



THE COMPASS GUIDE TO

COLLEGE ADMISSION TESTING



SPRING 2021

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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 comprehensive, one-on-one tutoring for high school students aspiring to attend competitive colleges. We provide individualized test preparation and academic subject tutoring anywhere in the world via live online tutoring, and we offer in-home tutoring in select cities.

We have earned an unmatched level of trust from college counselors and administrators at thousands of high schools. Beyond private tutoring for students, we offer a range of resources to assist schools in their efforts to support students' transitions to higher education. Compass also has a proud tradition of partnering with schools and nonprofit organizations to help more students receive high-quality preparation regardless of financial means.

Compass leaders serve as keynote speakers at hundreds of high schools, colleges, and conferences annually. We partner with schools to provide advising seminars for parents, diagnostic assessments and analyses for students, and professional development for faculty and counselors. Our reputation in the education community dating back to 1989 is due to the outstanding successes our students achieve, our relentless commitment to research and sharing accurate information about tests, and the high ethical standards evident in our relationships with our constituents.

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 presents on this topic at conferences and institutions nationally and abroad. He regularly leads training on test interpretation for admission teams on college campuses, including Caltech, Rochester, and USC.



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

College admission testing and the context within which the tests operate have never lacked for controversy or failed to create confusion and anxiety. Even so, 2020 was a year without precedent in the testing realm. The pandemic limited testing availability and resulted in a roughly 30% reduction in the number of students taking the SAT or ACT. Keeping testing going for the 70% who did manage to test proved to be chaotic for schools and families. The impact of unavailable testing sites was uneven and will continue to be so at least into the summer of 2021. That disproportionate impact brings even more attention to the long-standing concerns about inequities in standardized testing and college admissions. Compass is committed—in our partnerships with schools, in our guidance for families, in our support for students, and in our relationships with our employees and coworkers—to centering equity and justice for those historically most underrepresented in higher education. We declare that Black Lives Matter, and we expand on what that means to us and requires of us in our Compass Commitments to Anti-Racism, Diversity, Equity, and Inclusion inside the rear cover of this book. We are grateful to all those who share these commitments and help hold us accountable to them.

The Compass Guide to Testing that you are reviewing is in its 22nd edition. This resource has always sought to provide definitive and detailed answers to the questions posed by college admission testing. That goal feels more challenging now than at any point in our company's history. We are in the midst of a period of unprecedented upheaval when the most fundamental questions about the tests' accessibility and necessity are in doubt. This means we—and our readers—must embrace more ambiguity and speculation than is comfortable. This edition of the Guide reflects the uniqueness of the moment and more than ever before is best utilized in conjunction with timely, complementary resources on our website and with the direct support of our team of Directors.

Due to the pandemic, we have not had a fully available, unimpacted national SAT or ACT date since February 2020. The vast majority of colleges and universities waived testing requirements for at least the class of 2021, and most will extend this flexibility to include at least the class of 2022. Despite testing being not required and not reliably available, roughly two thirds of the testing volume from the prior year remained intact. Well over a million students in the class of 2021 have test scores; an as yet unknown fraction included those scores in their college applications. Most colleges continue to weigh test scores in admission decisions when scores are submitted. The necessity and impact of showing strong test scores is murky and controversial, as we discuss at length in later pages. Broadly, predictions of testing's imminent demise appear to have been premature. Availability of national testing sites will likely stabilize by fall 2021, the popularity of "School Day" testing and unlisted sites has grown, and new modes of online test administration including an at-home option are in the pipeline.

As always, we will be here to help students make sense of an ever-evolving landscape, settle on the most sensible testing plans, and then maximize their potential on the tests. Please use this resource as a starting point and reach out to our team of directors for personalized guidance and support. We are proud to offer diagnostic testing, sophisticated analyses, and thoughtful feedback and recommendations for all families, including those who do not proceed with tutoring. We wish you good health, good humor, and great success as you pursue your higher education goals.

"OUR DIRECTOR WAS INVALUABLY COMMITTED AND INVOLVED. SHE'S BEEN ON OUR TEAM, STRATEGIZING A GAME PLAN TO GET THE BEST PERFORMANCE OUT OF MY KIDS. OUR TUTORS TOOK THE STRESS OUT OF THE PROCESS AND HELPED MY KIDS BECOME MORE ACCURATE TESTERS."

—KERRY C, MOTHER OF SAM, 11TH GRADER AT CRYSTAL SPRINGS UPLANDS SCHOOL

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 even prior to 2020, applicants faced an increasingly complex range of requirements and expectations. The “Varsity Blues” scandal, the pandemic, and rising awareness of the inequities in college opportunities have fueled the debate over how significant a role standardized test scores should play in admission decisions.

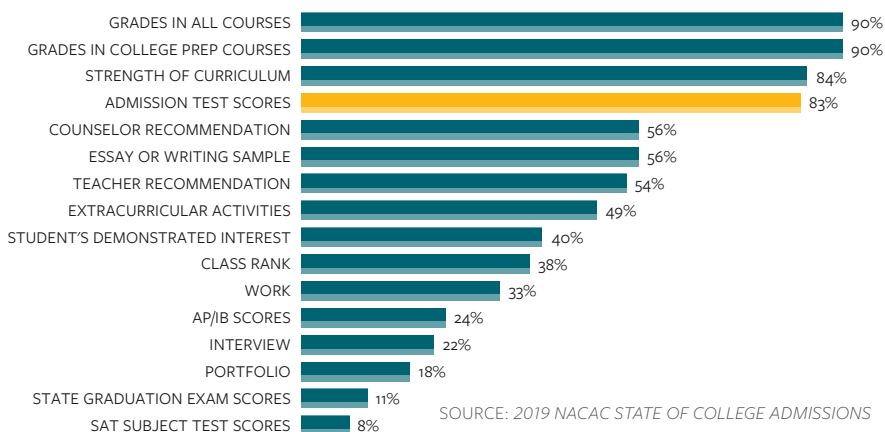
The trend at selective colleges is toward more flexible testing requirements even as the competition to gain admission to these schools continues to intensify. The ACT and SAT are now optional at a majority of US colleges and will remain so. SAT Subject Tests and the SAT Essay are being discontinued by College Board; we expect that ACT will phase out the essay component of their exam as well. Several dozen schools have even gone test-free, meaning test scores are not considered at all even if submitted.

GPA and course rigor continue to be the most important factors in a student’s application despite the pandemic’s impact on school attendance and grading policies.

Colleges have had no choice but to become more flexible and creative in how they evaluate applications from students coping with a global health crisis. Colleges assure students that they can expect compassion and understanding during these trying times.

ADMISSION FACTORS

PERCENTAGE OF COLLEGES REPORTING “CONSIDERABLE OR MODERATE IMPORTANCE”



SOURCE: 2019 NACAC STATE OF COLLEGE ADMISSIONS

PATHWAYS TO COLLEGE ADMISSION

A generation ago, most high school students took the SAT or ACT with little awareness of the other test, despite the fact that colleges have long accepted the SAT and ACT interchangeably. Today’s universal acceptance of either test and myriad testing-related options allow students greater choice but also cause more confusion for families.

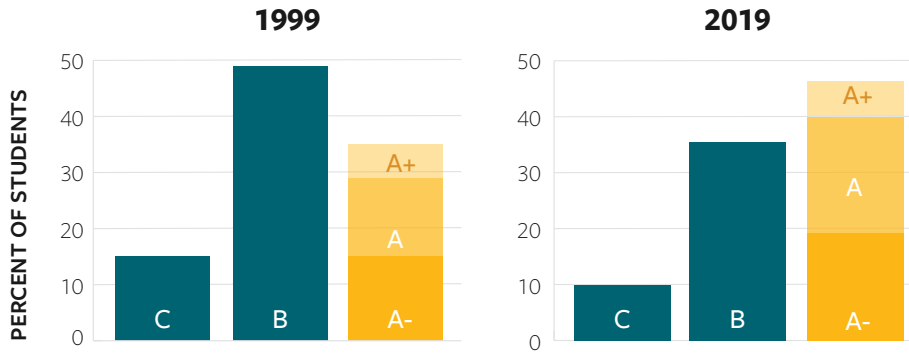
ACT offers the eponymous ACT and PreACT, and the College Board oversees the PSAT, SAT, and AP exams.

GPA AND STANDARDIZED TESTS

Performance in a rigorous high school curriculum is the best predictor of success in college and is the most heavily weighted factor at most colleges. However, the GPA is imperfect as a sole academic criterion for admission for two reasons. 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 applicants from one another.

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

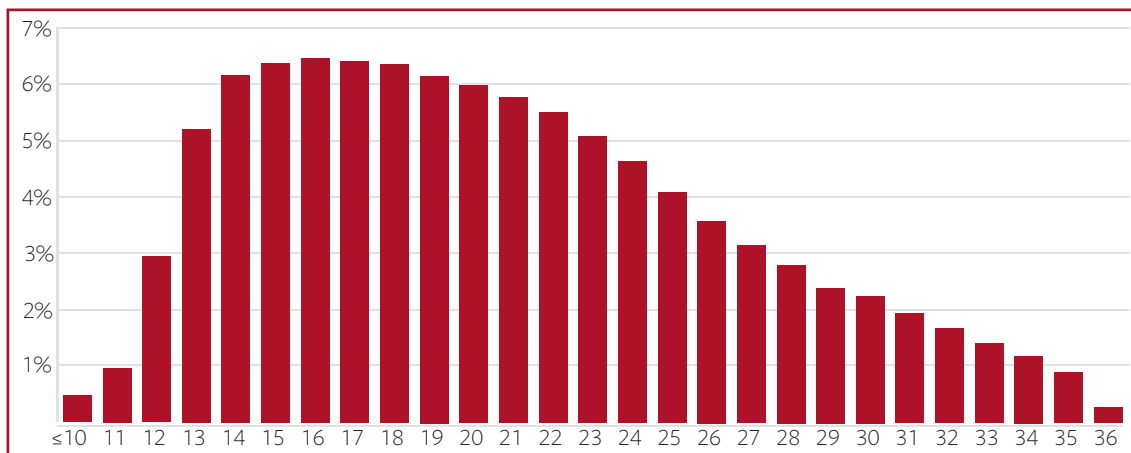
GPA REPORTED BY COLLEGE BOUND SENIORS



SOURCE: COLLEGE BOARD

These GPA charts illustrate the trend toward higher grades, with more students at the top of the scale. The ACT distribution, on the other hand, shows how scores are predictably distributed—particularly above the mean.

ACT COMPOSITE SCORE DISTRIBUTION—CLASS OF 2019



SOURCE: ACT PROFILE REPORT—NATIONAL, GRADUATING CLASS OF 2019

Test Optional

Prior to the pandemic, a movement away from inflexible testing policies was already afoot. For decades, test optional proponents have argued that the incremental value of standardized test scores is modest, and that pursuing high scores imposes unjustifiable burdens on students. Flexible policies have helped colleges reach a broader, more diverse pool, and competitive considerations vis-a-vis peer institutions have also fueled this trend.

The pandemic then upended testing policy across the entire landscape of college admissions. In just a few weeks in the spring of 2020, test optional became ubiquitous, at least temporarily. As test site cancellations continued through the fall, these policy changes were not merely

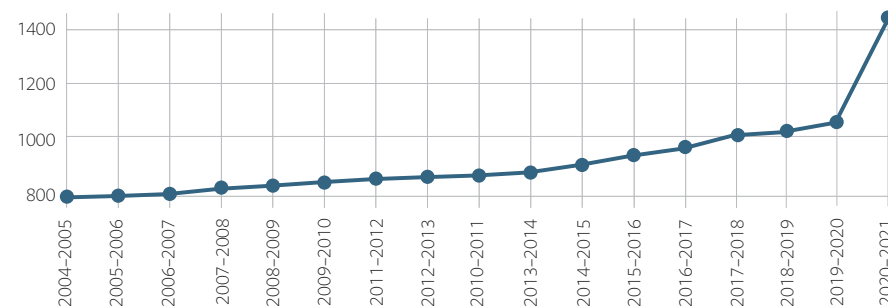
freeing, they proved necessary. Thousands of students reached their senior year without an opportunity to fulfill their testing plans. But thanks to the collective foresight of most colleges and universities, class of 2021 students did not find their possibilities much constrained by not submitting test scores; the absence of scores was not a conspicuous omission.

Whereas in prior years some colleges might have surmised that uncompetitive scores were being concealed, students applying without scores from the class of 2021 got the benefit of the doubt. Test optional colleges could not assume that applicants had safe, readily available chances to test. As testing opportunities begin to climb again, many of the more selective colleges will expect and receive scores from most applicants, although the option to withhold scores will remain common.

Instead of focusing on what they can forgo, serious applicants will consider what other applicants with similar opportunities are apt to present as strengths. Strong test scores—like other discretionary qualities volunteered in an application—may still help at most competitive schools. When colleges allow an applicant to choose, they are ceding more control to the applicant. To keep that control, the most prudent path is to attain scores, if feasible. All things being equal, applicants who have scores to report retain a potential advantage over those who opt out of testing right from the start. Students seem to grasp this reality; we have not seen a reduced interest in testing by applicants to competitive colleges.

Deciding how much to pursue testing requires risk calculations that were unimaginable before March 2020. Families must first determine whether any local test centers are open and available and then whether those sites

NUMBER OF COLLEGES / UNIVERSITIES WITH TEST OPTIONAL OR TEST FLEXIBLE ADMISSION POLICIES

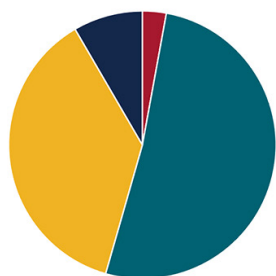


Source: Fairtest.org

satisfy their safety concerns. For the class of 2022, Compass is optimistic that testing conditions will gradually improve, and we believe summer and fall dates will be available in most regions of the country.

Students should try to ascertain how valuable scores may be at their colleges of interest. Most colleges are expected to extend their 1-year test optional policy for at least another year. Policy updates will solidify by the summer of 2021. To assist with these questions and others, Compass closely tracks the testing policies and competitive profiles of 400+ popular colleges. Most of these institutions attract a national applicant pool and are moderately to highly selective. Their current testing policies break down as follows:

A BREAKDOWN OF TEST OPTIONAL POLICIES AT THE 400+ COLLEGES AND UNIVERSITIES COMPASS TRACKS



Testing Policy	#	%
SAT/ACT Required	12	2.9%
Test Optional-1 year trial	174	41.7%
Test Optional-multiyear trial	41	9.8%
Test Optional-permanent	155	37.2%
Test Free	35	8.4%

A temporary stance is most common, accounting for nearly one-half of all test optional colleges. Within this group are schools that still prefer to receive scores and have granted a concession due to the pandemic. Also

included are schools whose admissions leaders are committed to the ethos of test optional and are urging their stakeholders to make the policy permanent (resistance can come from faculty, trustees, or politically-appointed regents of state institutions). How these trial periods evolve for the class of 2022 and beyond remains unclear. Compass expects many policies will be extended or made permanent. Students who are disadvantaged or discouraged by testing will have more options than ever before, even as scores remain relevant in most competitive contexts.

A complete reckoning of the impact of the test optional surge will take several years. 2020 saw a roughly 30% drop in tests taken and a corresponding reduction in scores submitted. We also saw that a test optional policy does not make a highly selective school less competitive; in fact it can enhance a college's desirability, increasing the imbalance of available spots and demand for them. Colleges that were already popular reached record levels of interest this year, especially in their early application rounds.

In the coming years, we will see if applicant and admission profiles at competitive colleges alter and what role testing policies have in that change. Other factors will surely affect college admissions, too: students returning from gap years, the attractiveness and accessibility of US colleges among international students, the affordability and safety of the residential college model, and more.

Compass continues to carefully monitor and report out on test-taking behavior and the use of scores. Visit our website for the most current compilation of this data for 400+ schools, and reach out to a Compass Director to discuss how these variables shape your testing plans.

The Competitive Landscape

The following is a sampling of admission statistics at over 400 well-known colleges. The test scores represent the range in the middle half of the class entering in 2018 and 2019. These scores should not be viewed as cutoffs or qualifying scores.

The Number of Applicants and Class Size columns give you some context for the Admit Rate (% of students accepted): a high acceptance rate doesn't necessarily mean a large first year class. 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).

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Comp 25th–75th Percentile	Submit ACT
Abilene Christian University	11,379	62%	932	1014–1230	48%	21–28	48%
Adelphi University	13,006	74%	1,245	1080–1270	74%	22–27	20%
Agnes Scott College	1,751	65%	299	1130–1340	50%	24–30	36%
Albion College	4,043	69%	415	990–1200	76%	21–27	25%
Allegheny College	5,208	62%	500	1170–1360	56%	24–30	27%
American University	18,545	36%	1,755	1220–1380	53%	27–31	31%
Amherst College	10,569	11%	470	1410–1550	59%	31–34	51%
Appalachian State University	16,664	77%	3,496	1100–1270	49%	22–28	49%
Arizona State University—Tempe	34,188	86%	10,044	1130–1340	58%	22–28	58%
Auburn University	20,205	81%	4,808	1150–1320	18%	25–31	81%
Augustana College	6,757	57%	678	1100–1300	56%	23–29	44%
Austin College	4,360	51%	378	1110–1290	67%	24–29	41%
Babson College	6,362	26%	600	1270–1450	74%	27–32	35%
Baldwin Wallace University	3,926	74%	677	1030–1250	35%	21–27	84%
Ball State University	23,305	77%	4,072	N/A	N/A	N/A	N/A
Bard College	5,141	65%	486	1248–1420	34%	27–31	17%
Barnard College	9,320	12%	624	1340–1520	63%	31–34	48%
Bates College	8,222	12%	499	1270–1480	45%	29–33	31%
Baylor University	34,582	45%	3,307	1200–1380	49%	26–32	51%
Beloit College	3,657	62%	259	1080–1380	35%	24–30	33%
Bennington College	1,344	61%	179	1250–1440	34%	29–32	13%
Bentley University	9,017	47%	944	1230–1410	85%	27–31	24%
Berea College	1,966	30%	413	1090–1298	15%	23–27	80%
Berry College	4,328	71%	577	1090–1320	50%	24–30	49%
Binghamton University—SUNY	37,516	41%	2,897	1280–1440	80%	29–32	32%
Biola University	4,149	71%	907	1080–1310	80%	21–28	33%
Birmingham-Southern College	3,384	54%	332	1110–1310	17%	22–29	74%
Boise State University	10,788	81%	2,832	960–1180	82%	21–26	42%
Boston College	35,552	27%	2,297	1370–1490	67%	31–34	44%
Boston University	62,224	19%	3,156	1360–1480	73%	30–34	32%
Bowdoin College	9,332	9%	499	1330–1520	59%	31–34	45%
Bradley University	10,708	70%	1,048	1070–1270	70%	22–28	52%
Brandeis University	11,798	31%	895	1280–1500	69%	29–33	32%
Brigham Young University—Provo	10,500	68%	5,731	1210–1420	30%	26–31	90%
Brown University	38,674	7%	1,662	1440–1570	67%	33–35	48%
Bryn Mawr College	3,332	33%	374	1290–1510	61%	29–33	32%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Comp 25th–75th Percentile	Submit ACT
Bucknell University	9,845	34%	964	1255–1430	72%	28–32	36%
Butler University	14,891	73%	1,116	1150–1330	68%	24–30	62%
California Institute of Technology	8,367	6%	236	1530–1560	79%	35–36	42%
California Lutheran University	5,752	72%	681	1070–1250	80%	21–26	37%
California State Polytechnic University—Pomona	36,660	56%	3,863	1030–1250	91%	19–27	25%
California State Polytechnic University—San Luis Obispo	54,072	28%	4,613	1250–1420	78%	26–32	48%
California State University—Chico	25,908	72%	2,561	990–1180	90%	18–24	28%
California State University—Fresno	18,122	58%	3,059	950–1130	97%	16–22	30%
California State University—Fullerton	50,105	53%	4,778	1030–1200	96%	19–24	26%
California State University—Long Beach	71,297	39%	5,161	1040–1250	95%	20–26	24%
California State University—Los Angeles	33,641	48%	3,288	900–1070	96%	15–20	33%
California State University—Monterey Bay	12,327	75%	1,046	960–1170	92%	17–23	35%
California State University—Northridge	30,637	59%	5,792	910–1130	94%	16–22	21%
California State University—Sacramento	27,576	82%	4,160	940–1140	94%	16–22	26%
California State University—San Bernardino	16,307	69%	2,885	910–1090	98%	15–19	36%
Carleton College	7,382	19%	272	1360–1540	57%	31–34	53%
Carnegie Mellon University	27,634	15%	1,585	1460–1560	77%	33–35	36%
Carroll College	2,709	78%	254	1070–1270	45%	22–28	61%
Case Western Reserve University	28,786	27%	1,357	1350–1520	58%	30–34	59%
Central Michigan University	16,411	70%	2,473	990–1200	89%	20–26	23%
Centre College	2,212	76%	355	1130–1380	26%	26–32	79%
Chapman University	14,273	56%	1,768	1190–1370	69%	25–30	44%
Christopher Newport University	7,204	72%	1,238	1110–1280	N/A	22–27	27%
Claremont McKenna College	6,066	10%	173	1360–1510	56%	31–34	53%
Clark University	7,639	54%	665	1190–1340	61%	27–31	17%
Clarkson University	6,673	75%	790	1160–1350	89%	23–30	32%
Clemson University	29,070	51%	3,932	1230–1400	62%	27–32	38%
Coe College	7,431	63%	379	1050–1255	34%	21–27	75%
Colby College	13,584	10%	522	1380–1520	52%	31–34	38%
Colgate University	9,951	23%	786	1330–1500	56%	31–34	44%
College of Charleston	11,783	78%	2,046	1080–1260	59%	22–28	42%
College of St. Benedict	2,052	80%	438	1040–1255	11%	22–28	92%
College of the Holy Cross	7,200	34%	829	1260–1430	44%	28–32	21%
College of William and Mary	14,680	38%	1,530	1320–1510	80%	30–34	32%
College of Wooster	6,352	55%	543	1150–1380	59%	24–31	57%
Colorado College	9,456	14%	535	1300–1480	50%	29–33	48%
Colorado School of Mines	11,756	53%	1,282	1260–1460	81%	27–33	59%
Colorado State University	28,319	81%	5,079	1070–1290	80%	23–29	43%
Columbia University	42,569	5%	1,406	1480–1560	61%	33–35	52%
Concordia College—Moorhead	3,395	68%	517	956–1343	3%	21–27	87%
Connecticut College	6,784	37%	508	1310–1450	31%	30–33	16%
Cornell College	3,118	62%	270	1100–1345	35%	23–29	68%
Cornell University	49,114	11%	3,189	1400–1560	71%	32–35	41%
Creighton University	10,112	71%	1,155	1150–1350	28%	24–30	84%
CUNY—Baruch College	20,303	43%	2,268	1130–1330	94%	N/A	N/A
CUNY—Hunter	33,750	35%	2,556	1150–1350	95%	N/A	N/A

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Comp 25th–75th Percentile	Submit ACT
Dartmouth College	23,650	8%	1,193	1440–1560	57%	32–35	43%
Davidson College	5,982	18%	527	1310–1485	59%	30–33	46%
Denison University	8,812	29%	625	1200–1410	38%	27–31	39%
DePaul University	26,895	68%	2,622	1070–1290	64%	N/A	N/A
DePauw University	4,935	64%	423	1130–1360	72%	23–30	49%
Dickinson College	6,426	40%	453	1240–1410	52%	28–32	23%
Drake University	6,944	68%	782	1100–1370	22%	24–31	74%
Drew University	3,788	69%	420	1110–1310	66%	25–30	24%
Drexel University	31,824	75%	3,176	1190–1390	86%	25–31	22%
Drury University	1,664	64%	343	1045–1225	13%	22–28	90%
Duke University	35,767	9%	1,745	1450–1570	53%	33–35	72%
Duquesne University	7,411	73%	1,302	1130–1300	73%	23–28	31%
Earlham College	2,070	63%	172	1100–1370	62%	23–30	34%
East Carolina University	19,234	79%	4,364	1030–1190	69%	19–24	65%
Eastern Michigan University	14,323	74%	2,152	970–1190	85%	19–25	20%
Elmhurst College	4,175	68%	526	990–1210	N/A	20–26	N/A
Elon University	10,500	78%	1,659	1160–1320	65%	25–30	46%
Embry-Riddle Aeronautical University	8,551	61%	1,710	1120–1360	70%	23–29	41%
Emerson College	15,353	33%	942	1200–1390	64%	27–31	34%
Emory University	30,017	16%	1,34	1350–1520	52%	31–34	48%
Fairfield University	12,315	57%	1,173	1210–1350	58%	26–30	16%
Florida Institute of Technology	9,743	66%	784	1150–1360	78%	24–30	34%
Florida International	18,492	58%	3,998	1240–1300	92%	23–28	8%
Florida State University	58,936	36%	7,106	1200–1340	70%	26–30	30%
Fordham University	46,308	46%	2,299	1250–1430	71%	28–32	39%
Franklin and Marshall College	9,502	30%	627	1250–1460	62%	28–32	23%
Furman University	5,469	61%	711	1230–1410	40%	28–32	50%
Gallaudet University	477	61%	183	785–985	21%	14–19	84%
George Mason University	19,554	87%	3,704	1110–1320	72%	24–30	8%
George Washington University	26,968	41%	2,619	1280–1470	52%	29–33	31%
Georgetown University	22,764	14%	1,528	1370–1530	76%	31–35	47%
Georgia Institute of Technology	36,856	21%	3,076	1300–1510	74%	29–34	53%
Georgia Southern University	13,858	55%	4,260	1050–1200	78%	20–25	48%
Georgia State University	20,949	57%	5,018	970–1150	81%	20–26	39%
Gettysburg College	6,269	45%	748	1270–1420	76%	26–30	20%
Gonzaga University	9,279	62%	1,248	1210–1358	72%	25–30	46%
Goshen College	1,278	65%	160	1010–1210	88%	21–29	24%
Goucher College	2,610	81%	340	1030–1260	71%	21–30	22%
Grinnell College	8,004	23%	460	1370–1530	55%	31–34	45%
Gustavus Adolphus College	4,957	69%	642	N/A	N/A	25–30	61%
Hamilton College	8,279	17%	473	1370–1520	41%	32–34	40%
Hampden-Sydney College	3,056	57%	228	1060–1320	89%	20–27	30%
Hampton University	9,551	36%	927	1030–1160	12%	20–25	26%
Hanover College	3,127	65%	290	1030–1240	49%	21–26	40%
Harvard College	43,330	5%	1,649	1460–1570	71%	33–35	45%
Harvey Mudd College	4,045	14%	224	1490–1570	74%	33–35	44%
Haverford College	4,963	16%	363	1380–1540	68%	32–34	43%
Hendrix College	1,628	70%	284	1150–1370	26%	25–31	90%
High Point University	11,298	74%	1,400	1090–1260	58%	22–28	39%

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Hillsdale College	2,208	36%	339	1275–1465	34%	29–32	69%
Hobart and William Smith Colleges	3,439	66%	458	1190–1350	55%	26–30	19%
Hofstra University	24,425	69%	1,522	1160–1340	69%	25–30	21%
Hollins University	3,244	71%	185	1070–1300	84%	22–30	25%
Hope College	3,748	86%	686	1130–1330	76%	23–31	51%
Howard University	21,006	36%	1,925	1150–1260	78%	22–27	37%
Humboldt State University	16,335	91%	822	980–1190	89%	17–25	34%
Illinois Institute of Technology	5,049	60%	583	1190–1400	78%	26–32	39%
Illinois State University	16,151	82%	3,860	1020–1220	82%	20–26	53%
Illinois Wesleyan University	3,719	61%	409	1120–1320	59%	24–29	60%
Indiana University—Bloomington	44,169	77%	8,097	1150–1360	75%	24–31	60%
Iowa State University	18,246	92%	5,579	1100–1340	17%	22–28	87%
Ithaca College	14,194	73%	1,509	1170–1340	50%	26–30	17%
James Madison University	23,578	77%	4,455	1120–1290	62%	23–28	15%
John Brown University	1,176	76%	319	1060–1260	14%	23–29	84%
Johns Hopkins University	30,164	10%	1,355	1470–1570	63%	33–35	37%
Kalamazoo College	3,576	76%	395	1170–1370	53%	25–31	25%
Kansas State University	8,140	96%	3,202	N/A	N/A	22–28	92%
Kennesaw State University	15,691	75%	6,533	1050–1220	77%	20–26	49%
Kent State University	16,308	86%	4,317	1040–1230	28%	20–26	84%
Kenyon College	6,662	34%	487	1270–1460	58%	29–33	51%
Knox College	3,397	68%	318	1090–1350	54%	24–31	41%
Lafayette College	8,521	32%	698	1250–1440	71%	28–33	35%
Lake Forest College	4,739	55%	379	1110–1310	47%	23–29	45%
Lawrence University	3,463	62%	386	1200–1430	36%	25–32	51%
Lehigh University	15,649	32%	1,406	1280–1450	70%	29–33	30%
Lewis & Clark College	5,863	72%	507	1220–1400	56%	27–31	36%
Lipscomb University	3,638	60%	666	1060–1320	25%	22–29	86%
Louisiana State University—Baton Rouge	24,501	75%	6,126	1080–1310	14%	23–29	86%
Loyola Marymount University	18,592	44%	1,467	1230–1410	69%	27–31	41%
Loyola University Chicago	25,583	67%	2,630	1140–1320	59%	25–30	60%
Loyola University Maryland	10,077	80%	1,081	1143–1320	67%	25–30	19%
Loyola University New Orleans	5,857	75%	822	1050–1260	42%	22–28	65%
Luther College	4,108	62%	527	1040–1270	19%	22–28	83%
Macalester College	6,598	32%	502	1320–1510	57%	29–33	50%
Marist College	11,260	49%	1,358	1210–1360	N/A	26–31	N/A
Marquette University	15,078	83%	1,974	1120–1320	32%	24–29	79%
Massachusetts Institute of Technology	21,706	7%	1,114	1500–1570	75%	34–36	48%
Mercer University	5,034	74%	900	1170–1340	59%	25–30	41%
Miami University—Oxford	28,920	80%	4,309	1210–1410	31%	26–31	81%
Michigan State University	44,322	71%	8,801	1100–1320	78%	23–29	38%
Michigan Technological University	5,978	74%	1,299	1170–1370	81%	25–30	41%
Middlebury College	9,754	15%	605	1360–1530	62%	32–34	45%
Mills College	1,057	77%	134	N/A	N/A	N/A	N/A
Millsaps College	5,223	69%	204	1080–1290	13%	21–26	92%
Milwaukee School of Engineering	3,552	62%	581	N/A	27%	25–30	77%
Mississippi State University	18,269	66%	3,500	1070–1280	6%	22–30	94%
Missouri State University	7,581	88%	2,679	1040–1240	9%	21–27	94%

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Missouri University of Science & Technology	5,107	79%	1,145	1180–1290	5%	26–32	91%
Montclair State University	12,728	76%	3,101	1000–1060	44%	N/A	N/A
Morehouse College	3,554	58%	605	1010–1210	59%	20–25	40%
Mount Holyoke College	3,908	38%	496	1270–1490	50%	27–32	27%
Muhlenberg College	4,146	62%	548	1170–1360	60%	26–30	29%
New College of Florida	1,226	73%	147	1170–1335	84%	25–31	46%
New Jersey Institute of Technology	8,201	73%	1,380	1200–1370	89%	24–31	17%
New School	9,413	57%	1,467	1150–1380	36%	25–30	14%
New York University	79,462	16%	5,752	1370–1510	64%	30–34	28%
North Carolina State University—Raleigh	30,995	45%	4,772	1250–1390	48%	27–31	52%
Northeastern University	62,263	18%	2,996	1390–1540	55%	32–35	31%
Northern Arizona University	36,855	85%	3,455	1030–1230	32%	19–25	49%
Northwestern University	40,585	9%	2,006	1440–1550	64%	33–35	53%
Oberlin College	7,708	36%	798	1280–1480	68%	29–33	41%
Occidental College	7,501	37%	562	1300–1480	68%	28–32	45%
Ohio State University—Columbus	47,703	54%	7,716	1250–1460	39%	28–32	78%
Ohio University	24,179	82%	3,660	1050–1260	22%	21–26	90%
Ohio Wesleyan University	4,281	67%	399	1080–1330	32%	22–28	64%
Oklahoma State University	15,277	70%	4,200	1040–1265	30%	21–28	89%
Old Dominion University	13,335	87%	3,176	990–1200	87%	18–24	19%
Oregon State University	15,786	84%	3,042	1080–1320	72%	21–28	40%
Pacific Lutheran University	3,663	86%	598	1090–1280	60%	24–29	20%
Pennsylvania State University—University Park	71,903	49%	8,331	1160–1370	78%	25–30	17%
Pepperdine University	12,764	32%	726	1250–1430	69%	27–32	41%
Pitzer College	4,358	13%	273	1340–1490	30%	30–33	30%
Point Loma Nazarene University	3,277	74%	611	1140–1310	74%	24–29	47%
Pomona College	10,401	7%	228	1390–1540	64%	32–35	50%
Portland State University	6,861	96%	1,996	990–1220	45%	18–24	35%
Pratt Institute	7,090	49%	700	1190–1410	70%	25–30	20%
Presbyterian College (SC)	2,141	75%	342	1000–1230	73%	19–26	58%
Princeton University	35,370	6%	1,339	1440–1570	68%	32–35	55%
Providence College	11,478	48%	1,094	1210–1350	51%	27–31	17%
Purdue University—West Lafayette	54,912	60%	8,056	1190–1440	82%	25–32	50%
Queens University of Charlotte	2,319	96%	335	1040–1240	75%	21–27	46%
Quinnipiac University	22,753	73%	1,900	1090–1260	71%	23–28	22%
Randolph-Macon College	2,460	71%	208	1050–1240	91%	21–27	22%
Reed College	5,815	40%	394	1325–1520	70%	30–34	42%
Rensselaer Polytechnic Institute	20,402	43%	1,778	1330–1500	72%	29–33	28%
Rhode Island School of Design	3,832	26%	479	1230–1470	83%	26–32	19%
Rhodes College	5,207	45%	517	1220–1430	36%	27–32	72%
Rice University	27,087	9%	964	1470–1570	67%	33–35	33%
Ripon College	2,900	70%	221	990–1220	22%	19–25	80%
Rochester Institute of Technology	19,494	70%	2,571	1220–1410	78%	27–32	25%
Rollins College	6,167	58%	556	1160–1340	67%	24–30	44%
Rutgers, The State University of New Jersey—New Brunswick	41,286	61%	7,315	1210–1430	90%	25–32	18%
Rutgers, The State University of New Jersey—Newark	13,732	72%	1,402	1020–1200	95%	19–25	9%

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Saint Louis University	15,573	59%	1,902	1170–1380	36%	25–30	76%
Samford University	3,912	93%	900	1070–1250	36%	23–29	84%
San Diego State University	69,842	34%	5,275	1110–1320	86%	22–29	38%
San Francisco State University	34,629	67%	3,694	940–1150	88%	17–23	2%
San Jose State University	35,287	64%	3,959	1030–1260	93%	18–26.5	23%
Santa Clara University	16,300	49%	1,391	1280–1440	68%	28–32	43%
Sarah Lawrence College	4,035	53%	398	1240–1420	45%	28–31	26%
Scripps College	3,022	32%	283	1333–1490	62%	30–33	51%
Seattle University	7,968	79%	930	1160–1330	79%	24–30	37%
Seton Hall University	19,757	74%	1,631	1150–1330	87%	24–29	23%
Sewanee—University of the South	3,545	67%	438	1150–1340	40%	25–30	62%
Siena College	7,728	81%	840	1070–1280	65%	22–28	14%
Simmons University	2,933	73%	433	1110–1290	88%	23–29	12%
Skidmore College	11,102	30%	735	1220–1400	53%	28–32	22%
Smith College	5,597	33%	633	1340–1520	54%	30–33	30%
Soka University of America	502	40%	108	1240–1430	82%	26–32	25%
Southern Methodist University	13,959	47%	1,544	1300–1480	39%	29–33	55%
Southwestern University	4,766	49%	444	1140–1320	77%	23–29	51%
Spelman College	9,106	43%	516	1080–1230	73%	22–26	51%
St. John Fisher College	4,720	65%	601	1070–1260	95%	21–26	30%
St. John's College Annapolis	909	60%	129	1200–1420	65%	26–32	20%
St. John's University (NY)	29,059	72%	3,135	1080–1300	77%	23–29	11%
St. Mary's College (IN)	2,033	81%	374	1070–1243	55%	24–28	49%
St. Mary's College of California	6,069	81%	516	1070–1240	72%	22–28	31%
St. Mary's College of Maryland	1,621	84%	320	1060–1290	87%	21–29	22%
St. Michael's College	3,967	83%	392	1150–1310	47%	25–29	11%
St. Olaf College	5,694	48%	806	1190–1430	30%	26–32	74%
St. Lawrence University	6,998	42%	606	1160–1350	55%	24–30	20%
Stanford University	47,452	4%	1,701	1440–1570	67%	32–35	50%
Stetson University	13,005	72%	934	1110–1300	54%	22–29	30%
Stevens Institute of Technology	10,475	40%	969	1340–1500	76%	31–34	20%
Stonehill College	6,961	68%	652	1120–1290	56%	24–29	7%
Stony Brook University—SUNY	37,079	44%	3,372	1230–1440	86%	26–32	20%
SUNY College of Environmental Science and Forestry	2,018	61%	386	1120–1310	87%	23–29	43%
SUNY—Geneseo	10,433	66%	1,226	1120–1310	88%	23–28	12%
Susquehanna University	4,863	85%	620	1100–1290	74%	22–28	15%
Swarthmore College	11,442	9%	417	1380–1540	68%	31–35	37%
Syracuse University	35,299	44%	3,660	1180–1380	70%	26–30	32%
Taylor University	2,341	68%	490	1080–1310	80%	22–28	55%
Temple University	35,599	60%	4,942	1120–1320	76%	24–30	17%
Texas A&M University—College Station	42,899	58%	10,602	1160–1390	62%	26–31	38%
Texas Christian University	19,028	47%	2,159	1150–1350	41%	25–31	58%
Texas Lutheran University	3,000	56%	419	990–1160	84%	20–24	14%
Texas State University	23,583	81%	6,362	1010–1180	74%	19–25	26%
Texas Tech University	25,384	69%	6,145	1070–1260	61%	22–27	39%
The Catholic University of America	5,668	85%	818	1130–1330	63%	24–29	21%
The Citadel	2,742	75%	643	1050–1230	63%	20–25	36%
The College of New Jersey	13,824	49%	1,605	1160–1360	90%	25–30	19%

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The Cooper Union	2,326	16%	186	1305–1530	81%	30–35	26%
Thomas Aquinas College	204	79%	117	1150–1390	76%	26–31	26%
Towson University	12,678	76%	2,795	1060–1220	91%	20–25	20%
Transylvania University	1,782	90%	270	1080–1350	10%	23–30	80%
Trinity College (Hartford)	6,080	33%	580	1300–1460	31%	29–32	23%
Trinity University	9,864	29%	646	1290–1450	55%	29–32	45%
Truman State University	4,595	63%	901	1150–1350	10%	24–31	92%
Tufts University	22,766	15%	1,612	1390–1540	56%	32–34	34%
Tulane University	42,185	13%	1,821	1360–1520	26%	31–33	72%
Union College (Schenectady, NY)	6,086	43%	550	1220–1420	59%	27–32	23%
United States Air Force Academy	10,354	11%	1,132	1230–1440	50%	28–33	50%
United States Coast Guard Academy	1,930	20%	279	1212–1400	82%	25–30	51%
United States Merchant Maritime Academy	1,693	25%	280	1200–1340	N/A	25–31	N/A
United States Military Academy	11,675	10%	1,171	1160–1380	88%	25–30	30%
United States Naval Academy	16,332	8%	1,181	1240–1520	N/A	27–32	N/A
University at Albany—SUNY	27,529	54%	2,665	1090–1250	87%	22–28	14%
University at Buffalo—SUNY	29,900	61%	4,289	1160–1340	76%	24–29	20%
University of Akron	14,553	73%	2,708	990–1230	21%	19–25	93%
University of Alabama	38,505	83%	6,764	1080–1340	27%	23–31	72%
University of Alaska—Anchorage	3,673	83%	1,356	1020–1220	24%	17–24	22%
University of Arizona	40,854	85%	7,683	1120–1350	51%	21–29	50%
University of Arkansas—Fayetteville	17,913	77%	4,562	1120–1300	26%	23–30	89%
University of California—Berkeley	87,398	17%	6,454	1330–1520	81%	28–34	41%
University of California—Davis	76,647	41%	6,389	1150–1410	71%	25–31	29%
University of California—Irvine	95,568	27%	6,068	1180–1440	N/A	N/A	N/A
University of California—Los Angeles	111,322	12%	5,920	1290–1510	80%	27–34	44%
University of California—Merced	25,368	72%	2,105	980–1180	92%	17–22	42%
University of California—Riverside	49,788	57%	4,778	1130–1340	94%	24–30	34%
University of California—San Diego	99,133	32%	6,023	1250–1470	88%	24–33	37%
University of California—Santa Barbara	93,457	30%	4,935	1260–1460	86%	25–33	36%
University of California—Santa Cruz	55,906	52%	3,722	1200–1360	86%	24–30	33%
University of Central Florida	35,240	38%	3,889	1160–1340	70%	25–29	30%
University of Chicago	34,648	6%	1,726	1500–1600	53%	33–35	58%
University of Cincinnati	23,609	77%	5,480	1140–1330	22%	23–29	89%
University of Colorado—Boulder	40,740	78%	7,113	1140–1350	72%	25–31	47%
University of Connecticut	35,096	49%	3,603	1190–1390	90%	26–32	19%
University of Dallas	4,676	45%	382	1150–1360	67%	24–30	51%
University of Dayton	17,462	72%	2,034	1120–1320	33%	23–29	82%
University of Delaware	26,500	68%	4,144	1170–1360	77%	24–30	22%
University of Denver	21,028	59%	1,351	1170–1350	55%	26–31	55%
University of Florida	38,069	37%	6,554	1320–1450	85%	28–33	50%
University of Georgia	29,065	46%	5,499	1240–1400	70%	27–32	63%
University of Hawaii at Manoa	16,244	58%	2,024	1070–1270	70%	21–26	42%
University of Houston	25,393	65%	5,680	1140–1310	88%	22–27	36%
University of Idaho	8,071	78%	1,475	1010–1240	98%	20–27	34%
University of Illinois—Chicago	22,696	73%	4,381	1030–1260	81%	21–28	28%
University of Illinois—Urbana-Champaign	43,509	59%	7,665	1220–1480	79%	27–33	55%
University of Iowa	25,928	83%	4,986	1130–1340	29%	22–29	87%

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University of Kansas	15,093	93%	4,058	N/A	N/A	23–29	97%
University of Kentucky	18,759	96%	5,348	1070–1310	23%	22–29	88%
University of La Verne	6,864	55%	495	1040–1190	91%	19–24	21%
University of Maine	13,118	90%	2,140	1050–1260	94%	21–27	11%
University of Mary Washington	5,939	75%	912	1090–1260	77%	23–29	18%
University of Maryland—College Park	32,987	44%	4,285	1280–1480	82%	29–33	31%
University of Massachusetts—Amherst	42,157	64%	5,766	1190–1390	89%	26–32	18%
University of Memphis	15,381	81%	2,683	1010–1230	6%	19–26	96%
University of Miami	38,919	27%	2,203	1280–1420	57%	29–32	38%
University of Michigan—Ann Arbor	64,972	23%	6,830	1340–1530	63%	31–34	48%
University of Minnesota—Twin Cities	40,673	57%	6,278	1260–1480	18%	26–31	89%
University of Mississippi	16,253	88%	3,232	1020–1250	26%	21–29	85%
University of Missouri	18,948	78%	4,673	1090–1290	10%	23–29	90%
University of Montana	4,910	94%	1,482	1055–1245	39%	20–26	71%
University of Nebraska—Lincoln	16,829	78%	4,748	1120–1360	12%	22–28	92%
University of Nevada—Las Vegas	12,720	81%	4,465	1030–1250	33%	19–25	83%
University of New Hampshire	18,040	84%	2,730	1070–1270	93%	22–28	13%
University of New Mexico	12,281	49%	2,594	1040–1270	30%	19–25	83%
University of North Carolina—Chapel Hill	42,466	23%	4,180	1300–1490	52%	27–33	69%
University of North Carolina—Charlotte	21,867	65%	3,652	1120–1290	71%	22–26	61%
University of North Carolina—Greensboro	9,972	82%	2,746	1000–1160	65%	19–24	62%
University of North Carolina—Wilmington	13,287	66%	2,330	1170–1320	46%	22–27	62%
University of North Dakota	4,964	81%	1,673	1010–1250	13%	20–26	88%
University of North Georgia	6,224	76%	1,927	1080–1220	75%	23–27	27%
University of North Texas	21,540	74%	5,509	1060–1250	83%	20–26	43%
University of Notre Dame	22,200	16%	2,051	1400–1550	42%	32–35	58%
University of Oklahoma	15,673	80%	4,523	1130–1310	42%	23–29	82%
University of Oregon	27,358	82%	4,463	1100–1310	70%	22–28	33%
University of Pennsylvania	44,961	8%	2,400	1450–1560	62%	33–35	38%
University of Pittsburgh	32,091	57%	4,026	1260–1440	83%	28–33	34%
University of Portland	14,505	62%	1,004	1160–1330	77%	23–29	37%
University of Puget Sound	5,182	84%	615	1150–1370	59%	25–30	37%
University of Redlands	4,713	75%	702	1100–1250	71%	23–28	28%
University of Rhode Island	21,259	72%	3,189	1012–1345	92%	20–29	15%
University of Richmond	12,356	28%	832	1290–1460	64%	30–33	36%
University of Rochester	20,216	30%	1,387	1300–1500	64%	29–33	28%
University of San Diego	13,755	49%	1,142	1200–1350	69%	26–31	43%
University of San Francisco	21,867	48%	1,293	1130–1330	72%	23–29	36%
University of South Carolina	31,268	69%	6,279	1180–1370	65%	25–31	35%
University of South Dakota	4,434	86%	1,321	990–1180	5%	19–25	92%
University of South Florida	36,986	48%	5,113	1170–1330	74%	25–29	26%
University of Southern California	66,198	11%	3,168	1370–1520	68%	31–34	42%
University of St. Thomas (MN)	6,718	83%	1,412	1160–1350	8%	24–29	95%
University of Tennessee	21,764	79%	5,239	1150–1330	23%	24–30	88%
University of Texas—Arlington	12,650	83%	3,707	1040–1250	80%	20–27	23%
University of Texas—Austin	53,525	32%	8,170	1240–1470	79%	27–33	54%
University of Texas—Dallas	14,327	79%	3,997	1240–1460	85%	26–33	42%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Comp 25th–75th Percentile	Submit ACT
University of Texas—El Paso	10,972	100%	3,599	900–1110	75%	17–22	23%
University of Texas—Rio Grande Valley	10,680	80%	4,793	950–1130	52%	17–22	71%
University of Texas—San Antonio	17,122	77%	4,590	1030–1220	86%	19–25	34%
University of the Pacific	13,096	66%	808	1130–1360	85%	23–31	31%
University of Toledo	10,228	95%	3,037	1000–1240	27%	20–26	79%
University of Tulsa	9,793	36%	831	1090–1360	39%	24–31	82%
University of Utah	24,404	62%	4,040	1140–1380	26%	22–29	79%
University of Vermont	19,233	67%	2,636	1180–1360	79%	26–31	31%
University of Virginia	40,839	24%	3,920	1340–1500	79%	30–34	34%
University of Washington—Bothell	4,242	74%	829	1038–1250	83%	19–28	25%
University of Washington—Seattle	45,579	52%	6,992	1240–1440	81%	27–33	30%
University of Wisconsin—Milwaukee	8,946	95%	3,613	1030–1240	7%	19–24	92%
University of Wisconsin—Madison	43,921	53%	7,550	1330–1450	28%	27–32	79%
University of Wyoming	5,348	96%	1,760	1060–1280	37%	22–28	74%
Ursinus College	3,530	52%	431	1150–1350	72%	24–30	17%
Utah State University	15,276	91%	4,411	1050–1310	15%	21–28	90%
Valparaiso University	5,491	86%	646	1070–1290	65%	22–29	43%
Vanderbilt University	37,310	9%	1,604	1460–1560	49%	33–35	52%
Vassar College	8,961	24%	691	1370–1530	69%	31–34	40%
Villanova University	22,909	28%	1,695	1320–1470	61%	31–34	39%
Virginia Commonwealth University	17,244	87%	4,461	1080–1250	85%	21–28	17%
Virginia Military Institute	1,515	60%	482	1090–1270	93%	21–28	33%
Virginia Polytechnic Institute and State University	31,974	70%	7,651	1180–1390	87%	25–31	27%
Wabash College	1,307	64%	229	1120–1320	82%	23–29	56%
Wake Forest University	12,559	30%	1,360	1320–1490	44%	30–33	45%
Washington and Jefferson College	2,722	85%	291	1090–1280	60%	22–28	21%
Washington and Lee University	6,178	19%	462	1460–1500	55%	32–34	45%
Washington College	2,225	92%	325	1090–1300	74%	20–29	21%
Washington State University	21,434	76%	4,716	1020–1230	85%	20–26	24%
Washington University in St. Louis	25,426	14%	1,732	1470–1570	33%	32–35	71%
Wayne State University	15,716	73%	2,968	1010–1230	88%	21–27	21%
Weber State University	6,853	89%	3,163	N/A	0%	18–24	89%
Wellesley College	6,395	22%	612	1360–1530	72%	31–34	38%
Wesleyan University	13,264	17%	771	1320–1510	63%	31–34	39%
West Virginia University	18,639	82%	4,732	1050–1240	57%	21–27	65%
Western Kentucky University	8,245	97%	2,714	990–1220	11%	19–27	95%
Western Michigan University	17,698	80%	2,919	1000–1210	82%	19–26	29%
Westmont College	2,937	62%	344	1110–1370	77%	23–30	42%
Wheaton College (IL)	1,889	85%	614	1220–1440	62%	26–32	55%
Wheaton College (MA)	3,460	74%	506	1150–1340	49%	27–32	8%
Whitman College	4,832	56%	425	1240–1450	45%	28–33	26%
Whittier College	6,220	76%	512	1030–1213	74%	20–25	35%
Willamette University	3,972	78%	371	1140–1340	73%	31–35	34%
Williams College	9,715	13%	546	1410–1550	57%	32–35	59%
Wofford College	3,787	60%	474	1190–1350	43%	26–30	35%
Worcester Polytechnic Institute	10,645	49%	1,203	1310–1470	71%	29–33	24%
Xavier University	14,758	76%	1,210	1070–1280	40%	22–28	74%
Yale University	36,844	6%	1,550	1460–1570	68%	33–35	50%
Yeshiva University	1,660	55%	559	1160–1400	43%	24–30	55%

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 current SAT eliminates this so-called guessing penalty. The SAT and the ACT now 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.

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 (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: 2

Process of Elimination

- ✓ 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: 4

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.

EXPERIMENTAL SECTIONS

The ACT includes a 20-minute experimental section after the Science Test. College Board may present students with a similar experimental section after the final math section on the SAT.

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

“THE WEALTH OF INFORMATION AND TESTING SUPPORT THE COMPASS STAFF HAVE PROVIDED TO OUR FAMILIES HAS BEEN INSTRUMENTAL IN HELPING OUR STUDENTS ACHIEVE THEIR BEST SCORES.”

CLARA BIRD, DIRECTOR OF COLLEGE COUNSELING, PROVIDENCE HIGH SCHOOL

SAT/ACT CONCORDANCE

One of the key decisions a student needs to make is whether to take the SAT or ACT. 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 helps. 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.

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 concurs to a range of 1570–1600 on the SAT.

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 to 4 10-point increments on the SAT. Thus, each ACT point represents a range of points 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

“THE INDIVIDUAL ATTENTION MY SON RECEIVED FROM COMPASS ALLOWED HIM TO FOCUS ON THE AREAS WHERE HE NEEDED EXTRA KNOWLEDGE AND PRACTICE AND TO MOVE PAST TOPICS HE HAD ALREADY MASTERED. THE SKILLS OF THE TUTORS AND THE QUALITY OF THE MATERIALS PROVIDED WERE EXCELLENT. EVERYONE WAS PROFESSIONAL AND KNOWLEDGEABLE. MY SON’S SCORE IMPROVED SIGNIFICANTLY FROM HIS FIRST PRACTICE TEST TO HIS ACTUAL TEST.”

–KIM C., MOTHER OF MATT, 11TH GRADER AT SIERRA CANYON UPPER

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.

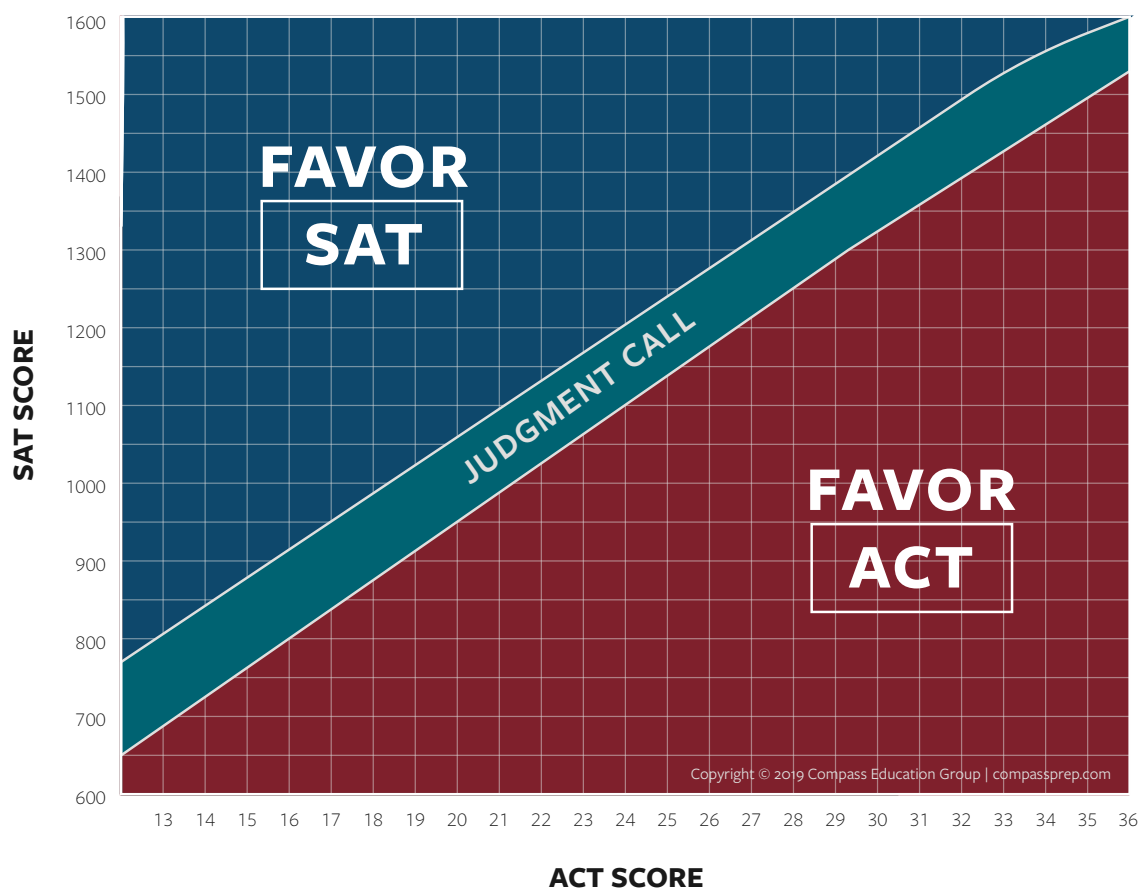
While a concordance table can tell you what your SAT score maps to on the ACT, it does not clearly indicate whether you should prepare for the SAT or ACT. To aid in this decision, Compass has analyzed available data and developed a comparison tool in both graph (below) and table (right) forms. Many students 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.

“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. STUDENTS OFTEN SAY HOW MUCH THEY LOVE THEIR TUTORS AND HOW MUCH THEIR SCORES HAVE IMPROVED.”

—MOLLY BRANCH, CO-DIRECTOR OF COLLEGE COUNSELING, WINDWARD SCHOOL

WHICH TEST DO YOU FAVOR?

SOURCES: 2018 SAT/ACT CONCORDANCE; COMPASS ANALYSIS



ACT/SAT COMPARISON CHART

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 and ACT Percentiles

SAT PERCENTILE RANKS (2019)

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 2019.

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 20–23).

SAT USER PERCENTILES: TOTAL, EVIDENCE-BASED READING & WRITING AND MATH

SCORE	TOTAL	SCORE	TOTAL	SCORE	TOTAL	SCORE	ERW	MATH	SCORE	ERW	MATH
1600	99+	1200	74	800	10	800	99+	99+	500	39	41
1590	99+	1190	73	790	9	790	99+	99	490	36	38
1580	99+	1180	72	780	8	780	99+	98	480	32	35
1570	99+	1170	70	770	7	770	99	97	470	29	32
1560	99+	1160	68	760	6	760	99	97	460	26	29
1550	99+	1150	67	750	5	750	99	96	450	23	26
1540	99	1140	65	740	5	740	98	95	440	20	23
1530	99	1130	64	730	4	730	97	94	430	17	20
1520	99	1120	62	720	3	720	96	94	420	14	18
1510	99	1110	60	710	3	710	95	93	410	12	15
1500	98	1100	58	700	2	700	94	92	400	10	13
1490	98	1090	57	690	2	690	93	91	390	8	11
1480	98	1080	55	680	1	680	91	89	380	6	9
1470	97	1070	53	670	1	670	90	87	370	5	7
1460	97	1060	51	660	1	660	88	86	360	3	6
1450	96	1050	49	650	1	650	86	84	350	2	4
1440	96	1040	47	640	1	640	83	83	340	2	3
1430	96	1030	46	630	1-	630	81	81	330	1	2
1420	95	1020	44	620	1-	620	78	79	320	1	2
1410	95	1010	42	610	1-	610	75	77	310	1	1
1400	94	1000	40	600	1-	600	73	75	300	1-	1
1390	93	990	38	590	1-	590	69	72	290	1-	1
1380	93	980	36	580	1-	580	66	69	280	1-	1-
1370	92	970	35	570	1-	570	63	66	270	1-	1-
1360	91	960	33	560	1-	560	60	64	260	1-	1-
1350	91	950	31	550	1-	550	56	61	250	1-	1-
1340	90	940	30	540	1-	540	53	57	240	1-	1-
1330	89	930	28	530	1-	530	50	53	230	1-	1-
1320	88	920	27	520	1-	520	46	49	220	1-	1-
1310	87	910	25	510	1-	510	43	45	210	1-	1-
1300	86	900	23	500	1-				200	1-	1-
1290	85	890	22	490	1-						
1280	84	880	20	480	1-						
1270	83	870	19	470	1-						
1260	82	860	18	460	1-						
1250	81	850	16	450	1-						
1240	80	840	15	440	1-						
1230	78	830	14	430	1-						
1220	77	820	13	420	1-						
1210	76	810	11	410	1-						

Source: College Board, *Understanding Scores 2019*

ACT PERCENTILE RANKS (2019)

The first five sets of percentiles below are based on the scores of students who graduated in 2019 and are defined as the percentage of students who scored at or below the given score. For Writing, ACT's latest report includes combined data on graduates from the classes of 2017, 2018 and 2019.

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	98	99	
34	99	96	99	96	98	
33	98	94	98	94	97	
32	96	92	97	92	96	
31	95	91	96	89	95	
30	93	89	94	86	94	
29	90	88	93	84	92	
28	88	86	91	82	90	
27	85	84	88	80	88	
26	82	82	84	77	85	
25	79	79	79	75	82	
24	74	75	74	71	78	
23	70	71	70	66	71	
22	65	66	66	62	64	
21	59	61	61	55	58	
20	53	55	58	50	51	
19	47	49	54	45	46	
18	41	45	49	39	39	
17	35	41	43	34	33	
16	29	37	34	29	26	
15	22	31	21	24	19	
14	16	25	11	19	14	
13	10	19	4	14	11	
12	4	15	1	9	7	100
11	1	11	1	5	4	99
10	1	7	1	2	2	99
9	1	3	1	1	1	96
8	1	1	1	1	1	90
7	1	1	1	1	1	66
6	1	1	1	1	1	50
5	1	1	1	1	1	27
4	1	1	1	1	1	14
3	1	1	1	1	1	5
2	1	1	1	1	1	2
1	1	1	1	1	1	-

Sources: *The ACT Profile Report—National: Graduating Class 2019*; *ACT National Distributions of Cumulative Percents: Enhanced Writing and Average Scores, ACT-Tested High School Graduates from 2017, 2018 and 2019*

Popular Testing Timelines

Spring 2021 testing continues to see instability in test dates, but the elimination of SAT Subject Tests has given students more testing options. Up until the pandemic, testing dates and popular preparation timelines had been reliable and consistent.

We expect that once the dust settles, we will return to a predictable testing and preparation schedule that looks a lot like what it was before the pandemic.

Two main tests—ACT and SAT—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 10th through 12th grade

students. 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.

TESTING CALENDAR

	SAT	ACT	OTHER
September		●	
October	●	●	PSAT/NMSQT
November	●		
December	●	●	
January			
February		●	
March	●		
April		●	
May	●		AP
June	●	●	
July		● *	
August	●		

* No July test date in New York

10TH GRADE

PSAT or PSAT 10 The PSAT/NMSQT is the traditional October offering that allows 11th grade students to qualify for the National Merit Scholarship Program. Many schools also offer this test to 10th graders, but these 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 10th graders 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 the next year.

10 th Grade	October	PSAT
	November	
	December	
	January	
	February	
	March	PSAT 10
	April	
	May	
	June	

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

PRACTICE TESTS In the late spring or early summer after 10th grade, take a practice SAT and a practice ACT to determine which is the better test for you. Compass offers 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—10th grade 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.

EARLY TESTING	TRADITIONAL TESTING	DEFERRED TESTING
P/SAT > 1200	P/SAT 900–1200	P/SAT < 900
ACT > 25	ACT 17–25	ACT < 17

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 early testing timeline. Please see the following pages for traditional and deferred testing.

EARLY TESTING

BEGIN PREPARATION Students in this score range frequently aim to complete testing by the end of 11th grade 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 11th grade. 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 AP exams.

SECOND SITTING Spring test dates are popular times for students in this score range to retake the exam. The March SAT is ideal as students can then turn to focus on finals and APs. The April ACT is a good opportunity to post a second score before the end-of-the-year crush.

APs Compass tutors can help students prepare for their May AP exams.

SUMMER TESTING The July ACT and August SAT are 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.

		10 th Grade Score P/SAT: > 1200 ACT: > 25	
		SAT	ACT
Summer	June	○	○
	July		○*
	August	○	
11 th Grade	September		○
	October	○	○
	November	●	
	December		●
	January		
	February		○
	March	●	○
	April		●
Summer	May	○	
	June	○	○
	July		●*
	August	●	

● Most Popular Test Date
○ Potential Test Date
* No July Test Date in New York

Testing Window

TRADITIONAL TESTING

BEGIN PREPARATION Many students in this range will begin preparing for the SAT or ACT during the late summer or early fall of 11th grade. September 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 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 Students taking APs in early May often skip the May SAT sitting and take the remainder of May to prepare for a June SAT or ACT instead.

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

SECOND SITTING The September ACT and the October SAT are the most common second-sitting test dates for students on this timeline. The July ACT and August SAT are also popular options. November is generally the last advisable date for students applying via regular decisions; those applying early should be finished by October.

10th Grade Score
 P/SAT: 900–1200
 ACT: 17–25

		SAT	ACT
11 th Grade	September		○
	October	○	○
	November	○	
	December	○	○
	January		
	February		○
	March	●	
	April		●
Summer	May	○	
	June	○	○
	July		●*
	August	●	
	September		●
12 th Grade	October	●	○
	November	○	

● Most Popular Test Date
 ○ Potential Test Date
 * No July Test Date in New York

"WE BEGAN WORKING WITH COMPASS WHEN OUR OLDEST DAUGHTER WAS A SOPHOMORE. FROM THE START, THEY HAVE EXCEEDED ALL EXPECTATIONS. MY DAUGHTER ENJOYED MEETING WITH THE TUTORS AND GAINED MORE TOOLS, TIPS, AND PRACTICE THAN WE COULD HAVE HOPED FOR. WE WERE SO PLEASED THAT WE USED COMPASS WITH OUR YOUNGER DAUGHTER, AND HER SCORES AND CONFIDENCE IMPROVED IMMENSELY! COMPASS HAS VASTLY DIFFERENTIATED THEMSELVES FROM ANY OTHER TUTORING ORGANIZATION. I CAN'T RECOMMEND THEM MORE HIGHLY!

—SUSAN T, MOTHER OF SASHA, 11TH GRADER AT PALOS VERDES HIGH SCHOOL

DEFERRED TESTING

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 Depending on AP schedules, students may want to spend time in April devoted to studying for the AP, or they can use that time to prepare for their first SAT or ACT sitting.

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 late summer or fall test date has the potential to be a good time for a second sitting; the August and October SAT or the July and September ACT are popular. Each test date gives students the opportunity to sit for the exams a third time in the fall if it makes sense to do so.

		10 th Grade Score P/SAT: < 900 ACT: < 17	
		SAT	ACT
Summer	June	○	○
	July		○*
	August	○	
11 th Grade	September		○
	October	○	○
	November	○	
	December	○	○
	January		
	February		○
	March	○	
	April		○
Summer	May	●	
	June	○	●
	July		●*
12 th Grade	August	●	
	September		●
	October	●	○
	November	○	

● Most Popular Test Date
 ○ Potential Test Date
 * No July Test Date in New York

Testing Window

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. College Board recently announced that it is ending the optional SAT Essay for national test days. However, some students may still encounter the essay if they are participating in a School Day administration of either test. For more information on the SAT essay, see page 44.

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.

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.

	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
SAT	180 minutes		154

*There will be at least one paired passage in the Reading section.

ACT OVERVIEW

Between 2011 and 2017, the number of students taking the ACT eclipsed the number of students taking the SAT. However, for the class of 2019, slightly fewer than 1.8 million students took the ACT, whereas over 2.2 million took the SAT. Regardless of which test sees more test takers, 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
ACT	175 minutes		215

* 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.

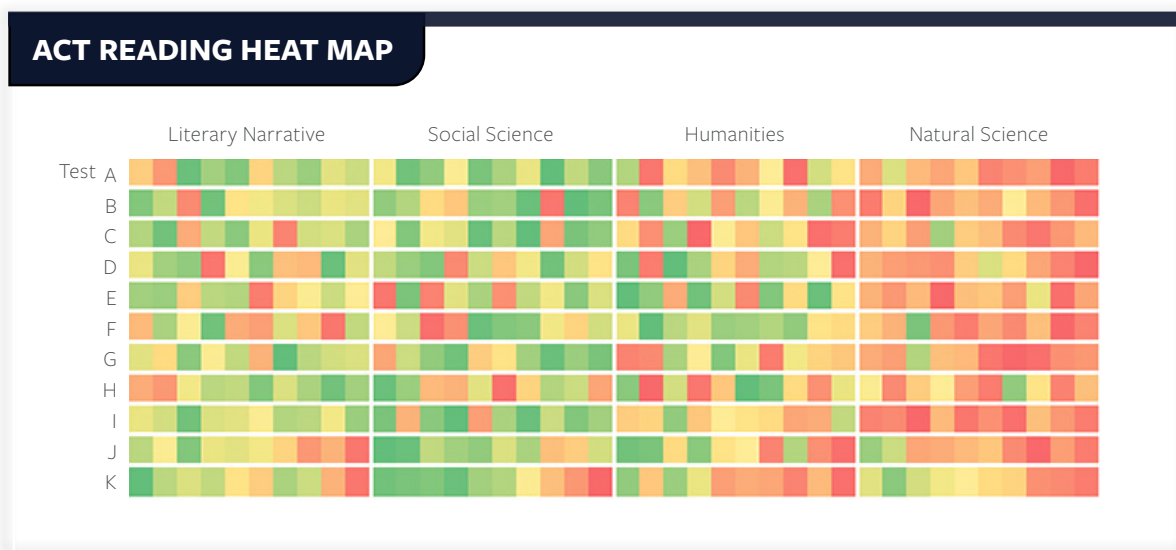
READING

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 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 helps maximize their scores.

	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

Compass has compiled item-by-item performance for several thousand students on eleven different ACT tests (below). Green questions are those most commonly 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
10 fact too 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
15 others 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
20 never 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, “everyone” was his
10 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.

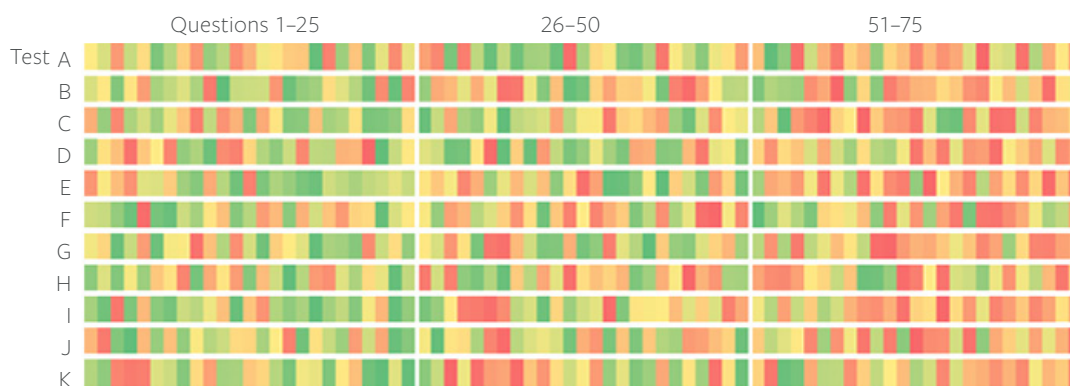
On the SAT, questions are divided into Standard English Conventions and Expression of Ideas. ACT labels the former Conventions of Standard English, and breaks the latter into Production of Writing and Knowledge of Language. Fundamentally, the two tests are assessing students' knowledge of grammar and 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.

	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).

The heat map below 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.

ACT ENGLISH HEAT MAP



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.

ENGLISH - SAMPLE QUESTIONS

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.

Answers: (60) G (61) A (62) J

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 10 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.

(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."]

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

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 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 40-41 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 current 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 their 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

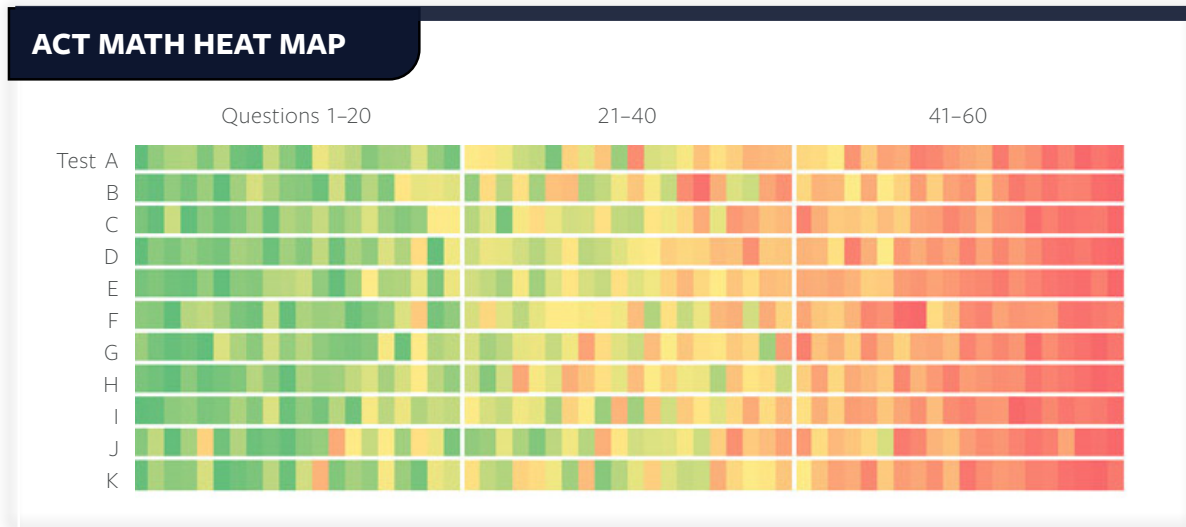
Multiple Choice												Grid-In							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

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

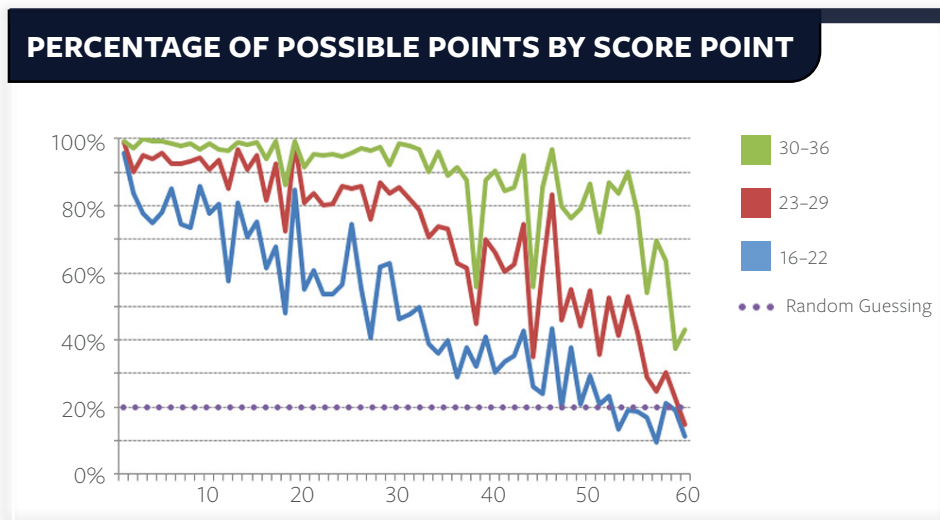
ACT MATH STRATEGY

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.



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.



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	SAT	ACT
Absolute Value Arithmetic	X	●
Combinations	X	○
Digits	X	○
Exponents and Roots	●	●
Fractions and Decimals	○	●
Imaginary/Complex Numbers	○	●
Logarithms	X	○
Logic	X	○
Number Line	X	●
Number Properties	○	●
Overlapping Sets/Venn Diagrams	X	○
Percents	○	●
Probability	○	●
Scientific Notation	X	○
Sequences and Patterns	X	●

Data Interpretation and Analysis	SAT	ACT
Data Graphics	●	○
Data Tables	○	●
Line of Best Fit	●	X
Mean, Median, and Mode	○	●
Other Charts and Graphs	●	○
Rates	●	○
Ratios and Proportions	○	●
Sampling	●	X
Scatter plots	●	○
Two-Way Tables	●	X
Units	●	○
Variance/Dispersion/Range	●	X

PREVALENCE OF MATH TOPICS ON THE SAT AND ACT

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



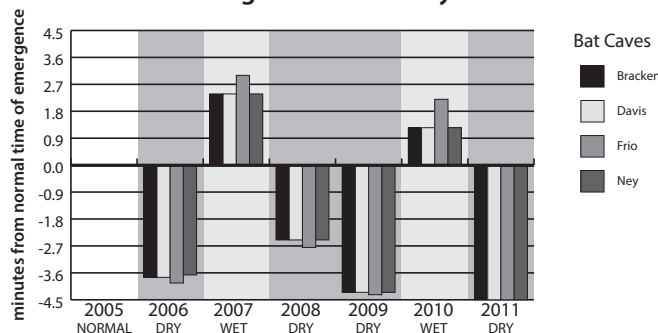
SAT SCIENCE

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

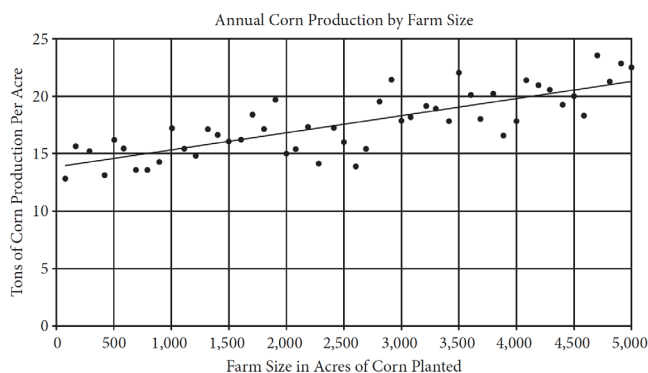
Average Variance during wet and dry years from time of emergence in normal years



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



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

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

Answers: (31) A (24) B

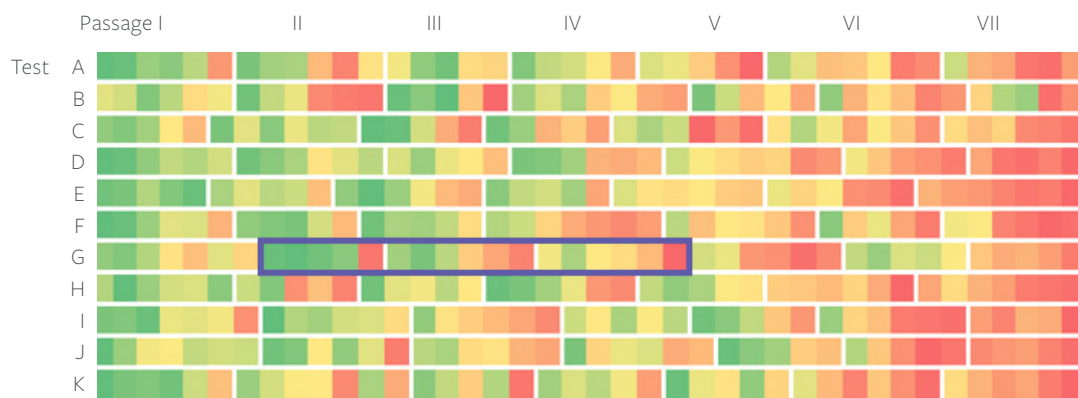
ACT SCIENCE

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 their 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.

ACT SCIENCE HEAT MAP



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 ACT WRITING TESTS

College Board recently announced that it is ending the optional SAT Essay for national test days. This means that after June 2021, students will no longer have the option to sign up for the Essay. At the time of publication, ACT has not discontinued the optional Writing Test. However, we expect that it will soon follow the College Board, as colleges have ceased to recommend or require the essay component of either test. The United States Military Academy is the only exception as of spring 2021.

As an admission tool, students should consider the Essay as canceled. However, some students may still encounter the essay if they are participating in a School Day administration of either test. Some states and school districts use the SAT Essay or ACT Writing to fulfill student high school assessment requirements.

Compass no longer recommends that our student spend time preparing for the SAT Essay or ACT Writing.

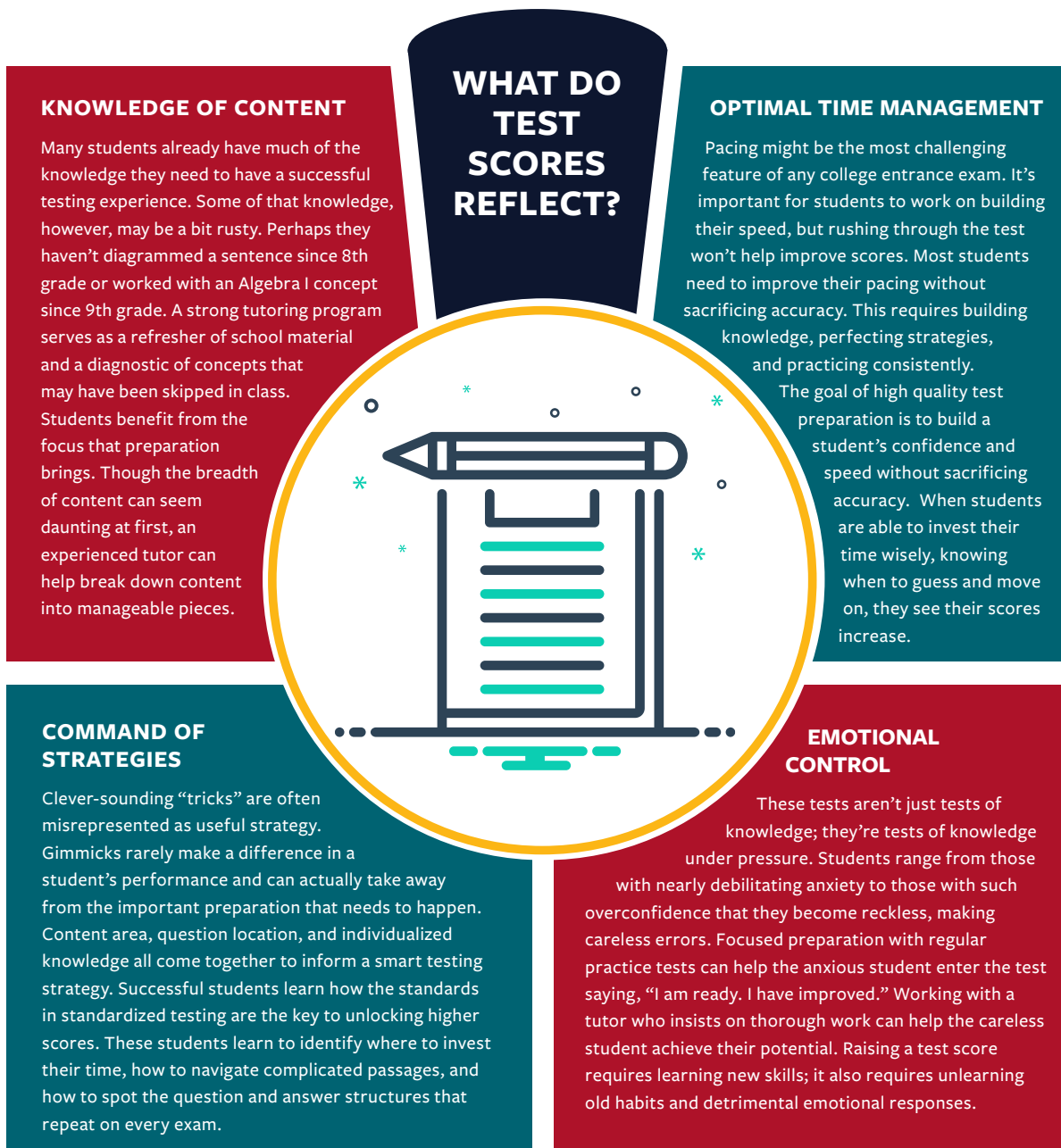
Should your school be conducting a School Day test that includes the essay, the following differences may be helpful in preparing to write the essay:

	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.				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.			
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.			

The Compass Approach

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 a student 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. 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.



PreACT, PSAT, and National Merit

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. It serves as an ACT analogue to the PSAT for schools and districts that prefer the ACT.

PREACT AND PREACT 8/9

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 PreACT is easier than the ACT, so the highest possible score is a 35 instead of a 36; the PreACT 8/9 has a highest possible score of 30.

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 Aspire are different, 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

Even students who ultimately take the ACT often 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

The anticipated test dates for 2020 are Wednesday, October 13, 2021, and Saturday, October 16, 2021, with an alternate sitting on Wednesday, October 27, 2021. 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 50 for more details).

PSAT 10

The PSAT 10 and the PSAT/NMSQT cover the same content and share the same scoring scale (see page 48 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			1 Total Score
Total time: 2 hours and 45 minutes			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	

PSAT AND SAT VERTICAL SCALING

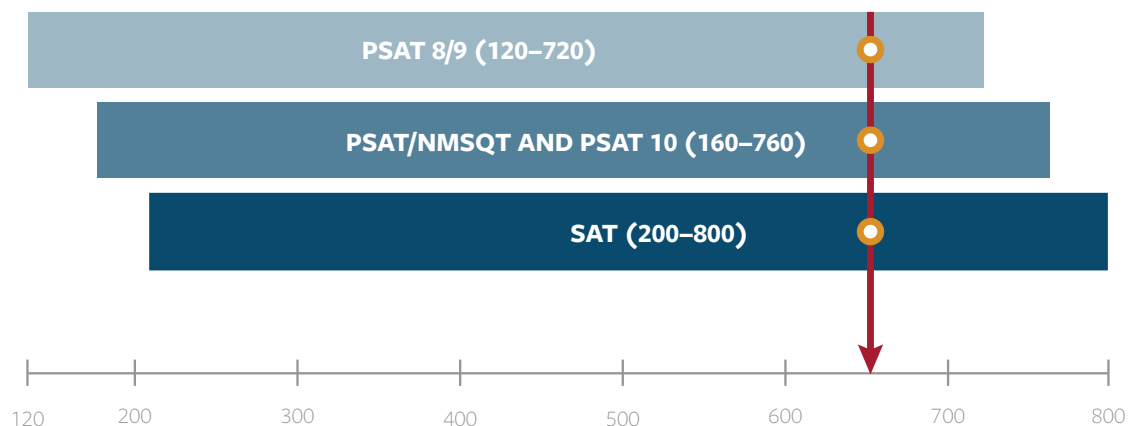
A significant feature of the PSAT is that its scaled scores top out at 760 per section. The explanation is grounded in College Board's commitment to increasing the visibility of students' college readiness.

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.

THE VERTICALLY ALIGNED SCALE



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

NATIONAL MERIT SCHOLARSHIP PROGRAM

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.*

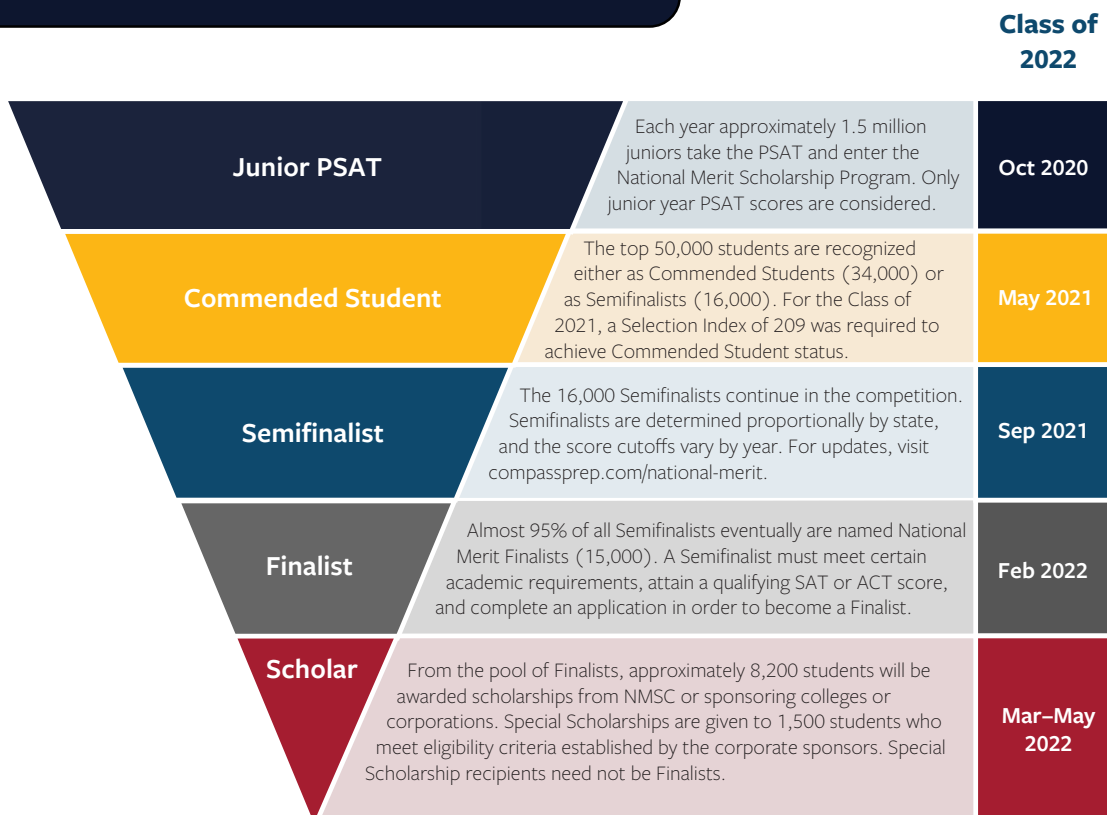
The formula for calculating the Selection Index is based on the 8–38 Test Scores in Reading, Writing & Language, and Math. The three scores are summed and multiplied by two. The highest possible Selection Index is 228— $[(38 + 38 + 38) \times 2]$. Approximately 34,000 students are named Commended Students each year, with another 16,000 named Semifinalists. The latter group competes for the 15,000 Finalist spots and approximately 7,500 scholarships from colleges and corporations.

For the class of 2022, a Commended Student will need a Selection Index of at least 206 to 209. The exact figure won't be known until late in the spring. The Commended cutoff will be lower than usual because of the high number of PSAT cancellations due to COVID-19 restrictions. The class of 2023 and beyond should expect a Commended cutoff in the 210 to 212 range.

For the latest information on National Merit news and cutoffs, please visit compassprep.com/national-merit.

*Students who miss the PSAT because of illness or COVID-19 restrictions can enter National Merit via an SAT score and an Alternate Entry application.

NATIONAL MERIT SCHOLARSHIP PROGRAM



More information can be found at nationalmerit.org.

NATIONAL MERIT SEMIFINALIST CUTOFFS

In a normal year, 1.5 million students are eligible for the National Merit Scholarship Program. Test cancellations reduced this figure to approximately 1 million in the class of 2022. The lower number of participants will lead to lower Semifinalist cutoffs (announced in September 2021). Cancellations were not uniform across the country, so the cutoffs are best thought of as a range of possibilities. The accompanying table shows the range in which a state's cutoff is likely to fall for the class of 2022. We expect PSAT figures to bounce back for the class of 2023 (October 2021 PSAT).

The column for the class of 2023 reflects the more typical cutoff range for each state.

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 high school graduates in a class. A state's cutoff is derived by finding the score that will produce, as closely as possible, the targeted number of Semifinalists. A California student does not compete with a Florida student, for example, because the California student is compared only to others within the state. The Commended cutoff, in contrast, is determined nationally.

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

STATE	CLASS OF 2022 (EST. RANGE)	CLASS OF 2023 (EST. RANGE)	Typical Number of Semifinalists
Alabama	210–216	213–217	225
Alaska	210–217	212–217	40
Arizona	216–220	217–221	300
Arkansas	210–216	211–216	140
California	217–223	220–223	2,050
Colorado	216–222	217–222	245
Connecticut	217–223	219–223	185
Delaware	217–223	219–223	45
District of Columbia	220–223	221–224	50
Florida	215–220	216–220	810
Georgia	217–221	217–221	460
Hawaii	216–221	217–221	65
Idaho	212–217	214–218	85
Illinois	217–222	219–222	735
Indiana	214–220	216–220	335
Iowa	211–217	213–218	170
Kansas	212–219	215–219	155
Kentucky	212–219	215–219	215
Louisiana	210–218	213–218	210
Maine	211–218	214–218	75
Maryland	218–223	220–223	315
Massachusetts	218–223	221–224	345
Michigan	214–220	217–221	565
Minnesota	215–221	217–221	300
Mississippi	207–215	211–215	135
Missouri	212–218	215–218	335
Montana	207–215	211–215	50
Nebraska	210–217	213–217	100
Nevada	212–219	214–219	100
New Hampshire	213–220	215–220	75
New Jersey	218–223	221–224	520
New Mexico	209–216	212–217	90
New York	216–222	219–222	1,010
North Carolina	215–221	216–221	440
North Dakota	206–211	210–214	30
Ohio	213–220	216–220	615
Oklahoma	209–217	212–217	185
Oregon	216–222	217–222	180
Pennsylvania	215–221	217–221	680
Rhode Island	214–220	215–220	55
South Carolina	210–218	213–218	200
South Dakota	206–215	210–215	45
Tennessee	213–220	216–220	325
Texas	216–222	218–222	1,340
Utah	209–217	213–218	155
Vermont	210–218	213–218	40
Virginia	218–223	220–223	390
Washington	217–223	219–223	330
West Virginia	206–211	210–213	75
Wisconsin	212–218	214–218	330
Wyoming	206–213	210–213	25
U.S. Students Studying Abroad	220–223	221–224	125
U.S. Territories	206–209	210–213	30
Boarding School	Varies by region		

SAT Subject Tests

In January 2021, College Board announced that Subject Tests are being eliminated. Subject Tests will no longer be administered in the U.S. and will be administered internationally in May and June 2021 for the final time. These exams were designed to demonstrate academic achievement in specific subject areas and were primarily relevant for homeschooled students, for applicants to colleges outside of their home countries, and at a small number of highly selective colleges. However, the number of students taking Subject Tests had been on a steady decline for more than a decade and became even less supportable during the pandemic. College Board is focusing resources on its popular AP program and on the race against ACT to move testing online in ways that are secure, equitable, and more efficient.

DIVERGING PATHS OF SUBJECT TESTS AND AP EXAMS (TESTS GIVEN)

	2000	2005	2010	2015	2020
Subject Tests	768,600	840,680	779,058	604,286	442,913
AP Exams	1,272,317	2,105,803	3,213,225	4,704,980	4,751,957*

*COVID-19 changes dropped 2020 from an estimated 5.1 million.

Why did College Board cancel Subject Tests, and who will benefit?

The elimination of Subject Tests (and the SAT Essay) has been mostly celebrated by students and counselors, who see the move for what it is on its face: fewer items to worry about. Their cheers supported the College Board's couching of this decision as a purely selfless, student-friendly act. While it's true that the end of Subject Tests removes one discretionary concern from the minds of a narrow band of college applicants (about 10% of college-bound students took Subject Tests each year), it also frees up resources for the College Board to allocate elsewhere. The AP program will become ever more prominent as College Board continues to invest in its growth with new courses and exams and attempts to expand its availability and heighten its relevance. College Board would be pleased to see the AP take on an increasingly prominent role in college admissions, in spite of the problems that will create for independent schools who have shifted away from AP and for students who have limited access to AP.

Will the elimination of Subject Tests mean more interest in AP exams?

Yes, likely so, especially within certain niches. Even with zero U.S. colleges requiring Subject Tests as of summer 2020, more than 400,000 were still taken by the class of 2020. This energy will seek an outlet and not simply dissipate. Some of it will flow to heightened interest in APs and more pressure on schools to make AP testing opportunities available to students. While more than 80% of US high schools offer AP classes, there are thousands of high schools that do not. Some of these schools lack the resources to do so, while others have such an abundance of resources that they do not feel the need to bother. The latter group—predominantly competitive independent schools—finds the AP framework constricting. Subject Tests served as an option for non-AP students to demonstrate knowledge to colleges. Without that outlet, schools may face renewed pressure to provide AP opportunities. While some schools likely improve their students' college prospects by offering AP, there are other schools with such strong academic reputations and applicant track records that AP would be largely superfluous. At these latter schools, most faculty appreciate the freedom of not being bound to AP.

Should I take an AP instead of the Subject Test I was considering?

Some colleges recommend that students provide standardized test scores such as Subject Tests or APs. However, the content and expectations on the AP test are different from those of the Subject Tests. Students should consider whether an AP test—especially if unconnected from an AP course—makes sense. Students who want to take an AP test not offered by their schools can search the AP ledger at <https://apcourseaudit.inflexion.org/ledger/> to find local schools offering the exams that might be able to accommodate test-takers from other schools. The deadline to register for an exam in 2021 was pushed back to March 12th due to the pandemic. It may be quite difficult or impossible to find a school near you that is willing and able to provide a seat for outside students.

When will colleges update their policies to reflect the cancelation of the Subject Tests?

It may take time for colleges to react to the January 2021 news. Many colleges do not reevaluate testing requirements until after they complete the admission cycle in the spring. Students in the class of 2022 or later should be aware that language about Subject Tests on college websites may be outdated for some time. A small number of students in the class of 2022 (and a few in the classes of 2023 and 2024) took Subject Tests before the program was canceled. Colleges that previously utilized Subject Tests will need to articulate whether the scores of students who have already taken them will receive consideration (we expect they will).

What will replace Subject Tests for U.S. students applying abroad?

U.S. students applying to schools in the U.K. have often used Subject Tests to meet application requirements. Oxford and the University of Edinburgh, for example, historically required students to submit APs, Subject Tests, or a combination of APs and Subject Tests. Cambridge noted that “strong performances in SAT Subject Tests will strengthen an application.” In Canada, McGill required Subject Tests from U.S. students unless they submitted an ACT instead of an SAT. It is unclear at this writing what adjustments international colleges will make. Students may have few options beyond taking APs.

How do I know if my old Subject Test scores are competitive and worth submitting to colleges?

Generally, Subject Test scores are not competitive unless they are at or above a particular college’s median SAT (or ACT equivalent) scores for admitted students. For example, a Math 2 Subject Test score of 710 is not helpful at a college whose middle 50th percentile SAT Math scores are 750–780. For more information on evaluating Subject Test scores, visit compassprep.com/whats-a-good-sat-subject-test-score or contact our expert directors for guidance.

How did the Subject Tests differ from AP Exams?

Students were often confused by the difference between Subject Tests and AP exams. APs include a section of free-response in addition to multiple choice and are longer exams. APs are designed to test a deeper understanding of underlying concepts and critical thinking, while Subject Tests tended to cover a range of topics with less depth. For instance, the U.S. History Subject Test might have asked 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. See pages 54–55 for more information on AP.

AP Exams

In Spring of 2020, traditional AP Exams did not take place; they were administered as 45-minute, web-based, free-response exams because COVID-19 eliminated the possibility of nationwide, in-person testing.

The format of the 2020 AP Exams raised questions about exam security, reliability, the digital divide, and how colleges would confer legitimacy. College Board cited the overwhelming desire of surveyed students to have the opportunity to take the 2020 AP Exams as the rationale for the format shift. Overall, colleges and universities have embraced this shift as the only reasonable option. They “recognize both the need for these changes and the effort that students already made in these challenging courses” [SMU], and “appreciate students’ efforts to do their best under the circumstances” [UW—Madison]. Some schools, however, have amended their credit and course placement policies.

College Board expects to offer in-person, full-length exams in May 2021. However, if safety conditions do not allow for in-person testing, a school’s AP Coordinator can authorize a full-length digital contingency exam that can be taken at home. The current 2021 AP Exam schedule is listed in the tables below.

2021 AP TESTING SCHEDULE			
Week 1	Morning Session: 8:00 am	Afternoon Session: noon	Afternoon Session: 2:00 pm
Monday, May 3	United States Government and Politics	Physics C : Mechanics	Physics C : Electricity and Magnetism
Tuesday, May 4	Calculus AB Calculus BC	German Language and Culture Human Geography	
Wednesday, May 5	English Literature and Composition	Japanese Language and Culture Physics 1: Algebra-Based	
Thursday, May 6	United States History	Art History Computer Science A	
Friday, May 7	Chemistry Spanish Literature and Culture	European History 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.		

2021 AP TESTING SCHEDULE		
Week 2	Morning Session: 8:00 am	Afternoon Session: noon
Monday, May 10	French Language and Culture World History: Modern	Macroeconomics
Tuesday, May 11	Seminar Spanish Language and Culture	Latin Psychology
Wednesday, May 12	English Language and Composition	Microeconomics Music Theory
Thursday, May 13	Comparative Government and Politics Computer Science Principles	Statistics
Friday, May 14	Biology Italian Language and Culture	Chinese Language and Culture Environmental Science

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.

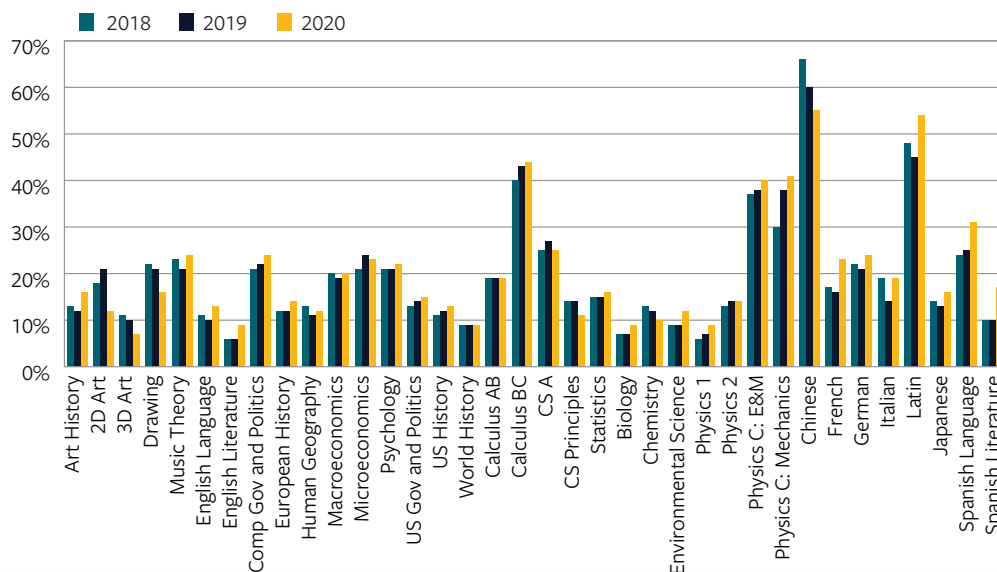
AP's RELEVANCE IN ADMISSIONS

Historically, scores on AP exams have been tied to receiving college credit or advanced standing upon matriculation. The AP program was not designed to be relevant to admission decisions in the same way as the SAT and ACT. Instead, AP has served as evidence of strong curricular rigor and achievement in the context of an academic transcript. An AP score is not always presented with college applications, because students also have a grade on their transcript for that class.

Formal use of AP scores in admission decisions is not widespread currently. Notable exceptions include schools such as NYU that have given applicants the option to present AP scores as alternatives to other testing such as SAT/ACT. More recently, Michigan and Georgetown are examples of schools that have asked students to send AP scores in lieu of SAT/ACT scores if the pandemic limited their testing opportunities. Whether these practices will—or should—expand is a topic of intense debate. Most colleges emphasize that they evaluate applicants in the context of the offerings of each applicant's school environment, so engaging with AP beyond what is typical of top students at one's school is not necessary. Nevertheless, students are showing more interest in AP with the elimination of the SAT Subject Tests and due to SAT/ACT testing opportunities being constrained by the pandemic.

Because AP Exam scores 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 some selective colleges have moved away from issuing course credit for high scores, most will still use scores for placement or to waive a prerequisite. Strong AP results can also help an applicant from a new or large high school by providing a trusted point of reference.

PERCENT OF STUDENTS RECEIVING A 5 ON THE EXAM



Test Dates and Score Requests

TEST DATES

You can register for the SAT at collegeboard.org and the ACT at actstudent.org.

SAT			
2021 Test Dates	Registration	Late Registration	Anticipated Multiple Choice Score Release [‡]
March 13, 2021	February 12, 2021	March 2, 2021	March 26, 2021
May 8, 2021	April 8, 2021	April 27, 2021	May 21, 2021
June 5, 2021	May 6, 2021	May 26, 2021	July 14, 2021
August 28, 2021*	July 30, 2021*	August 17, 2021*	September 20, 2021*
October 2, 2021*	September 3, 2021*	September 21, 2021*	October 15, 2021*
November 6, 2021*	October 6, 2021*	October 26, 2021*	November 19, 2021*
December 4, 2021*	November 4, 2021*	November 23, 2021*	December 17, 2021*

PSAT		PSAT 10	
2021 Test Dates	Registration	2021 Test Dates	Registration
Primary: Wednesday, October 13* Saturday: October 16* Alternate: Wednesday, October 27*	Test date registration is determined by high school.	Date determined by high school within testing windows: February 22–March 26, 2021 and April 13–April 30, 2021	Test date registration is determined by high school.

ACT			
2021 Test Dates	Registration	Late Registration	Anticipated Multiple Choice Score Release [‡]
February 6, 2021	January 8, 2021	January 15, 2021	February 19–April 2, 2021
April 17, 2021	March 12, 2021	March 26, 2021	April 30–June 12, 2021
June 12, 2021	May 7, 2021	May 21, 2021	June 25–August 6, 2021
July 17, 2021 (Not offered in NY)	June 18, 2021	June 25, 2021	July 30–August 30, 2021
September 11, 2021*	August 13, 2021*	August 27, 2021*	September 24–October 5, 2021*
October 23, 2021*	September 19, 2021*	October 3, 2021*	November 2–November 16, 2021*
December 11, 2021*	November 5, 2021*	November 19, 2021*	December 21, 2021–January 4, 2022*

* Dates are anticipated and not yet official.

‡ Release date indicates the first day scores may be available. ACT Writing scores are available about two weeks after multiple choice scores are released.

INTERNATIONAL DATES

International SAT testing occurs on the same dates as the U.S. National test dates for each school year. College Board added an international August SAT date beginning in 2020. For more information, visit collegereadiness.collegeboard.org/sat/register/international.

ACT offers international testing during a 2-day window culminating on the U.S. National test date. For example, February 5–6 are offered as international ACT test dates, while the U.S. National test date is February 6. For more information, visit act.org/content/act/en/products-and-services/the-act-non-us.html.

POLICIES AND FEES

The following chart lists the basic fees and policies for SAT and ACT.

Policy or Fee	SAT	ACT
Standard fee	\$52	\$55 + \$15 for Essay
Late Registration Fee	add \$30	add \$35
Change test date	add \$30	add \$35
Change test center	add \$30	add \$35
Standby / Waitlist	add \$53	add \$56
Copy of test available	October, March, May, August dates	December, April, June dates
Fee for copy of test	\$18	\$22
Score reports included with registration	4	4
Additional reports	\$12 each	\$13 each
Score Choice	per test date	per test date
Cancel Scores	Until Thursday after test	Until Thursday after test
Remove Scores	Not offered	Upon written request
Calculator	Algebra functions OK TI-89 allowed	No algebra functions TI-89 not permitted
Score verification	\$55 to hand score the multiple choice	\$50 for multiple choice, \$40 to confirm that essay was not mis-scanned
Section Retesting	Not Available	Previously scheduled for Fall 2020, but postponed
Sunday testing for religious reasons	Available Sunday following the Saturday administration	Available Sunday or Monday on a center-by-center basis

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 is available from the last registration deadline up until five days before test day; however, College Board may remove the waitlist option if testing is impacted. 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
February 6, 2021	January 16–29, 2021
April 17, 2021	March 27–April 9, 2021
June 12, 2021	May 24–June 4, 2021
July 17, 2021	June 26–July 9, 2021
September 11, 2021*	August 28–September 3, 2021*
October 23, 2021*	October 2–15, 2021*
December 11, 2021*	November 20–December 3, 2021*

FEE WAIVERS AND REPORTING SCORES

There are several factors to consider when it comes to choosing test dates and sending scores to colleges. It's important to understand both the procedural and tactical aspects before making individualized decisions or recommendations suited to any one student.

Many colleges are trying to make the admission process easier by offering test takers more flexibility. However, there is still a wide range of testing policies that makes it difficult for students to know exactly how to optimize their results and then best showcase those achievements.

WHEN SHOULD I REGISTER FOR THE OFFICIAL SAT AND ACT?

Register as far in advance as possible. See our Test Dates section on pages 56–57. Registering early helps you frame testing and test preparation plans and ensures you'll have a seat at a test center most convenient for you.

Planning Tip: As you get closer to college application deadlines, you may want to register for a “back-up” test date as an insurance policy.

The late summer test dates offer fewer testing centers in some areas, and the early fall dates are extremely popular; seats fill up early.

College Board tends to open SAT registration many months in advance. ACT, on the other hand, typically opens registration for the new school year right after the July test date. This leaves a short registration window for the September ACT. ACT does not schedule tests in New York in July.

I'VE HEARD ABOUT FEE WAIVERS. WHAT ARE THEY, AND HOW DO I GET THEM?

A student who receives a fee waiver from College Board can sign up for two SATs (including QAS) for free. They can also send those scores to an unlimited number of colleges at no cost. A student who receives a fee waiver from ACT can take two ACTs and send scores to four schools as part of registration and up to 20 additional schools later. Fee waivers cover basic registration costs and include the writing, but they do not cover late or change fees. Fee waivers come from your high school. Check with your college counselor to find out whether you qualify for fee waivers.

SHOULD I REQUEST THAT MY SCORES BE SENT TO COLLEGES DURING REGISTRATION?

Although this use-it-or-lose-it option means you can save some money (the testing agencies offer to automatically send your upcoming score to up to four colleges as a courtesy if you stipulate this during or shortly after registration), we generally advise students to wait until they've completed testing before they start sending scores. Many schools allow Score Choice, which means you send only the scores of tests you select, after you know your results.

One exception is if your final test is being taken close to an application deadline, especially if you are applying Early Action or Early Decision. In that case, you may want to select your college(s) to expedite score delivery.

WILL SCORE CHOICE COLLEGES SEE ALL OF MY SUBJECT TEST SCORES?

Subject Tests are no longer administered in the U.S. but may be submitted if a student already has them on file. Students can exercise Score Choice to pick only the test dates or the Subject Tests they wish to submit. Even if you took three Subject Tests in one day, you can choose to send only one score to a college.

WHAT DOES IT MEAN WHEN A COLLEGE ACCEPTS SELF-REPORTED SCORES?

Over the past few years, efforts have been made to encourage more colleges to accept self-reported SAT and ACT scores from students during the application process and only require official reports when a student actually enrolls. Leaders of this push have included Gabrielle McColgan, James Murphy, Marie Bigham, and many other contributors.

Among the many expenses that add up in the college admission process are application fees, test registration fees, and official score report fees. Many students are eligible to have these fees waived, but students who don't qualify for waivers may still find the costs to be a burden.

This list is a sampling of colleges that have stipulated that students may self-report their test scores; please visit compassprep.com/self-reporting-test-scores for the most up-to-date list available.

A SELECTION OF COLLEGES THAT ALLOW SELF-REPORTING OF SAT AND ACT SCORES

Agnes Scott College	Franklin College	Northeastern University	Trinity University
Amherst College	Franklin & Marshall College	Northern Arizona University	Tufts University
Augustana College	Franklin Pierce University	Northwestern University	Tulane University
Barnard College	George Mason University	Oberlin College	Union College
Bates College	Georgia Tech	Occidental College	University of Chicago
Baylor University	Gettysburg College	Old Dominion University	University of Delaware
Binghamton University (SUNY)	Hamilton College	Olin College of Engineering	University of Hawaii, Manoa
Bowdoin College	Harvard College	Pacific Lutheran University	University of Iowa
Brown University	Harvey Mudd College	Pomona College	University of Kansas
Bucknell University	Haverford College	Providence College	University of Miami
Caltech	Illinois State University	Purdue University	University of Minnesota
Carelon College	Iowa State University	Quinnipiac University	University of Notre Dame
Carthage College	Johns Hopkins University	Rice University	University of Pennsylvania
Chapman University	Kansas State University	Saint Anselm College	University of Portland
Clarkson University	Kenyon College	Santa Clara University	University of Richmond
Colby College	Lafayette College	Scripps College	University of Rochester
Colgate University	Lamar University	Seattle University	University of San Francisco
College of William & Mary	Lawrence University	Shenandoah University	University of South Carolina
Columbia University	Lehigh University	Southern Methodist University	University of Virginia
Connecticut College	Lewis & Clark College	Southwestern University	Valparaiso University
Creighton University	Loyola Marymount University	St. Lawrence University	Villanova University
Davidson College	Loyola University Chicago	St. Olaf College	Virginia Tech
DePaul University	Macalester College	Stanford University	Washington U in St. Louis
Dickinson College	Middlebury College	Stevenson University	Wellesley College
Duke University	Millsaps College	Suffolk University	Western Michigan University
Emory University	Mount Holyoke College	Swarthmore College	Williams College
Florida State University	New College of Florida	Texas Christian University	Yale University

Score Choice and Superscoring

SCORE CHOICE

A continuing trend in college admission testing is that of giving more choice to applicants. Test optional policies allow students to withhold test scores entirely. Score Choice policies allow students to control the specific SAT and ACT scores that are reported to colleges. Most colleges now recognize some form of “Score Choice.” The holdouts, though, have a confusing array of policies, so students should still plan appropriately.

HOW ARE SCORES REPORTED?

SAT and ACT scores have traditionally been reported on a test date basis only. You cannot, for example, send your Math score from the March SAT and your ERW score from the June SAT.

HOW DOES SCORE CHOICE WORK?

Traditionally, ACT has required students to submit a separate score report for each test date. This policy effectively provided Score Choice to test takers. By default, College Board sends a student’s entire testing history with each report. Students can exercise Score Choice to pick only the test dates or the Subject Tests they wish to submit. Subject Tests are no longer administered in the U.S. but may be submitted if a student already has them on file.

CAN I JUST SEND MY BEST SCORES?

If a college considers only your SAT Total or ACT Composite score 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.” ACT announced a new option in 2020 that would give students the option of sending colleges a Superscore Report. COVID-19 and related cancellations delayed the Superscore Report. It may not be available until September 2021. This report will include the test date with your highest Composite score and will also include the individual sections that produce your best Composite superscore. The lack of the Superscore Report does not prevent colleges from superscoring.

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. For example, Georgetown and Yale are among the schools that prohibit or restrict Score Choice, partly to discourage excessive testing. Conversely, Harvard and MIT both state that students are free to use Score Choice. Of the 400+ colleges we’ve profiled in this guide, less than two percent require that all test scores be submitted, approximately 23% recommend that all scores be submitted, and approximately 98% accept Score Choice. Most colleges that “recommend all scores” also have superscoring policies.

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 time involved, unprepared performances can rattle a student’s confidence. Additionally, a student who takes the SAT or ACT numerous times could be forced to reveal this fact if they choose 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:

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 evaluating your highest section scores across test administrations, but not all colleges will compute a new Composite from those scores.

April Test Day	26 E 27 M 27 R 23 S = 26 Composite
Sept. Test Day	29 E 25 M 24 R 27 S = 26 Composite
Superscore	29 E 27 M 27 R 27 S = 28 Composite

The trend has been for more colleges to allow score choice. Only Barnard, Carnegie Mellon, Georgetown, Syracuse, and Yale require all SAT or ACT. Only Georgetown requires all SAT and ACT if both tests are taken.

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	●	●	□
Middlebury College	●	●	■
Mills College	●	X	□
New York University*	●	●	□
Northwestern University	●	●	□
Occidental College*	●	●	□
Princeton University	●	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†	●	●	■
Requires all scores	■		
Recommends all scores	■		
Accepts score choice	□		

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

† Stanford and Yale will “consider individual ACT subscores.”

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 detailed information, visit compassprep.com/accommodations.

DEADLINES FOR SUBMITTING REQUESTS FOR ACCOMMODATIONS

SAT		PSAT & AP		ACT	
2021 Test Dates	Documentation Deadlines	2021 Test Dates	Documentation Deadlines	2021 Test Dates	Documentation Deadlines
March 13, 2021	January 22, 2021	PSAT 10 February 22– March 26, 2021	December 11, 2020	February 6, 2021	January 15, 2021
May 8, 2021	March 19, 2021			April 17, 2021	March 26, 2021
June 5, 2021	April 16, 2021	PSAT 10 April 13–April 30, 2021	February 22, 2021	June 12, 2021	May 21, 2021
August 28, 2021*	July 9, 2021*			July 17, 2021	June 25, 2021
October 2, 2021*	August 13, 2021*	AP Exams May 3–14, 2021	March 19, 2021	September 11, 2021*	August 27, 2021*
November 6, 2021*	September 17, 2021*	PSAT/NMSQT October 13, 16, and 27, 2021*	August 24, 2021*	October 23, 2021*	October 1, 2021*
December 4, 2021*	October 15, 2021*			December 11, 2021*	November 19, 2021*

Step 1: Determine whether your student is eligible.

Timing: Compass recommends that families consult with school officials or a private evaluator by January of 10th grade to review the terms of eligibility.

Step 2: Gather the appropriate documentation.

Timing: If educational testing or cognitive evaluations are not current, families should work with their school district or private evaluator to conduct testing between winter of 10th grade and fall of 11th grade. Students planning to take the PSAT/NMSQT—or other official tests in the fall of 11th grade—with accommodations will need to have documentation ready for submission by the end of 10th grade.

Step 3: Submit a request.

Timing: Accommodations requests should be sent electronically by the submission deadlines posted by College Board and ACT. Most students will want to begin test preparation at least three months prior to their first official test date, so the sooner a request is approved, the sooner accommodations can be incorporated into preparation plans. To receive accommodations for the most popular test dates (February ACT and March SAT), requests should be submitted by December of 11th grade.

Step 4: Respond to decision letters or make appeals.

Timing: Decision letters should be mailed or emailed to families within 2–7 weeks of submission. If requests are denied, a student may electronically appeal decisions with the assistance of their school's testing coordinator. Appeals will reset the review process.

Step 5: Use accommodation on test day.

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.



ERIC ANDERSON

Director

Eric graduated with *Phi Beta Kappa* honors from the University of Illinois at Urbana-Champaign, where he was a Rhodes Scholarship campus nominee and an award-winning Global Studies instructor. After joining our LA team in 2015, Eric returned to his hometown of Chicago to open Compass' midwest office.



SARA BERARD

Senior Director

Sara's decade of work at Compass and 20+ years in test prep—going back to undergraduate days at Wheaton College in Massachusetts—have given her an exceptional ability to advise families and students. 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.



VIBHUTI BHAGWATI

Accountant

Vibhuti obtained her Bachelor's degree in Commerce from the University of Mumbai. She worked in finance for several years before becoming part of the Compass team in 2010. She manages the accounting responsibilities for our offices.



BOB BORRMANN

Administrative Coordinator of Finance

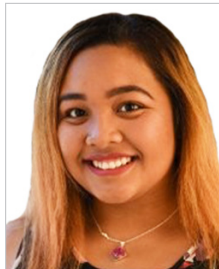
Bob graduated with honors from New York University, where he studied Dramatic Writing and History. In his free time, he writes and plays pickup basketball. Currently, he serves as Compass' Administrative Coordinator of Finance.



ANNE-MARIE CHAN

Managing Director

Anne-Marie's experience as an educator and advisor dates back over a decade. She tutored students at a nonprofit in LA before joining Compass as a math tutor in 2008. Her years of experience as a career advisor and graduate school admission consultant inform her work as Director of our NYC office. She holds degrees in English and Economics from Duke and is an NYU Stern MBA.



AVA CORALES

Administrative Coordinator

Ava received a B.A. in Psychology with a minor in Film and Television from the University of California, Los Angeles. Before joining Compass, she brought her passion for film and education together in leading video production workshops for UCLA students. She loves supporting the team and helping our clients reach their goals!



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

Marketing Coordinator

Margaux graduated with B.A.s in Psychology and Zoology from Ohio Wesleyan University. She began working with Compass as a math and science tutor in 2015 and later joined the office as Manager of Practice Testing. In 2019, she transitioned to the marketing department, using her skills to help manage our online presence.



AARON FRANKLIN
Program Manager

Aaron has a B.A. in Linguistics from UC Berkeley, an M.A. in Philosophy from San Francisco State University and is currently a Ph.D. candidate in Philosophy at UC Santa Cruz. He was a verbal tutor for Compass before transitioning into his role as Program Manager.



CHRISTOPHER HARDY
Director

Christopher graduated with honors from Vassar College where he earned his B.A. in French and Theater before going on to receive an M.F.A. from the New School. He has worked in education his whole career: as a professional tutor for a decade and then as a college counselor and classroom teacher in the IB program.



DULCIE HEAD
Director

Dulcie graduated with B.A.s in Physics and Geology from Pomona College. She then earned her Ph.D. in Geophysics at Stanford, where she served as an award-winning teaching assistant. Dulcie started at Compass as a tutor and now uses her experience to help students and families in her role as director.



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.



TERRI JOHNSON
Director

Terri received her M.S. degree in Statistics from UCLA and her B.S. degree in Mathematics from Meredith College (with minors in both Dance and Statistics). Before joining the director team, she taught introductory statistics courses at UCLA and tutored with Compass for the ACT, SAT, and academic classes.



NINA KAO
Director

Nina graduated *summa cum laude* from the University of Pennsylvania. Her extensive background as an educator is highlighted by two years with Teach for America. Her expertise in a wide range of standardized tests and academic subjects enables her to provide thoughtful guidance and support as director.



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
Senior 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.



ASH KRAMER
Managing Director of Product

With a career in test prep and higher education that began in the late 1990s, Ash has held a variety of educational roles from tutor to administrator. She received M.A.s in English from CSULA and the University of Southern California. At Compass, she leads the product development team.



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.



ALEX KUDROFF
Program Manager

After graduating from Columbia with a B.A. in Evolutionary Biology of the Human Species, Alex began working in education at zoos, museums, and schools. She started working as a Compass math and science tutor in 2015 and now uses her experience to support tutors and families in her role as Program Manager.



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.

**JON LEE***Senior Director*

Jon graduated *magna cum laude* from CSULA, where he also earned a Master of Music degree. He spent five years overseeing tutoring services for the Guardian Scholars Program at LA City College, supporting current and former foster youth. Jon began his test prep career in 2002 and has helped hundreds of families navigate the path to college.

**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.

**AVI MOZES***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.

**JILL MUTTERA***Senior 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.

**JENÉ PLEDGER***Director*

Jené holds a B.A. in English Literature and Creative Writing from Colorado State University, an M.A. in English from CSULA, and is currently working towards her Ph.D. at UCLA. As a director at Compass, she enjoys helping families and tutors as they navigate successful and rewarding student programs.

**ASHLING QUIGLEY***Practice Test and Classroom Manager*

Ashling has a B.A. in Integrative Biology from UC Berkeley. After joining Compass as a math tutor in 2015, Ashling honed her skills teaching hundreds of students all over the Bay Area. In 2019, she joined the Northern California office as the Practice Test and Classroom Manager.

**TORSTEN SANNAR***Managing 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 prep experience and enjoys drawing upon his creativity and college teaching to help families navigate the admission landscape. Torsten coordinates Compass School Partnership efforts nationwide and leads the Southern California office.

**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 collaboratively with families to create personalized, one-on-one programs.

**MATT STEINER***Senior Director of Outreach*

Prior to joining Compass, Matt obtained their M.A. from the University of Chicago and a B.A. from UC Santa Cruz. They have over a decade of experience in the field of test preparation, having worked as an instructor, consultant, and keynote speaker on the topic of admission testing. Currently, Matt teaches graduate-level lectures on testing for the counselor certificate programs at UC San Diego, UC Irvine, and UCLA.

**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.

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
 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 useful information about test optional policies.

KHANACADEMY.ORG

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

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

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.

COLLEGE INFORMATION

NCAA ELIGIBILITY CENTER

ncaa.org/student-athletes/future
 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.indiana.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.

COLLEGE NAVIGATOR

nces.ed.gov/collegenavigator/

An online college search tool with exportable results.

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 non-government aid. You can find and complete the form online at student.collegeboard.org/css-financial-aid-profile

UNIGO AND FASTWEB

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/regist/disab

Association on Higher Education and Disability

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

Compass Commitments to Anti-Racism, Diversity, Equity, and Inclusion

In response to the ongoing national reckoning around race and inequity, we have interrogated our role and responsibilities. We have found that we must do more to actively create and maintain at Compass and beyond our walls an explicitly anti-racist culture, one that is backed by transparent anti-racist policies and consistent anti-racist practices. We affirm that racism and all other forms of bigotry and prejudice are unacceptable and must be confronted and dismantled in our workplaces and in all our interactions with our constituents.

Compass has formed a Diversity, Equity, and Inclusion Board to help guide our efforts in these areas. The DEI Board has developed its own mission statement. Learn more about our policies and efforts and meet our DEI Board at compassprep.com/dei.

DEI Board Mission Statement

The DEI Board recognizes that Compass' services—especially costly private tutoring—confer advantage to many students who already benefit from significant privilege. We understand that the K-12 educational system in the U.S. is disproportionately under-resourced for BIPOC students, and that admission tests can either fortify the barriers to college access or help erode them.

The role of the DEI Board is two-pronged. First, it will work with the leaders at Compass to make the company's educational resources more accessible to historically marginalized communities. Additionally, it will work with these communities, especially Black, indigenous, Latinx, and LGBTQ+ folks, to create new, impactful services beyond Compass' typical menu of offerings.

Second, the DEI Board will help Compass' leadership to transform the company's culture and hiring processes to recruit and maintain more employees of color. The Board will identify impediments toward more inclusive hiring within the company and strive to unhinge them. As a company that values the democratizing power of higher education, Compass' staff and tutors should resemble the diverse communities we aim to better support.

There is much work to be done, and we are eager to get started!

Compass Education Group is committed to providing a workplace free of harassment, discrimination, retaliation, and disrespectful or other unprofessional conduct based on: race, color, religion (including religious dress and grooming practices), sex/gender (including pregnancy, childbirth, breastfeeding or related medical conditions), sex stereotype, gender identity/gender expression/transgender (including transitioning or having transitioned), sexual orientation, national origin, ancestry, physical or mental disability, medical condition, genetic information/characteristics, parental status, marital status/registered domestic partner status, age (40 and over), military or veteran status, physical characteristics such as height or weight, or any other status or characteristic protected by the laws or regulations in the locations where we operate.



Compass provides in-home and live online tutoring to students across the country.

(800) 685-6986
info@compassprep.com

Locations

Chicago

(847) 495-8585

Dallas

(214) 270-2103

Denver

(303) 309-4060

Houston

(713) 335-3528

Los Angeles

(310) 550-0300

New York

(212) 381-4421

Philadelphia

(484) 773-0003

San Francisco

(415) 464-8600

Seattle

(206) 337-7388

South Florida

(954) 351-8880

Washington, D.C.

(202) 900-3771