high school students will know (e.g. knowing that H₂O is water). This test is more about understanding and interpreting information you're given and understanding the nature of scientific experiments. The questions may have very little to do with what a student is actually learning in his or her science classes at school.

What the test does require is an ability to navigate a multi-level maze. Nowhere else on the ACT is so much extraneous information provided. Solutions are often deeply embedded within complicated diagrams or tables. Detailed experiment write-ups may be helpful only for a single question. The upside is that ACT Science rewards preparation. Success on ACT Science is not about learning science—it is about combining reading and data analysis skills and learning to do it at speed.

Passage Type	Passages per ACT	Number of Questions per Passage	Characteristics
Data Representation	2–3	5–6	Scientific information is presented in charts, graphs, tables, and diagrams. Questions require interpretation and analysis of the information.
Research Summaries	2–3	6–8	One or more related experiments are described, with the results of the experiment(s) typically summarized in graphs and/or tables. Questions cover the design, execution, and results.
Conflicting Viewpoints	1	6–8	Two or more incompatible theories, hypotheses, or viewpoints on a specific observable phenomenon are offered. Questions will evaluate your ability to analyze and compare the different viewpoints.



Science passages tend to get harder throughout the test, and questions tend to get harder throughout a passage. The highlighted section of the heat map above shows an example of this trend in Form G. At multiple points, students are confronted with a decision: wade through the most difficult questions of a passage or invest time in a new passage with the hope of reaching easier questions. Pacing practice is essential for students to master ACT Science.

SAT Essay and SAT Writing Tests

Both the SAT and ACT offer an optional writing assessment at the end of each exam; however, they are very different types of writing assignments. Students may want to consider these differences when making the initial SAT vs. ACT decision. The SAT Essay focuses on analyzing a text; students are instructed to leave their personal opinions about the topic out of the essay. ACT, on the other hand, requires students to give their opinions on a topic, while simultaneously analyzing three additional perspectives and discussing how these positions relate to one another. Both tests assign multiple scores based on particular areas or “domains” of the writing process; SAT keeps these scores separate, while ACT averages them into a single Writing Test score.

	SAT Essay				ACT Writing			
Length	50 minutes (optional)				40 minutes (optional)			
Order	Last section of the test				Last section of the test			
Prompt	One previously published persuasive essay is used as a source passage. Students are instructed to write a rhetorical analysis that explains how the argument persuades its audience. See page 50 for a sample prompt.				One short paragraph of background information on a contemporary social issue is followed by three perspectives on the topic. Students are instructed to consider the three perspectives in light of their own views. See page 51 for a sample prompt.			
Goal	Students' essays should demonstrate an understanding of the source document and present an analysis of the reasoning, evidence, and stylistic devices used.				Students' essays should present their own persuasive positions while analyzing and evaluating the three given perspectives.			
Scoring	3 Separate Scores				1 Total Score: Average of Domain Scores			
		Reading	Analysis	Writing	Ideas & Analysis	Development & Support	Organization	Language Use
	Reader 1	1–4	1–4	1–4	1–6	1–6	1–6	1–6
	Reader 2	1–4	1–4	1–4	1–6	1–6	1–6	1–6
	Domain Totals	2–8	2–8	2–8	2–12	2–12	2–12	2–12
	Scores remain separate. No sum or average is provided. Essay scores are not combined with ERW scores.				Four domain scores are averaged. Total Score: 2–12 Writing score combined with English and Reading scores to form English Language Arts (ELA) score.			

SAT Essay and ACT Writing Policies

Since the introduction of the optional SAT Essay test, we have seen a steady decline of colleges requiring either the SAT Essay or the ACT Writing Test. At the time of this publication, several high profile colleges—Brown, Caltech, Stanford, and Princeton—have just dropped their SAT and ACT essay requirements

It's uncommon for an ACT or SAT essay to be a significant negative factor on an application. With a minimum amount of practice, most students can reach the 25th–75th percentile score range of even the most elite colleges in the country—something not at all true about other sections of the exams.

Before deciding whether to write the essay, students are well-advised to research the policies of the schools to which they plan to apply and err on the side of keeping their options open. Students who are targeting selective colleges should try to exceed the bare minimum requirements if they have the ability to do so. Below, we list the policies for schools who require or recommend the writing exams. This list is limited to the 360 schools whose profiles and policies we track (see pages 10–16) or that require the essay from all applicants. Updates can be found at www.compassprep.com/act-writing-and-sat-essay-requirements.

The UC System dominates the list of schools still requiring the essay and remains a driving force in students' decision-making. Note that the UCs do not superscore, but an applicant only needs to take the writing test once to have it “count.” If a student took the test a second time without the essay and achieved a higher total score, that higher score would be considered by the admission office. See pages 74–75 for more information on superscoring.

SAT Essay and ACT Writing: Required and Recommended

Required	
Claremont McKenna College	University of California, Merced
Martin Luther College	University of California, Riverside
Soka University of America	University of California, San Diego
United States Military Academy	University of California, Santa Barbara
University of California, Berkeley	University of California, Santa Cruz
University of California, Davis	University of North Texas*
University of California, Irvine	Wellesley College (ACT only)
University of California, Los Angeles	
Recommended	
Abilene Christian University	Occidental College
Amherst College	Oregon State University
Austin College	Rutgers, The State University of New Jersey
Berry College	Simmons College
Binghamton University, SUNY	Stanford University
Chapman University	Stony Brook University, SUNY
Concordia College, Moorhead	Taylor University
Duke University	University at Buffalo, SUNY
Georgia Institute of Technology	University of Massachusetts, Amherst
Manhattan College	University of Miami
Michigan State University	University of Minnesota, Twin Cities
Morehouse College	

*University of North Texas requires the essay for placement, not admission.

SAT Essay

The SAT Essay is a 50-minute, optional writing assignment. Students are asked to read a persuasive essay and then compose a rhetorical analysis that explains how the essay persuades its audience.

Some students will have written this form of essay in English class, particularly AP English Language, and feel comfortable focusing on analyzing the style of the source text. Other students trained to take a position on a topic and support it with three examples may find this assignment to be a challenge because the writing prompt explicitly states that students are not to agree or disagree with the ideas presented in the source passage.

The goal of the assignment is to explain how the author of the source passage builds a 650–750 word persuasive argument on a contemporary issue in a topic like science, art, the environment, or politics. This is a common type of writing assignment in first-year college writing classes, so preparing for this essay can help students prepare for college as well.

Example SAT Essay Prompt

The following example provides the instructions and an excerpt of a typical essay. The essay students encounter on the exam will be longer than the one provided here.

Adapted from Sean Dowson, “Rhyme and Reason.” ©2010 by Compass Education. *The full essay continues for an additional three paragraphs.*

Poetry is slipping away gradually from our culture. In public schools it is taught as an awkward extra thing to jam in around the novels and histories, a strange, artificial construct with which few educators feel truly comfortable. At home and in public life, it has nearly vanished. This art, this act, prized for nearly the entirety of human history, is sliding quietly into oblivion.

Its absence from our schools is the product of understandable pressures. As each year brings new laws, new standardized tests, and new demands to push cutting-edge technology and straight-to-the-workplace skill sets, poetry has been shouldered off into the dusty corners of the classroom, an antiquated figure in costume-ball clothing. Teachers and students have a frantic schedule to keep and no time to fiddle with archaic wording or uncomfortably numerical business of rhyme and meter. To the passionate reader of novels, the rigor of metrical composition can appear unpleasantly reminiscent of algebraic equations, an unwelcome mathematical intrusion upon the arts.

Write an essay in which you explain how Sean Dowson builds an argument to persuade his audience that poetry should continue to be part of students' education. In your essay, analyze how Dowson uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Dowson's claims, but rather explain how Dowson builds an argument to persuade his audience.

ACT Writing

ACT Writing is optional and consists of one 40-minute essay on a contemporary topic with social relevance. The prompt consists of a short background paragraph followed by three distinct perspectives on the subject. The student is asked to analyze and evaluate each perspective, develop his or her own position, and explain how each perspective relates to the student's own position. Though that might seem like a lot to accomplish in 40 minutes, with focused practice and feedback, it can become a manageable series of tasks. Students can break down the directions to “analyze and evaluate the perspectives given” into four questions:

1. Who holds this position?
2. Why do they hold it?
3. What if everyone embraced this perspective?
4. What is this perspective's greatest strength or weakness?

Example ACT Writing Prompt

Privacy

Technology is changing our ideas about privacy. Our social media posts help us connect to friends, families, and people across the globe, but they also supply a steady stream of information to advertisers and, potentially, to governments, employers, and law enforcement agencies. Smartphone apps track our locations, buying habits, and Internet searches; that data can be both used to improve services and sold to companies to better target marketing. We're increasingly willing to share our opinions, images, and relationships online and to turn to the Internet to run searches on others. As sharing our lives with a global audience increasingly becomes the norm, it's important to consider how our connected lifestyle is changing the value we place upon privacy.

Read and carefully consider these perspectives. Each suggests a particular way of thinking about our changing perceptions of the value of privacy.

Perspective One	Perspective Two	Perspective Three
Social media and smartphone apps help us navigate the world and our relationships with greater knowledge and insight. The only people who should be worried about losing privacy are those who have something to hide.	When we lose our sense of private lives, we lose part of ourselves. Being on public display hinders introspection and a sense of our independent identities. When nothing is private, nothing is personal.	Our desire for privacy is often rooted in embarrassment about common human issues like illness or financial struggles. Letting go of old ideas about privacy would break down barriers and help create a more open and empathetic society.

Essay Task

Write a unified, coherent essay about the value of privacy. In your essay, be sure to:

- clearly state your own perspective on the issue and analyze the relationship between your perspective and at least one other perspective
- develop and support your ideas with reasoning and examples
- organize your ideas clearly and logically
- communicate your ideas effectively in standard written English

Your perspective may be in full agreement with any of those given, in partial agreement, or completely different.

Essay Scoring

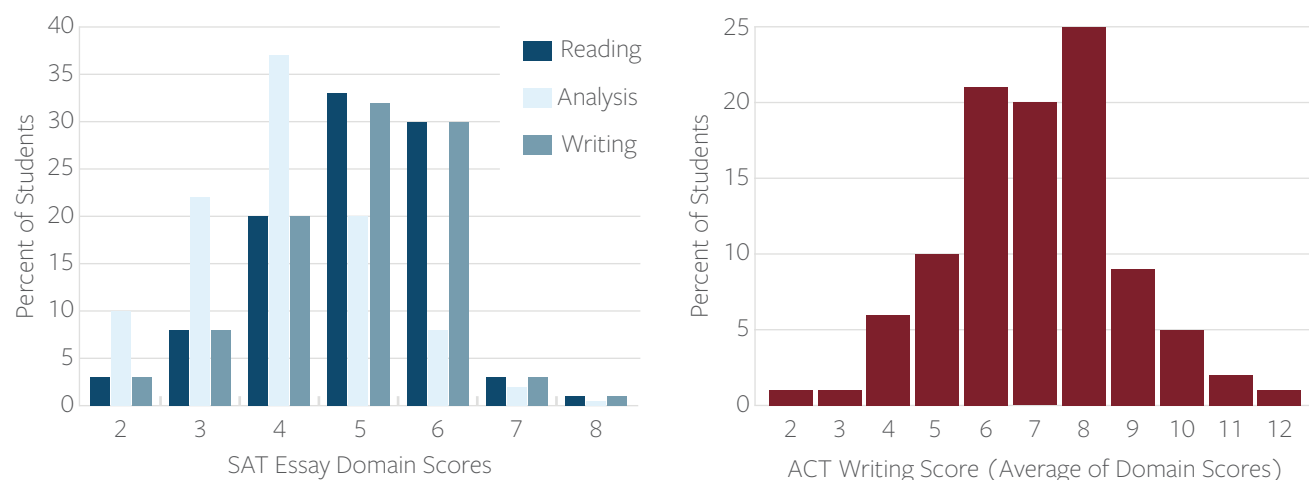
If College Board or ACT let each reader decide how to grade essays, the process would soon devolve into chaos, with different standards and expectations. Instead, the readers are taught how to agree on community standards. Using a scoring rubric, senior readers select a set of papers that align with the qualities defined in a scoring rubric and then use this “anchor” set to train readers to gauge the relative quality of student essays.

Until the 2015–2016 school year, the scoring was “holistic,” meaning that the grader would consider and balance many aspects of the writing and arrive at a single score of 1–6. Now, both College Board and ACT employ “analytic” scoring. Though the testing organizations still use anchor sets for training, they train readers to consider and score different elements of the essay separately. The official rubric for each exam’s assignment is available online; the following gives an overview of what graders are taught to expect when scoring each domain.

SAT Essay				ACT Writing		
READING The Reading score is based on how accurately a student summarizes the argument or claims presented in the source document. High-scoring essays include relevant, specific examples from the source document and interpret their meanings correctly. Students are penalized for misrepresenting or misunderstanding the author’s position or claims.				IDEAS AND ANALYSIS This domain score describes how well a student (a) presents her own thesis, (b) engages with the given perspectives, (c) provides context for the debate, and (d) examines the relationships among perspectives. Successful essays both take a clear position and discuss the strengths and weaknesses of the prompt’s perspectives.		
ANALYSIS The Analysis score describes how well a student explains how and why particular elements of the writing are persuasive. Emotional appeals, data, rhetorical questions, and anecdotes are all aspects that a student could describe and analyze when appropriate. Strong essays focus on the most significant pieces, rather than simply cataloguing persuasive elements, and tie the author’s strategies to key goals.				DEVELOPMENT AND SUPPORT This is similar to the SAT’s Reading score in that the Development and Support score is based on how effectively and specifically the student uses specific examples to support her ideas. For the ACT, specific examples can be drawn from a student’s experiences, while the SAT’s examples must be taken from the source text. Students with high scores in this domain not only identify concrete examples but also explain <i>how</i> and <i>why</i> these examples support the claims.		
WRITING The Writing score addresses the mechanics of writing: overall organization, sentence structure, and language use. Students should aim to group ideas into focused paragraphs, vary sentence structure, and use vocabulary correctly.				ORGANIZATION ACT splits SAT’s Writing score into two parts; the first is Organization. This score reflects whether the student maintains focus and provides transitions between and within paragraphs. Effective essays emphasize transitions with words like <i>however</i> , <i>nevertheless</i> , <i>therefore</i> , <i>but</i> .		
				LANGUAGE USE This score covers the remaining writing mechanics: word choice, sentence structure, tone, and grammar.		
4 Advanced	3 Proficient	2 Partial	1 Inadequate	6 Effective	5 Well-developed	4 Adequate
				3 Developing skill	2 Weak	1 Little or no skill

What's a Good Essay Score?

A nearly universal truth of standardized test essays is that readers gravitate to the middle of the scale. For the SAT, readers favor 2s and 3s, so the most common combined scores are 4s, 5s, and 6s. For the ACT, readers most commonly settle on 3s and 4s, so overall student scores cluster at 6, 7, and 8. The one noticeable outlier is the SAT Analysis score, which tends to be a point below the other two SAT domain scores, with 4s more common than 5s.



Students who score well on the multiple choice sections of the SAT and ACT naturally expect to do well on the essay sections. Though there is an overall correlation (see tables below), the unreliability of essay scoring means that there is often a mismatch between expectations and reality. Even students scoring in the 33–36 range on the ACT are more likely to see 8s, 9s and 10s than 11s and 12s. Students scoring 1500–1600 on the SAT will receive more 5s and 6s than 7s and 8s.

SAT Total	Reading		Analysis		Writing		ACT Composite	Writing	
	Range	Mean	Range	Mean	Range	Mean		Range	Mean
800	3–5	3.8	2–4	2.8	3–5	3.8	13–15	5–7	5.6
900	3–5	4.2	2–4	3.2	3–5	4.2	16–18	5–7	6.0
1000	4–6	4.6	3–5	3.6	4–6	4.6	19–21	6–8	6.7
1100	4–6	5.0	3–5	4.0	4–6	5.0	22–24	6–8	7.2
1200	4–6	5.4	3–5	4.4	4–6	5.4	25–27	7–9	7.6
1300	5–7	5.8	4–6	4.8	5–7	5.8	28–30	7–9	8.0
1400	5–7	6.2	4–6	5.2	5–7	6.2	31–33	8–9	8.4
1500	5–7	6.6	4–6	5.6	5–7	6.6	34–36	8–10	9.0

Sources: College Board data class of 2017; *ACT Research Explains New ACT Test Writing Scores*; and Compass analysis

Colleges understand the limitations of the SAT Essay and ACT Writing Test. Even the most competitive colleges in the country have ACT Writing scores of 8–10 for the 25th–75th percentile of enrolled freshmen. In other words, at least 25 percent of students at Harvard, MIT, and Stanford did no better than almost half of all essay writers in the country.

How Low is Too Low?

It can be disconcerting to receive high scores overall along with a seemingly weak essay score. In general, Compass recommends that students **only** retake an exam if they feel confident that their other scores will improve. Students can use the tables above to find the typical essay score ranges that match up with their Composite or Total Scores. Students should not be concerned if they fall only a point below the corresponding ranges. However, if a student falls two or more points below the indicated range, feels confident in her ability to maintain or improve her scores in other areas, and is applying to competitive schools that require or recommend the essay, it may be worth retaking the exam. This is especially true if she has a plan for preparation and works with someone experienced in developing essay writing skills.

The Evolution of the SAT

Since its introduction in 1926, the SAT has evolved from an aptitude test for a small number of elite colleges to an entrance exam taken by more than 1.8 million students each year.

Since the 1970s, the SAT has undergone several major transformations. Many parents and teachers took the 1974–1994 version of the SAT, so it is helpful to understand how the test had already changed before the March 2016 changes.

Scholastic Aptitude Test (1974–January 1994)

The SAT still showed its roots as a psychological test, with an emphasis on a high number of short questions. Vocabulary questions—Antonyms, Analogies, and Sentence Completions—dominated the Verbal section. The “SAT word” cliché dates from this period, with popular entries such as antediluvian, salubrious, and munificent. Math was still entirely multiple choice but contained the idiosyncratic Quantitative Comparison questions that asked students to compare the quantities of two columns. A grammar and usage section—Test of Standard Written English (TSWE)—was added for the purpose of placement in college-level writing courses. However, it had no bearing on the 400–1600 admission test scores.

6 Sections; 3 Hours

30 min	30 min	30 min	30 min	30 min	30 min
Verbal 85 Questions 200–800 Scale		Math 60 Questions 200–800 Scale		Test of Standard Written English 50 Questions	Experimental

SAT I: Reasoning Test (March 1994–January 2005)

The ACT had been overhauled in 1989 and had become almost universally accepted. In comparison, the SAT was perceived as outmoded and even unfair. The College Board did away with “aptitude” and rechristened the exam as the Scholastic Assessment Test. The SAT I was distinguished from SAT IIs (formerly the Achievement Tests and now the Subject Tests). By 1997 the College Board had gone even further and proclaimed that SAT was no longer an acronym at all. Antonyms were dropped to de-emphasize vocabulary and, it was hoped, eliminate the impression that the exam could be prepped for with a stack of flashcards. Math added a new question type that asked students to “grid-in” a numeric value and was brought into closer alignment with the academic topics taught in school. Dropping the TSWE allowed the SAT to provide students more time per question while keeping the overall test length at 3 hours.

7 Sections; 3 Hours

30 min	30 min	15 min	30 min	30 min	15 min	30 min
Verbal 78 Questions 200–800 Scale			Math 60 Questions 200–800 Scale			Experimental

SAT Reasoning Test (March 2005–January 2016)

Despite steady growth in student numbers, the SAT I still received criticism as being a test of test-taking skills. Under particular pressure from its largest customer, the University of California system, the College Board remade the SAT again. Analogies were removed, additional reading passages added, and Quantitative Comparisons pulled from the Math sections. “Verbal” was renamed “Critical Reading,” and a Writing section—comprising grammar multiple choice and a 25-minute essay—was added. The revised exam was dubbed SAT Reasoning.

10 Sections; 3 Hours and 45 Minutes

25 min	25 min	20 min	25 min	25 min	20 min	25 min	10 min	25 min	25 min
Critical Reading 67 Questions 200–800 Scale			Math 54 Questions 200–800 Scale			Writing 49 Questions 200–800 Scale		Essay (2–12)	Experimental

The Redesigned or “New” SAT (from March 2016)

The SAT never shed its reputation as a test of “SAT words,” with the *New York Times* referring to the exam’s “rarefied vocabulary” in 2014. From the outset, the SAT essay suffered from a reputation for rewarding memorized paragraphs and “made-up” facts. Perhaps most damaging was that the SAT had been eclipsed by the ACT in market share and was losing the battle for statewide testing of students. Even the newly hired president of the College Board, David Coleman, lamented that the SAT had “become disconnected from the work of our high schools.” Coleman had been an important architect of the Common Core’s English Language Arts standards, and his hiring pointed to the future of the SAT.

The new SAT is a rethinking of the entire exam. The maximum score has returned to 1600, as the SAT has consolidated Critical Reading and Writing scores into Evidence-Based Reading and Writing. Sentence Completions have been eliminated. The Math Test has been overhauled to align with Common Core standards and has put particular emphasis on algebra and data interpretation. In fact, data interpretation questions also appear on the Reading and Writing Tests. The essay has been separated from the rest of the exam, doubled in length, and changed dramatically in task assigned.

The experimental section is no longer folded into every exam; instead, a 20-minute section *may* appear when students elect to take the exam without the optional essay.

4 Sections + Essay; 3 Hours and 50 Minutes

65 min	35 min	25 min	55 min	50 min
Reading 52 Questions 200–800 Scale	Writing and Language 44 Questions	Math No Calculator 20 Questions	Math Calculator 38 Questions 200–800 Scale	Optional Essay (2–8 / 2–8 / 2–8) or 20-minute experimental section

PSAT and National Merit Scholarship

Most students begin their testing sequences with the PSAT offered in either their sophomore or junior years. The PSAT gives students practice on the skills tested on college admission exams, especially the SAT. While the PSAT is not used for admission purposes, it helps students identify strengths and weaknesses. College Board now offers an expanded suite of assessments with versions of PSATs specific to certain grade levels.

PSAT/NMSQT

This test is offered on Wednesday, October 10, 2018, and Saturday, October 13, 2018, with an alternate sitting on Wednesday, October 24, 2018. All juniors are encouraged to take this test, and many schools also offer sophomores the opportunity to sit for it. However, only juniors are eligible for National Merit recognition (see page 60 for more details).

PSAT 10

The PSAT 10 and the PSAT/NMSQT cover the same content and share the same scoring scale (see page 58 to read more about how these tests share a continuous scoring scale). On both versions, sophomore-normed percentiles will be reported. Most schools will combine sophomores and juniors in October and offer only the PSAT/NMSQT, but some may instead choose to offer the PSAT 10 to sophomores separately during a spring testing window.

PSAT 8/9

The PSAT 8/9 replaces the discontinued ReadStep exam and serves as the baseline test in the PSAT/SAT system. It is designed for 8th and 9th graders, although few schools elect to offer it. It is offered in either a fall or a spring testing window.

PSAT Structure and Scoring

Total Score Total time: 2 hours and 45 minutes			1 Total Score 320–1520 Scale
Evidence-Based Reading and Writing		Math	2 Section Scores 160–760 Scale
Reading 60 min 47 questions	Writing & Language 35 min 44 questions	Math 70 min 48 questions	3 Test Scores 8–38 Scale
Analysis in Science			2 Cross-Test Scores
Analysis in History / Social Studies			8–38 Scale
Words in Context		Heart of Algebra	7 Subscores 1–15 Scale
Command of Evidence		Passport to Advanced Math	Note: The PSAT gives a point for a correct answer, and no deduction for an incorrect answer; blank responses have no impact on scores.
Standard English Conventions	Expression of Ideas	Problem Solving & Data Analysis	

PreACT and Aspire

After replacing the PLAN with the Aspire testing system, ACT began offering a new preliminary test—the PreACT—designed to predict a score range on the ACT and give students “high-stakes practice in a low-stakes environment.”

PreACT

The relationship between PreACT and ACT is similar to that of the PSAT to the SAT: the PreACT is a shorter exam than is the ACT but includes the same question types. The test is designed so that sophomores can predict their junior year ACT scores. The PreACT is easier than the ACT, so the highest possible score is a 35 instead of a 36.

PreACT Structure

Total Score (1–35) Total time: 2 hours and 10 minutes			
English 30 min 45 questions 3 passages	Math 40 min 36 questions	Reading 30 min 25 questions 3 passages	Science 30 min 30 questions 5 passages

The PreACT is offered through a flexible testing window; actual test dates will be determined by schools.

Aspire

The Aspire testing system offers exams for students in grades 3 through 8, plus an “early high school” exam for freshmen and sophomores. The score report for the latter includes a predicted ACT score, but the content and format of ACT Aspire do not perfectly align with those of the ACT. And at 4 hours and 10 minutes, Aspire is longer than the ACT.

ACT Aspire: Early High School Level Assessment					
Test	Multiple Choice	Technology Enhanced	Constructed Response	Total # of Questions	Time (Minutes)
English	58–62	0–4	0	62	40
Writing	0	0	1	1	30
Reading	24–26	1–3	4	31	60
Math	31–34	5–8	6	45	65
Science	26–29	4–7	7	40	55

Because ACT Aspire can be offered in grades 3–10, it uses a longitudinal scale to help measure progress over time on a common scale. Every grade-level version of Aspire uses a minimum scaled score of 400, but maximum scores vary depending on the subject and grade.

The scoring ranges for the 9th and 10th grade Aspire are as follows:

English	400–456	Mathematics	400–460
Writing	400–448	Science	400–449
Reading	400–442	Composite	400–452

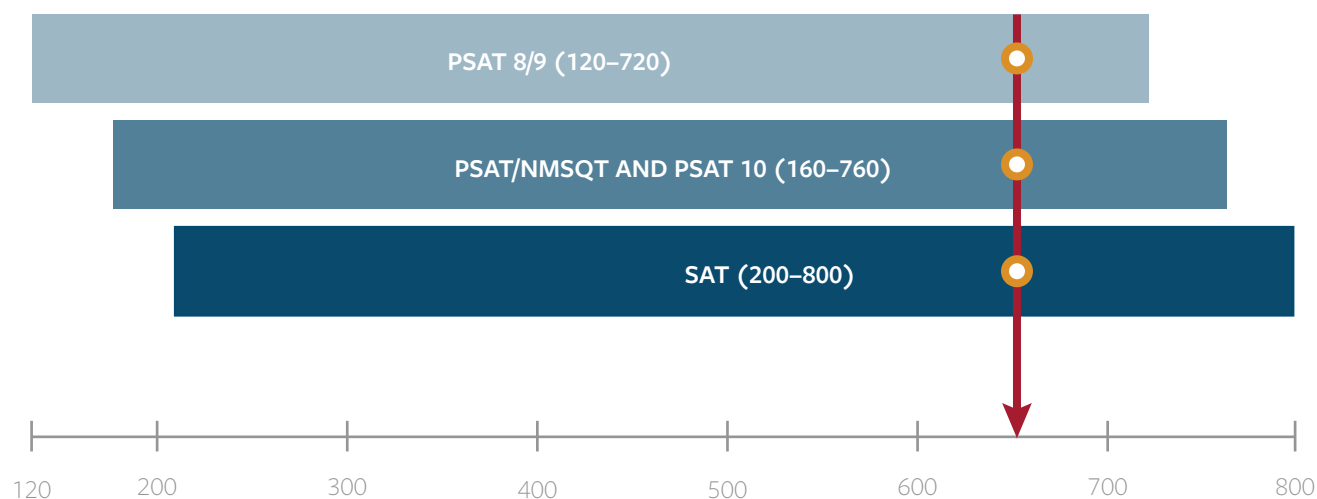
PSAT and SAT Vertical Scaling

A significant feature of the PSAT is that its scaled scores top out at 760 per section. The explanation is grounded in College Board's commitment to increasing the visibility of students' college readiness.

The SAT is part of a broader College Board initiative. The SAT anchors a vertically aligned assessment system that includes the PSAT 8/9 for 8th and 9th graders, PSAT 10 for 10th graders, and PSAT/NMSQT for 11th graders (and optionally for 10th graders).

These tests are built upon a single empirical backbone, so as students advance through high school, the scope and difficulty of the tests increase accordingly. The suite of assessments contains different tests for students at different academic stages of development, but the tests share one continuous scale (120–800).

Because lower-level tests focus on earlier concepts, they are limited to lower bands of the full scale (see graphic below). The SAT tests higher concepts, so its maximum potential score is higher. The vertically aligned scale more accurately predicts a student's SAT score "now," indicating a likely SAT score if the SAT had been taken instead of the PSAT on that day. This "staircase" model makes it easier to track a student's progress over time on a continuum.



A score of 650 on the PSAT 8/9 would predict that a student would have scored a 650 on the PSAT 10 and the SAT had the student taken those exams at the same time.

PSAT as SAT Score Predictor

The PSAT has always been a useful, but imperfect, predictor of SAT performance. Prior to 2015, a PSAT score report included an estimate, based on past data, of the student's score range on the SAT. Two-thirds of students were expected to score somewhere in the given range, which also means that approximately one-sixth of students were predicted to score below the range, and one-sixth were predicted to score above the range.

Because the 2015–2016 transition year involved new tests and new scales, there are no historical data sets to rely upon to predict student performance from PSAT to SAT. The numbers below show the estimated relationship between PSAT scores and subsequent SAT scores for students in a given range.

Please note that the data represent the entire pool of test-takers. Factors that will impact your individual performance include your academic progress during your junior year, your level of outside writing and reading, and your commitment to studying for the test.

PSAT/ NMSQT Score	SAT Reading and Writing Range	SAT Math Range	PSAT/ NMSQT Score	SAT Reading and Writing Range	SAT Math Range
760	720–800	720–800			
750	720–800	710–800	500	470–580	460–580
740	710–800	700–800	490	460–570	450–570
730	700–800	690–800	480	450–560	440–560
720	690–800	680–800	470	440–550	430–550
710	680–790	670–790	460	430–540	420–540
700	670–780	660–780	450	420–530	410–530
690	660–770	650–770	440	410–520	400–520
680	650–760	640–760	430	400–510	390–510
670	640–750	630–750	420	390–500	380–500
660	630–740	620–740	410	380–490	370–490
650	620–730	610–730	400	370–480	360–480
640	610–720	600–720	390	360–470	350–470
630	600–710	590–710	380	350–460	340–460
620	590–700	580–700	370	340–450	330–450
610	580–690	570–690	360	330–440	320–440
600	570–680	560–680	350	320–430	310–430
590	560–670	550–670	340	310–420	300–420
580	550–660	540–660	330	300–410	290–410
570	540–650	530–650	320	290–400	280–400
560	530–640	520–640	310	280–390	270–390
550	520–630	510–630	300	270–380	260–380
540	510–620	500–620	< 300	not enough data available	
530	500–610	490–610			
520	490–600	480–600			
510	480–590	470–590			

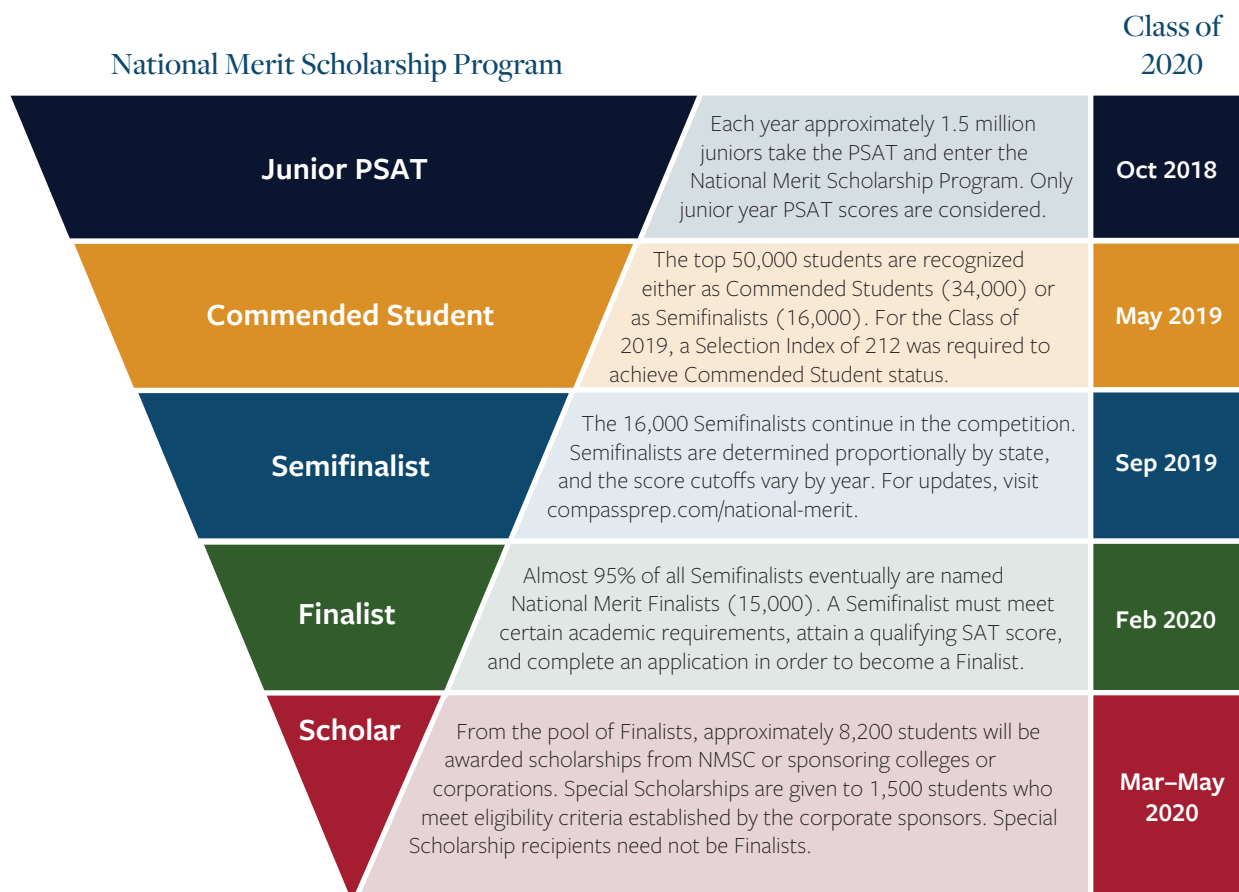
National Merit Scholarship Program

The PSAT is not used as an admission test by colleges. However, the junior year PSAT/NMSQT (National Merit Scholarship Qualifying Test) is used to determine eligibility for honors and scholarships via the National Merit Scholarship Program. Until students progress beyond the Semifinalist stage, honors are based solely on the PSAT/NMSQT Selection Index.

The formula for calculating the Selection Index is based on the 8–38 Test Scores in Reading, Writing & Language, and Math. The three scores are summed and multiplied by two. The highest possible Selection Index is 228— $[(38 + 38 + 38) \times 2]$. The number of students earning recognition nationwide does not change from year to year.

For the class of 2019, a Selection Index score of 212 was required for students to achieve Commended Student status. This is an increase of two points from the prior year's Commended Student cutoff. The following page lists Semifinalist cutoffs for the classes of 2018 and 2019 and the differences between scores.

For estimates and updates on Semifinalist cut-off scores for the class of 2019, please visit compassprep.com/national-merit.



More information can be found at nationalmerit.org.

National Merit Semifinalist Cutoffs

The October 2016 PSAT was the second administration of the redesigned PSAT, and scores increased over much of the scale. The increase in PSAT scores was also reflected in higher National Merit cutoffs for the class of 2018. Forty-six states saw higher cutoffs versus the class of 2017 figures. The class of 2019's cutoff scores showed some upward movement, but nothing like the jump in cutoffs seen last year.

Why do states have such different cutoffs?

Cutoffs vary across the country because the 16,000 Semifinalists are allocated proportionally to states based on the total number of juniors in a class. The table at right shows how many Semifinalists from the class of 2016 were recognized in each state. A state's cutoff is derived by finding the score that will produce, as closely as possible, the targeted number of Semifinalists.

Are PSAT Scores Still Rising?

Compass' research points to PSAT scaling adjustments or irregularities as the most likely cause in rising scores between the class of 2017 and 2018. College Board's goal is to make sure that PSAT scores from one year are comparable to PSAT scores from another. College Board faced a difficult task in 2015 and 2016, because the scale was still in flux, and several PSAT problems had to be discarded as invalid. The fact that for the class of 2018, 46 of 50 states saw increased cutoffs and that PSAT scores increased for sophomore and juniors at all ability levels means that student-specific factors such as increased preparation do not adequately explain the changes. The class of 2019's cutoffs reflect a return to the expected and normal fluctuations in scores from year to year. A long view of scores suggests that on a national level, scores are not rising.

More detailed analyses and future updates are available at compassprep.com/national-merit.

State	Class of 2019	Class of 2018	Change	Number of 2016 Semifinalists*
Alabama	216	216	0	234
Alaska	215	217	-2	43
Arizona	220	220	0	294
Arkansas	214	215	-1	143
California	223	222	1	2,102
Colorado	221	220	1	253
Connecticut	222	221	1	180
Delaware	222	221	1	43
District of Columbia	223	223	0	44
Florida	219	219	0	807
Georgia	220	220	0	455
Hawaii	220	220	0	66
Idaho	214	216	-2	92
Illinois	221	221	0	758
Indiana	219	219	0	337
Iowa	216	216	0	167
Kansas	218	219	-1	155
Kentucky	218	217	1	225
Louisiana	217	216	1	212
Maine	217	215	2	76
Maryland	223	222	1	307
Massachusetts	223	222	1	345
Michigan	219	219	0	543
Minnesota	220	220	0	304
Mississippi	215	213	2	128
Missouri	217	217	0	349
Montana	214	214	0	52
Nebraska	216	215	1	97
Nevada	218	217	1	104
New Hampshire	219	217	2	75
New Jersey	223	223	0	512
New Mexico	215	215	0	91
New York	221	221	0	961
North Carolina	220	219	1	436
North Dakota	212	211	1	20
Ohio	219	219	0	603
Oklahoma	215	216	-1	187
Oregon	221	220	1	177
Pennsylvania	220	219	1	699
Rhode Island	220	216	4	55
South Carolina	216	217	-1	201
South Dakota	215	215	0	44
Tennessee	219	218	1	335
Texas	221	221	0	1,308
Utah	215	216	-1	156
Vermont	216	217	-1	35
Virginia	222	222	0	381
Washington	222	222	0	345
West Virginia	212	211	1	79
Wisconsin	216	217	-1	323
Wyoming	212	213	-1	24
U.S. Citizens Studying Abroad	223	223	0	Combined 265
U.S. Territories	212	211	1	

* The most recently released counts for all 50 states comes from National Merit Scholarship Corporation's 2015-2016 report on the class of 2016

Sources: National Merit Scholarship Corporation and Compass analysis

SAT Subject Tests

The SAT Subject Tests are designed to demonstrate academic achievement in specific subject areas. They are typically required by only the more competitive colleges. See the following pages for a detailed list of Subject Test policies. Advance planning is essential for maximizing your Subject Test scores, since you will perform best if you take the test immediately after finishing your last class in the subject.

Not all Subject Tests are given on all test dates, and you cannot take Subject Tests on the same day as the SAT. You can take up to three Subject Tests in one day, and you can change your mind about which Subject Tests to take right up until the day of the exam; Language with Listening tests are the exception, however, because they require prior registration. Subject Tests are scored on the same 200–800 scale as the SAT, but they do deduct a fraction of a point for each wrong answer, so your testing strategy will be different.

Percentile scores for Subject Tests are often misleading because they often indicate a skewed testing population. For example, only 50,000 students take the Physics test each year, so it is logical to assume that most are quite good at Physics. Your scaled score, not your percentile, is the most important number on your Subject Test report and allows you to compare your performance across different subjects.

For more information, please visit compassprep.com/whats-a-good-sat-subject-test-score.

Subject Test	OCT	NOV	DEC	MAY	JUN	AUG
Literature	●	●	●	●	●	●
United States (U.S.) History	●	●	●	●	●	●
World History			●		●	
Mathematics Level 1	●	●	●	●	●	●
Mathematics Level 2	●	●	●	●	●	●
Biology E/M (Ecological/Molecular)	●	●	●	●	●	●
Chemistry	●	●	●	●	●	●
Physics	●	●	●	●	●	●
Languages						
Chinese w/Listening		●				
French	●		●	●	●	●
French w/Listening		●				
German					●	
German w/Listening		●				
Modern Hebrew					●	
Italian					●	
Japanese w/Listening		●				
Korean w/Listening		●				
Latin			●		●	
Spanish	●		●	●	●	●
Spanish w/Listening		●				

Subject Test Timing and Content

Each Subject Test lasts 60 minutes. The number of questions and descriptions for each test are presented below.

Subject Test	Questions	Description
Literature	≈60	Tests your ability to read and interpret poetry (50%) and prose (50%). You do not have to identify works or authors, but you should be familiar with basic literary terminology.
United States (U.S.) History	90	Covers U.S. history from pre-Columbian to present. However, 80% of the exam covers 1790 to the present.
World History	95	Measures your understanding of world cultures and historical techniques. The exam covers pre-history to the present and is global in scope.
Mathematics Level 1	50	Covers math from algebra through basic trigonometry. The questions are generally easier than those on the Level 2, but the Level 2 is scaled more leniently.
Mathematics Level 2	50	Increased emphasis on functions and trigonometry. Topics not on the Level 1 include log, inverse trig, recursive, periodic, and parametric functions, 3-D coordinates and more extensive trigonometry, conics, and statistics. A strong performance in a precalculus course is a recommended prerequisite.
Biology E/M (Ecological/Molecular)	80	The Biology-E and -M tests share the first 60 questions but then branch off with a choice of either a 20-question ecological biology (E) section or a 20-question molecular biology (M) section.
Chemistry	85	Covers structure and states of matter, reaction types, stoichiometry, reactions, thermodynamics, and descriptive and laboratory chemistry.
Physics	75	Mechanics is the largest component, followed by electricity and magnetism, waves, thermodynamics, and modern physics.
Chinese with Listening	70–75	<p>Language Tests In general, the language exams cover usage and structure, vocabulary in context, and reading comprehension.</p> <p>Languages with Listening The languages with listening include 20 minutes of multiple choice questions about audio selections followed by 40 minutes of written multiple choice questions.</p> <p>Language Preparation Most students find that they need three to four years of high-school-level study to perform well on these exams. Some native speakers express a preference for the listening tests. Note that not all tests are given on all dates. November is the only test date for listening tests.</p>
French	85	
French with Listening	≈85	
German	85	
German with Listening	≈85	
Modern Hebrew	85	
Italian	80–85	
Japanese with Listening	80	
Korean with Listening	80	
Latin	70–75	
Spanish	85	
Spanish with Listening	≈85	

Subject Tests vs. AP Exams

Students often wonder about the difference between Subject Tests and AP exams (see page 68–71 for more information on AP exams). APs include a section of free-response in addition to multiple choice and are longer exams. In addition, Subject Tests assume a year of high-school-level work in the subject matter, while APs assume a year of college-level work. APs are designed to test a deeper understanding of underlying concepts and critical thinking, while Subject Tests will cover a range of topics with less depth. For instance, the U.S. History Subject Test might ask you to select which statement best describes the Marshall Plan, but the AP U.S. History exam could ask you to analyze that plan within its broader political and social context.

APs aren't necessarily harder than the Subject Tests, and preparing for APs often helps students prepare for Subject Tests. Even so, the Subject Tests have idiosyncrasies that are best unpacked with the guidance of an experienced tutor.

SAT Subject Test Policies: Summary

Each year, the requirements and recommendations around SAT Subject Tests (SAT IIs for the many still using the old College Board name) grow more diverse. Colleges may find Subject Tests helpful, but they are not always in agreement about how the exams are helpful. The general trend is toward more flexible requirements, and no school has recently tightened requirements. Still, the most competitive colleges in the country tend to be found on this list.

College	Summary	College	Summary	College	Summary
California Institute of Technology	Required (2)	Amherst College	Considered	Swarthmore College	Considered
Cornell University	Required (2)	Babson College	Considered	Union College	Considered
Harvey Mudd College	Required (2)	Bates College	Considered	University of California, Berkeley	Considered
Massachusetts Institute of Technology	Required (2)	Boston College	Considered	University of California, Davis	Considered
McGill University	Required (2) (or ACT)	Boston University	Considered	University of California, Irvine	Considered
Brown University	Recommended (2)	Bowdoin College	Considered	University of California, Los Angeles	Considered
Carnegie Mellon University	Recommended	Bucknell University	Considered	University of California, Merced	Considered
Dartmouth College	Recommended (2)	Carleton College	Considered	University of California, Riverside	Considered
Duke University	Recommended Strongly (2) (or ACT)	Case Western Reserve University	Considered	University of California, San Diego	Considered
Emory University	Recommended	Claremont McKenna College	Considered	University of California, Santa Barbara	Considered
Georgetown University	Recommended Strongly (3)	College of William & Mary	Considered	University of California, Santa Cruz	Considered
Harvard University*	Recommended (2)	Columbia University	Considered	University of Chicago	Considered
Lafayette College	Recommended	Connecticut College	Considered	University of Michigan	Considered
Princeton University	Recommended (2)	The Cooper Union	Considered	University of North Carolina, Chapel Hill	Considered
Rice University	Recommended (2)	Davidson College	Considered	University of Notre Dame	Considered
University of Delaware	Recommended (2)	Franklin Olin College of Engineering	Considered	University of Virginia	Considered
University of Pennsylvania	Recommended	George Washington University	Considered	Vanderbilt University	Considered
Webb Institute	Recommended	Johns Hopkins University	Considered	Vassar College	Considered
Yale University	Recommended	Kenyon College	Considered	Wake Forest University	Considered
Colby College	Alternative (2)	Macalester College	Considered	Washington University in St. Louis	Considered
Colorado College	Alternative (3)	Northwestern University	Recommended (2)	Wellesley College	Considered
Hamilton College	Alternative	Oberlin College	Considered	Wesleyan University	Considered
Middlebury College	Alternative (3)	Occidental College	Considered	Worcester Polytechnic Institute	Considered
New York University	Alternative (3)	Pomona College	Considered		
University of Rochester	Alternative	Reed College	Considered		
		Rensselaer Polytechnic Institute	Considered		
		Smith College	Considered		
		Stanford University	Considered		
		Stevens Institute of Technology	Considered		

* Harvard recommends SAT Subject Tests except in cases of financial hardship.

This information is current as of summer 2018 but is subject to change. For the most up-to-date information, including full policies and links to these policies on the colleges' websites, please visit compassprep.com/subject-test-requirements.

Below are the SAT, ACT, and Subject Test recommendations and requirements at colleges that use Subject Tests in admission decisions. During the transition period to the new SAT, many colleges are adjusting their testing policies for the class of 2019—particularly regarding the optional essay for the SAT and ACT.

You can visit compassprep.com/subject-test-requirements to find updates to this chart.

College	Policy
Amherst College	Required: SAT or ACT. Optional essays are recommended. Considered: SAT Subject Tests.
Babson College	Required: SAT or ACT. Considered: SAT Subject Tests.
Bates College	Test optional. SAT, ACT, and SAT Subject Tests are considered if submitted.
Boston College	Required: SAT or ACT. Considered: SAT Subject Tests.
Boston University	Required: SAT or ACT. Considered: SAT Subject Tests. Accelerated medical and dental programs require Subject Tests in Chemistry and Math 2. A Subject Test in a foreign language is also recommended for applicants to these programs.
Bowdoin College	Test optional. SAT, ACT, and SAT Subject Tests are considered if submitted. Homeschooled applicants must submit both (A) and (B): (A) SAT or ACT (B) 2 SAT Subject Tests.
Brown University	Required: SAT or ACT. Recommended: 2 SAT Subject Tests. Liberal Medical Education Applicants should submit at least 1 science Subject Test.
Bucknell University	Required: SAT or ACT. Considered: SAT Subject Tests will be considered as “supplemental information.”
California Institute of Technology	Required: SAT or ACT. Also Required: SAT Subject Test Math Level 2 and a SAT Subject Test in Biology (Ecological), Biology (Molecular), Chemistry, or Physics.
Carleton College	Required: SAT or ACT. Considered: SAT Subject Tests.
Carnegie Mellon University	Required: SAT or ACT. Subject Test recommendations vary by program, but many recommend SAT Subject Tests in math or science. College of Fine Arts programs, with the exception of Architecture, do not recommend Subject Tests. “Applicants won’t be penalized if the cost of taking the SAT Subject Tests causes financial hardship and as a result, prohibits their submission.”
Case Western Reserve University	Required: SAT or ACT. Optional essays and SAT Subject Tests are considered if submitted.
Claremont McKenna College	Required: SAT with Essay or ACT with Writing. Considered: SAT Subject Tests. Homeschooled students are required to submit two SAT Subject Tests, one of which must be math.
Colby College	Required: SAT, ACT, or 2 SAT Subject Tests.
College of William & Mary	Required: SAT or ACT. SAT Subject Tests are optional. Homeschooled students are strongly encouraged to submit at least two SAT Subject Tests.
Colorado College	Testing requirements satisfied with one of the following options: (1) SAT (2) ACT (3) Three exams of the student’s choice, including one verbal/writing and one quantitative, selected from the lists provided by Colorado College’s website.
Columbia University	Required: SAT or ACT. Considered: SAT Subject Tests.
Connecticut College	Test Optional. Students may choose to submit the SAT, two Subject Tests, or the ACT if they wish. “If you submit multiple SAT Subject Tests, we will consider your two highest scores from two different tests.”
The Cooper Union	Required: SAT or ACT. Additional Requirement: School of Engineering requires SAT Subject Tests in Math and either Physics or Chemistry.
Cornell University	Required: SAT or ACT. Some Cornell colleges require 2 SAT Subject Tests.
Dartmouth College	Required: SAT or ACT. Recommended: 2 SAT Subject Tests.
Davidson College	Required: SAT or ACT. Considered: SAT Subject Tests.
Duke University	Required: SAT or ACT. Recommended: the optional writing exams and 2 SAT Subject Tests if submitting SAT. Subject Tests are considered if submitting ACT. “Applicants to the Pratt School of Engineering who take the SAT are strongly recommended to take one SAT Subject Test in Mathematics (level 1 or level 2).”
Emory University	Required: SAT or ACT. Recommended: “[SAT Subject Tests] are encouraged, but not required. Students are encouraged to submit SAT subject exam scores for academic areas of strength and/or interest.”
Franklin Olin College of Engineering	Required: SAT or ACT. Considered: SAT Subject Tests.

College	Policy
George Washington University	Test optional. SAT, ACT, and SAT Subject Tests are considered if submitted. Two SAT Subject Tests are required in science and mathematics for the Seven Year BA/MD program.
Georgetown University	Required: SAT or ACT. Optional essays are NOT considered. Strongly recommended: 3 Subject Tests. Applicants are required to “submit scores from all test sittings of the SAT, ACT, and SAT Subject Tests.”
Hamilton College	Testing requirements satisfied with one of the following options: (1) SAT (Essay optional) (2) ACT (Writing optional) (3) Quantitative, verbal, and writing tests from among SAT, ACT, SAT Subject Tests, and APs.
Harvard University	Required: SAT or ACT (with or without writing). Recommended: 2 SAT Subject Tests. “While we recommend that you submit 2 SAT Subject Tests, you may apply without them if the cost of the tests represents a financial hardship or if you prefer to have your application considered without them.”
Harvey Mudd College	Required: SAT or ACT. Also required: 2 SAT Subject Tests (Math Level 2 and one other).
Ithaca College	Test Optional. SAT, ACT, and SAT Subject Tests are all optional, but “you may submit your results as supplemental information.”
Johns Hopkins University	Required: SAT or ACT. Considered: Students may submit Subject Tests as a “way to demonstrate an academic strength . . . Engineering applicants are encouraged to submit Math Level 2 and one science.”
Kenyon College	Required: SAT or ACT. Considered: SAT Subject Tests and SAT or ACT essays.
Lafayette College	Required: SAT or ACT. Recommended: SAT Subject Tests.
Macalester College	Required: SAT or ACT. Considered: SAT Subject Tests.
Massachusetts Institute of Technology	Required: SAT or ACT. Also required: 2 SAT Subject Tests—Math (Level 1 or Level 2) and a science. “We do not have a preference as to which” science and math you choose.
McGill University	Required: SAT and 2 SAT Subject Tests (subject recommendations vary by department) or ACT.
Middlebury College	Testing requirements satisfied with one of the following options: (1) SAT (2) ACT (3) Three Subject Tests.
New York University	Test requirements satisfied by fulfilling one of the following: (1) SAT (2) ACT (3) three Subject Tests (4) Three AP exams (5) The International Baccalaureate Diploma (6) three IB higher-level exams (if a student is not an IB Diploma candidate). Students who choose to submit three SAT Subject Test, AP, or IB scores must submit one in literature or the humanities, one in math or science, and one of the student’s choice. Some programs have additional requirements.
Northwestern University	Required: SAT or ACT. Considered: SAT Subject Tests. “While SAT Subject Tests are optional for most undergraduate applicants, scores from SAT Subject Tests are required for applicants to the Honors Program in Medical Education (HPME), the Integrated Science Program (ISP) and applicants who have been home-schooled.” Subjects vary by program.
Oberlin College	Required: SAT or ACT. Considered: SAT Subject Tests.
Occidental College	Required: SAT or ACT. Optional essays are recommended. Considered: SAT Subject Tests.
Pomona College	Required: SAT or ACT. Considered: SAT Subject Tests.
Princeton University	Required: SAT or ACT. Recommended: 2 SAT Subject Tests. Engineering candidates are advised to take a math Subject Test and either chemistry or physics.
Reed College	Required: SAT or ACT. Considered: SAT Subject Tests.
Rensselaer Polytechnic Institute	Required: SAT or ACT. SAT Subject Tests are optional. Applicants to the accelerated program must take the SAT with Essay and two SAT Subject Tests (1 math and 1 science) or the ACT with Writing.
Rice University	Required: SAT or ACT. Recommended: 2 Subject Tests related to applicant’s proposed area of study.
Smith College	Test Optional. SAT, ACT, and SAT Subject Tests are all optional, but will be considered if submitted.
Stanford University	Required: SAT or ACT. The optional essays are recommended. ALL test scores from ALL dates must be submitted for the SAT and ACT. Considered: SAT Subject Tests. “SAT Subject Tests are optional. Because SAT Subject Test scores can highlight your areas of strength, we welcome the self-reporting of these results in your application.”
Stevens Institute of Technology	Required: SAT or ACT. Subject Tests in Math (Level 1 or 2) and either Chemistry or Biology are required for the Accelerated Pre-Medicine Program. Musical or Visual Arts and Technology applicants may submit a portfolio in lieu of test scores.
Swarthmore College	Required: SAT or ACT. The optional essays will not be considered. Considered: SAT Subject Tests. Recommended: Prospective engineers are encouraged to take Math Level 2.
Union College	Test Optional. The 6-year Law and Public Policy program requires the SAT or ACT. The 8-year Leadership in Medicine program requires either the ACT with Writing or the SAT and 2 Subject Tests.

College	Policy
University of California, Berkeley	Required: SAT with Essay or ACT with Writing. Considered: SAT Subject Tests. Recommended: Colleges of Chemistry and Engineering recommend Math Level 2 and a science related to the applicant's intended major.
University of California, Davis	Required: SAT with Essay or ACT with Writing. Considered: SAT Subject Tests.
University of California, Irvine	Required: SAT with Essay or ACT with Writing. Considered: SAT Subject Tests. Recommended: School of Engineering, Department of Pharmaceutical Sciences, School of Physical Sciences, and Program in Public Health all have specific Subject Test recommendations.
University of California, Los Angeles	Required: SAT with Essay or ACT with Writing. Considered: SAT Subject Tests. Recommended: School of Engineering and Applied Sciences recommends Math Level 2 and a science test related to the applicant's intended major.
University of California, Merced	Required: SAT with Essay or ACT with Writing. Considered: SAT Subject Tests.
University of California, Riverside	Required: SAT with Essay or ACT with Writing. Considered: SAT Subject Tests. Recommended: College of Natural and Agricultural Sciences and College of Engineering recommend Math Level 2 and either Chemistry or Physics.
University of California, San Diego	Required: SAT with Essay or ACT with Writing. Considered: SAT Subject Tests. Recommended: Biological or physical science applicants and applicants to the School of Engineering should take Math Level 2 and a science Subject Test related to the applicant's intended major.
University of California, Santa Barbara	Required: SAT with Essay or ACT with Writing. Considered: SAT Subject Tests. Recommended: Math Level 2 is recommended for College of Engineering applicants and College of Creative Studies applicants in math, physics, or computer science. In addition, physics, biology, chemistry, and biochemistry majors are encouraged to take the appropriate science Subject Test.
University of California, Santa Cruz	Required: SAT with Essay or ACT with Writing. Considered: SAT Subject Tests.
University of Chicago	Required: SAT or ACT. Considered: SAT Subject Tests. "If you have done exceptionally well on a particular subject test and would like to show us, feel free to send us that score. However, SAT IIs are truly optional, and not sending us Subject Tests will not hurt your application."
University of Delaware	Required: SAT or ACT. Strongly recommended: 2 SAT Subject Tests for applicants to the University Honors Program.
University of Michigan	Required: SAT or ACT. Considered: SAT Subject Tests "only in light of how they might benefit your review."
University of North Carolina, Chapel Hill	Required: SAT or ACT. Considered: "You may submit supplemental scores from AP, IB or SAT Subject tests if you think they are a good reflection of your mastery of the material."
University of Notre Dame	Required: SAT or ACT. Considered: "SAT Subject Tests, AP, and IB tests are only used in the application process if scores enhance an application."
University of Pennsylvania	Required: SAT or ACT. Recommended: Any 2 Subject Tests are recommended for arts, humanities, and social sciences applicants. STEM applicants are strongly encouraged to take Math Level 2 and a science Subject Test. Math Level 2 is recommended for business applicants. Nursing applicants are encouraged to submit a science Subject Test (preferably, Chemistry).
University of Rochester	Testing requirements satisfied with one of the following options: (1) SAT (2) ACT (3) two or more results from SAT Subject Tests, AP exams, or IB exams.
University of Virginia	Required: SAT or ACT. Considered: SAT Subject Tests.
Vanderbilt University	Required: SAT or ACT. Considered: SAT Subject Tests.
Vassar College	Required: SAT or ACT. Considered: SAT Subject Tests. "Students opting not to send Subject Tests will not be penalized."
Wake Forest University	Test Optional. SAT, ACT, and SAT Subject Tests are all optional, but will be considered if submitted.
Washington University in St. Louis	Required: SAT or ACT. Considered: SAT Subject Tests. "We will only consider them if they strengthen your application."
Webb Institute	Required: SAT or ACT. Recommended: optional writing tests and SAT Subject Tests or AP Tests "particularly those in math and the sciences."
Wellesley College	SAT or ACT with Writing. Considered: SAT Subject Tests.
Wesleyan University	Test Optional. SAT, ACT, and SAT Subject Tests are all optional, but will be considered if submitted. All entering first-year students must submit ACT or SAT and two SAT Subject Test scores after the conclusion of the admission process for academic counseling and placement.
Worcester Polytechnic Institute	Test Optional. SAT, ACT, and SAT Subject Tests are all optional, but will be considered if submitted.
Yale University	Required: SAT or ACT. Recommended: SAT Subject Tests.

Advanced Placement Exams

Advanced Placement (AP) exams are not required by colleges and are used formally in admission only when test flexible (see page 9) options exist. Because AP exams are generally not reported on high school transcripts, it is usually up to the student to decide whether to self-report scores to colleges.

While most selective colleges have moved away from issuing course credit for high scores, they will still use scores for placement or to waive a prerequisite. Strong AP results can also help an applicant from a new or very large high school by providing a trusted point of reference. High AP exam scores are yet another predictor of college success.

2019 AP Testing Schedule		
Week 1	Morning Session: 8:00 am	Afternoon Session: noon
Monday, May 6	United States Government and Politics	Chinese Language and Culture Environmental Science
Tuesday, May 7	Seminar Spanish Language and Culture	Japanese Language and Culture Physics 1: Algebra-Based
Wednesday, May 8	English Literature and Composition	European History French Language and Culture
Thursday, May 9	Chemistry Spanish Literature and Culture	German Language and Culture Psychology
Friday, May 10	United States History	Computer Science Principles Physics 2: Algebra-Based
	Studio Art—last day for Coordinators to submit digital portfolios (by 8 pm EDT) and to gather 2-D Design and Drawing students for physical portfolio assembly. Students should have forwarded their completed digital portfolios to teachers well before this date.	

2019 AP Testing Schedule			
Week 2	Morning Session: 8:00 am	Afternoon Session: noon	Afternoon Session: 2:00 pm
Monday, May 13	Biology	Physics C: Mechanics	Physics C: Electricity and Magnetism
Tuesday, May 14	Calculus AB Calculus BC	Art History Human Geography	
Wednesday, May 15	English Language and Composition	Italian Language and Culture Macroeconomics	
Thursday, May 16	Comparative Government and Politics World History	Statistics	
Friday, May 17	Microeconomics Music Theory	Computer Science A Latin	

Coordinators are responsible for notifying students when and where to report for the exams. Early testing or testing at times other than those published by the College Board is not permitted under any circumstances.

Late Testing

Late testing using an alternate form of the AP examination is allowed only under special circumstances and, depending on the circumstances, may require an additional fee. Makeup dates are typically scheduled over a three-day window approximately one week after the last regular AP day. Contact your school's AP Coordinator for additional information.

Updates to the Advanced Placement Program

In recent years, College Board has increased efforts to encourage students to enroll in AP courses. Based on their PSAT scores, students may be identified as having “AP potential,” a designation intended to instill confidence, so students will challenge themselves to aim for college-level work and thereby imagine themselves attending college.

To support these efforts, College Board has also worked to align AP courses with first-year college-level course work. Over the past several years, College Board has been updating guidelines for AP courses and remaking exams to emphasize conceptual understanding of subjects rather than memorization of facts.

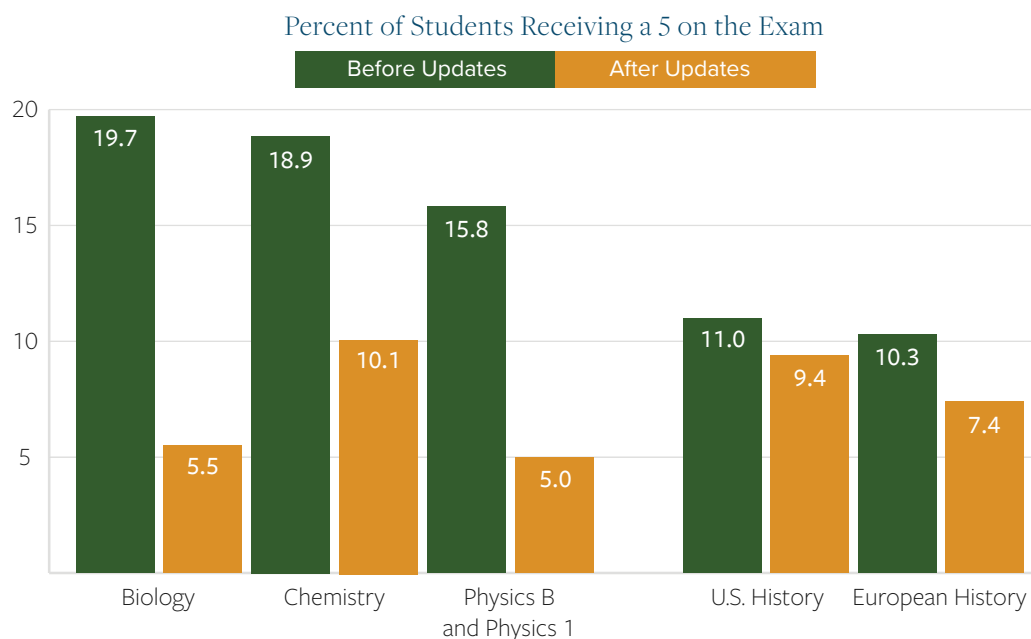
AP Exam Scoring

Most AP exams offer a blend of multiple choice and free response questions. High school and college teachers gather once a year to agree on standards and score free response answers on a scale of 1 to 5. Each student’s free response scores are then combined with her multiple choice score to arrive at a final score on the following 5-point scale:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

As you’ll see from the sample of 2016 score distributions listed in the following pages, distributions and average scores vary from one AP exam to another. To some extent, percentages reflect students’ overall level of preparedness, but dramatic shifts in score distribution from one year to the next can correspond with major revisions to any given exam.

For example, when College Board overhauled AP Biology and AP Chemistry and split AP Physics B into two tests, score distributions changed dramatically. However, changes to emphasize understanding of large trends and analysis over rote memorization in humanities courses have resulted in less extreme changes in scores. The following graph shows the drop-off in percentage of students receiving the coveted 5 score after recent changes to the exams:



Popular AP Exams: English

English

The AP English Language and Composition Exam tests a student's ability to comprehend diverse texts, perform rhetorical analysis of texts in isolation, synthesize information from more than one text, and craft written argumentation.

In contrast, the AP English Literature and Composition Exam tests a student's ability to analyze both prose and verse. Multiple choice questions on this exam assess whether the student can think critically about content, form, and style, while the free response invites the student to analyze and interpret texts.

What's on the test?

English Language and Composition

Section 1: Multiple choice, 52 to 55 questions

1 hour, 45% of exam score

Questions are based on excerpts from non-fiction texts

Section 2: Free response, 3 questions

2 hours, 15 minutes (includes 15-minute reading period)

55% of exam score

Students must address three prompts:

- 1) synthesis,
- 2) rhetorical analysis,
- 3) argument.

English Literature and Composition

Section 1: Multiple choice, 55 questions

1 hour, 45% of exam score

Questions are based on excerpts from drama, verse, and prose fiction

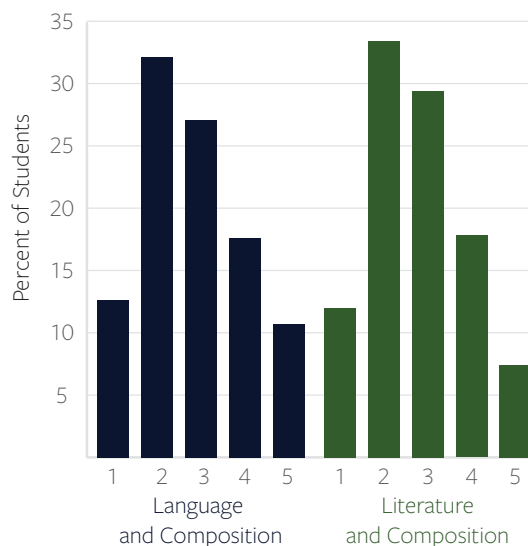
Section 2: Free response, 3 questions

2 hours, 55% of exam score

Essay prompts fall into the following categories:

- 1) A literary analysis of a given poem
- 2) A literary analysis of a given passage of prose fiction (this may include drama)
- 3) An analysis that examines a specific concept, issue, or element in a work of literary merit selected by the student

Percent of Students Achieving Score



How do they differ from the Literature Subject Test?

The Literature Subject Test and English APs are similar because they call upon a student's reading comprehension skills. However, the reading level of texts that appear on AP exams is more in line with what the student would read at the college level. The Subject Test addresses what the student would have been learning in English courses throughout high school. The Subject Test is also simply multiple choice.

Popular AP Exams: Calculus

Calculus

Both Calculus AB and BC assess understanding of calculus concepts and the ability to apply them. What makes BC different from AB is that topics increase in scope. Together, the tests represent the level of work required from a student in a first-year college calculus course.

Overall, students are asked to demonstrate their ability to make connections among various representations—like graphical and numerical—of mathematics. To succeed on these exams, students should have the following foundations in addition to calculus: algebra, geometry, trigonometry, and elementary math. Calculus AB and BC were updated for the 2017 testing year, and both tests now place an increased emphasis on conceptual understanding. New topics on Calculus BC include the limit comparison test, absolute and conditional convergence, and the alternating series error bound.

What's on the test?

Calculus AB

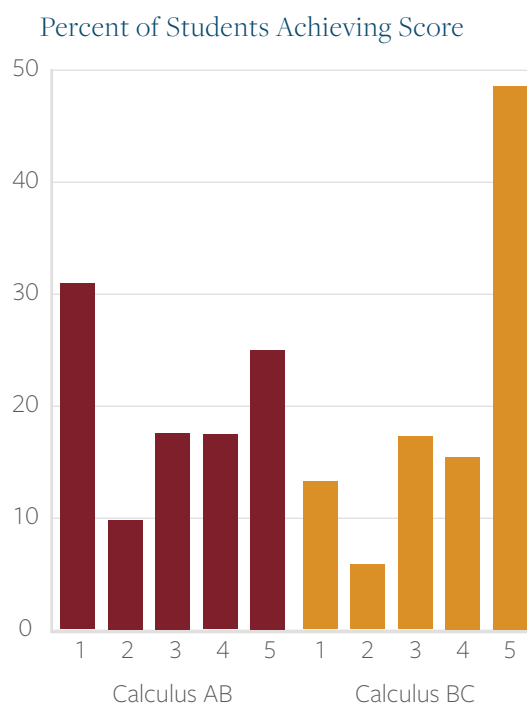
Section 1: Multiple choice, 45 questions
1 hour 45 minutes, 50% of exam score

Section 2: Free response, 6 questions
1 hour 30 minutes, 50% of exam score

Calculus BC

Section 1: Multiple choice, 45 questions
1 hour 45 minutes, 50% of exam score

Section 2: Free response, 6 questions
1 hour 30 minutes, 50% of exam score



How does Calculus AB differ from the Math Level 2 Subject Test?

Students are increasingly taking AP Calculus AB as a combination of pre-calculus and introductory calculus. The AP Calculus AB test, however, tests a student's grasp of math topics that extend well beyond precalculus problems that would appear on the Math Level 2 Subject Test.

Test Dates and Policies

You can register for the SAT or Subject Tests at collegeboard.org. According to College Board, students taking the October administration of the SAT will have scores back in time to make early action, early decision, and regular decision deadlines.

SAT and Subject Tests			
2018 Test Dates	Registration	Late Registration	Multiple Choice Score Release ^{††}
August 25, 2018	July 27, 2018	August 15, 2018	October 6, 2018
October 6, 2018	September 7, 2018	September 26, 2018	October 19, 2018
November 3, 2018	October 5, 2018	October 24, 2018	November 16, 2018
December 1, 2018	November 2, 2018	November 20, 2018	December 14, 2018
2019 Test Dates	Registration	Late Registration	Multiple Choice Score Release ^{††}
March 9, 2019 [†]	February 8, 2019	February 27, 2019	March 22, 2019
May 4, 2019	April 5, 2019	April 24, 2019	May 17, 2019
June 1, 2019	May 3, 2019	May 22, 2019	July 10, 2019

PSAT		PSAT 10	
2018 Test Dates	Registration	2019 Test Dates	Registration
Primary: Wednesday, October 10 Saturday: October 13 Alternate: Wednesday, October 24	Test date registration is determined by high school.	Date determined by high school within testing window: February 25–April 26, 2019	Test date registration is determined by high school.

You can register for the ACT at actstudent.org. No test centers are scheduled in New York for the February and July ACT dates; No test centers are scheduled in California for the July ACT date.

ACT			
2018 Test Dates	Registration	Late Registration	Multiple Choice Score Release ^{††}
September 8, 2018	August 10, 2018	August 26, 2018	September 18, 2018
October 27, 2018	September 28, 2018	October 14, 2018	November 13, 2018*
December 8, 2018	November 2, 2018	November 19, 2018	December 18, 2018
2019 Test Dates	Registration	Late Registration	Multiple Choice Score Release ^{††}
February 9, 2019 (no NY testing)	January 11, 2019	January 18, 2019	February 20, 2019
April 13, 2019	March 8, 2019	March 25, 2019	April 23, 2019
June 8, 2019	May 3, 2019	May 20, 2019	June 18, 2019
July 13, 2019 (no CA or NY testing)	June 14, 2019	June 24, 2019	July 23, 2019

* According to ACT “Scores from the October test are available within 3–8 weeks, due to equating. Equating procedures ensure that scores reported have a constant meaning across test forms.”

[†] No SAT Subject Tests offered in March

^{††} Release date indicates the first day scores may be available. SAT Essay scores are available approximately five days after multiple choice scores are released. ACT Writing scores are available about two weeks after multiple choice scores are released.

SAT Sunday administrations fall on the Sunday immediately after the Saturday administrations. The Sunday administrations are available only for religious reasons. The ACT offers Sunday and Monday testing for religious reasons on a center-by-center basis. More information can be found at actstudent.org.

Policy or Fee	SAT	ACT	Subject Tests
Standard fee	\$47.50 + \$17 for Essay	\$50.50 + \$16.50 for Essay	\$26 base, \$26 per Listening test, \$22 per non-listening test
Late Registration Fee	add \$29	add \$30	add \$29
Change test date	add \$29	add \$30	add \$29
Change test center	add \$29	add \$30	add \$29
Change test type	add \$29	n/a	add \$29
Standby / Waitlist	add \$51	add \$53	add \$51
Copy of test available	October, March, May, August dates	December, April, June dates	n/a
Fee for copy of test	\$18	\$20	n/a
Score reports included with registration	4	4	4
Additional reports	\$12 each	\$13 each	\$12 each
Score Choice	per test date	per test date	per test subject
Cancel Scores	Until Thursday after test	Until Thursday after test	Until Thursday after test
Remove Scores	Not offered	Upon written request	Not offered
Calculator	Algebra functions OK TI-89 allowed	No algebra functions TI-89 not permitted	For Math Subject Tests only (not for Physics)
Essay verification	For \$55, Score Verification Service will confirm that essay was not mis-scanned.	\$50 for multiple choice, \$40 to confirm that essay was not mis-scanned	n/a
Sunday testing for religious reasons	Available	Available	Available

SAT Waitlist Status

In some cases, you can request Waitlist Status if you miss the last registration deadline or if your paper registration has been returned unprocessed without enough time to resubmit it. Waitlist Status may be available beginning from the last registration deadline up until five days before test day. Although every effort will be made to seat applicants who request Waitlist Status, the College Board cannot guarantee that students will be admitted to the test center on test day. Those on the Waitlist are seated after all regularly registered test-takers have been admitted and if sufficient test materials, staff, and seating are available.

ACT Standby Requests

If you miss the late deadline to register for a test date or to request a test date or test center change, you may choose to sign in to your ACT account to request and pay for standby testing. Standby requests must be submitted during a limited “Standby Request Period” before the test date. Requests cannot be accepted after the last date listed for each test in the table to the right.

ACT Test Date	Standby Request Period
September 8, 2018	August 27–31, 2018
October 27, 2018	October 15–19, 2018
December 8, 2018	November 20–30, 2018
February 9, 2019	January 19–February 1, 2019
April 13, 2019	March 26–April 5, 2019
June 9, 2019	May 21–31, 2019
July 14, 2019	June 25–July 5, 2019

Score Choice and Superscoring

Score Choice

The College Board and ACT have adopted policies, generally referred to as “Score Choice,” designed to give students some control over how SAT, Subject Test, and ACT scores are reported. Colleges, however, have the final say over what scores applicants should submit and how those scores will be used. Students should carefully review the score-reporting policy of each college to which they plan to apply. Unfortunately, these policies are myriad and often confusing, but your college counselor and Compass directors can help you make sense of the idiosyncrasies and provide guidance tailored to your particular situation.

How does Score Choice work?

SAT scores and ACT scores are reported on a test date basis only. You cannot, for example, send your ACT Science and Math scores from one sitting without also including your Reading and English scores from that test date. Although Subject Tests are each only one hour long, they are treated as distinct exams. If, for example, you take Literature, U.S. History, and Math Level 2 on the same day, you do not have to submit the results of all three tests.

Will only my best scores be sent to colleges?

For the SAT, Score Choice is an option; by default, all scores will be sent. You must request the selective score option when sending score reports. For the ACT, you will be asked to specify which test dates you want reported to each school. In either case, it is your responsibility to ensure that the colleges to which you apply are sent the correct scores in a timely manner.

What scores should I send?

If a college considers only your SAT cumulative or ACT composite from a single sitting, you may want to include only the test date with your best overall score. If the college “superscores,” or mixes and matches individual sub-scores from different test dates—the official policy or unofficial practice of many colleges—then you will want to include the test dates that produce your highest “superscore.”

Is it true that some colleges want me to send all of my scores?

Yes. Some colleges prefer to see a student’s entire testing history. We recommend that you discuss the specifics of your situation with your college counselor and with Compass, as score reporting policies vary. For example, Stanford and Yale are among the schools that require students to submit all of their scores, partly to discourage excessive testing. The UCs also mandate that students send all test scores, but their primary concern is to ensure that students do not inadvertently fail to submit any scores that might present them in a more favorable light. Conversely, Harvard and MIT both state that students are free to use Score Choice. Of the 360 colleges we’ve profiled in this guide, less than six percent require that all test scores be submitted, approximately 23% recommend that all scores be submitted, and approximately 94% accept Score Choice.

Do these policies mean that students should test “early and often”?

While the College Board’s and ACT’s score reporting policies should remove some of the anxiety over retesting, they do not change the fact that most students will not peak on the exams until spring of junior year or fall of senior year. Taking an exam no more than two to three times is still the appropriate plan for most students. Most Compass students considering an exam as a “dry run” before February of junior year would be better served by a proctored practice test instead. The feedback our practice tests provide is more immediate and more detailed. Aside from the cost and time involved, unprepared performances can rattle a student’s confidence unnecessarily. Additionally, a student who takes the SAT or ACT numerous times could be forced to reveal this fact if he or she chooses to apply to any of the colleges that require students to submit their entire testing histories.

Superscoring

Many in college admission talk about reading applications holistically and supportively; one way they can do this is by “superscoring” standardized tests. This means that if you take the SAT more than once, the admission office will consider each of your highest section scores and assign you a new, higher total score. For instance, if you scored:

March Test Day	650 ERW 670 Math = 1320 Total
May Test Day	700 ERW 650 Math = 1350 Total
Superscore	700 ERW 670 Math = 1370 Total

For the ACT, this process generally takes the form of taking your highest test scores across test administrations, but may not result in a new Composite score because colleges use test scores individually. You do not need to take the optional essay or writing test to have the other sections from that sitting count toward your SAT or ACT superscore.

The following is a sampling of college superscore and Score Choice policies. For more schools and updates, please visit compassprep.com/superscore-and-score-choice.

School	Superscore		Score Choice Policy
	SAT	ACT	
Amherst College	●	●	■
Boston University	●	●	■
Brown University*	●	●	□
Colorado College	●	X	□
Columbia University	●	●	□
Cornell University*	●	X	■
Dartmouth College	●	X	□
Duke University*	●	●	□
Georgetown University	●	X	■
Harvard University	●	X	□
Harvey Mudd College	●	●	■
Johns Hopkins University	●	●	■
Lewis & Clark College	●	●	□
Loyola University Chicago	●	●	□
Massachusetts Institute of Technology	●	●	□

School	Superscore		Score Choice Policy
	SAT	ACT	
Middlebury College	●	●	■
Mills College	●	X	□
New York University*	●	●	□
Northwestern University	●	X	□
Occidental College*	●	●	□
Princeton University	●	X	■
Reed College	●	X	■
San Francisco State University	●	X	□
Smith College	●	X	□
Stanford University	●	X	■
Tufts University	●	●	■
University of California system	X	X	■
University of Notre Dame	●	●	□
Wellesley College	X	X	□
Yale University†	●	●	■

* “Soft Superscore”: schools consider section scores but don’t officially build a new superscore.

† Yale University “considers individual ACT subscores.”

Requires all scores	■
Recommends all scores	■
Accepts score choice	□

Securing Testing Accommodations

The College Board and ACT offer a variety of testing accommodations for students with disabilities. Commonly requested accommodations include varying increments of extended time, the use of a computer for typewritten essays, large-print test booklets, and small group testing for students who have anxiety. The following table will help in navigating the testing accommodations request process. For more detailed information, visit compassprep.com/accommodations.

Deadlines for Submitting Requests for Accommodations

SAT & Subject Tests		PSAT & AP		ACT	
2018–2019 Test Dates	Documentation Deadlines	2018–2019 Test Dates	Documentation Deadlines	2018–2019 Test Dates	Documentation Deadlines
August 25, 2018	July 6, 2018	PSAT/NMSQT October 10, 13, and 24, 2018	August 21, 2018	September 8, 2018	August 26, 2018
October 6, 2018	August 17, 2018			October 27, 2018	October 14, 2018
November 3, 2018	September 14, 2018	PSAT 10 February 25–March 29, 2019	December 14, 2018	December 8, 2018	November 19, 2018
December 1, 2018	October 12, 2018			February 9, 2019	January 18, 2019
March 9, 2019	January 18, 2019	PSAT 10 April 1–April 26, 2019	February 19, 2019	April 13, 2019	March 25, 2019
May 4, 2019	March 15, 2019			June 8, 2019	May 20, 2019
June 1, 2019	April 12, 2019	AP Exams May 7–18, 2019	February 23, 2019	July 14, 2019	June 24, 2019

	College Board	ACT
Step 1: Determine if your student is eligible. Timing: Compass recommends that families consult with school officials or a private evaluator by the spring of 10th grade to review the terms of eligibility.	<p>To ensure approval for accommodations, a student's request should meet ALL of the following criteria:</p> <ul style="list-style-type: none"> The disability is documented by formal testing completed by a certified evaluator The disability directly affects performance on College Board's assessments The requested accommodations are specifically needed to perform to potential on College Board's assessments <p>Students may be approved for accommodations on specific sections of the test rather than the entire test. For instance, if a student's documentation only verifies a math-based learning disability, that student may be approved for extended time on the Math section but not for the Reading and Writing or Essay sections.</p>	<p>A student is eligible for accommodations if:</p> <ul style="list-style-type: none"> The disability is diagnosed and documented by a credentialed professional The disability directly affects performance on ACT's assessments Documentation for the disability includes information about current or prior accommodations made in similar settings, especially tests in school <p>After reviewing these criteria, families should consider the two different accommodation types: National Extended Time and Special Testing.</p> <p>National Extended Time is most appropriate for students who require no more than 50% extended time on standardized tests.</p> <p>Special Testing is a "catch-all" for any support request other than 50% extended time.</p>
Step 2: Gather the appropriate documentation. Timing: All documentation should be prepared by October of 11th grade.	<p>Eligibility for College Board and ACT accommodations hinges on two kinds of documentation: (1) educational and/or neuropsychological testing completed by a school official or a private evaluator, and (2) a record of the requested accommodation(s) implemented by the school. If testing is obtained at the student's local school district, the results are distilled into an Individualized Education Program (IEP), 504 plan, or Response to Intervention (RTI) plan. IEPs, 504 plans, and RTIs include a student's formal diagnosis and accommodations that must be implemented by the student's school. A student will likely be approved for College Board and ACT accommodations if both educational testing and a long-standing school-generated plan substantiate her disability. If a student attends a private school, she may seek testing at her school district or an assessment completed by a private evaluator. Private schools will typically consolidate the results of private or district-based assessments into a private education plan. The private education plan serves a similar function to the IEP, 504 Plan, or RTI, providing school officials and faculty with instructions for accommodating the student's disability in class. A student at a private school will likely be approved for College Board and ACT accommodations if her disability is well-documented by both a professional evaluation and the private education plan.</p>	

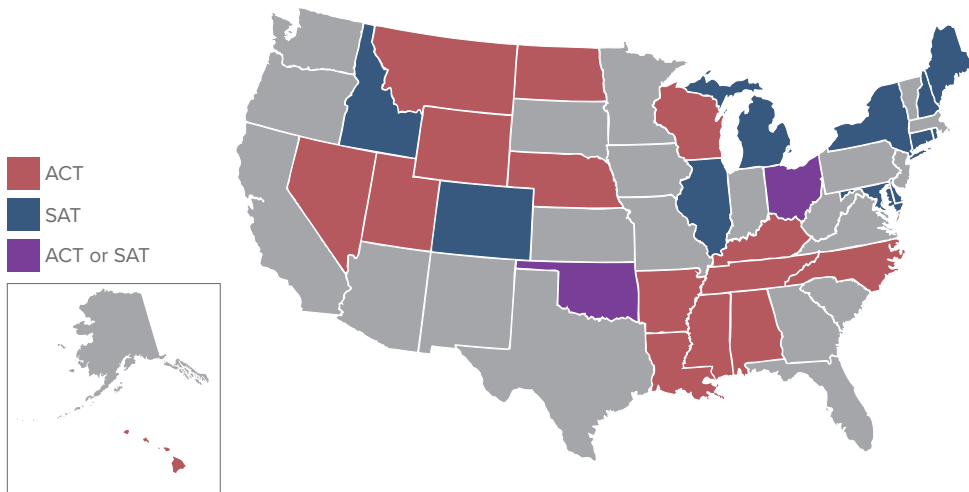
	College Board	ACT
<p>Step 3: Submit a request.</p> <p><i>Timing: Students planning to take the SAT in March or the ACT in February should submit their requests by October of 11th grade. Ideally, news of approval will come in November or December.</i></p>	<p>The cornerstone of an accommodations request is the Student Eligibility Form (SEF). The form is essentially a cover letter or abstract of the request that lists identifying information, a description of the disability, desired accommodations, and a summary of documentation. With SEF in hand, there are two ways a family can submit a request for accommodations:</p> <p>Option 1: Submit the request online with the assistance of a designated SSD coordinator at the student's school. In this case, the SSD coordinator completes half of the SEF without the student. (College Board prefers this method.)</p> <p>Option 2: Independently submit the request without the assistance of the school. In this case, the family will need to complete the bulk of the SEF.</p>	<p>In order to begin the request process, ACT requires students to register for a test date online. While completing registration, families will be prompted to specify the type of accommodations for which they are applying: National Extended Time or Special Testing.</p> <p>When registration is finished, ACT will automatically email instructions explaining how the student should work in collaboration with a school administrator—also known as the Test Accommodations Coordinator (TAC)—to submit an online accommodations request. The online accommodations request system is called the Test Accessibility and Accommodations System (TAA).</p>
<p>Step 4: Respond to decision letters or make appeals.</p> <p><i>Timing: If request is submitted by October, decision letters should be sent to families by December. Appeals will reset the review process, and responses to appeal decisions may not arrive for another 6-7 weeks.</i></p>	<p>If accommodations are approved:</p> <p>The student will be mailed an SSD Eligibility Letter that stipulates the specific accommodations approved for all College Board Tests (i.e. PSAT, SAT, Subject Tests, and AP Exams). The letter will also include an SSD code, which the student must input while registering for all official test dates. SSD coordinators may locate students' SSD codes by logging into the online request system, SSD Online.</p> <p>Once a student's request is approved, she may use the indicated accommodations for all College Board exams. She does not need to re-apply for accommodations for future test dates.</p> <p>If accommodations are denied:</p> <p>The family may begin the appeal process when CB denies accommodations or approves those that the family deems insufficient. Families should take special care in reviewing the rationale for the denial. Usually, College Board requires additional testing or more specific evidence from a school or evaluator to permit the denied accommodations.</p> <p>Be aware that once a denied request is reopened, it will take an additional 6–7 weeks to process the appeal.</p>	<p>If accommodations are approved:</p> <p>National Extended Time: The TAC receives an electronic decision notification in TAA with an approval message. Unfortunately, students are not automatically notified regarding the status of their requests and may want to check in with their TACs in the weeks following the original submission. Once National Extended Time is approved, the student should log into ACT and print out the original registration ticket, which should now indicate that extended time is granted.</p> <p>Special Testing: The TAC obtains an electronic decision notification, reviews the approved accommodations with the student, and makes arrangements for testing (typically on-campus) within the applicable testing window.</p> <p>If accommodations are denied:</p> <p>Depending on the reasons for denial, a student may work with her TAC to submit additional documentation or apply for different accommodations. This is called a reconsideration request. Upon submission of a reconsideration request, the review process restarts, and it may take an additional 6 weeks to hear back from ACT.</p>
<p>Step 5: Use accommodation on test day.</p>	<p>After registering for an official CB test with an SSD code, students can expect to have accommodations ready for them on test day. To err on the safe side, testers should bring their SSD Eligibility Letters to the test site.</p>	<p>Students with National Extended Time should print out their registration ticket and bring it to the test center. Accommodations will be ready on test day. Students with Special Testing should have ironed out the logistics of exam day (date, time, room location, approved accommodations, etc.) with their TAC far in advance of the official test date. Many students with Special Testing will take the ACT at their own schools.</p>

School Day Testing

Over the past few years, education administrators have been working to strike a balance between the increasing pressures of reducing testing time in school and tracking students' college preparedness while complying with federal testing standards.

Over 30 states have responded to these pressures by implementing a school day administration of either the SAT or ACT, paid for by the state. These tests allow states to comply with federal requirements while giving students, especially low-income students, the opportunity to take a college admission exam. In addition, both College Board and ACT are expanding their online testing offerings within the framework of school day testing, giving schools greater flexibility to meet their students' scheduling needs. This school year, states, districts, and even individual schools can offer school day testing.

Most states do not include the optional SAT Essay or ACT Writing tests in their state testing. If you plan to apply to a college that requires essay scores, you may need to retake the full exam with writing during a regular test date.



SAT School Day Testing

The SAT is administered to all students in their high schools at the same time in the morning. Many schools offer an earlier session during which students fill out identifying information and select which schools and programs should receive score reports. Students interested in score choice (see page 74) may want to wait to send scores until after all testing is complete. College Board recently expanded School Day Testing to include individual schools as well as states and districts.

Low-income students can use a wide range of eligibility standards (National School Lunch Program, Upward Bound, etc.) to receive four additional free score sends, four college application fee waivers, and free Student Answer or Question-and-Answer Service. English language learners (ELL) who are taking the SAT as part of a state-funded school day administration can receive testing instructions in several languages and may use previously approved bilingual glossaries.

ACT State and District Testing

Like College Board's School Day testing, ACT's state testing helps more low-income and minority students have access to the college entrance exam. District testing is also available for districts who want their students to have college-reportable scores from tests taken in their own classrooms. A district can sign up for district testing, even if its state does not participate in or fund state testing. There is also a range of online testing windows, so schools have some flexibility to offer testing during the week and on weekends depending on local needs.

The table below lists those states that offer statewide ACT or SAT testing. The dates below are subject to change—it is always best to confirm testing dates and method (paper or online) before finalizing your test prep plan.

State	Test	2019 Test Dates	2019 Test Dates: Accommodations	Additional Details
Alabama	ACT	February 20	Feb 20–22, 25–28 Mar 1, 4–6	Online testing window: February 20–22, 26–28
Arkansas	ACT	February 20	consult school district	Online testing window: February 20–22, 26–28
Colorado	SAT	April 9	April 9–12	Makeup date: April 23
Connecticut	SAT	March 27 or April 9	consult school district	Makeup dates: April 23 and 24
Delaware	SAT	March 27	March 27–April 9	Makeup date: April 9
D.C.	SAT	March 6	consult school district	Makeup date: March 27
Hawaii	ACT	February 20	February 20–28 (Tu–Th)	
Idaho	SAT	April 9	consult school district	Makeup date: April 23
Illinois	SAT	April 9	April 9–23	Makeup date: April 23
Kentucky	ACT	TBD	TBD	2018 ACT dates: March 20 (Accommodations: March 20–April 3)
Louisiana	ACT	March 12	March 12–26	Online testing window: March 12–14, 19–21; Makeup date: April 2
Maine	SAT	April 9	consult school district	Makeup date: April 23
Maryland	TBD	TBD	TBD	2018 SAT date: April 10
Michigan	SAT	April 9	April 9–23	The SAT is administered with the Essay. Makeup date: April 23
Mississippi	TBD	TBD	TBD	2018 ACT date: February 27
Montana	ACT	April 2	consult school district	The ACT is administered with the Writing Test. Makeup date: April 24
Nebraska	ACT	April 2	April 2–16	Online testing window: April 2–4, April 9–11, 2019 (Tues–Thurs only)
Nevada	ACT	TBD	TBD	2018 ACT test date: February 27
New Hampshire	SAT	TBD	TBD	2018 SAT test date: March 21
New York	SAT	TBD	TBD	2018 SAT test date: March 21
North Carolina	ACT	February 20	February 20–28, March 1–6	Online testing window: February 20–22, 26–28
North Dakota	ACT	March 12	March 12–26	Online testing window: March 12–21 (Tuesdays–Thursdays)
Ohio	ACT or SAT	ACT: February 20, March 10 SAT: March 6 or April 9	ACT: February 20– March 6 SAT: March 6–19, or April 9–22	Districts and community schools decide whether to administer the ACT or SAT. Online testing for the ACT is available February 20–28 (Tuesdays–Thursdays). Online testing for the SAT is available March 6, April 9–11
Oklahoma	ACT or SAT	ACT: TBD SAT: TBD	ACT: TBD SAT: TBD	Districts can decide whether to administer the ACT or SAT. 2018 ACT test date: April 3. 2018 SAT test date: April 10.
Rhode Island	SAT	April 9	consult school district	Makeup date: April 23
Tennessee	ACT or SAT	ACT: March 12, April 2, 24 SAT: March 4, 25, April 7, 21	consult school district	School districts can select from a range of dates.
Utah	ACT	February 20	February 20–28, March 1–6	Online testing window: February 20–28 (Tuesdays–Thursdays)
Wisconsin	ACT	February 20	February 20–March 6 (weekdays only)	
Wyoming	ACT	April 2	April 2–April 16	Online testing window: April 2–April 11 (Tuesdays–Thursdays)

Sources: ACT.org, CollegeBoard.org, Departments of Education at each state.

Compass Score Reports

Practice Tests

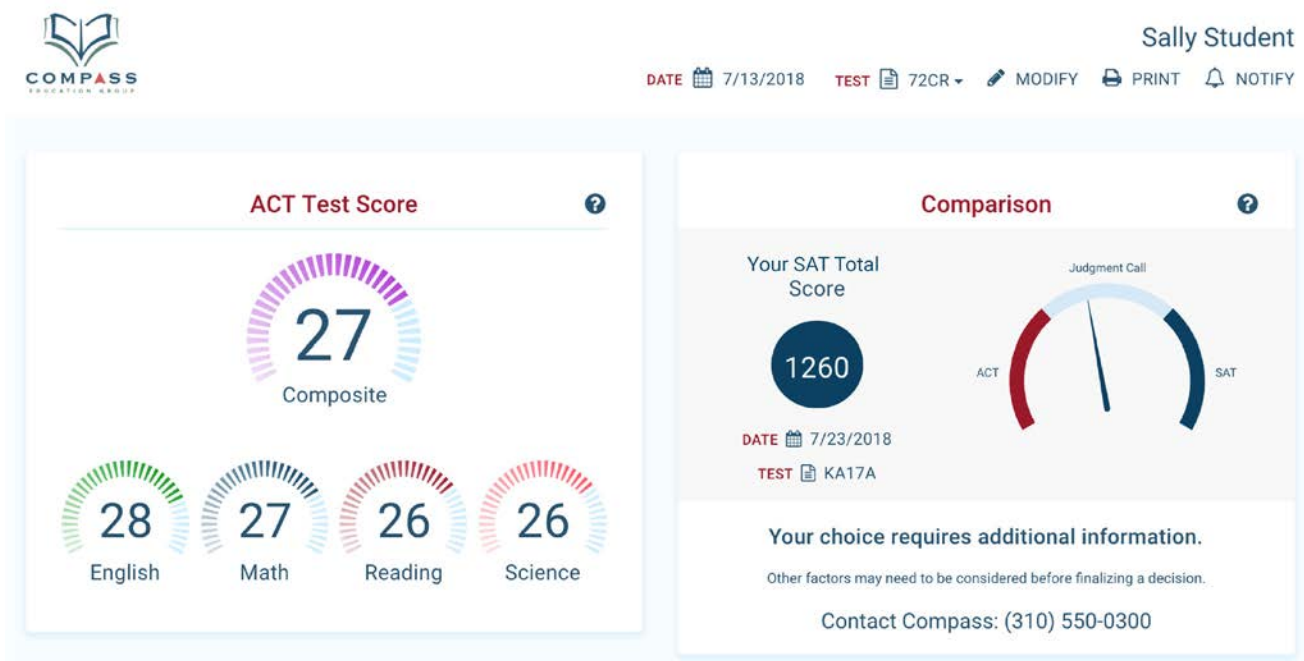
The best test preparation always includes practice tests, but for students to derive the most benefit from the experience, we recommend the following best practices:

1. Tests should be full-length exams published by the actual test makers.
2. Tests should be proctored under strict timing and testing conditions.
3. Detailed diagnostic reports should be produced and then carefully reviewed.
4. Subsequent diagnostic testing should occur at regular intervals throughout the test preparation process.

Compass hosts proctored practice tests every weekend in person and online. We offer practice tests for the ACT, SAT, PSAT, SAT Subject Tests, and high school admission tests (HSPT, ISEE, SSAT). Contact us to sign up for a practice test session near you.

Score Reports

After taking a practice test, students receive a detailed score report. Our score reports serve as the foundation for a discussion with one of our expert directors to help you make the decision between SAT and ACT, identify your ideal testing timeline, and customize a tutoring program to meet your individual needs and goals.



View a built-in comparison tool when you take an ACT and SAT with Compass.

Only taking one test? View your concordant score.

Use our percentile ranking tool to see how much your percentile will improve with score gains.

86TH
PERCENTILE

English

88TH
PERCENTILE

Math

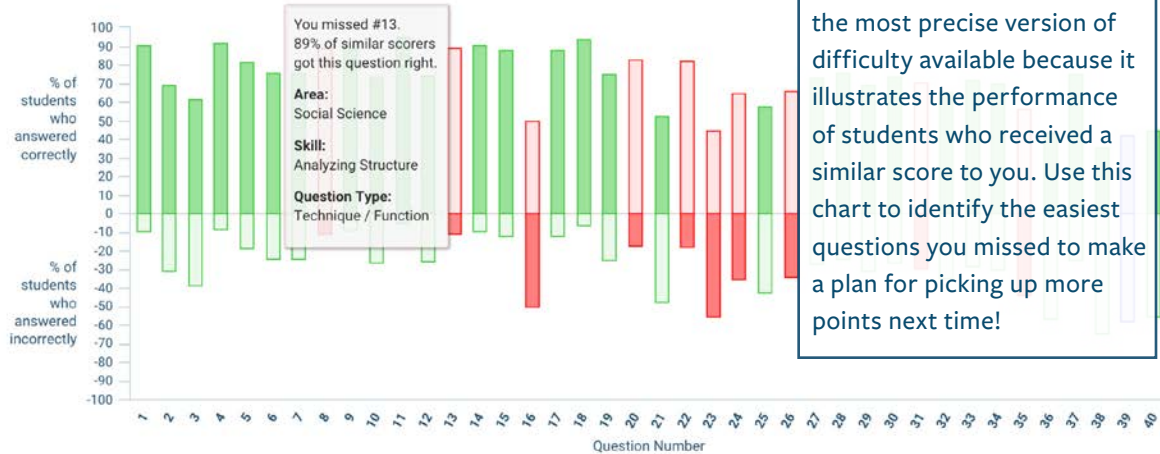
77TH
PERCENTILE

Reading

85TH
PERCENTILE

Science

Similar Scorers



The Similar Scorer chart is the most precise version of difficulty available because it illustrates the performance of students who received a similar score to you. Use this chart to identify the easiest questions you missed to make a plan for picking up more points next time!

Reading Answer List ?

View by: Passage All Right Wrong

Passage

Answers

Prose Fiction	● ● ● ● ● ● ● ● ● ●	1 2 3 4 5 6 7 8 9 10
Total Questions: 10	Right: 9	Wrong: 1
	Blank: 0	90% correct
		Similar Scorers: 80%
Social Science	● ● ● ● ● ● ● ● ● ●	11 12 13 14 15 16 17 18 19 20
Total Questions: 10	Right: 7	Wrong: 3
	Blank: 0	70% correct
		Similar Scorers: 83%
Humanities	● ● ● ● ● ● ● ● ● ●	21 22 23 24 25 26 27 28 29 30
Total Questions: 10	Right: 6	Wrong: 4
	Blank: 0	60% correct
		Similar Scorers: 66%
Natural Science	● ● ● ● ● ● ● ● ● ●	31 32 33 34 35 36 37 38 39 40
Total Questions: 10	Right: 7	Wrong: 2
	Blank: 1	70% correct
		Similar Scorers: 57%

Toggle between a traditional question category list and an overall passage view to gain insight into content versus timing strengths and weaknesses.

Online Tutoring with Compass

Compass has been tutoring students online for more than a decade. This mode of instruction is increasingly popular, even among students with plentiful in-person options, because of the convenience and flexibility it affords while providing equally impressive results.

BENEFITS OF ONLINE TUTORING

FLEXIBILITY: Online tutoring can accommodate the schedules of the busiest students. Our online tutors are accustomed to teaching at all hours across a variety of time zones. Online tutoring provides an unparalleled level of convenience.

WORLD CLASS TUTORS: Our elite team of online tutors is handpicked from our established base of in-person instructors. Online tutors have proven track records of success at Compass, and our directors take great care to make the perfect tutor match.

REMOTELY PROCTORED TESTS: Students can sign up for regular online proctored practice test sessions. We use video conferencing software to allow our live proctor to monitor students as they practice the way they will take the real test: with paper and pencil. See the following page for more information.

HOW IT WORKS



VIDEO CONFERENCING AND INTERACTIVE WHITEBOARD

Video conferencing software connects you to our tutors through computers or tablets. As you chat with your tutor, you feel like you're in the same room together even when you're thousands of miles apart. A shared whiteboard allows you to work on problems together in real-time.



STATE-OF-THE-ART DOCUMENT CAMERA

Each of our online programs includes a high-definition document camera for you to keep. Combined with video conferencing software, the camera is a powerful tool for your tutor to closely track your work in real-time.



INDUSTRY-LEADING CURRICULUM

Our SAT and ACT course materials are designed to be explored with the guidance of Compass tutors. From strategies to question sets, our course books provide material for lessons and homework assignments. These materials are exclusively available to our clients.



Online Practice Tests

We recommend that students take practice tests under conditions as close to those of the real test as possible. Very rarely does a student's home provide a serious testing environment. It can be a challenge for students to administer practice tests to themselves—phones ring, siblings distract, and kitchen timers can be ignored for the sake of finishing one last problem. Though Compass offers a wide range of testing opportunities, sometimes students simply have to take the test at home. In these cases, we have two options to help improve the in-home testing experience.

ONLINE PROCTORED TESTS

Every weekend, Compass offers a variety of online testing sessions with a live proctor. Through video conferencing software, we create a virtual classroom where students are both timed and monitored by a proctor. Before the test, Compass will mail students a paper copy of the test booklet and answer sheet. On the day of the test, a student clicks the link in her confirmation email to be prompted to join the testing session. Once a student has finished her test, she can simply take a photograph of the answer sheet and email it to testing@compassprep.com. All essays are graded by our trained readers. Students and their parents are notified when scores become available a few days after the session.

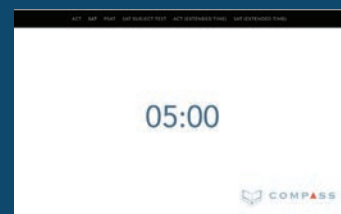
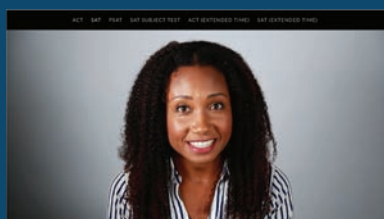
Our testing schedule offers morning test sessions for both west and east coast testers.

VIDEO TESTING

When students can't make an in-person or online practice test session, they can always turn to our proctor videos. These are available at: compassprep.com/testing-videos. In these videos, a proctor will read instructions and offer 5-minute warnings; an on-screen timer will count down remaining time in each section. We currently support the following tests:

- ACT
- ACT with 50% Extra Time Accommodation
- PSAT
- SAT
- SAT with 50% Extra Time Accommodation
- SAT Subject Test

These videos take the guesswork out of self-proctoring at home.



compassprep.com/testing-videos

The Compass Team

Compass directors are experts in the field of college admission testing rather than the sales associates found at many test prep companies. Compass directors have years of tutoring experience of their own as well as in-depth knowledge of how to handcraft and support successful test preparation programs. While we invest heavily in providing parents, students, and counselors with the resources to make good admission testing decisions, it is the individualized guidance of our directors and their insightful collaboration with our clients that allow us to achieve consistently stellar outcomes.



Sara Berard
Managing Director

Sara's two decades of test prep experience truly shine as she leads our talented and dedicated Southern California team of directors. Sara is widely known by college counselors for her integrity and dependability in providing the highest level of care and delivering successful outcomes for our clients.



Lia Lackey
Managing Director

Lia began SAT and ACT tutoring while completing her B.A. in Architecture at UC Berkeley. She also worked with the Sacramento County Office of Education to develop science achievement exams for California high schools. Throughout her career in management and advising, Lia has maintained a passion for education.



Torsten Sannar
Senior Director

Torsten holds a Ph.D. in Theater History from UC Santa Barbara and a B.A. from Claremont McKenna College. He has more than 20 years of test preparation experience and enjoys drawing upon his creativity to help families navigate the admission landscape. Torsten helps oversee the Southern California team of directors.



Hillary Sciarillo
Senior Director

After earning degrees in English Literature and Spanish from Drew University, Hillary started working as a verbal tutor in 2003. She brings years of experience teaching in the Marin County school system and enjoys working corroboratively with families to create personalized, one-on-one programs.



Matt Steiner
Senior Director of Outreach

Prior to joining Compass, Matt obtained an M.A. in Social Sciences from the University of Chicago. He has a decade of experience in the field of test preparation, working as both an instructor and administrator for multiple tutoring firms in Los Angeles. In his role as the Senior Director of Outreach, Matt enjoys building partnerships with schools.



Ash Kramer
Senior Director of Product and Curriculum

Ash's background ranges from film to education. She received M.A.s in English from CSULA and the University of Southern California. At Compass, she works with computer developers, test writers, artists, and marketers to create everything from paper course books to apps.



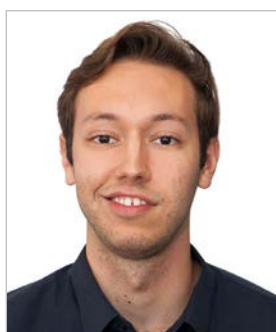
Sean Angus
Director

Sean graduated from Tufts University in Boston with degrees in English and Entrepreneurial Leadership Studies. While at Tufts, Sean played lacrosse and wrote for the school newspaper. He tutored all levels of high school math and the SAT, ACT, and Subject Tests for 10 years.



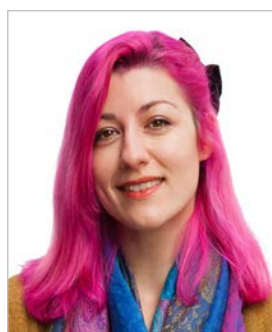
Vibhuti Bhagwati
Accountant and Bookkeeper

Vibhuti earned her B.A. in Commerce from the University of Mumbai. She has worked in finance for more than 11 years and has been a part of the Compass team for eight. She handles all bookkeeping and accounting responsibilities for our offices across the country.



Bob Borrmann
Administrative Coordinator of Outreach

Bob graduated with honors from New York University, where he studied Dramatic Writing and History. In his free time, he writes and plays pickup basketball. Currently, he serves as Compass' Administrative Coordinator of Outreach.



Christine Carey
Program Manager

Christine received a B.A. in Film, Theater and Communication Arts, and later an M.B.A., from the University of New Orleans. Originally a verbal tutor, Christine transitioned to a full-time role. She now coordinates tutors, families, and directors to ensure students can realize their full potential on test day.



Patty Chikamagalur
Digital Marketing Manager

Patty earned her B.A. in Political Science from Cal State Fullerton and her Masters in Health Administration from the University of LaVerne. She has worked in marketing for 15 years in Real Estate, the Legal industry, and in the Health sector. She is somewhat new to the Compass team and manages digital marketing efforts.



Megan Drennan
Quality Assurance Analyst

Megan holds a B.A. and M.A. in Anthropology/Archaeology and has had the opportunity to participate in digs worldwide. She now brings her attention to detail to her role as QA Analyst, helping to ensure a quality software experience for Compass employees and students.



Margaux Erilane
Manager of Practice Testing

Margaux graduated with B.A.s in Psychology and Zoology from Ohio Wesleyan University. She began her tutoring career in college, helping classmates with biology and statistics. At Compass, she started as a math and science tutor in 2015 and now serves as the Manager of Practice Testing.



Dan Hamlin
Director

Dan graduated summa cum laude from UCLA and received his M.A. from the University of Wisconsin-Madison. His tutoring experience, which stretches back well into the 1990s, has included working with students on the SAT and ACT, as well as on a variety of AP exams, Subject Tests, and academic subjects.



Alicia Hovey
Director

Alicia graduated from the University of Maryland with a B.A. in Journalism and went on to teach English at an independent school in San Francisco. She brings her passion for education to Compass where she loves helping students and families navigate the world of high stakes testing involved in the college admission process.



Ryan Kenney
Software Developer

Ryan discovered his passion for software development and earned a degree in computer science. After graduating, Ryan went on to build various online learning and training management software systems before bringing his experience to Compass.



Arisa Kim
Director of Instruction

Arisa has almost 20 years of experience in the field of test preparation. She graduated *cum laude* from Pomona College and received her J.D. from UC Berkeley. Currently, she serves as Compass' Director of Instruction, overseeing the tutor hiring process and providing support after training.



Bryan Kramer
Director of Operations

Bryan holds a B.A. in Cinema and Television from the University of Southern California. Before joining Compass, he was an account manager for luxury, boutique hotels in Los Angeles. At Compass, he provides critical logistical support for tutors and directors, ensuring that all programs run smoothly.



John Larsen
Practice Test/Classroom Manager

John has a B.A. in English from Notre Dame de Namur University, where he has also taught courses in writing and journalism. After joining Compass as a Verbal tutor in 2015, John honed his skills teaching hundreds of students all over the Bay Area. In 2017, he settled down in the Northern California team offices as the Practice Test and Classroom Manager.



Jon Lee
Director

Jon began his test preparation career in 2002. He holds a Master of Music degree from CSU, Los Angeles, where he was also a professor. Prior to joining Compass, Jon spent five years overseeing tutors for the Guardian Scholars Program at LA City College, supporting students who are current and former foster youth.



Sarah Masonwood
Administrative Coordinator

Sarah graduated with a B.A. in Sociology and Anthropology from the University of Redlands. Before joining Compass, she built her administrative and customer service skills in the travel industry. As part of the Compass operations team, she enjoys working with parents, tutors and directors to support student programs.



Sue McLaughlin
Director of Recruiting and Staff Development

Sue graduated from Brown University with a B.A. in Modern Culture and Media. With a background in training and a passion for education, Sue was thrilled to join Compass as a verbal tutor. Now, Sue oversees one-on-one programs and enjoys the opportunity to work with both families and tutors.



Ping Mathre
Director

Ping obtained her B.A. in Psychology at U.C. San Diego, and then went on to earn an M.S. in Family Therapy at UMASS Boston. She joined Compass in 2015 as a verbal tutor, and enjoys supporting students and families in reaching their goals.



Avi Moses
Software Engineer

For the past 20 years, Avi has been crafting both small- and large-scale websites and solutions as a full-stack software developer. He earned his B.S. in Electrical / Computer Engineering from the University of California, Los Angeles. Avi currently resides in Denver, Colorado.



Jill Muttera
Director

Jill graduated from UCLA with a B.A. in Communication Studies. Her career in education has included tutoring for the SAT and ACT, creating test prep online content, and working as a teacher. Jill also worked as a software project manager before returning to her passion of helping students navigate test prep and college admissions at Compass.



David Perez
Director

David received a B.A. in Human Biology from Stanford University. Before joining Compass as a verbal tutor, he worked in a variety of marketing and sales roles in the biotech, hospitality, and finance industries. David also enjoys volunteering, promoting childhood literacy and youth empowerment.



Kari Redemske
Administrative Coordinator

Kari relocated to Los Angeles from Chicago and joined Compass in 2011. Kari is an integral member of the operations team, and when she is not helping parents and students, she recently completed her degree in Education at California State University, Los Angeles.



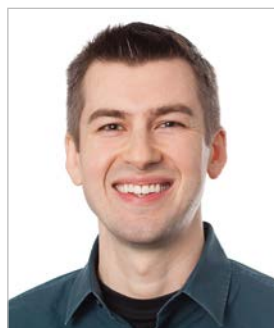
Meryl Seward
Program Manager

Meryl received degrees in Environmental Analysis and Studio Art from Pomona College. Meryl has tutored hundreds of Compass students and has trained our tutors. As Program Manager, she ensures clients are thoughtfully paired with tutors and experience the highest level of service.



Amber Stiles
Director

Amber most recently lived in Tokyo, where she taught English at Komazawa University. After earning a B.A. in Russian Studies from San Francisco State University, she tutored for AmeriCorps and taught ESL in Spain, France, and Japan. She finds satisfaction in helping students reach their goals.



Corey Weidenhammer
Software Lead

Corey obtained his B.S. in Computer Science and B.A. in Psychology from the University of Maryland, Baltimore County, where he also served as a teaching assistant and tutor. He has been building software and leading development teams for over 10 years. At Compass, he manages all aspects of software development.

Compass Tutors

Number of U.S. News Top 25 Universities Represented by Compass Tutors: 25

Every company claims to have the best tutors. Compass is a company of tutors—an environment carefully constructed to be the pinnacle of the profession. Positions at Compass are coveted, with a competitive selection process intentionally resembling admission at the highly selective colleges from which our tutors earned their degrees. Compass tutors enjoy an industry-leading level of ongoing support and professional development opportunities. We are as responsive to their needs as we are to those of our students. Below is a sample of our outstanding team of tutors.

Adrian W.

University of Southern California, B.A. Music
University of Southern California, M.A. Music

Ajarae K.

Harvard University, B.A. Biological Anthropology

Alexandra B.

Boston University, B.A. English

Alison D.

Haverford College, B.A. Philosophy
University of California, Los Angeles, Ph.D. Culture and Performance

Amir R.

University of California, Berkeley, B.S. Civil Engineering

Andrew M.

Oberlin College, B.A. French and B. Music Composition

Ashling Q.

University of California, Berkeley, B.A. Integrative Biology

Ben Z.

Duke University, B.A. Theater, History, and Film

Brian R.

Cornell University, B.A. Economics and Philosophy

Carolyn C.

Stanford University, B.A. Music
Stanford University, M.A. Modern Thought and Literature
University of California, San Diego, Ph.D. Music

Charlotte W.

Vassar College, B.A. Theater
University of California, Los Angeles, M.F.A. Screenwriting

Christina C.

University of California, Berkeley, B.S. Molecular Environmental Biology

Chuti T.

Northwestern University, B.A. Political Science and Economics

Conor L.

Dartmouth College, B.A. Psychology

Cristina C.

Vassar College, B.A. Biopsychology

Daniel K.

Hampshire College, B.A. Environmental Health Science and Policy
University of California, Irvine, Ph.D. Environmental Health Science and Policy

Daniel M.

Cornell University, B.A. English Literature

Daniel R.

Sonoma State University, B.A. Liberal Studies and English
New York University, M.A. Humanities and Social Thought
Pomona College, Ph.D. English and Cultural Studies

Daniella C.

Duke University, B.S. Neuroscience

David P.

Stanford University, B.A. Human Biology

Debbie F.

Brown University, B.A. Theater Arts and English

Devinder A.

Tufts University, B.S. Civil Engineering

Dulcie H.

Pomona College, B.A. Geology and Physics
Stanford University, Ph.D. Geophysics

Eric B.

Princeton University, B.A. Music
University of Chicago, Ph.D. Music

Erica L.

Yale University, B.A. Archaeological Studies
Harvard University, M.A. Anthropology

George Y.

Stanford University, B.A. History and Economics
University of California, Los Angeles, M.B.A.

Percentage of Compass Tutors with Graduate Work or Degrees: 65%



Number of Ivy League Graduates Rejected as Tutor Candidates in a Typical Year: 100+

Grant H.

University of California, Berkeley, B.A. English and Art History

Greg K.

Columbia University, B.A. Music and Russian Literature

Hilah L.

Boston University, B.A. Art History
Columbia University, M.A. History of Art

Hilary F.

Northwestern University, B.A. Theater

Jackie C.

University of Southern California, B.A. Chemical Engineering

James H.

University of Cambridge, B.A. Archaeology and Anthropology

Justin B.

University of Maryland, B.A. Journalism and Government and Politics
University of California, Davis, J.D.

Karim E.

Yale University, B.A. Economics

Kate C.

University of Paris, Sorbonne, B.A. Philosophy
University of Paris, Sorbonne, M.A. Linguistics

Katharine S.

Yale University, B.A. History

Kavish G.

Northwestern University, B.A. Biological Sciences

Kelsey F.

Columbia University, B.A. Chemical Engineering

Kyung P.

Stanford University, B.S. Biomechanical Engineering
University of Washington, Ph.D. Bioengineering

Lisa G.

Stanford University, B.A. Psychology

Malika W.

Stanford University, B.A. Drama and Urban Studies
University of Southern California, M.F.A. Acting

Matt M.

Princeton University, B.A. English, Film, and Literature

Megan H.

Hendrix College, B.A. English and Chemistry
University of Virginia, M.A. English
University of Southern California, Ph.D. English

Muffy M.

Brown University, B.A. Anthropology and American Studies
University of Stockholm, M.A. Social Studies

Noa B.

University of California, Berkeley, B.A. Rhetoric
University of California, Los Angeles, Ph.D. Comparative Literature

Rachel N.

University of California, Santa Cruz, B.A. History
University of St. Andrews, M.A. Ancient History

Regan P.

Columbia University, B.A. English
University of Iowa, M.F.A. Creative Writing

Robert H.

Yale University, B.A. English
University of California, Los Angeles, J.D.

Russel H.

Duke University, B.A. English

Sara Joe W.

Harvard University, B.A. Sociology
University of Southern California, M.F.A. Film Production

Sarah D.

Clemson University, B.A. English and Education
Clemson University, M.A. English
The Royal Holloway, University of London, Ph.D. English

Sarah K.

University of Connecticut, B.A. Applied Mathematics

Sean W.

Wesleyan University, B.A. Neuroscience and Behavior
Wesleyan University, M.A. Neuroscience

Stephanie H.

University of Southern California, B.A. Neuroscience

Van T.

Stanford, B.A. English

Percentage of Applicants who are Hired: < 5%

Services for Schools and Counselors

Mock Testing and Grading Services

One of the most important aspects of admission testing guidance that students need is diagnostic experience. Mock testing helps students to set baselines, choose between tests, and make healthy choices around when to test officially and how to pursue improvement.

To help students make appropriate and well-informed testing plans, Compass offers practice test materials and grading services at no cost for schools who wish to provide on-campus diagnostic exams. Practice test offerings include PSAT, SAT, ACT, and SAT Subject Tests.

Within just a few days of a practice test administration, we provide detailed analysis. In addition to individual reports that identify students' specific strengths and weaknesses across content areas, Compass will generate a group score report to reveal insights across an entire class. We are then available to help counselors and faculty dig into the report's implications.

Schools appreciate our prompt and professional service, use of accurate tests, light-handed follow-up with families, and availability of experts and detailed resources to help with interpretation.

College Admissions Testing Presentations

The leaders at Compass are guest speakers at dozens of schools and conferences across the country each year. Typically, our presentations address audiences of 10th grade families in the spring and 11th grade families in the fall.

For parents and students, our presentations provide thoughtful, nuanced information about the current state of college admission testing. The tone of these events is calming and educative, and families leave with a defined sense of how to build a testing plan that is efficient, individualized, and developmentally appropriate. With data, anecdotes, humor, and compassion, we help families appreciate that a smart, sophisticated, and successful approach to testing is possible while also protecting the student's schedule and sanity.

Our presentations are constantly updated with fresh material, but some of our most popular topics include:

- ▶ SAT or ACT: Making the correct choice and sticking with it
- ▶ Understanding PSAT or PreACT scores and not overreacting
- ▶ Why colleges' testing policies vary so widely; coded language
- ▶ The role and relevance of Subject Tests and interpreting scores
- ▶ Sane and successful calendaring of testing and test prep
- ▶ Resisting the urge to start too soon, knowing when to walk away

The content of the presentation is always tailored to the needs and unique context of a particular audience. We love delivering these talks and are proud to say that we are always re-invited!

Counselor Testimonials

“What we value most about Compass is their integrity. We trust the services they provide and the intelligently responsive manner in which they offer them.”

Sharon Cuseo, Upper School Dean
Harvard-Westlake School

“I have worked with a number of test prep companies over the years, and I can confidently say that Compass is the best. They are true partners in helping to educate and support families through the standardized testing maze.”

Jason Honsel, Director of College Counseling,
St. Andrew's School, DE

“We consider Compass to be consummate professionals and colleagues, helping our families become both informed and relieved of the anxiety that often accompanies admission testing.”

Marty O'Connell, Co-Director of College Counseling,
Marymount High School;
formerly Executive Director, Colleges That Change Lives

“Each year we partner with Compass to educate our families about college admission testing and provide diagnostic exams for students. I am inundated by offers from test prep companies, but I always find myself coming back to Compass.”

Canh Oxelson, Director of College Counseling,
Horace Mann School;
formerly Director of Recruitment, UPenn

“We are delighted to partner with Compass, as so many of our colleagues have done. The education and training Compass provides to our school and to the counselor community is invaluable. Their excellent research de-stresses rather than raise alarms.”

Katy Murphy, Director of College Counseling,
Bellarmine College Prep;
Past-President of NACAC

“Compass has been a tremendous benefit to our students and parents each year for the last two decades. The Compass leadership simply is in a class of its own; they are the foremost experts in the field with the highest ethical standards.”

James Skrumbis, Head of School,
Sierra Canyon School, CA

“We only receive positive feedback from families who have prepared with Compass. In a service industry that often feels “transactional,” Compass makes a student's well-being and his or her specific needs the focal point.”

Tamar Adegbile, Director of College Counseling,
Cate School

“We have been thoroughly impressed by Compass' comprehensive resources, their data-driven knowledge of testing, and their sensible approach to taking these tests.”

Tracy Matthews and Naté Hall,
Friends Select School, Philadelphia, PA

“Professionalism, expertise, and care: these are the touchstones that our families expect, that we need, and that Compass delivers. We have been thoroughly impressed with our Compass experience.”

Brian Leipheimer, Director of College Counseling,
Collegiate School, Richmond, VA

“I've been working with Compass for over 10 years. Compass has always demonstrated a healthy, developmentally appropriate approach to test preparation. This is a calling for the Compass team rather than simply a business endeavor. In a time when test prep companies are lurking around every corner of our community and offering questionable advice, it is refreshing to be able to refer our families to Compass year after year and trust their guidance is in sync with ours.”

Gloria Diaz Ventura, Director of College Counseling,
Flintridge Preparatory School

“When students and parents ask me for test prep options, I provide a list. When they ask for recommendations, I provide only one. The directors of Compass are honest, respected, and smart. They are more interested in teaching and guiding than in selling—a refreshing find in test preparation.”

Jon Reider, Director of College Counseling,
San Francisco University High School

“When we refer families to Compass, we know that we are connecting them to professionals who can manage the entirety of the admission testing process. Our students report back how much they love their tutors and how much their scores have improved.”

Molly Branch, Co-Director of College Counseling,
Windward School

“Our families gravitate toward Compass because its tutors and staff honor each student, appreciating his or her unique strengths and weaknesses. Compass is the gold standard within the industry of test preparation.”

Jennifer Simpson, Director of College Counseling,
Campbell Hall

“Compass is an invaluable resource for us. Their approach to testing is smart and reasonable.”

Laura Hotchkiss, Director of Upper School,
Marlborough School

We are proud to serve a diverse group of hundreds of schools and organizations nationwide.

ACCIS	Horace Mann School, NY	Palos Verdes Peninsula HS, CA
Archbishop Riordan HS, CA	Hun School, NJ	Pine Crest School, FL
Archer School for Girls, CA	Immaculate Heart HS, CA	Pinewood School, CA
Athenian School, CA	IECThe Independent School Alliance	Polytechnic School, CA
Avenues: The World School, NY	Isidore Newman School, LA	Portledge School, NY
Bear Creek School, WA	John Cooper School, TX	Presentation HS, CA
Bentley School, CA	John O'Connell HS, CA	Quarry Lane School, CA
Beverly Hills HS, CA	Jsera Catholic HS, CA	Redwood HS, CA
Branson School, CA	Junipero Serra HS, CA	Regis Jesuit HS, CO
Brentwood School, CA	Kehillah Jewish HS, CA	RMACAC
Brooklyn Friends School, NY	Kent Denver School, CO	Sacred Heart Preparatory, CA
Buckley School, CA	Kings Academy, FL	Sage Hill School, CA
Campbell Hall, CA	La Jolla Country Day School, CA	Saint Francis HS, CA
Cardinal Newman HS, CA	Lick-Wilmerding HS, CA	Saint Ignatius College Preparatory, CA
Casady School, OK	Loyola HS, CA	Saint Mary's College HS, CA
Castilleja School, CA	Marin Academy, CA	San Marin HS, CA
Cate School, CA	Marin School, CA	San Marino HS, CA
Chadwick School, CA	Marlborough School, CA	San Rafael High School, CA
Chapin School, NY	Marymount HS, CA	San Ramon Valley HS, CA
Cherry Creek HS, CO	Maybeck HS, CA	Santa Margarita Catholic HS, CA
Cistercian School, TX	Metairie Park Country Day School, LA	Sequoyah School, CA
Cleveland Humanities Magnet, CA	Menlo-Atherton HS, CA	Sierra Canyon School, CA
College Preparatory School, CA	Montclair Kimberley Academy, NJ	Sir Francis Drake HS, CA
Collegiate School, VA	Mounds Park Academy, MN	Sonoma Academy, CA
Colorado Academy, CO	NACAC	SACAC
Constitutional Rights Foundation	Newark Academy, NJ	St. John's School, TX
Convent of the Sacred Heart, NY	New West Charter HS, CA	St. Andrew's School, FL
Convent of the Sacred Heart, CA	Nightingale-Bamford School, NY	St. Andrew's School, DE
Crystal Springs Uplands School, CA	Notre Dame HS, CA	Staten Island Academy, NY
Dalton School, NY	Nueva School, CA	Stuart Hall HS, CA
Durham Academy, NC	NYSACAC	Tamalpais HS, CA
de Toledo HS, CA	Oaks Christian School, CA	TACAC
Drew School, CA	Oakwood School, CA	Thacher School, CA
Dwight-Englewood School, NJ	Pacific Ridge School, CA	University HS, CA
Episcopal HS, TX	Palisades HS, CA	Urban School, CA
Episcopal School of Los Angeles, CA	Palos Verdes HS, CA	Viewpoint School, CA
Flintridge Preparatory School, CA		Vistamar School, CA
Galileo HS, CA		WACAC
Glenbrook South HS, IL		Westridge School for Girls, CA
Greenhill School, TX		Whittier Christian School, CA
Harker School, CA		Wildwood School, CA
Harvard-Westlake School, CA		Windward School, CA
Head-Royce School, CA		Young Eisner Scholars
The Hockaday School, TX		YULA Girls School, CA
HECA		



References and Resources

Testing Information

The College Board (SAT)

collegeboard.org
(866) 756-7346 General Information
(212) 713-8333 Students with Disabilities
(888) 857-2477 Deaf or Hearing Impaired

American College Testing (ACT)

actstudent.org
(319) 337-1000 General Information
(319) 337-1270 Registration
(319) 337-1313 Records (scores)
(319) 337-1332 Special Testing

PSAT/NMSQT

collegereadiness.collegeboard.org/psat-nmsqt-psat-10
(866) 433-7728 General Information
(212) 713-8333 Students with Disabilities
(609) 882-4118 Deaf or Hearing Impaired

The AP (Advanced Placement) Program

apstudent.collegeboard.org/home
(888) 225-5427

International Baccalaureate (IB)

ibo.org

Compass Education Group

compassprep.com
Although parts of the site are designed specifically for Compass students, we maintain a body of testing resources, admission links, and preparation tips for all students, parents, and counselors.

FairTest

(The National Center for Fair and Open Testing)

fairtest.org
FairTest has an openly anti-testing agenda, but they also have useful information about test optional policies.

Peterson's College Admissions and Test Prep

petersons.com/college-search
Free and fee-based test preparation, college search, and financial aid resources.

Number2.com

Free online test preparation. Its parent site, xap.com, also provides online application and essay tools.

KhanAcademy.org

In partnership with the College Board, Khan Academy provides free online test preparation for students taking the new SAT.

Recommended Study, Reading, and Reference

The Official SAT Study Guide by the College Board. The only source of practice SAT exams written by the test makers.

The Official Study Guide for all SAT Subject Tests by the College Board. The only source of actual Subject Tests. A must for students trying to decide which Subject Tests to take.

The Official ACT Prep Guide by ACT. Basic test-taking strategies and a handful of sample ACTs (with essays) written by the test makers.

Fair Game? The Use of Standardized Admissions Tests in Higher Education by Rebecca Zwick. Zwick is a former ETS researcher and currently a professor at UCSB. A comprehensive and relatively objective assessment of the positive and negative influences of admission testing.

Standardized Minds: The High Price of America's Testing Culture and What We Can Do to Change It by Peter Sacks. With his subtitle, Sacks makes clear his position on testing. He lays out the case against high-stakes exams, and he supports colleges such as Bates, which has been test optional for more than 30 years.

The Big Test: The Secret History of the American Meritocracy by Nicholas Lemann. This book won't raise your test scores, but it does give a history of how psychometric testing and the SAT came to occupy such an important place in American education.

College Admissions for the 21st Century by Robert J. Sternberg. An overview of "Kaleidoscope" testing, a new initiative in undergraduate admissions in which open-ended questions give applicants and admission officers the chance to move beyond standardized tests.

Choke: What the Secrets of the Brain Reveal About Getting It Right When You Have To by Sian Beilock. Dr. Beilock, an expert on performance and brain science, reveals why athletes, students, and job applicants have lapses in performance when it matters. Test anxiety is comprehensively reviewed.

SAT Wars: The Case for Test Optional College Admissions by Joseph A. Soares. This book examines the predictive validity of college admission tests, alternative forms of assessment for college readiness, and the rationale behind the movement of schools going test optional.

College Information

NCAA Eligibility Center

ncaaeligibilitycenter.org

One of your first stops if you plan to play varsity athletics in college.

Common Application

commonapp.org

Simplify your application process by taking a look at the common application used by over 500 colleges.

U.S. News and World Report Education Page

usnews.com/education

Whether you believe in rankings or think they are misleading, the U.S. News survey has an impact on how colleges, counselors, and students shape the debate. Lots of objective information apart from the “sound-bite” rankings.

Colleges That Change Lives

ctcl.org

A companion to the book of the same name. Profiles of quality schools that may not have the “prestige” or the cutthroat competitiveness of “name” schools.

National Survey of Student Engagement

nsse.iub.edu

The NSSE’s goal is to show the link between student engagement and a high-quality undergraduate experience. The site offers a searchable database of the scores earned by individual institutions.

CollegeConfidential.com

There are articles from admission experts, but the forums are the real draw here. You will find discussions on almost every topic related to admission, college life, and standardized testing. College Confidential is one of the few forums to get enough traffic that questions almost always receive answers. Visitors should keep in mind that not all information is accurate and much is just supposition on the part of other students. But it’s also the place that you are most likely to find a cluster of testing experts.

StudyAbroad.com

A site devoted entirely to studying abroad for a summer, a semester, or an entire college career.

Cappex

cappex.com

Connect with colleges, check your admission chances, and apply for scholarships by creating a free profile.

Washington Monthly College Guide

www.washingtonmonthly.com/college-guide

This college guide approaches rankings not by what colleges can do for you, but by what colleges are doing for the country. It also offers a ranking of Best-Bang-for-the-Buck Colleges.

College Navigator

nces.ed.gov/collegenavigator/

An online college search tool with exportable results.

College Reality Check

collegerealitycheck.com

Created by *The Chronicle of Higher Education*, this site allows users to compare up to 5 colleges at a time. The goal of the website is to share facts and figures that students, parents, and counselors should weigh in making decisions about college.

Recommended Study, Reading, and Reference

The College Board’s *College Handbook*. This guide or others like it by Peterson’s, Barron’s, and Chronicle provide short write-ups of virtually every college in the country. Available in most counseling offices.

Fiske Guide to Colleges by Edward B. Fiske. A subjective guide to competitive colleges based on student interviews and research.

The College Admissions Mystique by Bill Mayher. A fair, low-pressure guide for handling the college admission process.

The College Application Essay by Sarah Myers McGinty. Available at store.collegeboard.org.

The Gatekeepers: Inside the Admissions Process of a Premier College by Jacques Steinberg. A fascinating read and a useful reminder that admission officers are human, too.

Admission Matters: What Students and Parents Need to Know About Getting Into College by Sally P. Springer, Jon Reider, and Joyce Vining-Morgan. A guide to college admission that details the competitiveness of college applications, qualities of a good application, and steps for preparing for the college admissions tests.

What You Don’t Know Can Keep You Out of College: A Top Consultant Explains the 13 Fatal Application Mistakes and Why Character Is the Key to College Admissions by Don Dunbar with G.F. Lichtenberg. In this book, Dunbar explains what to do, and what not to do, to navigate the college admission process successfully.

The Early Admissions Game: Joining the Elite by Christopher Avery, Andrew Fairbanks, and Richard Zeckhauser. A study of Early Action and Early Decision programs at elite schools and the consequences of such programs.

College Unranked by The Education Conservancy. Follows through on the Conservancy’s mission to “reclaim college admissions as an educational process.” (educationconservancy.org)

Where You Go Is Not Who You’ll Be: An Antidote to the College Admissions Mania by Frank Bruni. Bruni is a bestselling author and columnist for the *New York Times* who argues that the Ivy League does not have a monopoly on prestigious careers post-college. Bruni’s thesis: a student’s efforts in and out of the classroom determine future success, not a diploma.

Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life by William Deresiewicz. Former Yale professor William Deresiewicz argues that the emphasis of undergraduate education should shift from the inculcation of practical (“technocratic”) skills to the cultivation of self-awareness and self-reflection among students.

College (Un)bound: The Future of Higher Education and What It Means for Students by Jeffrey J. Selingo. Selingo is a contributing editor for *The Chronicle of Higher Education*. In this book, Selingo begins by criticizing the existing state of college education, which leaves students unprepared for a rapidly evolving job market. Selingo believes that technology, including online courses, learning software, and the unbundling of traditional degrees will create a new era of social mobility and opportunity.

Harvard Schmarvard by Jay Mathews. A Harvard graduate and education reporter, Mathews attempts to show parents and students that rankings and a “name” school aren’t everything. Useful admission advice and profiles of excellent, but less famous, colleges.

Campus Visits & College Interviews by Zola Dincin Schneider. A College Board publication on how to get the most from your college tours and talks with college representatives, as well as everything you should know about the interview process.

Letting Go: A Parents’ Guide to Understanding the College Years by Karen Coburn and Madge Treeger. A guide for parents coping with sending a child off to college.

The Shape of the River by William G. Bowen and Derek Bok. Bowen and Bok are former presidents of Princeton and Harvard, respectively. They take a probing and comprehensive look at the use of affirmative action in college admission.

Admission by Jean Korelitz. A novelist’s entertaining take on an admission officer’s life at Princeton University and the protagonist’s attempt to “build a better fruit basket.”

College: What It Was, Is, and Should Be by Andrew Delbanco. In this historical narrative, Delbanco traces the rise of college and describes the unique strengths of America’s colleges. He warns that college education is becoming a privilege reserved for the relatively rich.

Financial Aid

U.S. Department of Education

studentaid.ed.gov

The Student Guide gives information on grants, loans, and work-study programs.

FAFSA

fafsa.ed.gov

A required stop for students applying for aid.

CSS/Financial Aid Profile

Some colleges require this form for awarding nongovernment aid. You can find and complete the form online at student.collegeboard.org/css-financial-aid-profile.

Finaid.org and FastWeb.com

Two well-respected sites for scholarship and financial aid information.

Learning Differences

College Board Services for Students with Disabilities (SSD)

collegeboard.org/students-with-disabilities

Information on receiving special accommodations for the PSAT, SAT, or AP.

ACT Services for Students with Disabilities

actstudent.org/register/disab

Association on Higher Education and Disability (AHEAD)

ahead.org

Professional association committed to students with disabilities (physical and learning) participating fully in the college experience.

LD Online

ldonline.org

Resources and links for a wide array of learning disabilities and attention deficit disorder.

International Dyslexia Association

dyslexiaida.org

Information on reading disorders (especially dyslexia) and links to helpful resources for diagnosis and remediation.

Association of Educational Therapists

aetonline.org

Information on the practice of education therapy and links to qualified educational therapists who specialize in interventions for learning disabilities.

Association of University Centers on Disabilities

aucd.org

Recommended Study, Reading, and Reference

K&W Guide to Colleges for Students With Learning Disabilities or Attention Deficit Disorder by Marybeth Kravets and Imy Wax.

Smart but Scattered by Peg Dawson. The definitive resource for helping students cope with executive function difficulties.

Proust and the Squid by Maryanne Wolf. A dense but deeply informative book on how the brain processes text and the root causes of reading disorders. Wolf examines how the “reading brain” of the child has evolved over the last several hundred years.

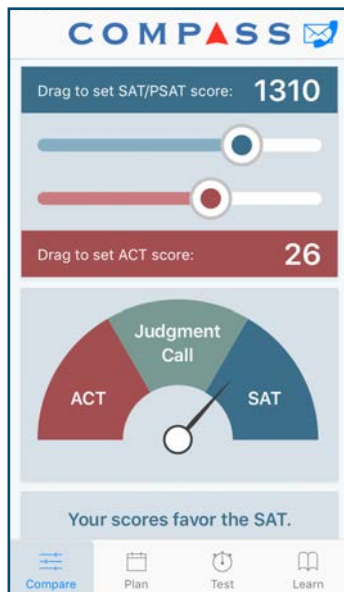
Compass Prep App

Available on Apple, Android, and Kindle Fire Devices

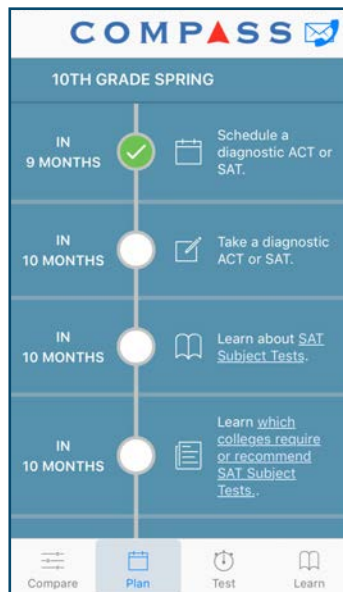
The Compass Prep App serves as the interactive companion to the *Compass Guide to College Admission Testing*.

Features Help Customize a Plan for College Admission Testing

COMPARE provides a fun and informative tool to compare PSAT, SAT, and ACT scores. Enter one of each and the meter will show you how much your scores lean toward one test or the other. This resource also gives a quick visual overview of the differences between the exams.



PLAN creates a personalized testing plan based on your responses to a series of simple questions. You can monitor important testing milestones from 9th through 12th grade and check them off as you complete them.



TEST offers our detailed, interactive score reports and provides a simple way to contact us to find out about testing in your area. Sign up for testing in one of our office locations or in one of our weekly online sessions.



LEARN compiles our most popular and useful testing resources—from National Merit cutoffs to colleges' Score Choice and Subject Test requirements. We not only keep families and counselors informed with up-to-date changes from ACT and SAT, but also offer insight into what those changes mean for you.



Download now to help make the decisions surrounding testing easier. Available in the Apple App Store, Android Play Store, and Amazon App Store.

PREPARING FOR TEST DAY

THE WEEK BEFORE THE TEST

- ▶ If you are in the habit of staying up very late, use a few days to transition to an earlier bedtime. It helps if you don't eat anything after 8pm, and if you don't use electronics during the hour before bedtime.
- ▶ Finish your homework by Thursday night, and put off as much as you can until after the test.
- ▶ Eat healthy, balanced meals. These should include lean protein and fiber but not too much sugar or starch.

THE DAY BEFORE THE TEST

- ▶ For today only, do as little studying as possible.
- ▶ Relax and do fun things. Watch a comedy, read a book, or do whatever helps you unwind.
- ▶ A light workout is a good idea, but a grueling one is not.
- ▶ Gather your test day necessities:

Directions to the test site
Your ADMISSION TICKET
PICTURE ID
Calculator with fresh batteries
Watch
Snacks and drinks

- ▶ Get another good night's sleep.

ON TEST DAY

- ▶ Get up at least two hours before the test so that your brain has time to wake up.
- ▶ Do something active for 10 minutes—a light run or stretching exercises—to wake up your body. Then take a refreshing shower to help wake up your mind.
- ▶ Eat a medium-sized, healthy breakfast. Drink tea or coffee only if they are part of your normal routine.
- ▶ Try a few easy/medium practice problems to “warm-up” your mind, but don't worry about checking your answers.
- ▶ Use your favorite music to help get you in a relaxed yet alert mood.
- ▶ Get to the testing site early, so you are not stressed about finding your testing room.
- ▶ Locate the restroom. Don't get lost during your 5-minute break looking for the restroom.

FINAL REMINDERS

- ▶ **NO CELL PHONES**
Not on silent. Not on vibrate. Not on breaks. They need to be off the ENTIRE time, or better yet, leave them at home.
- ▶ **KNOW YOUR TIME**
Make sure the proctor clarifies what he or she is using to keep the official time: is it her watch or the clock in the room? Proctors are NOT required to give you 5 minute warnings, so don't expect them. KEEP YOUR OWN TIME. If you think your proctor made a mistake, speak up right away. After the test is over, it's over.



Compass provides in-home and online
one-on-one test prep tutoring to
students around the country.

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