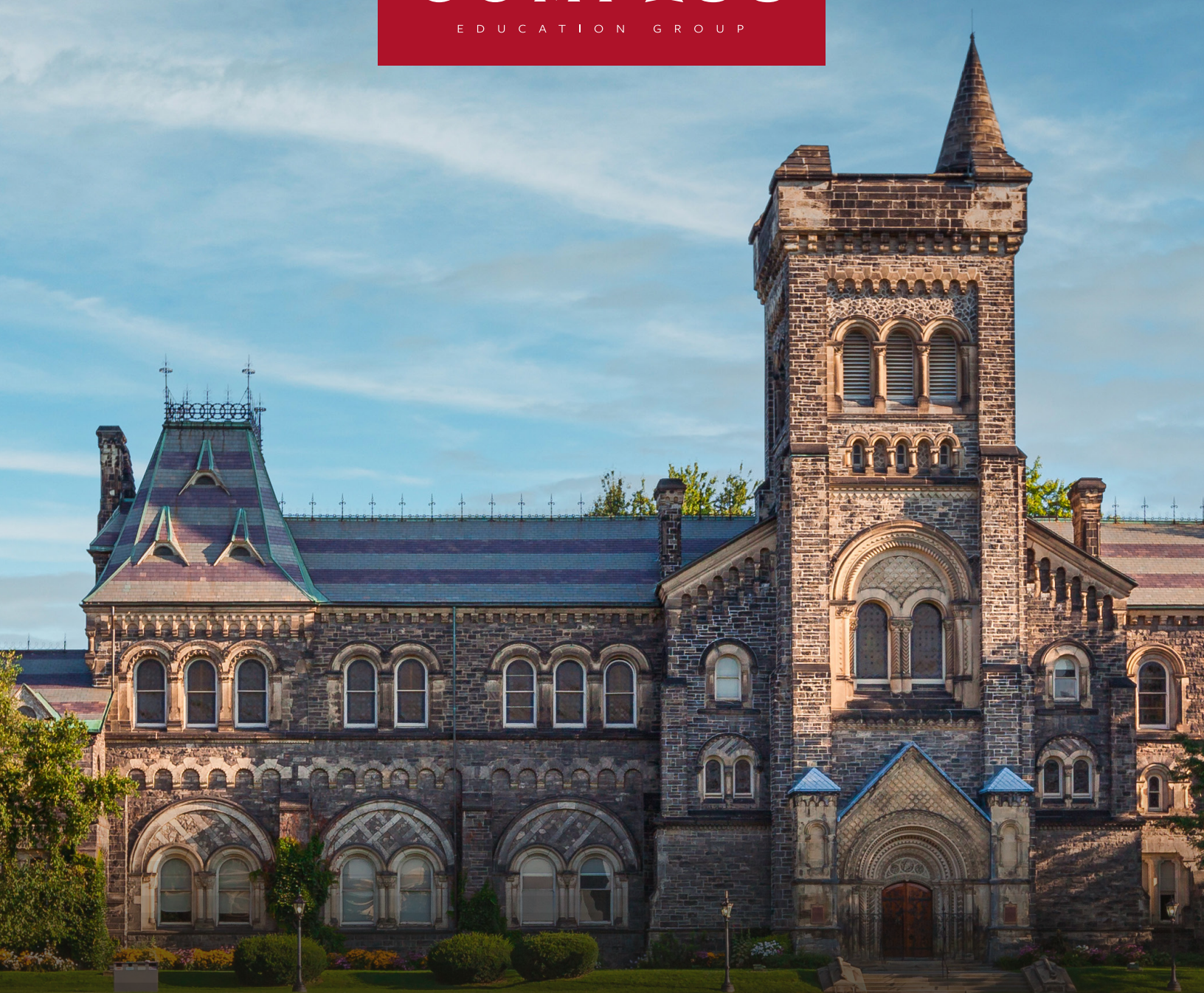


COMPASS

EDUCATION GROUP



2024
2025
EDITION

THE COMPASS GUIDE TO COLLEGE ADMISSION TESTING

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Introduction

When Compass presenters speak at schools to families and counselors around the country, one of the most frequent pieces of feedback we receive is how valuable they find the book you're holding to be. Read cover to cover, *The Compass Guide to College Admission Testing* will give you a detailed understanding of both what standardized admission tests are today and how they factor into the college admission decision. More likely, this guide will serve as a reference for when you have questions about specific schools or aspects of testing. We also strongly encourage you to visit our online resource center, which keeps many of the resources in these pages up-to-date.

Today's parents likely encountered an SAT that was dramatically different from the one students take today. While reading comprehension and algebra have been mainstays of standardized tests, the shift to digital has meant that long passages are replaced by short paragraph prompts. Additionally, a built-in graphing calculator, when used correctly, can help students arrive at their answers. The ACT, on the other hand, hasn't changed all that much. Parents who grew up in the Midwest likely took an ACT that looks very similar to the one their students can take today.

At the time of printing, ACT had just announced plans to roll out a shorter Core ACT. This exam will make the science section an option add-on, cut 50 minutes from the overall testing time, and give students more time per question by presenting shorter passages and fewer questions. The Core ACT will be available for online national testing in April 2025, for paper and international testing in September 2025, and for School Day testing in the spring of 2026. References to the ACT throughout this guide should be read as references to the Classic ACT that will remain available for the 2024–2025 school year in the form of paper testing.

The choice for students continues to be whether to prepare for the ACT or SAT. Compass strongly recommends a practice test of each before settling on a preparation plan. See pages 39 to 51 for descriptions of the differences between tests. The digital SAT is adaptive; the ACT is making changes to compete with the shorter length of the SAT. Many schools will elect to offer a school day testing administration of the digital test, which may impact test preparation decisions.

Once a family has decided on which test to take, they can then decide whether private tutoring or a small group class is the best method of preparation. Private tutoring with Compass is fully customizable to meet the student's strengths, weaknesses, and schedule; Compass classes offer comprehensive preparation in a small group setting.

As students focus on demonstrating the academic rigor of their college preparation, AP scores grow in importance for those students who attend schools with AP programs. A score of 4 or 5 helps substantiate that a student is well prepared for the challenges of college work. See pages 60–65 for more information on the growing significance of APs.

ABOUT COMPASS EDUCATION GROUP

Compass is one of the world's leading providers of comprehensive, one-on-one tutoring and small group instruction for high school students aspiring to attend competitive colleges. We provide individualized test preparation and academic subject support anywhere in the world via live online tutoring and classes. In-home tutoring and in-person classes are also available in select cities.

We have earned an unmatched level of trust from college counselors and administrators at thousands of high schools. Beyond preparation 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 to sharing accurate information about tests, and the high ethical standards evident in our relationships with our constituents.

College Admission and Testing

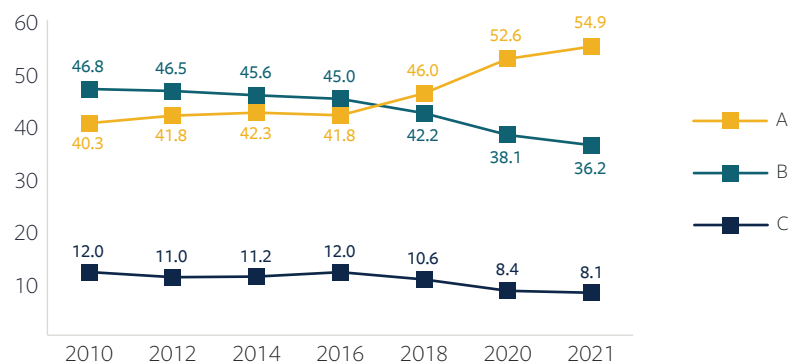
Performance in a rigorous high school curriculum is the most heavily weighted factor at most colleges. However, GPA is imperfect as a sole academic criterion for admission for two reasons. First, course difficulty and grading policies vary from teacher to teacher, school to school, and state to state. Second, grade inflation has compressed the GPA scale. As more students earn As, it becomes harder to distinguish applicants from one another.

At the most competitive colleges, virtually all candidates have extremely high GPAs. It can be difficult to distinguish applicants based on grades alone. This problem has been exacerbated in recent years due to grade inflation. The percentage of students reporting an A-average continues to climb higher, as seen in the chart at right.

Opportunity Insights, a Harvard-based research organization, completed one of the most thorough analyses ever of the factors involved in college admission. Using the data it collected for its wider research, it analyzed the results from what it termed the “Ivy Plus” group of colleges—the eight members of the Ivy League, Duke, MIT, Stanford, and the University of Chicago.

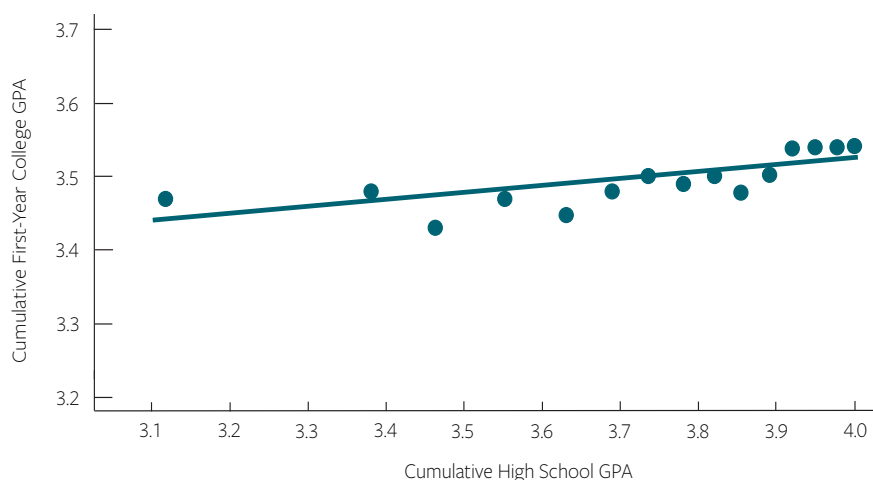
While Opportunity Insights found that high school GPA did help predict first-year GPA in college, it found that the relationship was weak, even after accounting for other factors.

PERCENTAGE OF ACT TEST TAKERS WITH AN AVERAGE OF A, B, OR C FROM 2010 TO 2021



SOURCE: ACT, GRADE INFLATION CONTINUES TO GROW IN THE PAST DECADE

RELATIONSHIP BETWEEN HIGH SCHOOL GPA AND FIRST-YEAR COLLEGE GPA AT “IVY PLUS” UNIVERSITIES

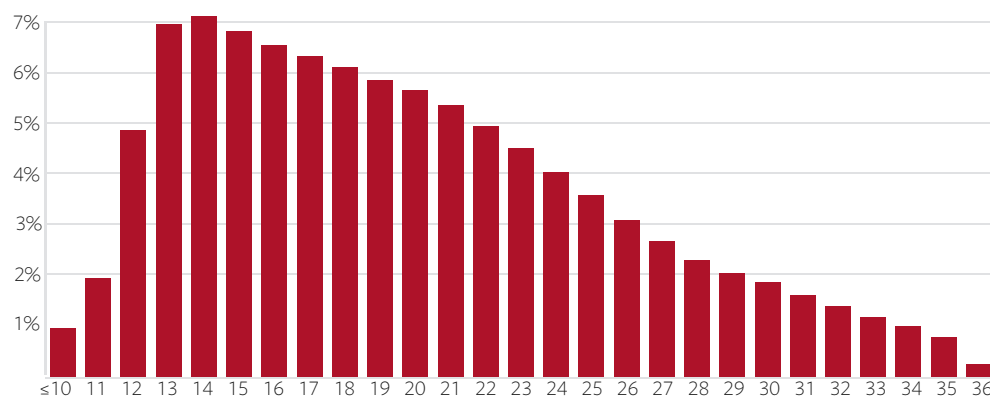


SOURCE: OPPORTUNITY INSIGHTS, 2024

College Board and ACT have long maintained that standardized testing provides a common measuring stick and that the SAT and ACT supplement GPA when evaluating a student’s chances for academic success in college.

One advantage that the exams have is that they are designed to distinguish among students across the entire score range. Whereas more than half of students have an A-average, for example, only about 5% score a 30 or above on the ACT.

ACT COMPOSITE SCORE DISTRIBUTION — CLASS OF 2022



SOURCE: ACT PROFILE REPORT—NATIONAL, GRADUATING CLASS OF 2022

The Opportunity Insights research confirmed that test scores are correlated with college GPA. In fact, at the Ivy Plus universities, test scores showed a higher correlation than did GPA. Christina Paxson, the president of Brown, described what her university was seeing: “Standardized test scores are a much better predictor of academic success than high school grades, which are exceptional for the vast majority of Brown applicants but also carry the complication of being increasingly subject to grade inflation.”

The Opportunity Insights research also revealed that students who do not submit scores perform equivalently to those in the lowest SAT/ACT quartile. While not surprising—students with lower scores are less likely to submit them—it illustrates why a number of the most competitive colleges have returned to testing requirements. Why make critical admission decisions based on missing information?

RELATIONSHIP BETWEEN SAT/ACT AND FIRST-YEAR COLLEGE GPA “IVY PLUS” UNIVERSITIES



SOURCE: OPPORTUNITY INSIGHTS, 2024

The Ivy Plus colleges that have announced a return to testing requirements have found that (a) almost all of their applicants were already taking tests and (b) some students were mistakenly withholding scores that would have supported a decision to admit. In the first five months of 2024, five of the Ivy Plus institutions announced plans to return to requiring tests from applicants. MIT had previously done so. We expect more announcements in the next round of policy evaluations, so students in the class of 2026 and beyond should be prepared. As universities study the results of their test optional admission cycles, it is becoming clear that a one-size-fits-all policy is unlikely to hold. Colleges will make test requirement decisions based on their specific institutional needs and applicant pools.

Popular Testing Timelines

Two main tests—ACT and SAT—and 14 possible national 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. Many schools offer a test during the school day or during a window of days; this scheduling may also impact when and how students prepare.



NATIONAL TESTING CALENDAR

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

NOTE: *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.

PRACTICE TESTS In the late spring of 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.

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

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 or a targeted class 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 or enroll in a review course to prepare for 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' private tutoring and live review courses 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.

10TH GRADE SCORE

- ▶ **P/SAT:** > 1200
- ▶ **ACT:** > 25

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

- Most Popular Test Date
- Potential Test Date
- * No July Test Date in New York

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. Some students wait until after the October PSAT/NMSQT, but we find that a few lessons in advance of the PSAT/NMSQT can relieve some of the stress of that testing experience.
- ▶ **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 or enroll in a review course 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 decision; those applying early should be finished by October.

10TH GRADE SCORE

▶ **P/SAT:** 900–1200

▶ **ACT:** 17–25

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

● Most Popular Test Date

○ Potential Test Date

* No July Test Date in New York

“ I love the challenge of the tests. They are fascinating puzzles to unlock, and I enjoy giving my students the techniques they need to master them. I tutor and also work in research and development for Compass, and I enjoy uniting the curiosity and focus of research with the support and encouragement of tutoring.

-SARAH D., COMPASS TUTOR
CLEMSON UNIVERSITY, MA, ENGLISH



DEFERRED TESTING

- **BEGIN FOUNDATIONAL WORK** Students in this score range often begin with foundational work over the summer before or during the fall of junior year. 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 whether students are taking AP Exams, they may want to spend time in April devoted to studying for the AP, or instead 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 in the meantime.
- **REFRESH** It's common for students to grow more focused on college applications during the summer after 11th grade—practice tests and a refresh of tutoring or a summer class 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 of these test dates gives students the opportunity to sit for the exams a third time in the fall if it makes sense to do so.

10TH GRADE SCORE

► **P/SAT:** <900

► **ACT:** <17

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

● Most Popular Test Date

○ Potential Test Date

* No July Test Date in New York

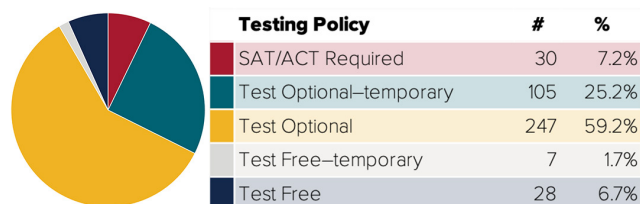
A Testing Revival

This year several prominent schools made headlines for reinstating testing requirements. Brown, Caltech, Cornell, Dartmouth, Harvard, Stanford, and Yale joined Georgetown and MIT on a list of popular private institutions that are ending their temporary test optional allowances. College applicants will also face testing requirements at the service academies and at several public institutions including University of Texas—Austin, Purdue, and the University Systems of Georgia, Florida, and Tennessee.

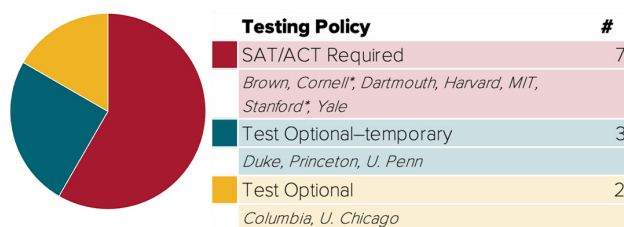
The consensus is that this trend will continue, especially at highly competitive colleges, although it's also believed that hundreds of other colleges will remain test optional indefinitely.

The chart below consolidates well-known colleges into major policy categories. In actuality, inside the groupings of test optional institutions, applicants may encounter colleges that state a preference, a recommendation, or even an expectation of test scores in the absence of special circumstances. It is important for prospective applicants to listen closely to the signals coming from a college's guidance and admission trends.

CURRENT TESTING POLICY BREAKDOWN FOR: THE 400+ SCHOOLS COMPASS TRACKS



THE 12 “IVY PLUS” SCHOOLS



* Effective fall 2026.

OPTING TO TEST

More and more students have been choosing to obtain scores. The classes of 2022 and 2023 had substantial increases in SAT takers (up 13% and 12%, respectively) from the prior year, as participation continues to climb back up to pre-pandemic levels. Applicants with scores benefit from the flexibility to decide how test results should or should not factor into their final submissions. 2024 also saw the debut of the new and shorter digital SAT, which seemed to lift test-taking interest even higher.

CLASSES OF 2025 & 2026: TESTING IS BACK—WHAT TO WATCH

An indirect consequence of policy reversals at one set of schools is a rising number of selective test optional colleges receiving scores from their strongest applicants. Students planning to apply to highly popular colleges should consider what others with similar opportunities are apt to voluntarily submit as a competitive edge. Scores remain a valuable piece of the holistic review process at many schools, especially those where demand for admission drastically outstrips supply.

Expiring test optional policies should be tracked closely. And, as Harvard and Caltech demonstrated, colleges can reverse course even before temporary policies expire. While Cornell is honoring its existing test optional policy for the class of 2025, it is also being honest with applicants that scores are recommended in the interim (except at their test free schools). Yale is an example of a school that added flexibility to its reinstated requirement, but it remains to be seen how useful AP and IB options (in lieu of SAT/ACT) will be there and elsewhere.

Meanwhile, most college counselors and college admissions insiders are keenly monitoring the remaining “Ivy Plus” schools and several others that influence policy and test-taking behavior.

TEST OPTIONAL OUTCOMES

The data in the table below are a sampling of recent admissions statistics at colleges with competitive admissions. While inexact, this group offers a glimpse into the additive role test scores and submission decisions played in more sought-after contexts.

The figures imply a higher likelihood of admission for applicants with test scores than for those without, in some cases more than twice as high. Nonetheless, students who are disadvantaged or discouraged by testing will have ample possibilities, as the option to withhold scores will remain common for the class of 2025 and beyond.

While the presence of scores may correlate to higher admission rates at some schools, this apparent “admissions advantage” for score submitters is often misunderstood, misinterpreted, and over-simplified, partly due to colleges being less than fully transparent. Colleges are not intentionally misleading but can be intentionally opaque. For example, internal admission practices may drift before external policy language gets updated. Additionally, few colleges are willing to disclose these figures anymore.

Despite this sampling of decision data, it can't be said that sending scores will automatically lead to better outcomes. High scores are also associated with better GPAs and other measures of success. Score submission, though, remains a means for students to distinguish themselves from other applicants. As yet, no research has undercut that position.

	Admit Rate with Scores	Admit Rate without Scores	Ratio of Admit Rates*
Class of 2021			
Boston University	25.0%	14.0%	1.8x
Georgetown University	7.5%	3.9%	1.9x
Georgia Institute of Technology	22.1%	10.0%	2.2x
University of Pennsylvania (Early)	7.0%	4.0%	1.8x
University of Southern California	13.9%	10.9%	1.3x
University of Virginia	26.0%	14.0%	1.9x
Class of 2022			
Amherst College	9.1%	4.7%	1.9x
Boston College	25.7%	9.6%	2.7x
Colgate University	19.2%	7.5%	2.6x
Emory University (Early)	20.3%	7.7%	2.6x
Class of 2023			
Cornell University (Arts & Sciences)	12.7%	4.0%	3.2x
Notre Dame University	17.8%	8.9%	2.0x
Tufts University	13.0%	7.4%	1.5x

* A 2.0x admit rate ratio, for example, indicates that test submitters were admitted at twice the rate of non-submitters.

** Colleges are hesitant to report admission statistics by test submission status. Above are a sampling of those that have released figures in announcements or reports.

PARSING TEST OPTIONAL POLICIES

The test optional landscape is neither monolithic nor binary. It is a highly fragmented field, with colleges on a spectrum regarding what is or isn't preferred or recommended. It is risky to interpret or present test policies in generalized terms; in truth, there are layers of nuance across a range of institutional philosophies and complicated relationships with testing. It is best to examine colleges case-by-case to understand what is expected. Moreover, testing's relevance and evaluation often differ between pools of applicants to the same college in the same year, and yet colleges try to address all applicants with uniform policy language. This is as frustrating for colleges as it is confusing for applicants.

TO SUBMIT OR NOT

Unfortunately, test optional ubiquity has introduced an unintended strategic element to the process. Some students have successfully gamed it, while others have made tactical errors of “mis-withholding” scores that would have helped.

It is an easy miscalculation to make. The new normal of discretionary testing has inflated the averages of reported scores and caused unhelpful distortions to published figures. This statistical deception leads to dubious implications and bad decisions by both applicants and readers. Students might fear a score is now “too low” to disclose, while admissions officers might assume the applicant is concealing a score that is lower than it truly is. That leaves counselors feeling understandably irresolute about advising students.

Will a reader assume nothing about the absence of a score when their college’s own research confirms that withheld scores are typically 100–150 points below their average? (See figure at right.)

Slowly, the prevailing best practice seems to be trending toward sending scores, when in doubt. In fact, this strategy might be most fitting at schools with exceedingly low acceptance rates. At such outliers, readers already know the bulk of applicants will be denied, so they search for reasons to admit. Paradoxically, while even a near-perfect SAT score won’t stand out as reason alone to admit someone, a score slightly below a college’s middle range will typically still be seen as affirming and “high enough” if the rest of the application wholly supports that decision. On the other hand, colleges that are a bit less selective but conspicuously aspirational may be more intent on protecting their averages.

It is therefore impossible to give a rule that applies to all students in all situations. So instead, we encourage you to seek your college counselor’s advice and appraise the wording of specific policies for additional insight into a school’s attitude toward testing. Statements released by a number of popular schools include color about where they stand and what they are experiencing. For instance:

- The decision to suspend our testing requirement was in response to the pandemic; our suspension is—for now—temporary;
- Those who have ACT/SAT scores are welcome/encouraged to submit them;
- Those who have test scores from other standardized exams may submit those;
- Test scores are considered in context. Even if your score is not above average for [the college], but it is for your high school or neighborhood, your score may help you in the admission process.

It can then be helpful to place any given college into one of three frameworks:

1. WHERE TESTING IS STILL IMPORTANT

These colleges have admit rates around or below 10%. Almost every applicant is qualified; virtually every applicant is denied. Test optional policies have lowered admission rates further. Applicants must provide a strong case for admission. Students can choose to demonstrate a strength in testing or choose to blend in with other non-submitters. As the data on the previous page show, finding a way to stand out can still provide an advantage.

2. WHERE TESTING CAN ADD VALUE

Supply and demand imbalances necessitate a difficult and careful selection process, but applications are read supportively. Test scores have traditionally mattered but not more than a sustained track record of academic achievement. Strong test scores can help but are not a significant difference maker.

3. WHERE TESTING IS A LOWER PRIORITY

This is true at colleges that accept the majority of their applicants and evaluate applications based largely on a yes/no assessment of whether a student has shown the capability to succeed at their institution. Admission decisions don’t hinge on test scores, and it appears that testing will only further diminish in importance at such schools moving forward.

At Compass, we look forward to discussing your specific testing considerations. When you’re ready to reach out, we’re here to guide you on the road ahead.

ADMISSIONS RESEARCH CONSORTIUM STUDY: SAT SCORES AND ACADEMIC PERFORMANCE AT 47 PUBLIC AND PRIVATE UNIVERSITIES

	Withheld SAT	Submitted SAT
SAT Percentile*	19th	51st
First-Year GPA	3.22	3.38

**Percentiles were calculated within an institution’s student population.*

The Competitive Landscape

The following is a sampling admission statistics at over 400 well-known colleges. About 96% of the schools listed have reported for the classes entering in fall 2023 or 2022—the two most recent reporting years. Many of these institutions currently offer test optional policies, which explains the low submission percentages and the absence of score data at some schools.

The Number of Applicants and Class Size columns give you some context for the Admit Rate (percent of students accepted): a high acceptance rate doesn't necessarily mean a large first year class. The test scores represent the range in the middle half of the class; these scores should not be viewed as cutoffs or qualifying scores. The Submit SAT/ACT columns provide a sense of how popular the use of SAT scores versus ACT scores is at a particular institution.

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Total 25th–75th Percentile	Submit ACT
Abilene Christian University	11,226	66%	894	1030–1250	49%	20–27	30%
Adelphi University	17,135	78%	1,328	—	—	—	—
Agnes Scott College	1,857	68%	241	1170–1330	30%	26–31	14%
Albion College	5,438	83%	363	—	—	—	—
Allegheny College	4,492	64%	278	1030–1310	13%	25–31	10%
American University	19,510	41%	1,761	1290–1420	27%	29–32	17%
Amherst College	12,727	10%	488	1480–1550	38%	31–35	17%
Appalachian State University	24,001	89%	4,227	1100–1270	10%	21–27	24%
Arizona State University	68,840	90%	14,102	—	—	—	—
Auburn University	48,179	50%	5,935	1240–1360	18%	25–31	76%
Augustana College	7,424	68%	727	1020–1240	59%	21–28	17%
Austin College	3,435	71%	296	1120–1290	25%	24–31	13%
Babson College	7,995	20%	626	1430–1510	—	32–34	—
Baldwin Wallace University	4,384	77%	732	1050–1270	35%	20–27	41%
Ball State	28,668	72%	3,826	1080–1250	32%	25–30	3%
Bard College	5,161	60%	473	1290–1470	12%	28–33	6%
Barnard College	11,803	8%	711	1450–1520	33%	32–34	17%
Bates College	9,076	13%	505	1370–1480	18%	31–33	10%
Baylor University	39,767	51%	3,317	1160–1340	45%	25–31	26%
Beloit College	3,914	57%	216	1250–1380	8%	26–31	9%
Bennington College	2,825	48%	216	1310–1400	17%	30–32	6%
Bentley University	10,482	48%	1,120	1270–1390	25%	29–32	4%
Berea College	2,073	33%	413	—	6%	—	19%
Berry College	5,220	70%	729	1100–1270	—	23–29	—
Binghamton University—SUNY	49,519	38%	3,088	1350–1470	39%	30–33	9%
Biola University	3,958	61%	753	1150–1350	26%	24–30	8%
Birmingham-Southern College	3,019	57%	244	1150–1260	14%	22–29	50%
Boise State	16,795	84%	3,132	—	—	—	—
Boston College	36,537	16%	2,335	1450–1520	—	33–34	—
Boston University	80,495	11%	3,145	1410–1500	30%	32–34	10%



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Bowdoin College	10,966	8%	504	1470–1530	37%	33–35	22%
Bradley University	10,138	77%	833	1050–1290	38%	25–32	11%
Brandeis University	11,282	35%	865	1400–1500	31%	31–34	12%
Brigham Young University—Provo	11,006	69%	6,067	1290–1440	12%	28–32	46%
Brown University	51,316	5%	1,695	1510–1560	54%	34–35	22%
Bryn Mawr College	3,278	31%	361	1320–1460	61%	30–33	24%
Bucknell University	11,010	32%	1,030	1170–1360	67%	25–32	22%
Butler University	9,431	86%	1,151	1200–1340	35%	26–31	20%
California Institute of Technology	16,626	3%	224	—	—	—	—
California Lutheran University	5,290	89%	575	1130–1320	13%	23–29	2%
California State Polytechnic University—Pomona	46,241	73%	4,311	—	—	—	—
California State Polytechnic University—San Luis Obispo	63,955	30%	5,277	1230–1420	29%	27–32	7%
California State University—Chico	22,910	91%	2,171	910–1150	5%	19–30	1%
California State University—Fresno	19,935	52%	3,566	—	—	—	—
California State University—Fullerton	48,479	87%	7,007	880–1100	4%	20–26	1%
California State University—Long Beach	79,657	47%	5,757	—	—	—	—
California State University—Los Angeles	33,941	87%	3,892	—	14%	—	1%
California State University—Monterey Bay	11,965	93%	943	1000–1230	15%	21–28	2%
California State University—Northridge	30,098	92%	5,545	—	—	—	—
California State University—Sacramento	25,443	92%	4,019	—	—	—	—
California State University—San Bernardino	13,984	90%	2,244	820–1020	23%	15–24	1%
Carleton College	6,464	22%	538	1440–1530	32%	32–34	28%
Carnegie Mellon University	33,707	11%	1,708	1500–1570	51%	34–35	17%
Carroll College	2,709	78%	254	1070–1270	45%	22–28	61%
Case Western Reserve University	39,039	29%	1,544	1440–1530	43%	32–35	23%
Central Michigan University	18,102	91%	2,044	970–1200	60%	21–27	6%
Centre College	2,746	62%	401	1200–1470	11%	—	51%
Chapman University	15,914	56%	1,806	1260–1420	16%	28–32	8%
Christopher Newport University	7,062	88%	1,163	1120–1290	37%	23–29	6%
Claremont McKenna College	5,799	11%	321	1470–1530	29%	33–35	16%
Clark University	8,787	50%	703	1260–1430	22%	28–33	4%
Clarkson University	7,011	75%	740	1190–1370	51%	25–32	11%
Clemson University	52,819	43%	4,588	1230–1400	45%	26–31	25%
Coe College	7,481	72%	363	1080–1280	8%	22–28	19%
Colby College	16,890	8%	673	1430–1540	42%	32–34	24%
Colgate University	21,109	12%	812	1420–1510	31%	32–34	23%
College of Charleston	26,683	72%	2,637	1150–1290	21%	24–29	11%
College of St. Benedict	1,852	91%	379	—	—	21–27	—
College of the Holy Cross	8,670	21%	824	1270–1420	35%	28–32	19%
College of William and Mary	17,548	33%	1,619	1370–1510	45%	32–34	17%
Colorado College	7,532	20%	517	1380–1500	20%	31–34	17%
Colorado School of Mines	10,886	58%	1,515	1340–1460	45%	30–33	24%
Colorado State University	36,616	90%	5,296	1050–1260	31%	23–29	9%
Columbia University	57,126	4%	1,454	1510–1560	—	34–35	—
Concordia College—Moorhead	3,774	66%	444	1410–1410	1%	21–28	19%
Connecticut College	9,397	38%	555	1170–1370	55%	27–32	15%
Cornell College	3,057	79%	329	1210–1320	24%	23–30	60%

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Cornell University	67,846	8%	3,537	1480–1550	42%	33–35	14%
Creighton University	7,222	72%	1,044	1230–1400	13%	24–30	51%
CUNY—Baruch College	25,671	50%	1,361	960–1420	1%	—	—
CUNY—Hunter	33,913	48%	3,108	—	—	—	—
Dartmouth College	28,841	6%	1,209	—	—	—	—
Davidson College	7,347	14%	519	1360–1510	30%	31–34	27%
Denison University	14,580	17%	636	1320–1440	26%	29–32	25%
DePaul University	32,176	74%	2,943	1070–1290	42%	—	—
DePauw University	7,197	54%	499	1140–1430	7%	26–31	1%
Dickinson College	7,185	43%	525	1290–1410	19%	29–32	6%
Drake University	7,579	65%	639	1220–1370	—	24–30	—
Drew University	3,989	73%	343	1120–1300	61%	24–30	15%
Drexel University	40,204	78%	2,881	1250–1410	38%	27–33	6%
Drury University	2,631	59%	338	1040–1330	6%	23–28	56%
Duke University	49,523	6%	1,744	1490–1560	47%	33–35	46%
Duquesne University	12,282	88%	1,441	1170–1330	28%	25–31	7%
Earlham College	1,765	74%	202	1200–1330	32%	23–30	22%
East Carolina University	22,289	90%	3,941	1040–1200	11%	19–24	24%
Eastern Michigan University	20,351	81%	1,898	910–1150	71%	18–26	6%
Elmhurst College	6,264	76%	607	1060–1250	—	24–28	—
Elon University	18,791	67%	1,677	1200–1360	24%	26–31	16%
Embry-Riddle Aeronautical University—Daytona Beach	9,825	65%	1,839	1140–1330	58%	23–30	28%
Emerson College	12,109	43%	975	1280–1410	—	30–32	—
Emory University	33,255	11%	1,426	1470–1540	42%	32–34	19%
Fairfield University	15,463	45%	1,436	1250–1370	21%	29–32	5%
Florida A&M University	22,713	21%	1,370	1040–1150	83%	19–24	45%
Florida Institute of Technology	15,205	63%	882	1120–1310	70%	23–28	29%
Florida International University	25,034	59%	5,173	1060–1240	91%	20–26	9%
Florida State University	74,038	25%	5,890	1250–1380	66%	27–31	32%
Fordham University	47,203	54%	2,594	1330–1460	27%	30–33	10%
Franklin and Marshall College	9,231	32%	553	1330–1430	31%	29–32	9%
Furman University	8,406	53%	620	1280–1410	28%	28–32	25%
Gallaudet University	425	61%	149	770–890	27%	14–18	75%
George Mason University	22,579	89%	4,649	1160–1330	35%	25–30	3%
George Washington University	27,094	44%	2,539	1360–1480	30%	31–34	12%
Georgetown University	25,485	13%	1,599	1390–1530	75%	32–34	34%
Georgia Institute of Technology	52,377	16%	3,756	1330–1510	77%	28–34	35%
Georgia Southern University	14,410	90%	4,753	980–1150	49%	18–23	24%
Georgia State University	28,127	61%	5,609	960–1170	59%	19–26	20%
Gettysburg College	7,122	48%	605	1240–1460	—	27–32	—
Gonzaga University	9,530	76%	1,254	1230–1400	25%	26–31	9%
Goshen College	1,175	89%	157	860–1130	54%	—	8%
Goucher College	3,414	75%	275	1100–1320	26%	26–30	8%
Grinnell College	9,997	11%	437	1410–1520	28%	31–33	27%
Gustavus Adolphus College	4,450	62%	499	—	0%	25–31	39%
Hamilton College	9,643	12%	462	1430–1520	34%	32–35	17%
Hampden-Sydney College	3,262	40%	279	1040–1310	22%	23–29	7%
Hampton University	15,035	45%	862	840–1220	45%	17–27	14%
Hanover College	2,848	81%	308	1070–1220	—	23–29	—

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Harvard College	56,937	3%	1,645	1500–1580	52%	34–36	22%
Harvey Mudd College	4,792	13%	224	1490–1550	51%	34–36	17%
Haverford College	6,391	13%	373	1440–1530	40%	33–35	14%
Hendrix College	2,729	60%	363	1130–1340	14%	23–31	63%
High Point University	12,446	79%	1,501	1100–1280	25%	23–29	17%
Hillsdale College	—	21%	—	1350–1490	—	30–33	—
Hobart and William Smith Colleges	5,560	57%	462	1230–1360	27%	26–32	7%
Hofstra University	22,890	71%	1,593	1220–1360	32%	27–31	6%
Hollins University	2,992	71%	192	1110–1310	25%	23–29	12%
Hope College	5,150	80%	954	1090–1330	45%	25–31	16%
Howard University	19,537	52%	2,493	1060–1270	31%	20–26	13%
Humboldt State University	16,556	83%	955	1030–1280	19%	21–28	3%
Illinois Institute of Technology	8,912	55%	534	1190–1400	45%	25–31	11%
Illinois State University	20,884	89%	4,147	1030–1220	35%	22–27	10%
Illinois Wesleyan University	6,128	45%	441	1140–1330	26%	24–29	12%
Indiana University—Bloomington	54,279	80%	9,550	1180–1380	41%	27–32	16%
Iowa State University	22,995	89%	5,859	1120–1330	10%	21–28	51%
Ithaca College	12,007	70%	1,197	1210–1330	25%	27–31	6%
James Madison University	35,750	76%	4,922	1180–1310	23%	23–29	3%
John Brown University	1,442	58%	304	1100–1360	18%	21–28	71%
Johns Hopkins University	38,294	6%	1,306	1530–1560	—	34–35	—
Kalamazoo College	3,564	80%	359	1200–1370	38%	26–32	5%
Kansas State University	10,672	100%	3,187	1050–1240	6%	21–27	84%
Kennesaw State University	23,138	69%	8,234	1030–1220	40%	19–25	21%
Kent State University	22,366	87%	4,278	1010–1230	18%	18–25	51%
Kenyon College	8,218	31%	455	1380–1480	20%	31–34	17%
Knox College	4,136	71%	249	1200–1370	22%	21–30	10%
Lafayette College	9,874	31%	697	1350–1470	31%	30–33	14%
Lake Forest College	4,811	59%	425	1190–1370	16%	28–31	11%
Lawrence University	3,489	63%	336	1230–1420	25%	27–32	31%
Lehigh University	18,415	29%	1,531	1370–1480	33%	31–33	10%
Lewis & Clark College	6,334	75%	553	1230–1390	10%	28–31	4%
Lipscomb University	4,230	67%	707	1110–1290	19%	20–28	66%
Louisiana State University—Baton Rouge	42,558	74%	7,521	1150–1300	14%	24–29	86%
Loyola Marymount University	23,361	40%	1,535	1280–1430	22%	29–33	9%
Loyola University Chicago	40,468	81%	2,951	1210–1370	38%	24–30	21%
Loyola University Maryland	10,162	76%	1,112	1200–1340	18%	27–32	4%
Loyola University New Orleans	6,142	88%	695	—	—	—	—
Luther College	2,447	73%	352	1100–1310	11%	22–29	28%
Macalester College	8,099	28%	518	1350–1480	30%	30–33	28%
Marist College	11,000	59%	1,300	1220–1350	—	27–32	—
Marquette University	15,657	87%	1,887	1200–1340	14%	26–31	27%
Massachusetts Institute of Technology	33,767	4%	1,136	1520–1570	78%	35–36	32%
Mercer University	7,586	74%	899	1210–1340	37%	26–31	20%
Miami University—Oxford	30,367	88%	4,035	1170–1350	20%	24–29	52%
Michigan State University	58,879	84%	9,371	1110–1300	55%	24–30	9%
Michigan Technological University	20,565	53%	1,463	1120–1330	68%	25–31	21%
Middlebury College	13,297	10%	615	1440–1530	28%	33–34	14%
Millsaps College	N/A	N/A	201	—	4%	—	57%
Milwaukee School of Engineering	6,032	60%	671	1170–1370	13%	25–30	32%

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Mississippi State University	20,877	76%	3,751	1110–1410	5%	21–29	84%
Missouri State University	11,901	91%	2,841	1000–1090	6%	19–25	77%
Missouri University of Science & Technology	8,181	73%	1,196	1160–1350	10%	25–31	82%
Montclair State University	23,599	87%	4,039	920–1220	8%	—	—
Morehouse College	5,221	60%	674	—	0%	18–25	19%
Mount Holyoke College	5,030	38%	587	1360–1470	46%	31–33	14%
Muhlenberg College	4,348	64%	427	1230–1390	33%	28–31	11%
New College of Florida	1,830	75%	188	1120–1340	74%	24–31	35%
New Jersey Institute of Technology	13,993	67%	1,762	1210–1470	30%	25–32	3%
New School	9,524	57%	1,424	—	—	—	—
New York University	113,578	9%	5,818	1480–1550	27%	33–35	12%
North Carolina State University—Raleigh	39,822	40%	5,556	1280–1430	29%	25–31	43%
Northeastern University	96,631	6%	2,744	1460–1530	27%	33–35	8%
Northern Arizona University	37,805	91%	5,473	1040–1260	5%	19–26	27%
Northwestern University	51,769	7%	2,111	1500–1560	50%	33–35	29%
Oberlin College	10,597	34%	864	1340–1460	34%	30–34	22%
Occidental College	6,573	40%	532	1370–1470	23%	31–34	13%
Ohio State University—Columbus	65,189	53%	8,060	—	24%	—	53%
Ohio University	25,385	85%	4,517	1100–1280	13%	22–28	37%
Ohio Wesleyan University	5,708	51%	428	—	13%	—	31%
Oklahoma State University	19,612	71%	4,670	1020–1230	23%	20–27	69%
Old Dominion University	14,435	95%	3,023	1100–1240	24%	22–27	3%
Oregon State University	25,651	83%	4,513	1130–1380	15%	22–30	3%
Pacific Lutheran University	4,139	81%	624	990–1290	7%	21–27	4%
Pennsylvania State University	85,957	54%	9,040	1230–1390	33%	27–32	6%
Pepperdine University	12,457	50%	732	1250–1440	14%	26–32	7%
Pitzer College	3,464	17%	275	—	—	—	—
Point Loma Nazarene University	3,065	82%	657	1170–1380	10%	22–30	7%
Pomona College	12,121	7%	408	1480–1550	29%	33–35	15%
Portland State University	8,877	91%	1,580	1100–1290	2%	19–28	3%
Pratt Institute	8,281	53%	781	1240–1410	16%	26–32	4%
Presbyterian College (SC)	3,359	67%	265	1080–1280	18%	12–27	12%
Princeton University	38,019	6%	1,499	1510–1570	60%	34–35	25%
Providence College	12,469	49%	1,197	1100–1300	60%	25–30	13%
Purdue University—West Lafayette	72,800	50%	9,285	1210–1450	73%	27–34	24%
Queens University of Charlotte	4,357	68%	399	1130–1280	17%	24–29	14%
Quinnipiac University	18,668	84%	1,605	1130–1300	28%	24–29	5%
Randolph-Macon College	2,620	83%	431	1060–1220	32%	22–29	4%
Reed College	10,045	27%	351	1320–1480	48%	29–34	23%
Rensselaer Polytechnic Institute	15,950	58%	1,552	1370–1490	49%	31–34	11%
Rhode Island School of Design	N/A	19%	496	—	31%	—	7%
Rhodes College	7,438	49%	715	1310–1470	8%	27–31	26%
Rice University	31,059	8%	1,125	—	—	—	—
Ripon College	2,142	81%	196	990–1170	9%	19–27	50%
Rochester Institute of Technology	24,071	71%	2,932	1290–1440	55%	29–33	14%
Rollins College	9,797	41%	639	1210–1360	21%	26–31	20%
Rutgers, The State University of New Jersey—New Brunswick	41,654	66%	7,780	1270–1460	50%	28–33	6%

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Rutgers, The State University of New Jersey—Newark	14,935	74%	1,239	1060–1290	24%	21–30	1%
Saint Louis University	15,047	70%	1,794	—	—	—	—
Samford University	4,541	82%	1,080	1070–1260	27%	23–29	66%
San Diego State University	83,190	34%	6,162	—	—	—	—
San Francisco State University	31,924	90%	2,984	—	—	—	—
San Jose State University	35,780	80%	4,519	1070–1320	13%	22–28	1%
Santa Clara University	16,650	52%	1,641	1300–1470	34%	29–33	17%
Sarah Lawrence College	4,819	59%	411	1250–1400	10%	29–33	8%
Scripps College	3,082	34%	275	1430–1510	26%	32–34	17%
Seattle University	7,934	85%	1,004	1160–1360	24%	24–30	11%
Seton Hall University	25,732	75%	1,511	—	—	—	—
Sewanee: University of the South	5,018	51%	449	1230–1360	24%	27–31	44%
Siena College	8,992	71%	809	1110–1350	14%	26–29	1%
Simmons University	2,905	83%	451	1080–1250	89%	24–29	11%
Skidmore College	12,144	23%	738	1320–1440	24%	30–33	8%
Smith College	9,868	20%	649	1430–1520	33%	32–34	15%
Soka University of America	498	57%	129	1280–1410	38%	26–27	2%
Southern Methodist University	15,092	61%	1,592	1340–1470	17%	30–34	15%
Southwestern University	6,585	39%	403	1180–1320	44%	23–30	17%
Spelman College	10,610	34%	727	1050–1250	24%	21–27	19%
St. John Fisher University	4,600	68%	611	1120–1270	27%	24–29	3%
St. John's College—Annapolis	983	50%	130	1250–1460	43%	30–33	18%
St. John's University (NY)	24,607	85%	2,905	1110–1310	30%	24–29	3%
St. Lawrence University	5,367	58%	545	1260–1400	19%	29–32	4%
St. Mary's College (IN)	2,376	81%	420	1040–1260	48%	23–29	25%
St. Mary's College of California	4,289	89%	503	—	—	—	—
St. Mary's College of Maryland	2,934	77%	410	1130–1350	33%	28–30	4%
St. Michael's College	2,629	85%	258	1160–1320	19%	26–30	4%
St. Olaf College	5,956	52%	825	1260–1450	12%	28–32	36%
Stanford University	53,733	4%	1,699	1500–1560	47%	34–35	22%
Stetson University	7,824	86%	638	1030–1240	42%	20–26	23%
Stevens Institute of Technology	14,170	43%	1,024	1380–1490	40%	31–34	8%
Stonehill College	6,961	68%	652	1120–1290	56%	24–29	7%
Stony Brook University—SUNY	50,341	49%	3,569	1330–1470	36%	28–33	3%
SUNY College of Environmental Science and Forestry	2,018	61%	386	1120–1310	87%	23–29	43%
SUNY—Geneseo	13,479	64%	982	1200–1330	16%	25–27	1%
Susquehanna University	4,688	88%	555	1090–1250	45%	22–28	5%
Swarthmore College	14,287	7%	415	1480–1540	40%	33–34	14%
Syracuse University	46,357	43%	4,058	1280–1410	24%	28–32	8%
Taylor University	2,076	76%	564	1070–1320	60%	23–30	33%
Temple University	36,399	83%	3,763	1150–1370	23%	23–30	3%
Texas A&M University—College Station	51,108	63%	13,721	1150–1370	78%	25–31	22%
Texas Christian University	20,517	43%	2,488	1160–1370	20%	26–31	15%
Texas Lutheran University	1,554	95%	288	1030–1230	26%	22–28	5%
Texas State University	37,486	89%	7,930	990–1180	47%	19–26	7%
Texas Tech University	34,020	71%	7,217	1100–1260	33%	22–28	11%
The Catholic University of America	5,801	86%	765	1110–1340	28%	22–29	7%
The Citadel	2,883	98%	680	1100–1260	13%	22–26	9%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Total 25th–75th Percentile	Submit ACT
The College of New Jersey	11,668	62%	1,568	1150–1330	42%	25–37	4%
The College of Wooster	7,031	54%	452	1280–1430	23%	27–32	24%
The Cooper Union	1,508	22%	182	1380–1530	44%	32–35	13%
Thomas Aquinas College	262	85%	139	1210–1400	41%	27–32	14%
Towson University	18,948	83%	3,014	1060–1250	15%	19–28	2%
Transylvania University	1,781	91%	281	1120–1360	9%	23–29	67%
Trinity College (Hartford)	6,220	36%	565	1320–1460	14%	30–32	5%
Trinity University	11,425	28%	659	1290–1440	40%	29–33	19%
Truman State University	4,912	45%	699	1070–1330	10%	23–29	77%
Tufts University	34,003	10%	1,739	1470–1530	35%	33–35	18%
Tulane University	27,936	15%	1,867	1400–1490	14%	31–33	31%
Union College (NY)	9,295	44%	550	1330–1460	36%	30–33	13%
United States Air Force Academy	8,353	16%	1,056	1320–1470	51%	28–33	33%
United States Coast Guard Academy	1,894	15%	280	1160–1360	65%	26–31	36%
United States Merchant Maritime Academy	1,531	27%	253	—	—	—	—
United States Military Academy	12,559	12%	1,173	1230–1430	62%	27–33	38%
United States Naval Academy	14,727	9%	1,175	—	—	—	—
University at Albany—SUNY	30,740	70%	2,836	1140–1310	11%	23–29	2%
University at Buffalo—SUNY	38,210	69%	4,269	1210–1380	33%	27–32	3%
University of Akron	14,982	71%	2,091	960–1190	20%	18–25	72%
University of Alabama	58,418	76%	8,279	1120–1370	23%	22–30	54%
University of Alaska—Anchorage	3,900	67%	1,255	990–1220	14%	19–25	10%
University of Arizona	56,466	86%	9,158	1150–1350	13%	21–28	22%
University of Arkansas—Fayetteville	28,172	72%	6,336	1050–1220	22%	21–28	77%
University of California—Berkeley	125,916	12%	6,641	—	—	—	—
University of California—Davis	94,635	42%	6,081	—	—	—	—
University of California—Irvine	119,199	21%	5,794	—	—	—	—
University of California—Los Angeles	145,910	9%	6,585	—	—	—	—
University of California—Merced	30,017	89%	2,416	—	—	—	—
University of California—Riverside	56,883	70%	5,525	—	—	—	—
University of California—San Diego	130,845	25%	7,007	—	—	—	—
University of California—Santa Barbara	110,876	28%	5,043	—	—	—	—
University of California—Santa Cruz	68,750	61%	4,379	—	—	—	—
University of Central Florida	55,210	43%	8,196	1200–1340	73%	25–29	27%
University of Chicago	38,800	5%	1,626	—	—	—	—
University of Cincinnati	33,165	88%	6,922	1160–1340	11%	24–29	36%
University of Colorado—Boulder	57,340	81%	7,546	1160–1380	26%	27–32	9%
University of Connecticut	40,894	55%	4,069	1220–1440	44%	28–33	6%
University of Dallas	4,307	59%	404	1190–1390	30%	24–31	18%
University of Dayton	22,485	62%	1,934	1180–1350	12%	24–30	37%
University of Delaware	35,228	74%	4,906	1210–1350	62%	26–31	10%
University of Denver	19,214	71%	1,458	1220–1370	27%	28–32	16%
University of Florida	64,473	23%	6,612	1320–1470	81%	28–33	41%
University of Georgia	43,416	37%	6,150	1230–1410	70%	27–32	47%
University of Hawaii at Manoa	19,217	70%	3,056	—	—	—	—
University of Houston	30,237	70%	5,652	1160–1320	51%	23–28	7%
University of Idaho	12,222	79%	1,869	950–1200	64%	20–29	6%
University of Illinois—Chicago	25,420	79%	4,697	1070–1300	39%	24–31	5%
University of Illinois—Urbana-Champaign	67,398	44%	8,325	1350–1510	40%	30–34	16%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Total 25th–75th Percentile	Submit ACT
University of Iowa	25,682	85%	5,064	1130–1310	19%	22–28	59%
University of Kansas	19,226	88%	5,259	1060–1280	11%	21–27	68%
University of Kentucky	22,109	95%	6,061	1080–1280	9%	21–28	61%
University of La Verne	5,984	75%	647	970–1300	6%	18–25	1%
University of Maine	13,524	95%	1,811	1080–1320	23%	22–31	3%
University of Mary Washington	4,606	86%	737	1160–1320	32%	23–31	5%
University of Maryland—College Park	59,369	45%	6,197	1380–1510	41%	32–35	7%
University of Massachusetts—Amherst	50,424	58%	5,286	1310–1460	27%	29–33	4%
University of Memphis	15,627	93%	2,591	930–1180	3%	17–24	78%
University of Miami	48,286	19%	2,328	1340–1450	32%	30–33	21%
University of Michigan—Ann Arbor	87,632	18%	7,466	1350–1530	52%	31–34	18%
University of Minnesota—Twin Cities	34,699	77%	6,736	1330–1460	8%	27–31	34%
University of Mississippi	27,837	98%	5,237	1030–1200	24%	21–29	63%
University of Missouri	21,669	77%	5,139	1150–1330	10%	23–29	66%
University of Montana	9,464	96%	1,652	1110–1280	10%	19–26	45%
University of Nebraska—Lincoln	18,354	77%	4,699	1090–1310	8%	22–28	83%
University of Nevada—Las Vegas	13,711	86%	4,583	980–1230	67%	18–24	11%
University of New Hampshire	20,887	87%	2,607	1130–1310	31%	26–31	2%
University of New Mexico	13,631	78%	3,584	910–1150	64%	19–26	15%
University of North Carolina—Chapel Hill	57,221	17%	4,435	1360–1510	24%	30–34	32%
University of North Carolina—Charlotte	22,698	80%	4,501	1170–1210	21%	21–27	32%
University of North Carolina—Greensboro	12,379	90%	2,613	1110–1240	5%	22–27	9%
University of North Carolina—Wilmington	16,860	69%	2,370	1220–1370	7%	24–29	15%
University of North Dakota	7,437	77%	1,766	1130–1270	4%	20–26	43%
University of North Georgia	10,169	68%	3,073	1040–1220	42%	19–25	19%
University of North Texas	36,807	72%	6,926	1000–1220	43%	19–27	10%
University of Notre Dame	28,353	12%	2,075	1440–1540	30%	32–35	26%
University of Oklahoma	22,157	77%	5,198	1150–1310	38%	23–29	62%
University of Oregon	39,454	85%	5,032	1150–1340	10%	22–30	5%
University of Pennsylvania	54,588	7%	2,409	1500–1570	48%	34–35	23%
University of Pittsburgh	58,416	50%	4,549	1270–1450	40%	29–33	10%
University of Portland	9,041	95%	729	1190–1410	13%	25–30	5%
University of Puget Sound	5,568	76%	463	1220–1380	29%	27–31	14%
University of Redlands	3,872	82%	539	1110–1280	16%	25–30	4%
University of Rhode Island	25,481	76%	3,420	1140–1300	29%	25–30	2%
University of Richmond	15,121	23%	833	1430–1510	20%	32–34	16%
University of Rochester	21,680	36%	1,543	1410–1510	27%	31–34	11%
University of San Diego	15,924	47%	1,245	—	—	—	—
University of San Francisco	23,103	71%	1,555	1230–1390	17%	27–31	8%
University of South Carolina	46,682	61%	7,319	1190–1370	32%	26–32	17%
University of South Dakota	5,381	99%	1,380	1150–1290	2%	19–25	73%
University of South Florida	65,187	41%	5,803	1240–1330	75%	24–29	25%
University of Southern California	69,062	12%	3,420	1460–1540	34%	32–35	16%
University of St. Thomas (MN)	N/A	N/A	1,460	1130–1340	—	24–29	—
University of Tennessee	50,488	46%	6,694	1190–1340	28%	25–31	78%
University of Texas—Arlington	21,963	81%	4,858	1000–1240	61%	18–26	15%
University of Texas—Austin	66,109	29%	9,385	—	—	—	—
University of Texas—Dallas	29,366	65%	4,160	1180–1400	79%	25–32	15%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Total 25th–75th Percentile	Submit ACT
University of Texas—El Paso	10,493	100%	3,769	870–990	28%	16–22	3%
University of Texas—Rio Grande Valley	12,674	87%	5,770	910–1110	26%	16–22	24%
University of Texas—San Antonio	22,497	88%	5,877	1010–1200	63%	19–26	8%
University of the Pacific	5,763	95%	773	1170–1410	27%	23–31	5%
University of Toledo	11,184	95%	2,117	1000–1270	21%	20–27	40%
University of Tulsa	12,042	69%	651	1070–1350	26%	21–30	53%
University of Utah	22,996	87%	5,560	1190–1380	10%	22–29	44%
University of Vermont	30,231	60%	3,000	1280–1420	37%	28–32	14%
University of Virginia	50,926	19%	4,030	1400–1540	54%	32–34	17%
University of Washington—Bothell	4,776	92%	1,181	1070–1360	10%	23–30	3%
University of Washington—Seattle	62,428	43%	7,006	1280–1490	14%	30–34	5%
University of Wisconsin—Madison	63,537	43%	7,966	1370–1490	16%	28–32	38%
University of Wisconsin—Milwaukee	15,109	95%	3,377	—	—	—	—
University of Wyoming	5,644	97%	1,463	1040–1260	18%	21–27	66%
Ursinus College	3,818	83%	433	1200–1350	34%	27–32	9%
Utah State University	19,331	94%	4,393	1070–1300	12%	20–28	77%
Valparaiso University	6,133	92%	599	—	27%	—	6%
Vanderbilt University	45,313	6%	1,622	1500–1560	25%	34–35	26%
Vassar College	12,145	18%	689	1450–1530	26%	33–35	13%
Villanova University	23,835	23%	1,779	1390–1480	28%	32–34	15%
Virginia Commonwealth University	19,289	87%	4,600	1040–1260	34%	22–30	3%
Virginia Military Institute	1,171	82%	469	1050–1260	27%	22–28	9%
Virginia Polytechnic Institute and State University	47,207	57%	7,196	1240–1420	45%	27–32	9%
Wabash College	1,897	63%	229	1100–1290	51%	24–29	12%
Wake Forest University	17,479	22%	1,385	1410–1500	26%	32–34	22%
Washington and Jefferson College	3,218	82%	314	1030–1250	40%	18–29	10%
Washington and Lee University	6,820	17%	502	1410–1530	27%	32–35	25%
Washington College	2,576	65%	230	1200–1330	17%	25–30	3%
Washington State University	26,166	85%	4,249	1000–1250	6%	20–27	2%
Washington University in St. Louis	32,240	12%	1,828	1500–1570	29%	33–35	28%
Wayne State University	15,229	82%	2,988	940–1200	66%	21–27	5%
Weber State University	9,968	100%	2,493	—	0%	18–24	82%
Wellesley College	8,184	14%	573	1460–1540	42%	33–35	17%
Wesleyan University	14,500	17%	782	1300–1500	52%	31–34	19%
West Virginia University	18,639	82%	4,732	1050–1240	57%	21–27	65%
Western Kentucky University	7,720	97%	2,822	920–1140	8%	18–25	84%
Western Michigan University	20,100	85%	2,472	990–1210	58%	20–27	6%
Westmont College	2,326	82%	349	1220–1420	21%	30–33	4%
Wheaton College (IL)	1,872	89%	504	1260–1420	38%	28–33	23%
Wheaton College (MA)	3,580	77%	458	1180–1340	52%	25–31	7%
Whitman College	6,185	50%	444	1290–1470	31%	27–33	11%
Whittier College	2,750	85%	154	1120–1330	—	23–31	—
Willamette University	3,995	81%	524	1240–1420	21%	27–33	9%
Williams College	11,465	10%	541	1480–1550	42%	33–35	18%
Wofford College	4,425	60%	507	—	—	—	—
Worcester Polytechnic Institute	11,809	58%	1,360	—	—	—	—
Xavier University	14,852	84%	1,191	1140–1300	15%	23–30	37%
Yale University	51,804	5%	1,641	1500–1560	56%	33–35	26%
Yeshiva University	1,713	64%	644	1330–1470	21%	28–33	19%

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 those of 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

Long gone are the days of the SAT deducting a quarter of a point for an incorrect answer. Both the ACT and SAT refrain from penalizing students for guessing.

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 as to how to best invest their time. This may include being prepared to guess randomly on portions of the test due to lack of time. Eliminating even one clearly incorrect answer is still more effective than both leaving questions blank and random guessing.

Leaving Blank

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

Raw Points: 0

Random Guessing

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

Raw Points: 2

Process of Elimination

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

Raw Points: 4

EQUATING QUESTIONS

The ACT includes a 20-minute unscored equating section after the Science Test. College Board includes unscored equating questions throughout the sections.

Although ACT's equating 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

SCORING COMPARISON

SAT	ACT	KEY DIFFERENCES
TOTAL SCORE 400–1600	COMPOSITE 1–36	The SAT's total score is the sum of its two 200–800 area scores. The ACT's composite score is the rounded average of the four test scores.
Reading and Writing 200–800	English Reading 1–36 1–36	SAT Reading and Writing is a single 200–800 score. ACT English and Reading Tests each receive 1–36 scores.
Math 200–800	Math 1–36	SAT Math includes a mix of multiple-choice questions and student-produced responses. ACT Math has one section with only multiple-choice questions. Both tests allow a calculator on all problems.
N/A	Science 1–36	There is no section on the SAT that is comparable to the Science Test on the ACT. However, there are science-themed questions throughout the SAT.
N/A	Writing (optional) Raw: 2–12 in four domains Total: Average of four domain scores	The SAT Essay was eliminated in 2021. The optional ACT Writing test is rarely taken outside of required state testing and is not included in the composite score. ACT domain scores are the sum of two readers' scores (1–6 in four domains); the final Writing score is the average of the four domains.

SAT/ACT CONCORDANCE

One of the key decisions a student needs to make is whether to take the SAT or ACT. Compass has always recommended that students focus their preparation time on one test, and this remains true especially as more extracurriculars compete for students' time and attention.

It's often not immediately obvious how to compare a student's performance on each test because the SAT and ACT are on such wildly different scales. This is where a concordance table comes into play. Concordances are the result of studies that look at how students who took both tests within a short period of time performed on each. In 2018, College Board and ACT jointly released a set of concordance tables connecting the 2016 redesigned SAT to the ACT. Based on their shared 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 2018 concordance tables are presented in the following pages.

College Board has stated that the digital, adaptive SAT scores are comparable to the paper-and-pencil SAT scores and do not need an additional concordance.

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

ACT COMPOSITE TO SAT TOTAL RANGE

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

SAT TO ACT CONCORDANCE

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

SAT TOTAL TO ACT COMPOSITE

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

“What sets Compass apart is the way respect, transparency, and love of learning infuse all the relationships the company grows. From longstanding relationships with schools to reconnecting with a family to help the youngest sibling, Compass attracts people dedicated to creating quality work. I value the mentorship I receive from program directors and the way management recognizes tutors as resources, not simply tools.

—STEPHANIE M., COMPASS TUTOR
ST. MARY'S COLLEGE, BA, ENGLISH LITERATURE



SECTION CONCORDANCE

Rather than averaging the ACT English and Reading scores, the concordance tables add the two together and compare the sum to the SAT 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 + ACT 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

“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

COMPARING SAT AND ACT SCORES

The first step in deciding between the SAT and the ACT is to take a practice test 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 (following page) 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.

Concordance

Select a test:

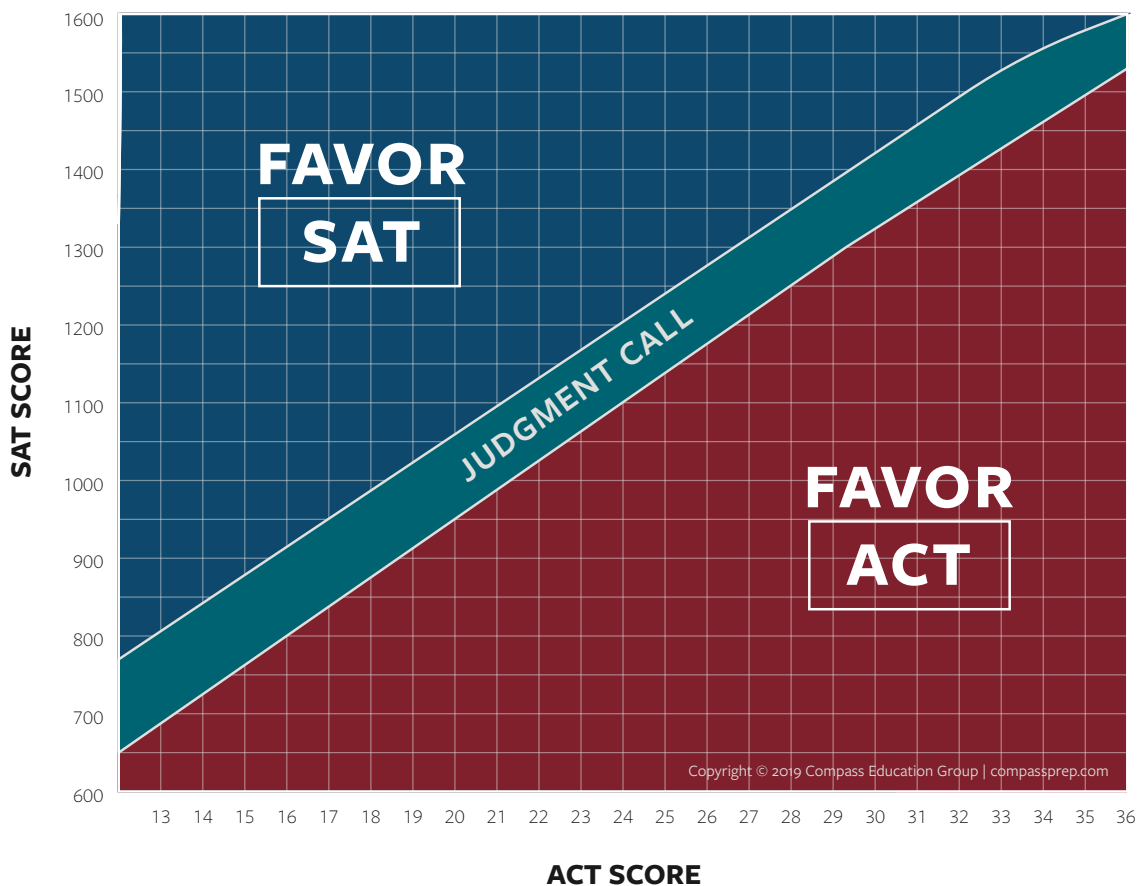
☐ PSAT
 ☒ SAT
 ☐ ACT

Drag to set SAT Score: **1410**

Your SAT Total score concurs to an ACT Composite score of

31

WHICH TEST DO YOU FAVOR?



SOURCES: 2018 SAT/ACT CONCORDANCE; COMPASS ANALYSIS



To use the Compass concordance tool, visit compassprep.com/concordance-and-conversion-sat-and-act-scores/ or scan the QR code.

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.

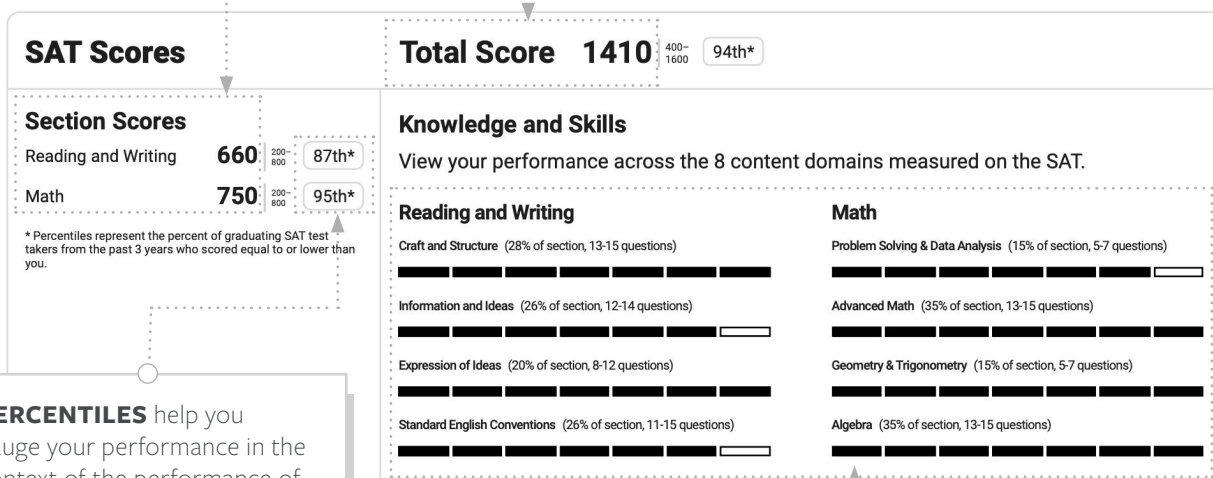
ACT	IF YOUR SAT SCORE IS				
36	<1530	FAVOR ACT	1530–1600	REQUIRES JUDGMENT CALL	
35	<1490		1490–1580		>1580
34	<1450		1450–1560		>1560
33	<1420		1420–1520		>1520
32	<1390		1390–1480		>1480
31	<1360		1360–1440		>1440
30	<1330		1330–1410		>1410
29	<1300		1300–1380		>1380
28	<1260		1260–1350		>1350
27	<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
					FAVOR SAT

SAT SCORE REPORT

The most notable change from the paper to digital SAT score reports is that College Board has removed all subscores and cross-test scores. Question-and-Answer Service is also no longer available, which means that students have no way of knowing which questions or even exactly how many questions they got right and wrong.

SECTION SCORES are the most commonly used scores. The first section is Reading and Writing; the second section is Math. Each section contains two sets of questions. How a student performs on the first set determines whether they get an easier or harder set for the second half of the section. Section scores and total score are what colleges use for admission purposes.

YOUR TOTAL SCORE is the sum of your two section scores: Reading and Writing and Math. Both sections are reported on a scale of 200–800; the total score is reported on a scale of 400–1600. Both College Board and ACT use scaled scores to account for slight differences in difficulty among test forms.



PERCENTILES help you gauge your performance in the context of the performance of others. A 95th percentile means that if there were 100 students taking the test, 95 of the students would have scored at or below your score. The main percentile on your score report compares how you performed to how all test takers from the past three years performed.

CONTENT DOMAINS reflect the academic content of the test by providing skill categories. The math categories cover common topics like algebra and geometry. Reading comprehension is primarily covered by Craft and Structure and Information and Ideas, while the Writing questions (like grammar) are covered by Expression of Ideas and Standard English Conventions. Colleges do not take performance on these skills into consideration when assessing an applicant; these categories are intended to give students an idea of their strengths and weaknesses to aid further study.

SCORE COMPARISONS present your score in the context of the average scores for your school, district, state, and country; the average scores of all testers by test date are also included. If only a handful of students at your school took the test on the same day as you, you may not be shown your school's average. It's important to remember that there is no such thing as an easier test date and that when colleges look at how a student scored in the context of their school's performance, they do so across many test dates.

Total Score Comparisons

Compare your score to the average scores of the following student groups who tested when you did.

Your Score

1080

Your State (Avg.)

1070

Your School (Avg.)

1000

Your Country (Avg.)

1050

Your District (Avg.)

1050

All Testers (Avg.)

1000

Total Score Percentile Comparisons

Compare your score percentile among the following groups of 11th grade test takers from the past 3 years.

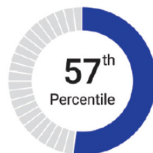
[Find practice options to help you improve.](#)

YOUR SCORE **1080**

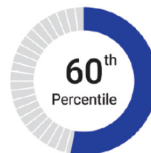
● Scored the same or below you

||||| Scored above you

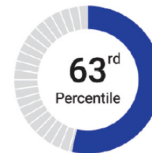
Your State
10,000 Testers



Your Country
1M Testers



All Testers
1.5M Testers



PERCENTILE COMPARISONS similarly show your score in comparison to those of three different groups of testers across the past three years: those in your state, those in your country, and those of all testers. Your percentile may vary across groups; the most significant one is All Testers.

ACT SCORE REPORT

While the SAT provides a total score that is the sum of two section scores, the ACT provides a **COMPOSITE SCORE**, which is the average of the four tests: English, Math, Reading, and Science. Each test is on a scale of 1–36. The biggest difference between the SAT report and the ACT report, however, is that students have the option of sending colleges a Superscore Report, which includes their highest Composite score as well as a Composite score made up of their best performance in each subject across all test sittings. The student below received a 21 on the April ACT but shows a 22 when her tests are superscored.

ACT's regular score reporting only allows a student to report one test date at a time to one college at a time. The Superscore report is the same price, but the student can report all relevant scores. There are several important caveats. The free reports that a student receives with each registration are regular reports, not Superscore reports. Second, a Superscore Report does not automatically update. If you send a report after your June test, you will need to resend the report—and pay a second fee—if you improve your performance in September. Third, sending a Superscore Report does not make it any more or less likely that a college will superscore the ACT. Regular reports are just as easy for colleges to superscore. The reporting convenience and cost-saving is for the student.

Marissa A Suarez
GRADUATION YEAR: 2022
REPORT DATE: 10/10/2020

DOB: April 16, 2004
GENDER: Female
ACT ID: -54116290
404-441-5345 (C)

4334 W 46th Street
Apartment 4G
Wheat Ridge, CO 80033-0234
marissa.suarez20@gmail.com

HIGH SCHOOL CODE: 061450
Wheat Ridge Sr High School



ACT Superscore

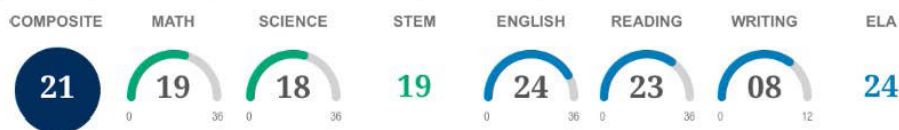
The ACT Superscore represents the best scores for this student across all attempts. ACT Research confirms this to be the most predictive of student success.



Highest Full Battery

Date: 4/2020
Type: Full

Single Test Event represents the full battery test which resulted in the student's highest earned ACT composite score.

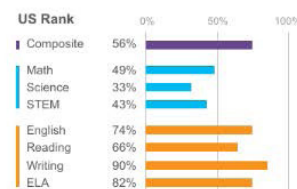


ACT College Readiness Benchmarks

If the student's score is at or above the Benchmark, he or she will likely be ready for first-year college courses in the corresponding subject area. There is currently no Benchmark for writing.

Superscore: Student's Score Range

Test scores are estimates of the student's educational development. Think of true achievement on this test as being within a range that extends about one standard error of measurement, or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and the other test scores, above and below the student's score.



Detailed Superscore Results

MATH	19	% correct
Preparing for Higher Math	22 of 35	63%
Number & Quantity	5 of 5	100%
Algebra	5 of 8	63%
Functions	6 of 8	75%
Geometry	4 of 8	50%
Statistics & Probability	2 of 8	33%
Integrating Essential Skills	11 of 25	44%
Modeling	9 of 22	41%
SCIENCE	18	% correct
Interpretation of Data	9 of 16	56%
Scientific Investigation	7 of 10	70%
Evaluation of Models, Inferences & Experimental Results	5 of 14	36%
ENGLISH	28	% correct
Production of Writing	16 of 23	70%
Knowledge of Language	8 of 12	67%
Conventions of Standard English	29 of 40	73%
READING	23	% correct
Key Ideas & Details	18 of 24	75%
Craft & Structure	6 of 11	55%
Integration of Knowledge & Ideas	3 of 5	60%
Understanding Complex Texts	Proficient	
WRITING	08	
Ideas & Analysis	8	
Development & Support	8	
Organization	9	
Language Use & Conventions	8	

If the student took the writing test, the essay was scored on a scale of 1 to 6 by two raters in each of the four writing domains. These domains represent essential skills and abilities that are necessary to meet the writing demands of college and career. The domain scores, ranging from 2 to 12, are a sum of the two raters' scores. The writing score is the average of the student's four domain scores rounded to the nearest whole number. To learn more about the writing score, visit www.act.org/the-act-writing-scores.

► SUB-SCORE REPORTING

Colleges also receive a breakdown of a student's performance in each subject. For example, the student above did better on Functions than on Statistics and Probability. While this information might be useful for a student's own preparation, it serves no real value for colleges and can be safely ignored.

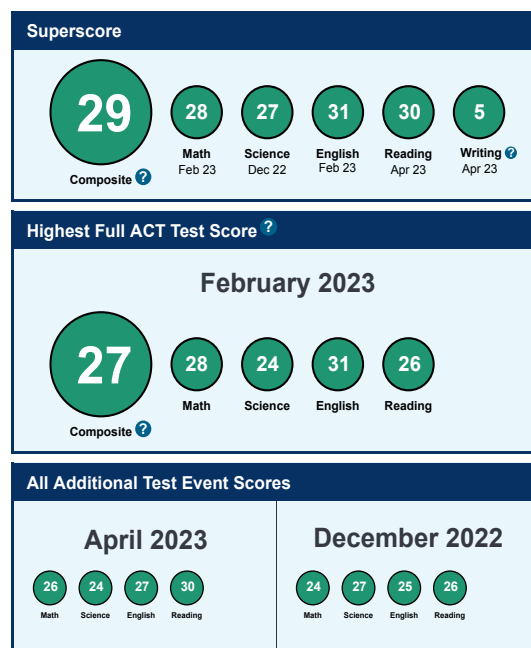
WHAT TEST DATES ARE INCLUDED WITH A SUPERSCORE REPORT?

All of the scores shown in this image will be sent to each college or agency that you choose to receive your superscore. All scores from every test event that were part of the superscore will be sent. Every superscore report you choose to send will also include your highest full ACT test.

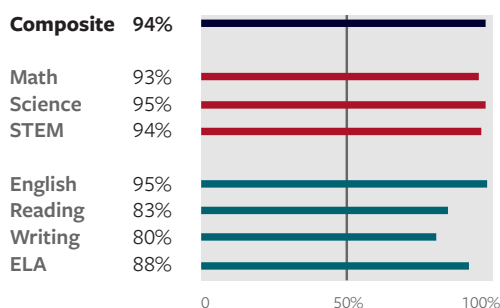
The student to the right has a 29 Composite at colleges that superscore. Without superscoring, though, her best performance is the 27 she attained in February 2021. At non-superscoring colleges, she may prefer to send only that result. For example, the December 2020 exam has a better Science score than her February test, but her Math and English scores fall well short.

Most colleges will evaluate a student by a superscore or by the best Composite from a single test date, and the Superscore Report provides a great—and cost-efficient—option. However, to achieve the most granular control over score reporting, students need to send individual test date reports.

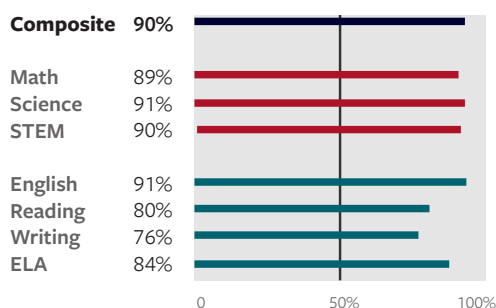
Though students always take the ACT in the same order—English, Math, Reading, Science and, optionally, Writing—the score report groups Math and Science so that ACT can average the two into the **STEM SCORE**. Likewise, English, Reading, and Writing are combined into the **ELA (ENGLISH LANGUAGE ARTS) SCORE**. ACT will not provide an ELA score without the Writing. Fortunately, much like the SAT’s cross-test scores and subscores, ACT’s STEM and ELA scores are not typically used for college admission; they exist for school and district administrators. Some states still require students to complete the Writing test when taking a mandated, state-funded ACT. Students paying their own way should not take Writing, as it is no longer used by any admission office of note.



US RANK



STATE RANK



Like College Board, ACT provides two sets of percentile ranks. In the case of ACT, both sets of numbers are determined using data from three prior classes of test takers and not from sample groups. U.S. Rank gives the student’s performance relative to that of the entire U.S. test taker population; State Rank shows performance relative to that of the population of the student’s state. The terms “Percentile” (SAT) and “Rank” (ACT) mean the same thing: the percentage of students scoring at or below the student’s score.

SAT and ACT Percentiles

SAT PERCENTILE RANKS

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 performance of the three most recent graduating classes. 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 23–27).

SAT USER PERCENTILES: TOTAL, READING & WRITING AND MATH

SCORE	TOTAL	SCORE	TOTAL	SCORE	TOTAL	SCORE	RW	MATH	SCORE	RW	MATH
1600	99+	1200	75	800	14	800	99+	99+	500	43	46
1590	99+	1190	74	790	13	790	99+	99	490	40	44
1580	99+	1180	73	780	12	780	99+	98	480	37	41
1570	99+	1170	71	770	10	770	99	97	470	33	38
1560	99	1160	70	760	9	760	99	96	460	30	35
1550	99	1150	69	750	8	750	98	95	450	27	33
1540	99	1140	67	740	7	740	97	94	440	24	30
1530	99	1130	66	730	6	730	96	94	430	21	27
1520	98	1120	64	720	5	720	95	93	420	18	24
1510	98	1110	63	710	4	710	94	92	410	15	22
1500	98	1100	61	700	3	700	93	91	400	13	19
1490	97	1090	60	690	3	690	92	90	390	10	16
1480	97	1080	58	680	2	680	90	89	380	8	13
1470	96	1070	56	670	2	670	89	87	370	6	11
1460	96	1060	55	660	1	660	87	86	360	5	8
1450	96	1050	53	650	1	650	85	85	350	3	6
1440	95	1040	52	640	1	640	83	83	340	2	4
1430	95	1030	50	630	1	630	81	82	330	2	3
1420	94	1020	48	620	1	620	78	80	320	1	2
1410	94	1010	47	610	1-	610	76	78	310	1	2
1400	93	1000	45	600	1-	600	73	76	300	1	1
1390	92	990	43	590	1-	590	71	73	290	1-	1
1380	92	980	42	580	1-	580	68	71	280	1-	1
1370	91	970	40	570	1-	570	65	68	270	1-	1
1360	90	960	39	560	1-	560	62	66	260	1-	1-
1350	90	950	37	550	1-	550	59	63	250	1-	1-
1340	89	940	36	540	1-	540	56	60	240	1-	1-
1330	88	930	34	530	1-	530	53	57	230	1-	1-
1320	87	920	32	520	1-	520	50	53	220	1-	1-
1310	87	910	31	510	1-	510	47	49	210	1-	1-
1300	86	900	29	500	1-				200	1-	1-
1290	85	890	28	490	1-						
1280	84	880	26	480	1-						
1270	83	870	25	470	1-						
1260	82	860	23	460	1-						
1250	81	850	22	450	1-						
1240	80	840	20	440	1-						
1230	79	830	19	430	1-						
1220	78	820	17	420	1-						
1210	76	810	16	410	1-						

SOURCE: College Board, SAT User Percentiles

ACT PERCENTILE RANKS

ACT, like College Board, uses the three most recent graduating classes to calculate percentile ranks. The percentiles are defined as the percentage of students who scored at or below a given score. For example, 90% of recent ACT takers had a Composite score of 28 or below and 8% scored 29 and above.

ACT COMPOSITE AND TEST PERCENTILE RANKS

SCORE	ENGLISH	MATH	READING	SCIENCE	COMP
36	100	100	100	100	100
35	99	99	98	99	99
34	97	99	96	99	99
33	95	98	94	97	98
32	94	97	92	96	97
31	92	96	90	95	95
30	91	95	88	94	94
29	90	94	86	93	92
28	88	92	94	91	90
27	97	90	81	89	87
26	85	87	79	87	85
25	82	83	76	84	81
24	79	79	74	80	78
23	75	75	69	74	74
22	71	71	64	67	69
21	66	68	59	62	64
20	60	65	53	56	59
19	55	61	48	50	53
18	51	56	43	44	47
17	47	50	39	37	41
16	43	41	34	30	35
15	38	29	30	24	28
14	31	17	25	18	22
13	25	8	19	13	14
12	20	3	14	9	8
11	16	2	8	6	3
10	10	1	4	3	1
9	5	1	2	1	1
8	2	1	1	1	1
7	1	1	1	1	1
6	1	1	1	1	1
5	1	1	1	1	1
4	1	1	1	1	1
3	1	1	1	1	1
2	1	1	1	1	1
1	1	1	1	1	1

SOURCE: ACT Score National Ranks, 2023–2024 Reporting Year

Digital SAT & ACT Structure

Students have three main testing options: (1) the stage-adaptive digital SAT, (2) the paper-and-pencil ACT, or (3) the online ACT, which is not adaptive. The following pages detail the similarities and differences among the three options, all of which are only offered at national test day sites or at students' schools as part of School Day Testing. At-home testing is not available for the SAT or ACT. **ACT has announced a shorter Core ACT that makes the science section optional and decreases the number of questions and overall testing time. Core ACT becomes available in April 2025 for online national testing only. See pages 52–53 for more details or www.compassprep.com/act-changes-spring-2025 for updates.**

STRUCTURE AND SCORING COMPARISON

	SAT Digital Adaptive	ACT Paper-and-Pencil or Online*
Format	Digital only** via College Board's Bluebook app. PC, Mac, and tablet support. School and personal devices allowed. ChromeOS supported only on school-managed devices.	Paper-and-pencil or online at a designated test site that provides the testing device for you; you will not be able to bring or use your personal device to take the ACT.
Testing Length	2 hours 14 minutes	2 hours 55 minutes without optional essay
Test Scores	400–1600 Total Score 200–800 Reading & Writing 200–800 Math	1–36 Composite Score <i>Average of 4 Test Scores</i> 1–36 English 1–36 Math 1–36 Reading 1–36 Science
Sections	2 Sections, each with 2 Stages Reading and Writing Stage 1 32 min 27 items Stage 2 32 min 27 items Math Stage 1 35 min 22 items Stage 2 35 min 22 items	4 Tests English 45 min 75 items Math 60 min 60 items Reading 35 min 40 items Science 35 min 40 items Writing (optional) 40 min 1 essay
Structure	Stage Adaptive. The difficulty of a section's second stage is based on performance in the initial stage.	Static. The content does not change based on a student's performance.
Navigation	Students can move among problems within a stage and electronically flag items for further review.	Students can move among problems within a test and circle or electronically flag items for further review.
Other Scores	No subscores or cross-test scores	STEM: average of Math and Science scores ELA: average of English, Reading, and Writing scores
Reading Passages	Short passages with 1 question per passage	Long passages with 10 questions per passage
Math Questions	Multiple-Choice and Student-Produced Response	Multiple-Choice
Calculator Use	Allowed on both Math stages. On-screen Desmos Graphing Calculator or student's personal calculator.	Only allowed on Math test. Student must bring a calculator or use the built-in one if testing online.
Problem Mark-Up	Students can highlight passages on the Reading and Writing section, but there is no ability to mark up Math problems. Scratch paper is provided.	Paper Testing: Students can make notes and solve problems in their test booklets. Online Testing: Students can highlight passages. Scratch paper is provided only when test is online.
Accommodations	All previous accommodations are maintained, and most are supported directly with the digital SAT. All Bluebook exams are configured to work for students who test with accommodations or assistive technology (AT).	Many timing accommodations are available. The online option allows for additional accessibility features, including support for screen reader users, text-to-speech functionality, zoom, and answer masking.
Test Day Timing	The computer timer automatically starts when the student starts and is always available.	Paper Testing: A sometimes unreliable proctor writes the start time on the board and may provide updates. Online Testing: The computer timer automatically runs and is always available.

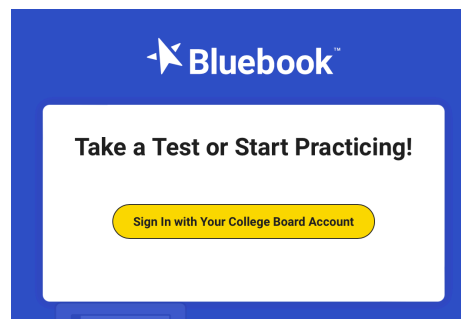
*Online prior to April 2025 **Students whose accommodations require a paper test will still be able to take a paper-and-pencil exam.

BLUEBOOK: THE COLLEGE BOARD'S DIGITAL TESTING APP FOR SAT & AP

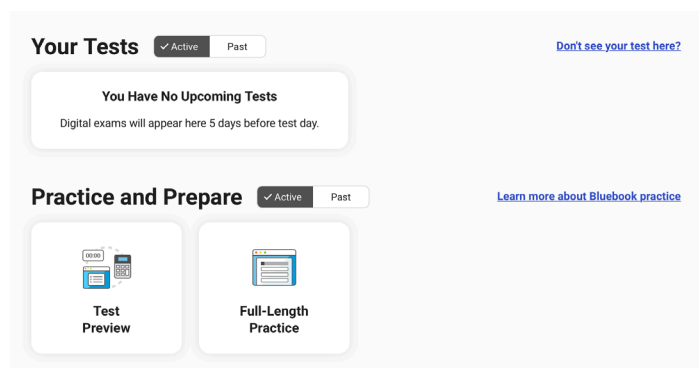
College Board is avoiding the traditional term of computer-based testing to emphasize that the digital SAT is available on tablets as well as PCs. Students may use their own devices, those provided by their school, or those on loan from the College Board (for national administrations only).

If they haven't already, students should create a College Board account and download the Bluebook app. Bluebook is used for both practicing for the SAT and taking an official test. Bluebook also covers digital APs.

When using Bluebook for practice, students have the option to either preview test questions or take full-length practice tests. Unlike the real test, full-length practice tests can be paused mid-section on the app.



Bluebook is designed so that connectivity issues will not negatively affect a student's testing experience. Internet connection is required at the start of the test to download all potential questions (see Adaptive Testing in the following pages) and at the end of the test to upload the student's performance. If the upload fails, College Board representatives have stated that a student simply needs to connect to the internet within 24 hours of completing the test.



An important aspect of the testing application is that it places the laptop or tablet's operating system into Assessment Mode, which disables at minimum the following tools and features: autocorrect and spell checker, predictive keyboard, dictionary definition lookup, keyboard shortcuts, sharing, clipboard, screen recording, auto-capitalization, and automated personal assistants.

ACT'S ONLINE TESTING PLATFORM

ACT has offered online testing for state and district testing since 2016. International ACT testing has been conducted online since 2018. Unlike College Board, ACT does not provide a downloadable app for practice and testing. Instead, the testing agency offers online practice questions in timed and untimed formats in a regular web browser. The platform is slightly different depending on whether you access the global testing version for international students or sample questions for U.S. students, but both offer the same tools.

Significantly, students do not test on their own devices; computers are provided by the school or testing center. The testing software supports Chromebooks and Windows desktop and laptop computers. If there is a technical difficulty, proctors will first try to move the affected student to a new computer. If the problems persist, the test center will contact ACT, which will work with the test center to reschedule the test.

One weakness of ACT's online platform is passage highlighting. A single English or Reading passage is presented with 10–15 questions. While the passage repeats on the left side of the screen, highlighting does not persist as the student advances through the questions. Another potential issue is that while most students taking an ACT do not need to take the optional Writing test, those students who elect to write the essay may find that typing on a computer is easier than writing by hand.

ACT's online test is a digital replication of its paper test. It does not adapt based on a student's performance. In April of 2025, the online ACT will transition to a new shorter format, while the paper test will remain unchanged until September.

ADAPTIVE TESTING AND THE SAT

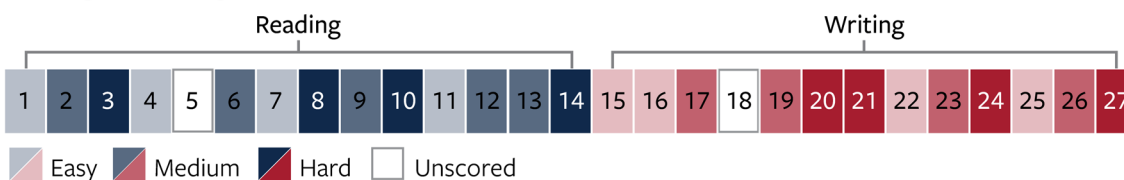
One of the most important advantages of a digital test is that it can be adaptive. Rather than having every student answer the same set of problems—many of which are too easy or too hard to add much insight to an individual student's performance—a digital exam can tailor itself to the student's ability level.

The SAT has a static half and an adaptive half. Each subject is divided into two stages. The first stage can make no assumptions about the student's ability, so it will be similar to the paper-and-pencil SAT: it will present a range of question difficulty. Students can flag questions and move back to past questions, but only within their current stage.

FIRST STAGE: BLEND OF DIFFICULTY

- The graphics below and on the following pages are examples intended to illustrate the general distribution of questions. Each test will vary the position of unscored questions and the shift from Reading to Writing questions.

Reading and Writing: Module 1



Math: Module 1



Between the first and second stages of a section, the test app pauses briefly to calculate performance on the first module and select from two possible modules: one easier and one more challenging. In the examples on the following page, the two second modules include questions of all difficulty level but emphasize either easy and medium or medium and hard questions.

The pause between stages within a section is not a break, but a 10-minute break divides the two sections. Each module includes two unscored questions, which are used by College Board to gain performance data on individual items for use in future tests.

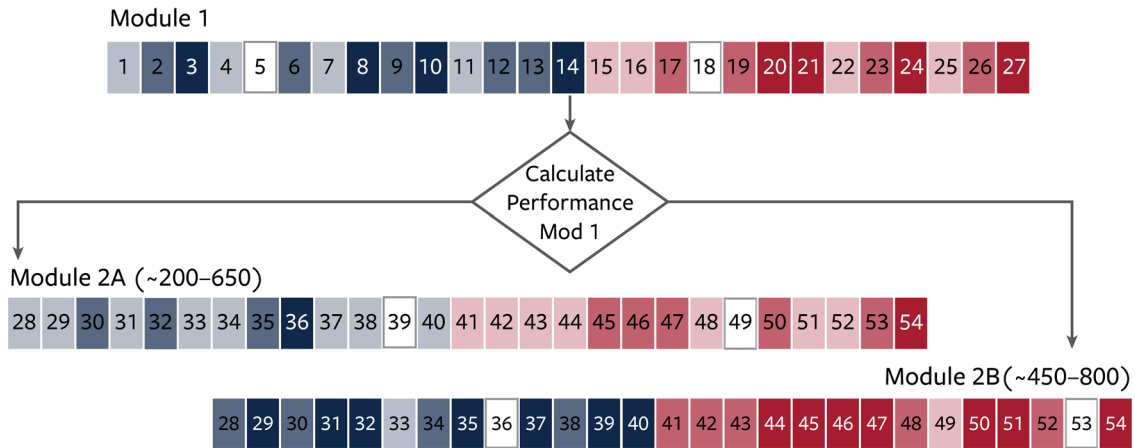
Multistage adaptive testing allows a scaled score to be determined more efficiently; the digital test is shorter than its paper version by about 45 minutes. On the downside, students are no longer able to review the questions they took on the PSAT or SAT nor learn exactly how many questions they missed.



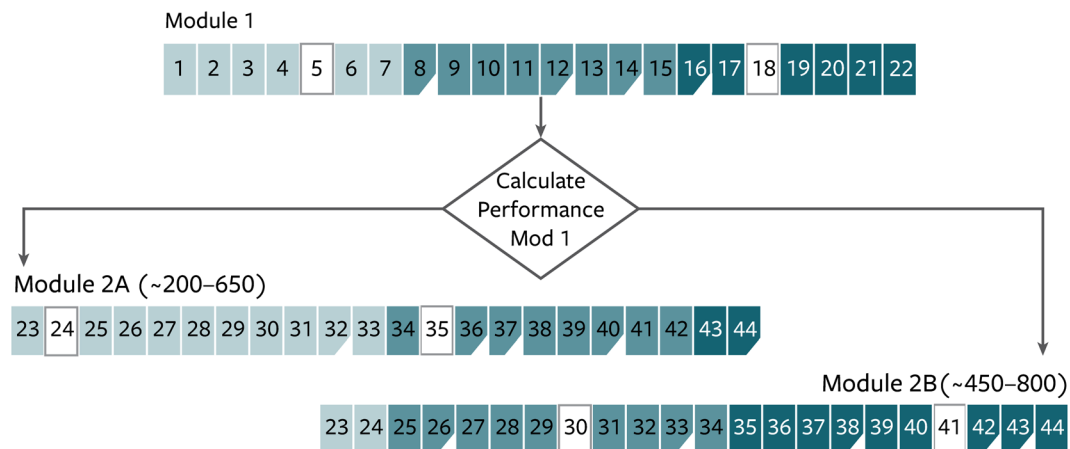
For updates, please visit
compassprep.com/digital_sat
 or scan the QR code.

SECOND STAGE: DIFFICULTY DETERMINED BY PERFORMANCE

Reading and Writing: Multistage Adaptive



Math: Multistage Adaptive



ADAPTIVE TESTING AND THE ACT

The ACT does not offer an adaptive test. The online ACT acts just like the paper ACT: students are presented with a range of question difficulty, a raw score is tallied from correct answers, and that raw score is then turned into a 1–36 score using a test form specific scale. See Scaled Scores on page 22 for more information about this process.

TIME-PER-QUESTION

College Board and ACT have received criticism for designing speeded tests, meaning the tests are designed to put time pressure on students. One way College Board has tried to make the SAT more appealing than the ACT is by reducing the total testing time. As the previous section explains, College Board is able to create a shorter test through an adaptive structure.

If it had wished, College Board could have made the SAT even shorter by reducing the number of questions and leaving the time-per-question unchanged. Instead, the organization decided to take some of the time pressure off students. The SAT's 134 minutes to answer 98 questions results in an average of about 1 minute 22 seconds per question, which is more time-per-question than was provided on the previous paper SAT. By comparison, the ACT's 175 minutes to answer 215 questions results in an average of about 48 seconds per question. In other words, the SAT gives students 50% more time to answer each question, yet still manages to be 41 minutes shorter.

SCHEDULING CHANGES FOR THE SAT

The digital format opens new opportunities for adding testing dates, times, and locations. For now, College Board is moving conservatively. Other than the addition of two international dates, traditional weekend testing will remain consistent. School Day testing, an important growth area for College Board, will gain flexibility. Because the new SAT is constructed dynamically, there is no longer a single form to be compromised. This added security will allow schools to offer the SAT at any point during a 6 to 8 week testing window. For example, schools could have some of their students test during the first week in April, some during the second week, and some during the third. The goal is to have testing more easily accommodate school and student schedules. A student will still be limited to a single test administration during the testing window.

ACT'S RESPONSE TO THE DIGITAL ADAPTIVE SAT

The digital adaptive SAT rolled out in the U.S. in March of 2024 and immediately proved popular among students looking to spend less time testing. Shorter does not mean easier, however, and many students who took the March SAT were quick to point out how challenging the test felt. In July 2024, ACT announced a new Core ACT made up of three sections—English, math, and reading—with the science section moved to an optional add-on. ACT promises the remaining sections will include fewer questions for a less speeded, 2-hour experience. As of printing, this new test is scheduled to roll out for national online testing in April of 2025, paper and international testing in September of 2025, and School-Day testing in spring of 2026. (See pages 52–53 for more details.)

Will the ACT follow the SAT and go completely digital? There is no immediate concern that the paper ACT will be halted. CEO Janet Godwin has said that ACT is committed to offering paper and digital solutions. But that's exactly what she would say until ACT makes a full commitment to online testing. Compass watches developments closely and provides students, parents, and counselors with timely information and updates at our website.

CHOOSING BETWEEN ACT AND SAT

Relative test scores, availability of practice materials, exam length, content tested, and digital versus paper format are all factors students routinely consider when deciding between the SAT and ACT.

ACT is far more transparent than College Board when it comes to giving students information about their performance. Certain ACT test dates allow students to order a Test Information Release (TIR), which provides each of them with a copy of the test booklet and their answers after the exam. Students taking the SAT are not able to review questions or find out how many questions they missed. While the SAT offers some sense of content strengths and weaknesses in the score report, these areas are presented as bands of performance rather than specific questions missed.

As of printing, the Bluebook app contains six practice SATs and one PSAT/NMSQT. Compass provides students with additional high quality practice tests and homework sets. On the other hand, the ACT has remained largely unchanged for decades, meaning there are ample practice tests and materials available.

Digital SAT & ACT Content

SAT AND ACT COMPARISON

The digital SAT begins with two sets, or stages, of Reading and Writing questions followed by two sets of Math questions. The ACT is made up of tests in English, Mathematics, Reading, and then Science, and an optional Writing test at the end.

In general, both tests assess the knowledge and skills learned in high school, and most students score comparably on the competing exams. However, some students perform better on the ACT (as some do on the SAT) and find it to their advantage to submit the higher scores with their applications.

When score is not the determining factor for test selection, content and format often play a role in the decision. The key differences between the tests are the presence of a Science Test on the ACT, the length and structure of reading passages, and the types of math tested. The Science test on the ACT stands out as unique. Rather than devoting a specific section to science, College Board has peppered the SAT with questions that have science themes or involve charts and graphs. In both paper and online form, the ACT presents long English and Reading passages grouped with 10–15 questions per passage. With the move to a digital format, the SAT now presents short reading passages with a single question for each passage. Additionally, ACT offers more geometry and trigonometry than does SAT.

SAT Reading and Writing			Qs	ACT English			Qs	ACT Reading*			Qs
Craft and Structure	28%	13–16		Conventions of Standard English	53%	40		Literary Narrative	25%	10	
Information and Ideas	26%	12–14		Production of Writing	31%	23		Humanities	25%	10	
Standard English Conventions	26%	11–15		Knowledge of Language	16%	12		Social Sciences	25%	10	
Expression of Ideas	20%	8–12						Natural Sciences	25%	10	
64 minutes			54	45 minutes			75	35 minutes			40
SAT Math			Qs	ACT Math			Qs				
Algebra	35%	13–15		Pre-Algebra	23%	14					
Advanced Math	35%	13–15		Elementary Algebra	17%	10					
Problem Solving and Data Analysis	15%	5–7		Intermediate Algebra	15%	9					
Geometry and Trigonometry	15%	5–7		Coordinate Geometry	15%	9					
				Plane Geometry	23%	14					
				Trigonometry	7%	4					
70 minutes			44	60 minutes			60				
				ACT Science†			Qs				
				Data Representation	30–40%	12–16					
				Research Summaries	45–55%	18–22					
				Conflicting Viewpoints	15–20%	6–8					
				35 minutes			40				

* 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.

Given the similarities and differences, the best way to determine whether a student is better suited to the ACT or SAT is to take a full-length practice test of each. Scores are the best indicator of strengths, followed by preference based on test length, form, and content.

READING

The most striking difference between the SAT and ACT Reading is the length of each passage. The digital SAT has introduced discrete questions, each associated with a very brief passage (see example on the following page), while the ACT continues to maintain long reading passages followed by ten questions each.

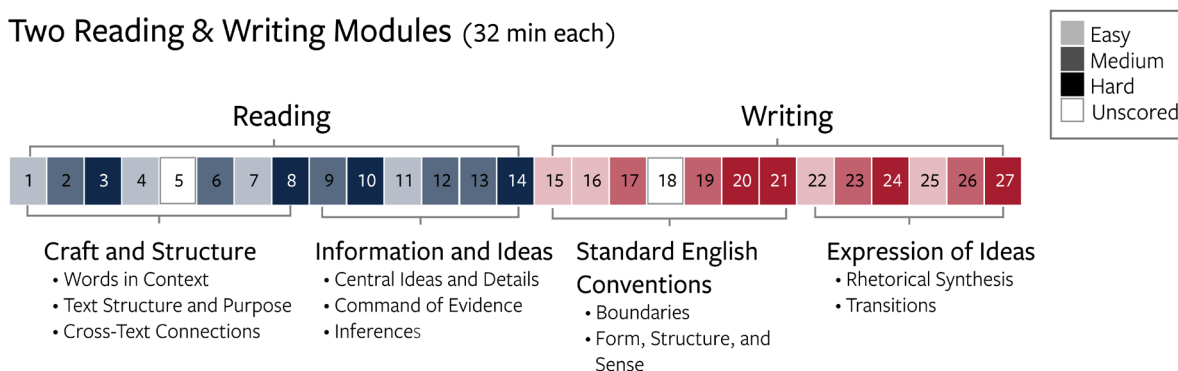
	SAT READING	ACT READING
Time allotted	Approximately 1/2 of the Reading and Writing Section, about 32 minutes	35 minutes
Number of passages	1 short passage per question	4 long passages
Number of questions	25–30	40
Passage length	Approximately 25–150 words	Approximately 700–900 words
Section Structure	Two domains, each comprised of three skill areas. Craft and Structure: words in context, text structure and purpose, and cross-text connections Information and Ideas: central ideas and details, command of evidence, and inferences	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	Easy to hard within each skill	Random

According to College Board, shifting from a handful of long passages to many short ones will give students the opportunity to encounter a wider range of topics, thereby allowing them to excel on topics that spark their interest.

The removal of long passages also impacts the organizational structure of the Reading and Writing section. Within an SAT Reading and Writing module, questions are grouped by domain, then skill, then ascending difficulty. College Board believes that arranging together all of the Words in Context questions, for example, will result in less context switching, aiding students' ability to highlight their strengths. ACT, on the other hand, organizes questions randomly.

- **Each Reading and Writing module is made up of questions in two reading domains followed by questions in two writing domains. The exact shift from Reading to Writing may be in a slightly different place each time.**

Two Reading & Writing Modules (32 min each)



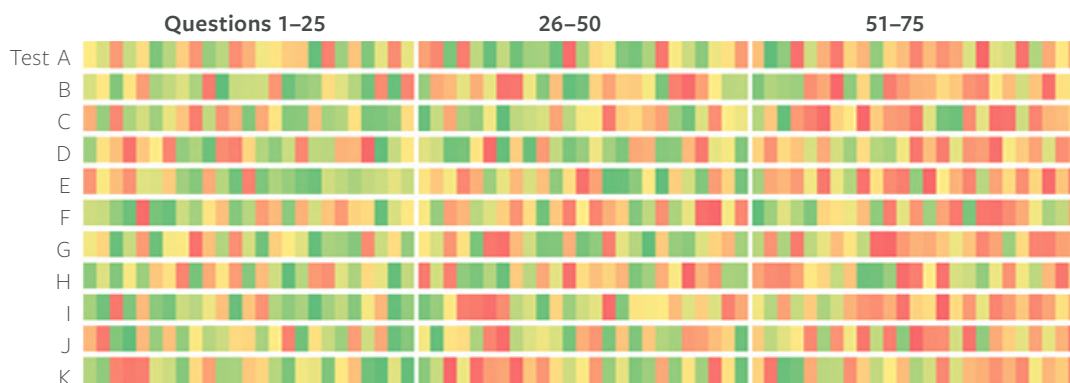
SAT WRITING / ACT ENGLISH

On the SAT, questions are divided into the domains of 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.

Every problem on the SAT includes a question stem. Some questions on the ACT will simply refer to an underlined portion of a sentence and offer alternatives; the task is to select the best alternative.

Questions on the ACT are organized randomly. On the SAT, questions within each content domain except Standard English Conventions are ordered first by skill and then by question difficulty. Standard English Conventions questions are ordered from easiest to hardest.

ACT ENGLISH HEAT MAP



The heat map above shows that ACT English questions are not arranged in order of difficulty. Students can work through the test quickly with fewer of the pacing and decision-making challenges encountered on Math, Reading, and Science. Most students are able to reach the final questions of the test once they acclimate to the format and practice the underlying skills. SAT Standard English Conventions questions are likewise random in difficulty, though the Expression of Ideas questions are organized easy to hard within each skill category.

“ I adore teaching question categorization on the English section. Not only does it feed my grammar nerdism, but there is something so satisfying about a clear, organized approach to what at first seems extremely vague. Naturally, I learned this through Compass’s expert training program, and it has served me stupendously!

- ZACH F., COMPASS TUTOR, NORTHWESTERN UNIVERSITY
BA, COGNITIVE SCIENCE, THEATRE, AND MUSICAL THEATRE



ENGLISH STRATEGY

Both SAT Writing and ACT English require students to handle questions about grammar and questions about overall meaning and structural strategies.

SAT WRITING: SAMPLE QUESTION

SAT's writing questions do not follow the same structure of long passage with multiple questions that is found on the ACT. A single question or task accompanies each passage.

Colorado rancher Dale Lasater structured his cattle ranch around the idea of allowing cattle to feed only on grass. This required him to partition his pastures in such a way as to rotate the cattle from one partition to the next. By allowing the cattle to feed on grass, _____ a chance to lie fallow and regenerate. The results have proven to be extremely profitable.

1. Which choice completes the text so that it conforms to the conventions of Standard English?
A) it gives the land
B) the land is given by the rancher
C) this process gives the land
D) the rancher gives the land

Answer: D

ACT ENGLISH: SAMPLE QUESTIONS

This format presents a challenge: the predominance of problems that consist only of answer choices can prime students to ignore the actual questions when they arise (see question 62 below). 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.

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

COMMON ERRORS OF ENGLISH CONVENTIONS

Though the English language is 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 ten errors tested on the ACT, eight of which overlap with those on the digital SAT.

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 OR 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 *27, my brother* followed a year later.
 I moved to Washington when I was 27, 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 (ACT ONLY)

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 (ACT ONLY)

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 REVISIONS

The SAT tests Information and Ideas and Expression of Ideas while the ACT tests Production of Writing, but both fundamentally test students' ability to revise text to present ideas effectively. The questions related to these concepts focus on audience, purpose, style, development, and organization rather than on the rules of grammar. The ACT and SAT test many of the same concepts.

TOP ACT AND SAT REVISIONS

The following passage is an excerpt from an ACT passage. The SAT presents one question per short passage.

[1] Even in densely populated urban areas, people are learning to grow herbs, greens, and patio-friendly vegetables.

[2] With the boom in organic and environmentally friendly eating, home gardening has become more popular than ever.

[3] Gardening clubs and classes have **(1) elevated sprung up** around the country. [4] The country is turning green, and our diets are growing healthier.

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

(3a) ~~Gardeners can also save money on their grocery bills.~~ **Nonetheless, this new lifestyle carries its own risks.**

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

- 1. Word choice.** Students must select words that fit precisely in tone, meaning, and usage.
- 2. Sequence.** Students must choose the right location for a sentence or paragraph.
- 3. Transitions.** Both tests require students 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.

SAT Rhetorical Synthesis questions are unique to the SAT. They are easy to spot: each rhetorical synthesis question includes a bulleted list of facts and a question asking the student to use those facts to achieve a specific purpose.

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 48–49 for a detailed breakdown of topics tested on the SAT and ACT.

	SAT MATH		ACT MATH
Placement	3rd stage	4th stage	2nd section
Calculator	Graphing calculator included		Calculator
Time allotted	35 minutes	35 minutes	60 minutes
Number of questions	22	22	60
Question types	Multiple-Choice and Student Produced Responses		Multiple-Choice
Topics tested	Emphasis on Algebra I and II topics		Broad but shallow approach to math topics ranging from Pre-Algebra to Trigonometry

SAT MATH STRATEGY

The 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 questions—multiple-choice and student-produced responses.

SAT Math questions are arranged in rough order of difficulty within each stage. Student-produced responses are mixed in with multiple-choice questions but tend to be of medium or hard difficulty, so they are more likely to appear in the middle and at the end of a stage.

How a student performs on the first stage determines whether they receive a second stage that is on average easier or harder. It is important to note, however, that easy, medium, and hard questions appear in every stage. It’s the mix that changes. Each student needs to develop a pacing strategy so that excessive time is not spent on early, easier questions.

STUDENT-PRODUCED RESPONSE DIRECTIONS

- If you find more than one correct answer, enter only one answer.
- You can enter up to 5 characters for a positive answer, and up to 6 characters (including the negative sign) for a negative answer.
- If your answer is a fraction that doesn’t fit in the provided space, enter the decimal equivalent.
- If your answer is a decimal that doesn’t fit in the provided space, enter it by truncating or rounding at the fourth digit.
- If your answer is a mixed number (such as $3\frac{1}{2}$), enter it as an improper fraction ($7/2$) or its decimal equivalent (3.5).
- Don’t enter symbols such as a percent sign, comma, or dollar sign.

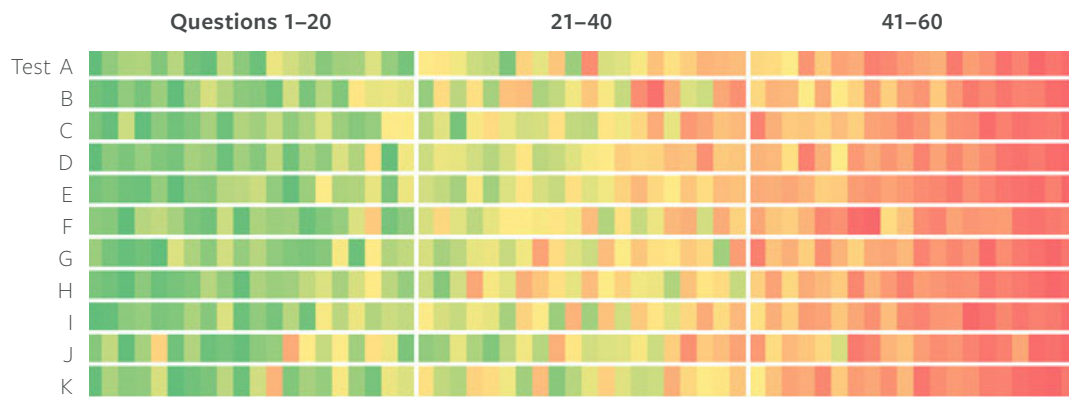
The digital SAT interface includes a graphing calculator, which is also available at [desmos.com/calculator](https://www.desmos.com/calculator).

We recommend that each student try out the online graphing calculator and decide whether they prefer it to their own familiar calculator. Students should practice using the calculator they will use on test day.

ACT MATH STRATEGY

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

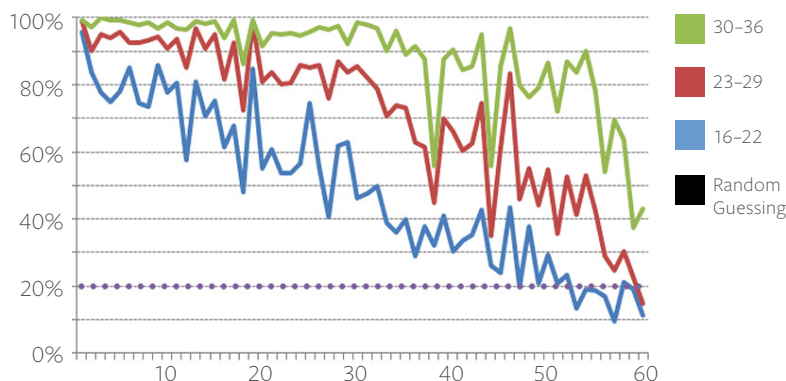
ACT MATH HEAT MAP



There is often the misconception 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.

PERCENTAGE OF POSSIBLE POINTS BY SCORE POINT



► This graph 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 and II, with 70% of the test being made up of topics in the Algebra and Advanced Math domains. The remaining 30% of the test is split between Problem Solving and Data Analysis and Geometry and Trigonometry. 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.

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. If there is only one trigonometry question on the SAT, for example, 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.

PREVALENCE OF MATH TOPICS ON THE SAT AND ACT

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

Pre-Algebra and Miscellaneous	SAT	ACT
Absolute Value Arithmetic	X	●
Combinations	X	○
Digits	X	○
Exponents and Roots	●	●
Fractions and Decimals	X	●
Imaginary/Complex Numbers	X	●
Logarithms	X	○
Logic	X	○
Number Line	X	●
Number Properties	X	●
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	○	●
Statistical Inference	●	X
Scatter plots	●	○
Two-Way Tables	●	X
Units	●	○
Variance/Dispersion/Range	●	X

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

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

“Compass is a tutoring company driven by empathy and kindness. Test prep can be a stressful process for students, who are already balancing school, activities, and friendships. Compass seeks to alleviate some of this stress by providing personalized lessons and outstanding tutor matching, so that students can thrive in a supportive environment.”

-CALLIE C., COMPASS TUTOR
UNIVERSITY OF WASHINGTON, MFA, CREATIVE WRITING
UNIVERSITY OF WISCONSIN—MADISON, BA, ENGLISH & JOURNALISM



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.

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

SCIENCE EXAMPLE: READING AND WRITING

Seaweed type		Calcium (%)	Phosphorus (%)	Magnesium (%)	Sodium (%)	Iron (mg/kg)	Manganese (mg/kg)
Red	<i>Porphyra</i>	4.4	3.8	4.9	4.1	2.2	--
	<i>Asparagopsis taxiformis</i>	3.8	0.2	0.8	6.6	6.2	0.1
	<i>Asparagopsis aromata</i>	4.5	0.3	1.4	9.4	1.2	0.1
Green	<i>Ulva</i>	2.9	0.3	1.7	2.7	1.2	0.1
Brown	<i>Ascophyllum nodosum</i>	2.0	0.2	0.8	3.2	124.0	10.5
	<i>Macrocystis</i>	14.1	2.5	39.2	36.5	117.0	11.0
	<i>Laminaria</i>	25.3	—	5.5	25.3	233.2	6.2

A team of researchers investigated the nutritional value of various kinds of seaweeds for use as sustainable feed for livestock. An abundant presence of bioavailable minerals and compounds in this feed can enhance livestock health, meat stability and quality, and consumer and environmental health. Overall, the team found that brown seaweeds had significantly higher mineral content by mass than other types. However, some red and green seaweed species had higher concentrations of certain elements than did some brown seaweeds. For example, ____.

- Which option best uses data from the table to complete the example?
 - while *Macrocystis* and *Ascophyllum nodosum* had phosphorus contents of 2.5% or less, *Porphyra*, *Asparagopsis taxiformis*, and *Asparagopsis aromata* had phosphorus contents of 3.8% or more.
 - while *Laminaria*, *Macrocystis*, and *Ascophyllum nodosum* had iron contents in excess of 117 mg/kg, *Ulva* had an iron content of 1.2 mg/kg.
 - while *Macrocystis* had a magnesium content of 39.2%, *Ascophyllum nodosum* and *Laminaria* had a magnesium content of less than 5.5%.
 - while *Ascophyllum nodosum* had a calcium content of 2.0%, *Asparagopsis aromata*, *Asparagopsis taxiformis*, and *Porphyra* had calcium contents 3.8% or more.

Answer: D

ACT SCIENCE

The ACT Science measures interpretation, analysis, evaluation, reasoning, and problem-solving skills. Although it uses scientific language and reasoning, little prior science knowledge is needed to do well on the ACT. When the ACT does call for prior knowledge, it's typically something basic that the 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 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.

Updates to the ACT

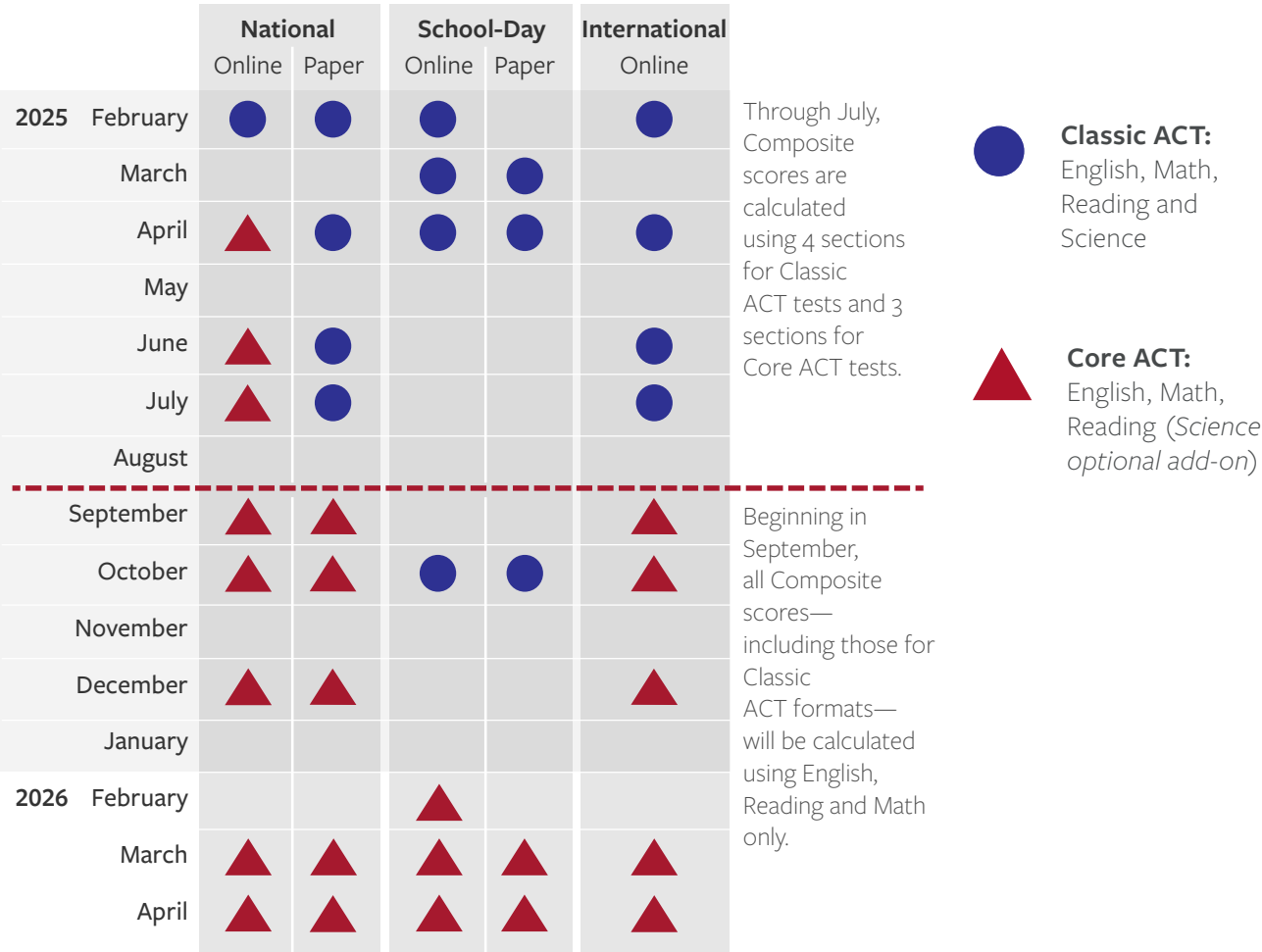
In summer of 2024, ACT announced it was undergoing two major changes to give students more options and flexibility. The science section is becoming optional, and all of the sections will have fewer questions with more time per question.

The changes are designed to make the test more appealing to students, but there is uncertainty around the transition. Testing sites will likely be very limited because the online ACT is only administered on school-controlled devices and most school sites prefer to offer the paper ACT. It is also unclear whether colleges will move to require the science section and how they will handle superscoring the new test.

Because of the uncertainty surrounding online testing availability and college admission policies, Compass advises most test-takers in the class of 2026 to pursue the current (“Classic”) ACT or the SAT.

TIMELINE OF CHANGES

ACT is taking a phased approach to the roll out of its new test. The graphic below indicates when each version of the test is available in either online or paper format. In this context, “available” means offered by ACT, not necessarily offered at a local testing site. ACT relies heavily on schools to host the ACT, and many schools do not offer the online ACT.



CONTENT AND QUESTION FORMAT CHANGES

On the three Core sections, ACT is reducing the total number of questions from 175 to 131. Further, 23 of the 131 questions will not count towards the tester's score but rather are "equating" questions used to ensure consistent scaling from exam to exam. This structure makes the ACT more efficient to sit for and to administer, but the sharply reduced number of "operational" questions can make the scoring feel more volatile and unpredictable to students.



English: Every question is posed as an incomplete statement that the answer choices will complete. Some English passages will be shorter. An argumentative essay and related questions will be added.



Reading: Some reading passages will be shorter. There will be a greater percentage of questions in the Integration of Knowledge and Ideas category. ACT is "refining our approach to selecting literary narrative texts in our ongoing commitment to featuring authentic diverse perspectives."



Math: The number of answer choices will be reduced from 5 to 4. There will be fewer questions on advanced topics (high grade level items). There will be fewer questions with context, which require more time to read. There will be fewer questions in Integrating Essentials Skills.



Science: At least one passage will address an engineering and design topic. There will be more items requiring scientific background knowledge.

STRUCTURE AND SCORING COMPARISON

	ACT Classic			ACT Core + Optional Science			
Format	Paper-and-pencil or online* at a designated test site that provides the testing device for you. You will not be able use your personal device to take the ACT.						
Testing Length	2 hours 55 minutes without optional essay (40 min)			2 hours 5 minutes without optional science (40 min) or essay (40 min)			
Test Scores	1-36 Composite Score <i>Average of 4 Test Scores</i>	1-36 English 1-36 Math 1-36 Reading 1-36 Science		1-36 Composite Score <i>Average of 3 Test Scores</i>	1-36 English 1-36 Math 1-36 Reading		
Sections	4 Required Tests			3 Required Tests			
	English	45 min	75 items	English	35 min	50 items	10 unscored
	Math	60 min	60 items	Math	50 min	45 items	4 unscored
	Reading	35 min	40 items	Reading	40 min	36 items	9 unscored
	Science	35 min	40 items				
	Writing (optional)	40 min	1 essay	Science (optional) Writing (optional)	40 min 40 min	40 items 1 essay	6 unscored

*Paper-and-Pencil is ACT Classic until September 2025. Online ACT is ACT Classic until April 2025.

The writing section is both optional and almost universally ignored by colleges. We do not yet know whether colleges will expect to see the science score when it too becomes optional.



For current details of this update, please visit
www.compassprep.com/act-changes-spring-2025
 or scan the QR code on this page.

PreACT, PSAT, and National Merit

ACT (Aspire and PreACT) and College Board (PSAT) both offer test suites that include exams for younger students.

PREACT AND PREACT 8/9

The relationship between the PreACT and ACT is similar to that between the PSAT and 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.

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

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

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

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

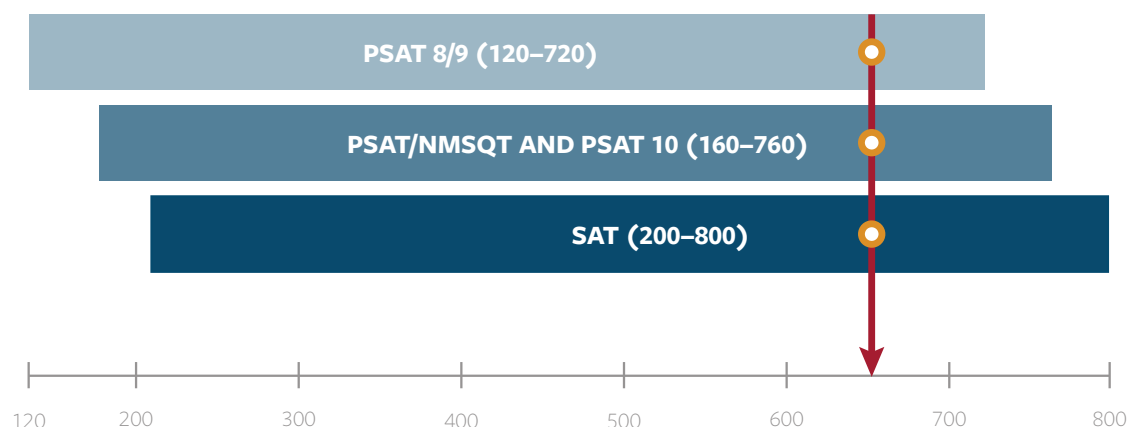
English	400–456	Mathematics	400–460
Writing	400–448	Science	400–449
Reading	400–442	Composite	400–452

THE PSAT AND THE SAT SUITE OF ASSESSMENTS

The PSAT 8/9, PSAT 10, PSAT/NMSQT, and SAT comprise College Board's SAT Suite of assessments. The exams measure students' college readiness across middle school and high school. The tests are built upon a single empirical backbone of reading, writing, and math skills. As students advance through high school, the scope and difficulty of the tests increase accordingly. To account for the fact that the tests target different academic stages of development, the exams occupy staggered portions of one continuous scale (120–800).

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 10 AND PSAT/NMSQT

Almost half of high school students begin their high school testing sequence with the PSAT. While the PSAT is not used for admission purposes, it gives students practice on the skills and content that will be tested on college admission exams.

The PSAT 10 and PSAT/NMSQT differ only in when they are offered; their content is identical. The majority of schools offer the PSAT/NMSQT to sophomores and juniors in October. The PSAT 10 is offered by a more limited number of schools in spring of sophomore year. Only the junior year PSAT/NMSQT is an entrance point for the National Merit Scholarship Program.

Starting with the October 2023 PSAT and March 2024 SAT, the PSAT and SAT are now all-digital. The digital PSAT shares its timing and structure with the digital SAT. Both tests are stage adaptive exams. Each subject is broken into two stages. Based on performance on the initial stage, a student is served a moderately more or less difficult second stage.

PSAT STRUCTURE AND SCORING

TOTAL SCORE				1 Total Score 320–1520 Scale
Total testing time: 2 hours and 14 minutes				
Reading and Writing 54 items, 64 minutes		Math 44 items, 70 minutes		2 Section Scores 160–760 Scale
RW: Stage 1 27 items, 32 minutes	RW: Stage 2 27 items, 32 minutes	Math: Stage 1 22 items, 35 minutes	Math: Stage 2 22 items, 35 minutes	Stage 2 difficulty is determined by performance on Stage 1.

PSAT AS SAT SCORE PREDICTOR

The PSAT has always been a useful, but imperfect, predictor of SAT performance. On average, students improve 30–40 points between sophomore and junior year PSATs and 30–40 points between junior year PSAT and senior year SAT. It's useful to think of the PSAT/NMSQT as predicting a range of possible SAT scores. Approximately two-thirds of junior year PSAT takers will score in the estimated SAT ranges below. That means that approximately one-sixth of students are predicted to score below the range, and one-sixth of students are predicted to score above the range.

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

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.

PSAT takers receive a 160–760 score on Reading and Writing and a 160–760 score on Math. National Merit calculates a Selection Index that doubles the weight of the Reading and Writing score. To calculate the Selection Index, double the RW, add the Math, and divide the sum by 10. The highest possible Selection Index is 228: $(2 \times 760 + 760)/10$. Students hoping to qualify for National Merit honors will usually need to score in the 207–228 range. 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.

NATIONAL MERIT SCHOLARSHIP PROGRAM

Class of 2026		
Junior PSAT	Each year approximately 1.5 million juniors take the PSAT and enter the National Merit Scholarship Program. Only junior year PSAT scores are considered.	Oct 2024
Commended Student	The cutoff for the top 50,000 students is determined in April, but names are not released until September. 34,000 students are recognized as Commended, and 16,000 will become Semifinalists.	April 2025
Semifinalist	The 16,000 Semifinalists continue in the competition. Semifinalists are determined proportionally by state, and the score cutoffs vary by year. For updates, visit compassprep.com/national-merit .	Sep 2025
Finalist	Almost 95% of all Semifinalists eventually are named National Merit Finalists (15,000). A Semifinalist must meet certain academic requirements, attain a qualifying SAT or ACT score, and complete an application in order to become a Finalist.	Feb 2026
Scholar	From the pool of Finalists, approximately 7,500 students will be awarded scholarships from NMSC or sponsoring colleges or corporations. Special Scholarships are given to 1,500 students who meet eligibility criteria established by the corporate sponsors. Special Scholarship recipients need not be Finalists.	Mar–May 2026

More information can be found at nationalmerit.org.



For the latest information on National Merit news and cutoffs, please visit compassprep.com/national-merit or scan the QR code on this page.

NATIONAL MERIT SEMIFINALIST CUTOFFS

The PSAT Selection Index is used to determine National Merit honors. Each state is allocated an approximate number of Semifinalists, and National Merit determines a cutoff that comes as close as possible to hitting that target. A student is named a Semifinalist if their Selection Index is at or above their state's cutoff. Students who do not make the Semifinalist cutoff can be named as Commended Students by meeting or exceeding the Commended cutoff, which is set nationally.

WHY DO STATES HAVE SUCH DIFFERENT CUTOFFS?

The state-based determinations make some states more competitive—sometimes far more competitive—than others. For example, the Semifinalist cutoff in New Jersey was 223 for the Class of 2024. West Virginia's cutoff was only 207.

The results for the Class of 2024 and the estimates for the Class of 2025 can be found in the table at right.

Recent results have been historically low—possibly because of COVID-related learning disruptions. There is always concern about score changes when a test is overhauled, but at the Commended level scores were relatively stable for the first digital PSAT administration in 2023. The Commended cutoff moved only from 207 to 208. Sophomores and juniors should be aware that state Semifinalist cutoffs fluctuate from year to year. In the last 15 years, there has never been a year in which more than half the cutoffs remained unchanged.



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

State	Class of 2025 (Est. Range)	Class of 2024 (Actual)	Typical # of Semifinalists
Alabama	210–216	210	250
Alaska	209–215	209	35
Arizona	214–220	216	400
Arkansas	209–215	210	125
California	219–223	221	2,000
Colorado	215–220	216	300
Connecticut	219–222	221	170
Delaware	218–222	219	50
District of Columbia	222–224	223	30
Florida	215–219	216	1,000
Georgia	216–220	217	600
Hawaii	215–220	217	60
Idaho	210–216	211	100
Illinois	217–221	219	680
Indiana	213–219	216	290
Iowa	210–216	210	155
Kansas	213–218	214	145
Kentucky	210–217	211	200
Louisiana	211–217	214	200
Maine	211–217	213	60
Maryland	219–223	221	300
Massachusetts	220–223	222	335
Michigan	215–220	217	500
Minnesota	215–220	216	270
Mississippi	209–215	209	160
Missouri	212–218	214	290
Montana	208–214	209	45
Nebraska	209–216	210	110
Nevada	210–218	211	160
New Hampshire	213–219	215	65
New Jersey	222–224	223	430
New Mexico	208–214	207	100
New York	218–222	220	1,000
North Carolina	215–220	217	490
North Dakota	208–210	207	35
Ohio	214–218	216	520
Oklahoma	209–215	208	200
Oregon	215–220	216	190
Pennsylvania	217–221	219	560
Rhode Island	213–219	215	50
South Carolina	209–217	209	250
South Dakota	208–214	209	45
Tennessee	214–219	217	300
Texas	218–221	219	1,530
Utah	209–216	209	200
Vermont	210–217	212	25
Virginia	219–222	219	470
Washington	218–222	220	320
West Virginia	208–210	207	60
Wisconsin	212–217	213	280
Wyoming	208–210	207	25
U.S. Territories	208	207	40
U.S. Students Studying Abroad	222–224	223	80
Boarding School	Varies by region		
Commended	208	207	N/A

Test Scores and Scholarships

National Merit is just one way that students can directly receive scholarship money for test scores. Many colleges provide merit awards that are based in part or in whole on test scores. Some schools that are test optional for admissions require scores for merit aid. Auburn University is an example of a school that is selectively test optional for admissions but requires tests for certain scholarships. The University of Iowa, too, is test optional for admissions, but suggests some merit scholarships are not available to students who are admitted without scores. Iowa advises: “Typically, students who are admitted with test scores above institutional averages (25.7 ACT/1230 SAT) will have more opportunities for merit scholarships compared to students who are admitted without a test score.”

Merit aid can have an inverse relationship with selectivity. The most selective institutions tend to offer the least amount of merit aid to the fewest number of admitted students, if they offer any at all. At some highly-selective institutions, only 3–5% of an incoming class will receive merit aid. As a result, strong applicants who apply to a sensible range of schools may receive acceptances with different attractive qualities: a more selective institution that offers less merit aid or a less selective institution that offers more merit aid.

To illustrate the range of merit aid opportunities, Compass has assembled a sampling of schools that offer scholarships tied to ACT and SAT scores. Merit aid award amounts and qualification criteria can vary widely based on factors beyond grades and test scores, including institutional priorities, intended major, demonstration of past service or leadership, a specific status (such as first generation, geography, heritage, or legacy), and—once awarded—maintenance of a certain level of performance in college. We recommend that families check each college’s website, or give the financial aid office a call, for the most up-to-date information relevant to you.

	Score Requirement	Scholarship(s)	ACT Scores Needed	SAT Scores Needed	Award Amount (renewed annually, unless noted)
Auburn	Required	Charter/Heritage/Presidential	29–33	1290–1450	\$11,000/\$15,000/\$16,500
College of Saint Mary	Recommended	Marie Curie Scholarship	23	N/A	\$20,000
Georgia Tech	Required	Godbold Family Foundation	N/A	1500	Up to Full Tuition (\$31,370)
Morehouse College	Required	Oprah Winfrey Scholarship	26	1200	Varies, up to Full Tuition (\$27,098)
Niagara University	Recommended	Niagara Trustees’ Scholarship	N/A	1250	\$24,000
Santa Clara University	Recommended	Johnson Scholar	30	1400	Full Tuition (\$58,587)
Seton Hall	Required	Dan Barney Memorial Scholarship	23	1170	\$1,000 (one time)
Texas Christian University	Recommended	Founders’/TCU/Faculty/Dean’s/Chancellor’s	30–34	1360–1500	\$12,000–Full Tuition (\$57,130)
Tuskegee University	Required	Distinguished Presidential	28–32+	1300–1420+	Full Tuition and Room, Board, and Book stipend (\$26,478)
UMass Dartmouth	Required	University Commonwealth Scholarship	32	1450	Tuition/Fees (\$30,992)
University of Florida	Required	Florida Academic Scholars	29	1340	Full Tuition (\$6,380)
University of Illinois Chicago	Recommended	Chancellor’s Fellow	33	1450	Up to \$7,500
University of Missouri	Required	Stamps Scholars Awards	32	1420	Full Tuition (\$17,722) + one time \$16,000 award
Washington University in St. Louis	Recommended	James M. McKelvey Undergraduate Research Award	34+	1500+	\$5,000 (one time) for research in engineering, medicine, or science

AP Exams

THE GROWING RELEVANCE OF AP SCORES IN ADMISSIONS

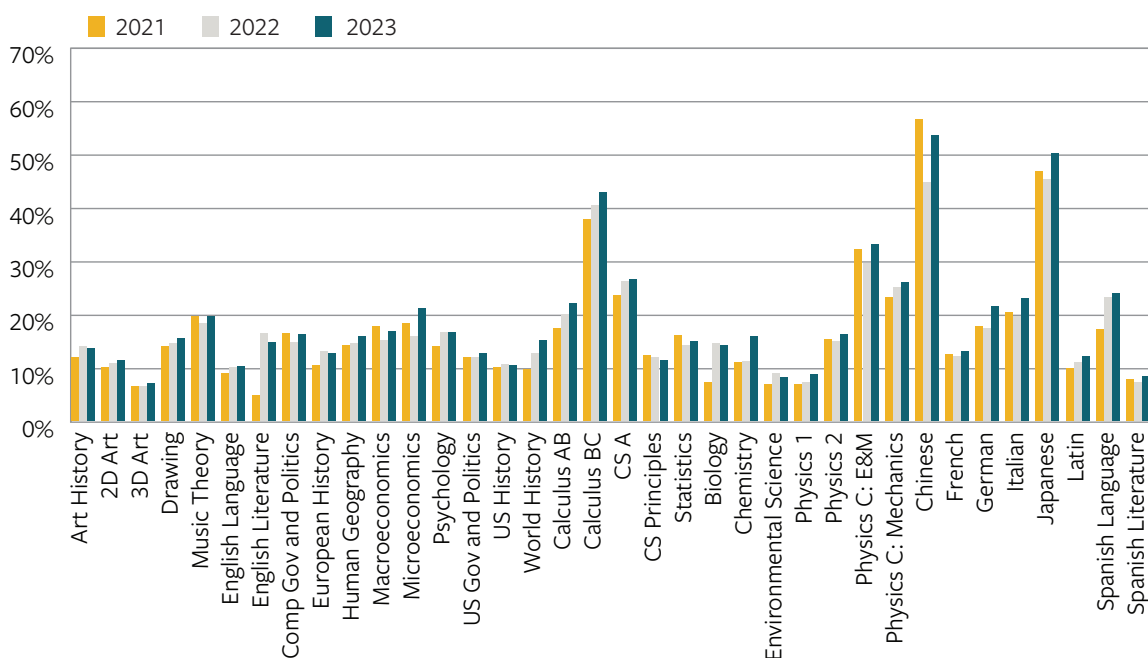
Historically, scores on AP Exams have been tied to receiving college credit or advanced standing upon matriculation. The AP program was not designed to be relevant to admission decisions in the same way as the SAT and ACT. However, with the implementation of test optional policies at most schools, AP Exams have taken on a larger role in serving as evidence of strong curricular rigor and achievement in a given subject.

Formal acknowledgment of AP score use in admission decisions is not currently widespread, but such use is growing. 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 using AP scores to strengthen their college applications. Unfortunately, lack of access to AP Exams means that home-schooled students may not have the same opportunity to demonstrate academic achievement.

AP scores provide a consistent measure of student performance. The lower scores in 2021 reflected learning losses and other educational obstacles brought about by the pandemic. But scores have steadily increased over the years since. This measuring stick capability of the APs is one aspect that colleges value when needing to compare grades across thousands of high schools.

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



A SAMPLING OF SCHOOL AP POLICIES

We reviewed the policies surrounding AP scores at 165+ popular schools in the US, and found that about 30% explicitly mention viewing the scores in a holistic admissions process; many of these schools fall into the highly selective admissions category. About 60% of schools reviewed mention using APs for class credit and/or placement, but in so doing are highly likely to consider the exams for admissions purposes. **We've included a sampling of school policies below.**

SCHOOL	AP POLICY
Amherst College	If you have taken International Baccalaureate, Advanced Placement or college courses during secondary school, we view this as significant evidence of your academic ambition, accomplishment and preparation. However, we do not accept such courses for credit or advanced standing, although some Amherst academic departments will allow you to forego introductory-level courses in areas in which you have already completed rigorous work.
Barnard College	Barnard does not require that students take the AP Exam if they are taking the course. However, if you do take the exam, we hope that you will self-report those scores. Scores will be used to provide context to the application, and, if the student chooses to enroll, may be used for credit or placement for courses.
California Institute of Technology	Caltech encourages all prospective undergraduate applicants to prepare by challenging themselves with the most rigorous course of study available, including the Advanced Placement (AP) and International Baccalaureate (IB) programs. However, college credit for AP or IB classes is not automatic.
Duke University	We value those scores when available as demonstrations of subject mastery to complement your academic transcripts. You should self-report these scores in your application. We will require an official score report from students who matriculate at Duke who wish to use those scores for credit or placement.
Georgetown University	Applicants who participate in an AP (Advanced Placement) curriculum are encouraged to submit AP scores to supplement their admissions file.
Harvard College	Harvard accepts other standardized tests or other academic credentials if you choose to submit them. In any admissions process, additional information can be helpful. For example, Advanced Placement, International Baccalaureate, A-levels, national leaving examinations, national or international contests, early high school assessment scores such as the PSAT or pre-ACT, or courses taken outside your school during the school year or summer are just some examples of information that could be submitted.
Massachusetts Institute of Technology	MIT grants credit for a score of 5 on some College Board Advanced Placement (AP) exams. It does not grant credit for secondary school courses teaching AP curricula, or partial credit for lower scores. If you take an AP Exam more than once, only your higher score will be counted. Credit is automatically recorded when scores are received from the College Board.
Princeton University	Whenever you can, challenge yourself with the most rigorous courses possible, such as honors, Advanced Placement (AP) and dual-enrollment courses. We will evaluate the International Baccalaureate (IB), A-levels or another diploma in the context of the program's curriculum.
Swarthmore College	AP, IB, and other examination scores are optional in our process. Please think carefully on whether you want to share these results with us in your application. You will not have the option to suppress AP, IB, and other examination scores, so if you submit them, we may use them in our review process.
University of California—Los Angeles	Positive factors can include completing courses beyond the University's a-g minimums and choosing a strong senior year course load. We also consider performance in honors, college level, Advanced Placement (AP), and International Baccalaureate Higher Level (IBHL) courses to the extent that such courses are available to the applicant. To assess achievement levels, we look at individual grades earned and the pattern of achievement over time. We compare an applicant's achievement to those of others in the same high school.
Yale University	Yale is test-flexible. Standardized tests are required for all first-year applicants, but applicants can choose which scores to include from four options: ACT, AP, IB, and SAT. Applicants choosing to submit AP scores should submit all subject exams completed. Some Yale departments award acceleration credit for high scores on some AP Exams. Acceleration credit may offer some students the option to graduate in fewer than eight terms, but only after completing specific courses in specific departments.



To view the full list, visit compassprep.com/how-colleges-use-ap-scores or scan the QR code on this page.

NEW FOR 2025

TRANSITION TO DIGITAL TESTING

Sixteen tests will only be offered digitally. Students will take the tests in the same Bluebook app that they now take the digital SAT and PSAT. Digital tests will not be offered as paper tests. Tests requiring handwritten free-response questions (FRQ) will be offered in a hybrid format: digital multiple-choice questions (MCQ) and paper FRQ.

DIGITAL ONLY

- ▶ AP African American Studies
- ▶ AP Art History
- ▶ AP Comparative Government and Politics
- ▶ AP Computer Science A
- ▶ AP Computer Science Principles
- ▶ AP English Language and Composition
- ▶ AP English Literature and Composition
- ▶ AP Environmental Science
- ▶ AP European History
- ▶ AP Human Geography
- ▶ AP Latin
- ▶ AP Psychology
- ▶ AP Seminar
- ▶ AP United States Government and Politics
- ▶ AP United States History
- ▶ AP World History: Modern

HYBRID: DIGITAL MCQ & PAPER FRQ

- ▶ AP Biology
- ▶ AP Calculus AB
- ▶ AP Calculus BC
- ▶ AP Chemistry
- ▶ AP Macroeconomics
- ▶ AP Microeconomics
- ▶ AP Physics 1: Algebra-Based
- ▶ AP Physics 2: Algebra-Based
- ▶ AP Physics C: Electricity and Magnetism
- ▶ AP Physics C: Mechanics
- ▶ AP Precalculus
- ▶ AP Statistics

ENGLISH AND PHYSICS UPDATES

Both the English Language and English Literature tests reduce the number of answer choices from five to four. In physics, the unit on fluids moves from Physics 2 to Physics 1, and both tests have fewer questions and an additional 10 minutes for FRQs. Both AP Physics C exams are extended to full-length exam sessions with additional questions and time.

HOW AP SCORES ARE CALCULATED

Most AP Exams are structured with a multiple-choice section and a free-response section. Students receive raw points for each correct multiple-choice question or scored element of a free-response question. Raw points must be weighted based on the section's share of the overall exam score and then summed to form a composite score.

Considering the specific content of each year's exam, a committee of high school and college educators for each subject establishes the cutoffs it believes reflect student academic achievement relative to college-level work and ties those cutoff composite scores to the familiar 1–5 scale:

AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+, or B
3	Qualified	B-, C+, or C
2	Possibly qualified	—
1	No recommendation	—

The following examples underscore the importance of preparing strategically when aiming for a 4 or 5.

AP ENGLISH LANGUAGE AND COMPOSITION

Not to be confused with the AP English Literature and Composition exam, the AP English Language and Composition exam focuses on the rhetorical analysis and the development and revision of argumentative writing. As a result, multiple-choice questions are split between non-fiction reading passages followed by questions about a writer's argument, claims, and evidence, and writing questions that ask students to make revisions to a given passage based on stated goals like selecting evidence to support a main argument. The free-response portion of the exam requires students to compose their own essays.

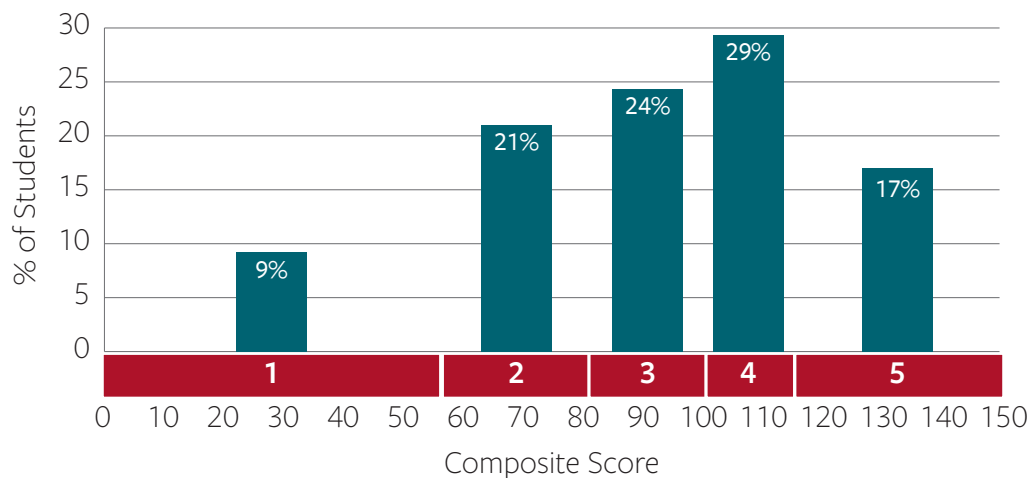
Section	Timing	Questions	Raw Points	Weighted Points
1: Multiple-Choice 45% of Score	60 minutes	24 Reading	24	36
		21 Writing	21	31.5
2: Free-Response 55% of Score	2 hours 15 minutes	1 Synthesis Essay	6	27.5
		1 Rhetorical Analysis	6	27.5
		1 Argument Essay	6	27.5
Total			63	150

► 1 Raw Multiple-Choice Point = **1.5 Weighted Points**

► 1 Raw Free-Response Point = **4.58 Weighted Points**

Getting even one point more on a free-response essay is worth about three multiple-choice questions. A student whose class has not spent much time practicing multiple-choice question types on the exam would surely benefit from practice test material, but to improve on the free-response section, feedback is key. Compass English tutors use sample essays from past years to translate the scoring guide into writing strategies and then work with their students on implementing those strategies across numerous practice essays.

2024 AP ENGLISH LANGUAGE AND COMPOSITION SCORE DISTRIBUTION AND COMPOSITE SCALE



The above bar graph and composite scale illustrate two things: an estimated composite to AP score scale and the percentage of students who received each score on the 2024 exam. Based on this estimate, a student could miss 10 multiple-choice questions and still get a 5 on the exam, so long as they received 15 out of the 18 free-response points available.

AP BIOLOGY

The AP Biology exam assesses six science practices across multiple-choice and free-response sections: concept explanation (25–33%), visual representations (16–24%), questions and methods (8–14%), representing and describing data (8–14%), statistical tests and data analysis (8–14%), and argumentation (20–26%). While concept explanation and argumentation are given the most emphasis, the multiple-choice and free-response sections are given equal importance.

Section	Timing	Questions	Raw Points	Weighted Points
1: Multiple-Choice 50% of Score	90 minutes	60	60	60
2: Free-Response 50% of Score	90 minutes	Interpreting and Evaluating Experimental Results	8–10	16.7
		Interpreting and Evaluating Experimental Results with Graphing	8–10	16.7
		Scientific Investigation	4	6.7
		Conceptual Analysis	4	6.7
		Analyze Model or Visual Representation	4	6.7
		Analyze Data	4	6.7
Total			96*	120

► 1 Raw Multiple-Choice Point = **1 Weighted Point**

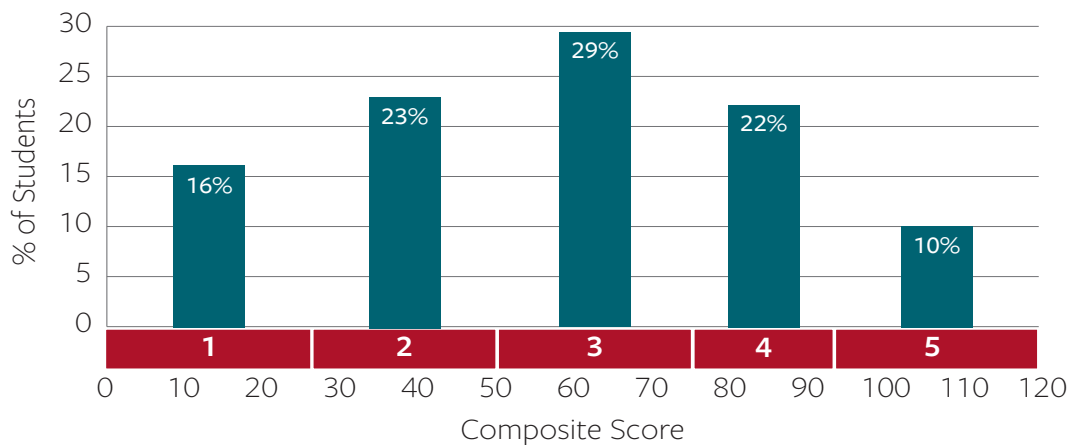
► 1 Raw Free-Response Point = **1.67 Weighted Points**

**While the first two questions may be 8–10 points, for the sake of the weighted calculations, we assume 10 points per question.*

Because there are so many more raw points available for the free-response questions on Biology than on English Language, the weight of a Biology free-response point is much closer to the 1-1 weighting of a multiple-choice raw point.

Savvy students prepare by reviewing a broad range of topics and spending time practicing each free-response question type to ensure they maximize points. The greatest difficulties for an AP Biology student may be remembering the material presented at the beginning of the year and grasping the material at the end that is often squeezed for time. Compass tutoring can help structure the review needed to succeed on this test.

2024 AP BIOLOGY SCORE DISTRIBUTION AND COMPOSITE SCALE



While the English Language score distribution places many students in the narrow band of 4s, the Biology exam looks like a traditional bell curve with a more uniform scale. Though only about 10% of students achieve a 5, perfection is not necessary: a student could miss about 10 multiple-choice questions and 10 points on the free-response questions and still achieve a 5 in 2024.

IMPROVING YOUR AP SCORE

The English Language and Biology examples above are intended to demonstrate the unique attributes of each exam and reassure students that high scores are attainable, particularly with strategic preparation. In an ideal situation, an AP class provides sufficient preparation to maximize scores on the exams, but it can be difficult to know how well prepared a student is in advance of the exam. Class grades often do not translate neatly to AP Exam scores, and teachers are not always interested in devoting class time to exam preparation.

Compass tutoring is customized to help both the student struggling in a class and the student who wants to make sure they have the strongest scores possible to submit as part of the application process. Students often leave preparing for the AP Exams to the last few weeks; we recommend starting early to build a foundation and avoid unnecessary anxiety and stress. See page 89 for more on the Compass AP Roadmap, review classes, and tutoring.

REGISTERING FOR AP EXAMS

AP Exams are generally offered during the first two weeks of May. See compassprep.com/services/ap-exams for the complete 2025 AP Exam schedule.

Registration for AP Exams is generally part of your AP class.

- ▶ **If you are enrolled in an AP class, your teacher or AP coordinator will ask you to register and collect any fees.** Each school may have its own internal deadlines, but the College Board deadline for schools to order exams is November 15. This means students must often commit to taking a test before they have covered much of the material.
- ▶ **If your School does not offer AP classes or administer AP Exams, you will need to arrange to take the exams at a nearby high school that does administer exams.** Not all schools are willing to allow outside students to access their administrations, so we highly recommend you begin the process of finding a school early—well before the registration deadline in November.

College Board maintains the AP Course Ledger—the official, up-to-date, comprehensive list of schools that have passed the AP Course Audit—and recommends students search its database to find a local school and reach out to the AP Coordinator to find out if they are allowing students from other schools to test.

LATE TESTING

Late testing using an alternate form of the AP examination is allowed only under special circumstances (as in cases when a student wants to take two tests scheduled for the same time) and, depending on the circumstances, may require an additional fee. All students who participate in late testing at a given school must take these alternate exams on the scheduled late-testing dates at the scheduled times. Contact your school's AP Coordinator for additional information.

“ I believe in keeping lessons fun for students while they learn. I like to link test prep skills to broader study skills. I love working with cool students from across the country. I’m continually impressed with Compass’s great customer and tutor support!

- BEN P., COMPASS TUTOR
UNIVERSITY OF PENNSYLVANIA



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, additional breaks, and small group testing. Students sitting for the digital adaptive P/SAT or computer-based ACT will qualify for commensurate accommodations, including new tools built into the testing apps such as screen readers and zoom functions.

DEADLINES FOR SUBMITTING REQUESTS FOR ACCOMMODATIONS

► The following table will help in navigating the testing accommodations request process.

SAT		PSAT & AP		ACT	
2024–25 Test Dates	Documentation Deadlines	2024–25 Test Dates	Documentation Deadlines	2024–25 Test Dates	Documentation Deadlines
August 24, 2024	July 8, 2024	PSAT/NMSQT October 1–31, 2024	August 12, 2024	September 14, 2024	August 25, 2024
October 5, 2024	August 16, 2024			October 26, 2024	October 7, 2024
November 2, 2024	September 13, 2024	PSAT 10 March 3–April 30, 2025	January 13, 2025*	December 14, 2024	November 22, 2024
December 7, 2024	October 18, 2024			February 8, 2024	January 20, 2024
March 8, 2025	January 17, 2025	AP Exams May 5–16, 2024*	January 17, 2025*	April 5, 2025	March 16, 2025
May 3, 2025	March 14, 2025			June 14, 2025	May 26, 2025
June 7, 2025	April 18, 2025			July 12, 2025	June 20, 2025

*Dates are anticipated.

STEP 1: DETERMINE WHETHER YOUR STUDENT IS ELIGIBLE. Compass recommends that families consult with school officials or a private evaluator by January of 10th grade to review the terms of eligibility.

SAT	ACT
To ensure approval for accommodations, a student’s request should meet ALL of the following criteria: • The disability is documented by formal testing completed by a certified evaluator • The disability directly affects performance on CB’s assessments • The requested accommodations are specifically needed to perform to potential on CB’s assessments Students may be approved for accommodations on specific sections of the test rather than the entire test.	A student is eligible for accommodations if: • The disability is diagnosed and documented by a credentialed professional • The disability directly impacts performance on ACT’s assessments Documentation for the disability includes information about current or prior accommodations made in similar settings. After reviewing these criteria, families should consider the two different accommodations packages: Extended Time and Special Testing. Extended Time is most appropriate for students who require no more than 50% extended time on standardized tests.



For detailed information, visit compassprep.com/accommodations or scan the QR code on this page.

STEP 2: GATHER THE APPROPRIATE DOCUMENTATION. If educational testing or cognitive evaluations are not current, families should work with their school district or private evaluators 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.

Eligibility for College Board and ACT accommodations hinges on two kinds of documentation: (1) educational and/or neuropsychological testing completed by a school official or a private evaluator and (2) a record of the requested accommodation(s) implemented by the school.

If testing is obtained at the student’s local school district, the results are distilled into an Individualized Education Program (IEP), 504 plan, or Response to Intervention (RTI) plan. IEPs, 504 plans, and RTIs include a student’s formal diagnoses and accommodations that must be implemented by the student’s school. A student will likely be approved for College Board and ACT accommodations if her disability is substantiated by both educational testing and a long-standing school generated plan.

If a student attends a private school, the family may seek testing at their local school district or obtain an assessment completed by a private evaluator. Private schools will typically consolidate the results of private or district-based assessment into a service plan. A service plan performs a similar function to the IEP, 504 Plan, or RTI, providing school officials and faculty with instructions for accommodating the student’s disability in class. A student at a private school will likely be approved for College Board and ACT accommodations if the disability is well-documented by both a professional evaluation and a service plan.

STEP 3: SUBMIT A REQUEST. 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.

► **IMPORTANT:** As of Fall of 2021, students with existing IEPs or 504 plans will receive automatic approval for accommodations on the ACT, so long as those accommodations are already articulated by the IEP or 504. Students with private evaluations and learning plans at independent schools may still need to send documentation for approval.

Similarly, depending on the nature of the disability and the desired accommodations, College Board requests may **not** require documentation and will qualify for automatic or expedited approval.

STEP 4: RESPOND TO DECISION LETTERS OR MAKE APPEALS. 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.

SAT	ACT
After registering for an official SAT (or any College Board test) with an SSD code, students can expect to have accommodations ready for them on test day. Testers should bring their SSD Eligibility Letters to every single test administration. At the start of a digital adaptive P/SAT, students will be prompted by the testing app to confirm use of their approved accommodations.	Students with Extended Time should print out their registration tickets and bring them to the test center. Students with Special Testing should have ironed out the logistics of exam day (date, time, room location, approved accommodations, etc.) with their testing coordinator in advance of the official test date.

Test Dates and Score Requests

DIGITAL SAT			
2024–25 Test Dates	Registration	Late Registration	Anticipated Score Release [‡]
August 24, 2024	August 9, 2024	August 13, 2024	September 6, 2024*
October 5, 2024	September 20, 2024	September 24, 2024	October 18, 2024*
November 2, 2024	October 18, 2024	October 22, 2024	November 15, 2024*
December 7, 2024	November 22, 2024	November 26, 2024	December 20, 2024*
March 8, 2025	February 21, 2025	February 25, 2025	March 21, 2025*
May 3, 2025	April 18, 2025	April 22, 2025	May 16, 2025*
June 7, 2025	May 22, 2025	May 27, 2025	July 20, 2025*

PSAT		PSAT 10	
2024 Test Dates	Registration	2025 Test Dates	Registration
Date determined by high school within testing window: October 1–31, 2024	Test date registration is determined by high school.	Date determined by high school within testing window: March 3–April 30, 2025	Test date registration is determined by high school.

ACT			
2024–25 Test Dates	Registration	Late Registration	Anticipated Score Release [‡]
September 14, 2024	August 9, 2024	August 25, 2024	September 24, 2024*
October 26, 2024	September 20, 2024	October 7, 2024	November 5, 2024*
December 14, 2024	November 8, 2024	November 22, 2024	December 24, 2024*
February 8, 2024	January 3, 2024	January 20, 2024	February 18, 2024*
April 5, 2025	February 28, 2025	March 16, 2025	April 15, 2024*
June 14, 2025	May 9, 2025	May 26, 2025	June 24, 2025*
July 12, 2025 (Not offered in NY)	June 6, 2025	June 20, 2025	July 22, 2025*



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

* Dates are 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. **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, April 4–5 are offered as international ACT test dates, while the U.S. National test date is April 5. **For more information, visit act.org/content/act/en/products-and-services/the-act-non-us.html.**

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

POLICY OR FEE	SAT	ACT
Standard fee	\$60	\$68 + \$25 for Writing
Late Registration Fee	add \$30	add \$38
Change test date	add \$25	add \$44
Change test center	add \$25	add \$44
Standby / Waitlist	Currently unavailable	add \$68
Copy of test available	Currently unavailable	September, December, February dates
Fee for copy of test	N/A	\$32 (\$40 if order is placed after the test)
Score reports included with registration	4	4
Additional reports	\$14 each	\$18.50 each
Cancel Scores	Until one week 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	\$58 for multiple-choice, \$58 for writing, \$116 for both multiple-choice and writing
Sunday testing for religious reasons	Available Sunday following the Saturday administration	Available Sunday or Monday on a center-by-center basis

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 below.

ACT Test Date	Standby Deadline
September 14, 2024	September 6, 2024
October 26, 2024	October 18, 2024
December 14, 2024	December 6, 2024
February 10, 2024	January 31, 2025
April 5, 2025	March 28, 2025
June 14, 2025	June 6, 2025
July 12, 2025	July 4, 2025

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 Test Dates on the previous pages. 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 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.

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.



Please visit compassprep.com/self-reporting-test-scores or scan the QR code for the most up-to-date list of schools accepting self-reported test scores.

SCHOOL DAY TESTING

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

Over 25 states have responded to these pressures by implementing a school day administration of either the SAT or ACT, paid for by the state. These tests allow states to comply with federal requirements while giving students, especially those in traditionally under-resourced communities, the opportunity to take a college admission exam. In addition, both College Board and ACT are expanding their online testing offerings within the framework of school day testing, giving schools greater flexibility to meet their students' scheduling needs. This school year, states, districts, and even individual schools can offer school day testing.

SAT SCHOOL DAY TESTING

In fall 2024 and spring 2025, SAT School Day can occur on any day in the following testing windows:

October 1–31, 2024

March 3–April 30, 2025

Check with your counselor or principal to find out when SAT School Day will be offered at your school.

Students interested in score choice (see the following pages) may want to wait to send scores until after all testing is complete. College Board recently expanded School Day Testing to include individual schools as well as states and districts.

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

ACT STATE AND DISTRICT TESTING

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

“ I love getting to empower students with the skills and tools to grow more confident in their own capabilities. Standardized testing (and high school in general) can be daunting and stressful, and it's immensely rewarding to hear from students that our lessons have put them at ease. Academic tutoring programs can also be particularly fun to teach. My students may leave our lessons feeling more confident about their tests or excited about their classes, but I also often leave our lessons feeling optimistic about the future and their generation's role in shaping it. I love to leave a lesson thinking, 'The kids are alright!' ”

—ALEX K., COMPASS TUTOR
STANFORD UNIVERSITY, BA, POLITICAL SCIENCE



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 RW 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. Students also have the option of submitting ACT’s Superscore Report (see page 31 for more details). 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 they wish to submit.

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 also offers a Superscore Report. This report includes the test date with your highest Composite score and also includes 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 admissions 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 RW 670 Math = 1320 Total
May Test Day	700 RW 650 Math = 1350 Total
Superscore	700 RW 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 Carleton, Georgetown, and Syracuse 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.

School	Superscore		Score Choice Policy
	SAT	ACT	
Amherst College	●	●	■
Boston University	●	●	□
Brown University	●	●	□
Carleton College	●	X	■
Colorado College	●	X	□
Columbia University	●	●	□
Cornell University	●	●	□
Dartmouth College	●	●	□
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	●	●	□
Millsaps College	●	X	□
New York University	●	●	□
Northwestern University	●	●	□
Princeton University	●	X	□
Rice University	●	●	■
Smith College	●	X	□
Stanford University*	●	●	□
Syracuse University	●	●	■
University of Pennsylvania	●	●	■
Vanderbilt University	●	●	■
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.



For more schools and updates, please visit compassprep.com/superscore-and-score-choice or scan the QR code on this page.

Early Action and Early Decision

Of the schools that Compass tracks, a little over 75% offer some form of Early Action and Early Decision. Both can have an impact on students planning to test in the fall of 12th grade. Early Action is non-binding, meaning that if a student is admitted, they can still decide not to attend. Early Decision, on the other hand, is binding. Students applying Early Decision agree to enroll if accepted and offered an adequate financial aid package.

While some schools allow students to apply to multiple Early Action / Decision programs, most will require a student who is accepted Early Decision to withdraw applications from other colleges. Highly selective institutions—for example, Harvard, Princeton, Stanford, Notre Dame, Texas A&M (Engineering), and Yale—have restrictive policies that limit a student to one early application.

Further complicating matters is the presence of 1 and 2 as labels for different early application windows. Early 1 is usually in November with Early 2 in December, or in the case of Early Decision 2, as late as January. Generally, colleges will notify Early 1 students by the end of December and Early 2 as late as February. Both allow ample time for decision making before the May 1 decision deadline.

WHAT DO EARLY APPLICATIONS MEAN FOR TESTING?

Your counselor can help you determine whether applying Early Action or Early Decision at your top college is right for you. However, if you're considering applying early, you want to make sure that you'll be able to present a complete set of scores that shows you at your best. Students who have waited until 12th Grade to take any test should be sure to sign up for an early test so they have time to retake the exams before early deadlines. In many cases, the September ACT and October SAT are the last test dates that offer reliable delivery of scores before the earliest of early deadlines.

It's always a good idea to check with the admission office of the college of your choice for specific policies. Some admission offices will let you submit test scores after the deadline, so long as the office receives them before your application is reviewed. One college told us that if you call and say your scores are on their way, they'll put your application at the bottom of the pile. Of course, it's probably best not to depend on an exception like this. If you get your testing finished early, you'll be well positioned for early applications.

	EA 1	EA 2	ED 1	ED 2		EA 1	EA 2	ED 1	ED 2
Adelphi University	Dec 1				Bard College	Nov 1		Nov 1	
Agnes Scott College	Nov 15	Jan 15	Nov 1		Barnard College			Nov 1	
Albion College	Dec 1				Bates College			Nov 15	Jan 1
Allegheny College	Dec 1		Nov 15	Feb 1	Baylor University	Nov 1		Nov 1	Feb 1
American University			Nov 15	Jan 15	Beloit College	Nov 1	Dec 1	Nov 1	
Amherst College			Nov 1		Bennington College	Dec 1		Nov 15	Jan 15
Appalachian State University	Nov 1				Bentley University			Nov 15	
Arizona State University, Tempe†	Nov 1				Berea College†	Oct 31			
Auburn University†	Dec 1				Berry College	Nov 1		Nov 1	
Augustana College	Nov 1		Nov 1		Binghamton University, SUNY	Nov 1			
Austin College	Dec 1	Feb 1	Nov 1		Biola University	Nov 15	Jan 15		
Babson College	Nov 1		Nov 1	Jan 3	Birmingham-Southern College	Nov 15		Nov 1	

† Colleges that have a "Priority Deadline" are listed in this table under Early Action.



For updates, visit compassprep.com/early-action-early-decision-deadlines or scan the QR code on this page.

	EA 1	EA 2	ED 1	ED 2		EA 1	EA 2	ED 1	ED 2
Boston College			Nov 1	Jan 1	Elon University	Nov 1		Nov 1	
Boston University			Nov 1	Jan 4	Emerson College	Nov 1	Dec 1	Nov 1	Dec 1
Bowdoin College			Nov 15	Jan 5	Emory University			Nov 1	Jan 1
Bradley University	Nov 1				Fairfield University	Nov 1		Nov 15	Jan 15
Brandeis University			Nov 1	Jan 1	Fordham University	Nov 1		Nov 1	
Brigham Young University, Provo [†]	Nov 1				Franklin and Marshall College			Nov 15	Jan 15
Brown University			Nov 1		Furman University	Dec 1		Nov 15	Jan 15
Bryn Mawr College			Nov 15	Jan 1	George Mason University	Nov 1			
Bucknell University			Nov 15	Jan 15	George Washington University			Nov 1	Jan 5
Butler University	Nov 1				Georgetown University	Nov 1			
California Institute of Technology	Nov 1				Georgia Institute of Technology	Oct 18	Nov 1		
California Lutheran University	Nov 1				Gettysburg College			Nov 15	Jan 15
Carleton College			Nov 15		Goucher College	Dec 1		Nov 15	
Carnegie Mellon University			Nov 1		Grinnell College			Nov 15	Jan 1
Carroll College	Nov 1				Gustavus Adolphus College	Nov 1			
Case Western Reserve University	Nov 1		Nov 1	Jan 15	Hamilton College			Nov 15	Jan 5
Centre College	Dec 1		Nov 15		Hampden-Sydney College	Oct 15	Dec 1	Nov 1	
Chapman University	Nov 1		Nov 1		Hampton University	Nov 1			
Christopher Newport University	Dec 1		Nov 15		Hanover College	Nov 1	Dec 1	Nov 1	
Claremont McKenna College			Nov 1	Jan 11	Harvard University (Restrictive)	Nov 1			
Clark University	Nov 15		Nov 15	Jan 15	Harvey Mudd College			Nov 15	Jan 5
Clarkson University			Dec 1		Haverford College			Nov 15	Jan 5
Coe College	Dec 10		Nov 15		Hendrix College	Nov 15	Feb 1		
Colby College			Nov 15	Jan 1	High Point University	Nov 15		Nov 1	Feb 1
Colgate University			Nov 15	Jan 15	Hillsdale College			Nov 1	
College of Charleston	Dec 1		Oct 15		Hobart and William Smith Colleges			Nov 15	Jan 15
College of New Jersey			Nov 1	Jan 1	Hofstra University	Nov 15	Dec 15		
College of St. Benedict [†]	Nov 15	Dec 15			Hollins University	Nov 15		Nov 1	
College of the Holy Cross			Nov 15	Jan 15	Hope College	Nov 1			
College of William & Mary			Nov 1	Jan 1	Howard University	Nov 1		Nov 1	
College of Wooster	Nov 25		Nov 1	Jan 15	Illinois Wesleyan University	Nov 15			
Colorado College	Nov 1		Nov 1	Jan 15	Indiana University, Bloomington	Nov 1			
Colorado State University	Dec 1				Ithaca College	Dec 1		Nov 1	
Columbia University			Nov 1		James Madison University	Nov 1			
DePauw University	Dec 1		Nov 15	Jan 15	Johns Hopkins University			Nov 1	Jan 3
Dickinson College			Nov 15	Jan 15	Kalamazoo College	Nov 1		Nov 1	Feb 1
Drew University	Dec 1		Nov 1	Jan 15	Kenyon College			Nov 15	Jan 15
Drexel University	Nov 1		Nov 1		Knox College	Nov 1	Dec 1	Nov 1	
Duke University			Nov 1		Lafayette College			Nov 15	Jan 15
Earlham College	Dec 1				Lake Forest College	Nov 1	Jan 15	Nov 1	Jan 15
Elmhurst College	Nov 1				Lawrence University	Nov 1	Dec 1	Nov 1	

Please note that application deadlines and testing policies are subject to review from year-to-year and may have changed since the date of publication. Use this resource as a starting point for which schools offer early programs and on what timelines, but always refer to the school's website for the most current information.

COMPASS GUIDE | EARLY ACTION AND EARLY DECISION

	EA 1	EA 2	ED 1	ED 2
Lehigh University			Nov 1	Jan 1
Lewis & Clark College	Nov 1		Nov 1	
Louisiana State Univ, Baton Rouge [†]	Dec 15			
Loyola Marymount University	Nov 1		Nov 1	Jan 15
Loyola University Maryland	Nov 15			
Loyola University New Orleans	Nov 15	Feb 15		
Macalester College	Nov 1		Nov 1	Jan 1
Marist College	Dec 1		Dec 1	Feb 1
Massachusetts Institute of Tech	Nov 1			
Mercer University	Nov 15			
Miami University, Oxford	Nov 1	Dec 1	Nov 1	
Michigan State University	Nov 1			
Middlebury College			Nov 15	Jan 4
Mills College	Nov 15			
Millsaps College	Nov 15			
Morehouse College	Nov 1			
Mount Holyoke College			Nov 15	Jan 5
Muhlenberg College			Nov 15	Feb 1
New College of Florida ¹	Feb 28	Apr 15		
New Jersey Institute of Technology	Nov 15	Dec 15		
New School (Some Schools)	Nov 1			
New York University			Nov 1	Jan 1
North Carolina State Univ, Raleigh	Nov 1			
Northeastern University	Nov 1		Nov 1	Jan 1
Northwestern University			Nov 1	
Oberlin College			Nov 15	Jan 2
Occidental College			Nov 15	Jan 1
Ohio State University, Columbus	Nov 1			
Ohio University	Nov 15			
Ohio Wesleyan University	Dec 1		Nov 15	
Oregon State University	Nov 1			
Penn State, University Park	Nov 1			
Pepperdine University	Nov 1			
Pitzer College			Nov 15	Jan 1
Point Loma Nazarene University	Nov 15			
Pomona College			Nov 15	Jan 8
Pratt Institute	Nov 1			
Presbyterian College (SC)	Dec 1			
Princeton University (Restrictive)	Nov 1			
Providence College	Nov 15		Nov 15	Jan 15
Purdue University, West Lafayette	Nov 1			
Queens University of Charlotte	Dec 1	Feb 1	Nov 1	
Quinnipiac University	Nov 15	Jan 1	Nov 1	
Randolph-Macon College	Nov 15			
Reed College	Nov 15		Nov 15	Dec 20

	EA 1	EA 2	ED 1	ED 2
Rhode Island School of Design			Nov 1	
Rhodes College	Nov 15		Nov 1	Jan 15
Rice University			Nov 1	
Rochester Institute of Technology			Nov 1	Jan 1
Rollins College			Nov 15	Jan 5
Rutgers University, New Brunswick	Nov 1			
Rutgers University, Newark	Nov 1			
Santa Clara University	Nov 1		Nov 1	Jan 7
Sarah Lawrence College	Nov 1		Nov 1	Jan 15
Scripps College			Nov 15	Jan 5
Seattle University	Nov 15			
Seton Hall University	Nov 15	Dec 15		
Sewanee—University of the South	Dec 1		Nov 15	Jan 15
Siena College	Feb 15		Dec 1	
Simmons College	Nov 1	Dec 1		
Skidmore College			Nov 15	Jan 15
Smith College			Nov 15	Jan 1
Soka University of America	Nov 1			
Southern Methodist University	Nov 1		Nov 1	Jan 15
Southwestern University	Dec 1		Nov 1	
Spelman College	Nov 15		Nov 1	
St. John Fisher College			Dec 1	
St. John's College Annapolis	Nov 15		Nov 1	
St. John's University (NY)	Dec 1		Nov 15	
St. Lawrence University			Nov 1	Feb 1
St. Mary's College (IN)			Nov 15	
St. Mary's College of California	Nov 15			
St. Mary's College of Maryland	Nov 1		Nov 1	
St. Michael's College	Nov 1	Dec 15		
St. Olaf College	Nov 1		Nov 1	Jan 15
Stanford University (Restrictive)	Nov 1			
Stetson University	Nov 1	Jan 15		
Stevens Institute of Technology			Nov 15	Jan 15
Stonehill College	Nov 15	Jan 15	Dec 1	Feb 1
SUNY, ESF			Nov 15	
SUNY, Geneseo			Nov 15	
Susquehanna University	Nov 1	Dec 1	Nov 15	
Swarthmore College			Nov 15	Jan 3
Syracuse University			Nov 15	Jan 1
Temple University	Nov 1			
Texas A&M Univ, College Station	Oct 15	Engineering only / Restrictive		
Texas Christian University	Nov 1		Nov 1	
Texas Lutheran University	Nov 15			
The Catholic University of America	Nov 1		Nov 15	Jan 15
The Cooper Union	Varies by school			

	EA 1	EA 2	ED 1	ED 2		EA 1	EA 2	ED 1	ED 2
Transylvania University	Oct 31	Dec 1			University of Richmond	Nov 1		Nov 1	Jan 1
Trinity College (Hartford)			Nov 15	Jan 15	University of Rochester			Nov 1	Jan 5
Trinity University	Nov 1		Nov 1	Jan 15	University of San Francisco	Nov 1		Nov 1	
Tufts University			Nov 1	Jan 4	University of South Carolina	Oct 15			
Tulane University	Nov 15		Nov 1	Jan 8	University of St. Thomas (MN)	Nov 1			
Union College (NY)			Nov 15	Jan 15	University of Texas, Austin†	Nov 1			
University at Albany, SUNY	Nov 15				University of Texas, Dallas†	Dec 1			
University at Buffalo, SUNY	Nov 15				University of the Pacific	Nov 15			
University of Chicago	Nov 1		Nov 1	Jan 4	University of Tulsa	Nov 1			
University of Cincinnati	Dec 1				University of Vermont	Nov 1			
University of Colorado, Boulder	Nov 15				University of Virginia	Nov 1		Nov 1	
University of Dallas	Nov 1	Dec 1			University of Wisconsin, Madison	Nov 1			
University of Dayton	Nov 1				Ursinus College	Nov 8		Dec 1	Feb 15
University of Delaware	Nov 1				US Coast Guard Academy	Oct 15			
University of Denver	Nov 1		Nov 1	Jan 15	Vanderbilt University			Nov 1	Jan 1
University of Georgia	Oct 15				Vassar College			Nov 15	Jan 4
University of Hawaii at Manoa†	Jan 5				Villanova University	Nov 1		Nov 1	Jan 15
University of Illinois, Chicago	Nov 1				Virginia Military Institute			Nov 15	
University of IL, Urbana-Champaign†	Nov 1				Virginia Tech	Dec 1		Nov 1	
University of Kentucky	Dec 1				Wabash College	Dec 1		Nov 15	
University of Mary Washington	Nov 15		Nov 1		Wake Forest University			Nov 15	Jan 1
University of Maryland, College Park†	Nov 1				Washington and Jefferson College	Jan 15		Dec 15	
University of Massachusetts, Amherst	Nov 5				Washington and Lee University			Nov 1	Jan 1
University of Miami	Nov 1		Nov 1	Jan 1	Washington College	Dec 1		Nov 15	
University of Michigan, Ann Arbor	Nov 1				Washington University in St. Louis			Nov 1	Jan 2
University of Minnesota, Twin Cities	Nov 1	Dec 1			Wellesley College			Nov 1	Jan 1
University of N Carolina, Chapel Hill	Oct 15				Wesleyan University			Nov 15	Jan 1
University of N Carolina, Wilmington	Nov 1				Westmont College	Oct 15	Nov 1		
Presbyterian College (SC)	Dec 1				Wheaton College (IL)	Oct 15	Nov 15		
Princeton University (Restrictive)	Nov 1				Whitman College			Nov 15	Jan 10
University of New Hampshire	Nov 15				Whittier College	Nov 15			
University of Notre Dame (Restrictive)	Nov 1				Willamette University	Nov 15		Dec 15	
University of Oklahoma	Nov 1				Williams College			Nov 15	
University of Oregon	Nov 1				Wofford College	Nov 15		Nov 1	
University of Pennsylvania			Nov 1		Worcester Polytechnic Institute	Nov 1	Jan 15	Nov 1	Jan 15
University of Puget Sound	Nov 1		Nov 1		Yale University (Restrictive)	Nov 10			
University of Redlands	Nov 15		Nov 15		Yeshiva University			Nov 1	

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Additional Reading 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.

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.gov

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

FAFSA

studentaid.gov/h/apply-for-aid/fafsa

A required step 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)

accommodations.collegeboard.org

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

ACT SERVICES FOR STUDENTS WITH DISABILITIES

actstudent.org/register/disab

ASSOCIATION ON HIGHER EDUCATION AND DISABILITY

ahead.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



The Compass Approach

The unmatched trust we have earned with schools and families is the result of decades of ethical conduct and our commitment to realizing the potential of every student we serve. We carefully evaluate each student's unique circumstances and testing history in order to make informed, individualized recommendations for private tutoring. We personally oversee every aspect of every tutoring program. We continually assess and improve our techniques. This extra attention to detail is a Compass hallmark.



EVALUATION

Efficient, targeted, successful test prep relies on accurate diagnoses. Our diagnostic tests and score reports provide a detailed portrait of your testing strengths and weaknesses, allowing us to make recommendations and adjustments tailored to your personal needs. We offer professionally administered practice test sessions every weekend.

CONSULTATION

How much can I improve? Should I take the SAT or the ACT? When is the best time to start, and when is repeat testing appropriate? Is private tutoring or a group class better for me? Every day, our expert directors answer these questions and many more. We take pride in offering the most thorough consultations and the most thoughtful advice.



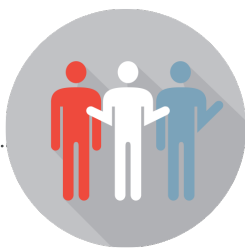
RECOMMENDATION

After a careful assessment of testing data, background, needs, and goals, we develop an individualized plan. And no two plans will be quite the same. Some students should focus mainly on test-taking skills, while others need substantial content review. Some students are best suited for group learning, while others thrive with an individual tutor. We provide the flexibility to craft personalized programs of study that take these nuances into account.

“As a Compass tutor, I never feel alone. I have the resources of our office staff always at the ready, and I get to meet and talk about strategies and suggestions with other tutors during our annual professional development sessions. I hear what works for others, and I get to pass on methods that have worked for me. It’s truly special to work for a company that cares so sincerely about how well we tutor our students. From training, to materials, to ongoing education, Compass makes sure that everything we have is the best.”



MUFFY M., COMPASS TUTOR
BROWN UNIVERSITY, BA, ANTHROPOLOGY AND AMERICAN STUDIES



MATCH

The depth and talent of our team of tutors, combined with our care and expertise in making the perfect match for you, is the bedrock of our tutoring program. Your schedule, your learning style, even your outside interests—we consider all these factors in selecting the best tutor for you. If you select a class, you can rest assured that our group instructors are our most experienced tutors who have successfully worked with a broad range of learning styles.

SUPPORT

Even the best laid plans require revision. Once tutoring lessons begin, our instructors and directors work together to monitor your progress—on the basis of your performance in lessons, on homework, and on regular practice tests—and make any necessary adjustments. We are never on auto-pilot, and no two prep programs are exactly alike. We offer students in our classes continued support to practice what they've learned, even after the end of the class.



RESULTS

No other company or tutor can match Compass's experience and expertise, as evidenced in the successes our students achieve. Nothing makes us happier than helping our students reach their goals. We want students to see great improvement as efficiently as possible, without wasted effort or unnecessary trade-offs. We realize that test scores are just one piece of the college admission puzzle, so we understand that test preparation should never come at the expense of grades, extracurricular activities, or self-care.

“ My favorite part of working with Compass is our student-centered approach. Oftentimes, students have trouble not with what they're learning, but how they're trying to learn it. When I talk through a problem with a student, find which part of the process isn't clicking, break it down in a different way, and see their face light up with understanding—that's the most rewarding part of my day.



ELIJAH L., COMPASS TUTOR
UNIVERSITY OF CALIFORNIA—LOS ANGELES, BA, PSYCHOLOGY



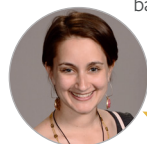
Our Reach

While we've helped students around the world as a leading provider of online tutoring and practice testing for 20 years, we are also steadily growing our in-home tutoring presence nationwide. We have six headquarter offices in Chicago, Houston, Los Angeles, New York City, San Francisco, and Washington, D.C., and we also host practice tests and have tutors working in various locales across the country.

► Our U.S. Reach

"I especially love helping with the mental side of preparation—having grown up in sports, I really like thinking through ways to stay calm under pressure and helping students grow in their confidence! Seeing kids be proud of themselves when they get their scores back is the best part for me."

— SARAH G, Tutor, Portland



"Confidence is key when it comes to these tests, and there is no better feeling than having a student come in nervous and leave with the belief they will excel come test day. I'll never forget one of my students telling me during our last lesson, 'I knew I could score well, but I never would have thought I'd be able to do this well and it's all thanks to you.' As a tutor, that was music to my ears and what I hope to leave every student feeling."

— ADAM K, Tutor, Topeka



"Working at Compass is absolutely amazing. I get to do what I love all day, and it's so rewarding to see my students become more affirmed in their skills and themselves. All the directors know the tutors so well and do an excellent job with matching tutors to students so that interests, personalities, and teaching/learning styles work well together."

— KELSEY F, Tutor, Ann Arbor



ANNUAL KEYNOTE PRESENTATIONS:
Given to over 300 schools globally



WE HAVE TUTORS WHO ARE LOCATED:
In 25 states (and DC!)



COMPASS HEADQUARTERS
Located in:

- Chicago
- Houston
- Los Angeles
- New York City
- San Francisco
- Washington, D.C.



IN-PERSON PRACTICE TESTS
Available at Compass Headquarters, plus:

- Fairfield, NJ
- Seattle, WA
- Stamford, CT

MAP LEGEND:

- Online tutoring and online practice testing available in these states
- Online services available, and we partner with schools in these states to offer on-campus practice tests and keynote presentations
- In addition to online services and school partnerships, we offer in-person practice testing in these states
- In-person tutoring is available in these states, in addition to all other services
- Practice Test Locations
- Compass Headquarter Offices

► Our Global Reach

WE TUTOR STUDENTS WHO ARE LOCATED IN:



A SAMPLING OF INTERNATIONAL SCHOOLS WHERE WE'VE HAD STUDENTS:

- American School in London
- American School of Bombay
- American School of Madrid
- The British School Caracas
- Chinese International School
- Colegio Los Nogales
- Dubai College
- Frankfurt International School
- International College in Beirut
- International School of Prague
- King's Academy in Jordan
- Leysin American School
- Lower Canada College
- Shanghai American School
- Taipei American School



► Our Academic Reach

WE COVER 75 SUBJECTS, INCLUDING 31 AP SUBJECTS. COURSES INCLUDE:

- Algebra I & II
- AP Art History
- Biology and AP Biology
- Calculus and AP Calculus AB/BC
- Chemistry and AP Chemistry
- Chinese and AP Chinese
- AP Comp. Government and Politics
- AP Environmental Science
- European History and AP Euro
- French and AP French
- Geometry
- German and AP German
- AP Human Geography
- Italian and AP Italian
- Japanese and AP Japanese
- Latin and AP Latin
- Math Analysis
- AP Music Theory
- Philosophy
- Pre-Algebra
- Precalculus
- AP Psychology
- AP Research/Seminar
- Spanish and AP Spanish
- Trigonometry
- US History and APUSH

“Compass is an invaluable partner in supporting students and families with up-to-date information on testing trends, data analysis, and test preparation. Whether helping students create individualized testing plans, organizing on-campus and virtual mock exams, or presenting for our annual testing night, Compass guides our students and families through the standardized testing process with incredible clarity and grace.”

– BROOKE SMITH, ASSOCIATE DIRECTOR OF COLLEGE COUNSELING, UNIS: UNITED NATIONS INTERNATIONAL SCHOOL

Our Tutors

Every company claims to have the best tutors. Compass is a company of tutors unlike any other. We have spent three decades creating the ideal environment for the best tutors to do their best work. Positions on our team are the pinnacle of the profession.

Our competitive selection process ensures that only the most qualified candidates make the cut. Significant tutoring and teaching experience is a minimum requirement that is built upon by a rigorous training process. Many tutors work with all areas of the tests, but we also allow tutors to focus only on math or English. This flexibility benefits our students by enabling specialists to do their best work.

Our tutors are committed and accountable Compass employees, not freelance contractors. We invest heavily in their ongoing support and professional development. We arm them with the latest testing information and the very best curricula, and we keep their tutoring skills sharp.

Talent, expertise, focus, and rapport-building yield results. We share in the pride our tutors feel when they're flooded with excited phone calls and texts after their students receive official scores.

TUTOR DEVELOPMENT

The heart of our tutoring approach is student-centered learning. We turn students into self-sufficient, thoughtful test takers. We help them master strategies to keep focused, calm, and in control on test day. Tutors complete a comprehensive training program to refine their skills and specialized online training to ensure lessons are successful in person and online. From learning effective strategies to modeling lessons with advanced trainers, our tutors experience unparalleled pedagogical training.

Independent tutors often have no formal training at all, and many companies cut corners in this area. No one invests more in the ongoing professional development of tutors than Compass. We have a reputation among counselors across the country for having the leading voices and deepest thinkers in the standardized testing arena. Our tutors similarly benefit from that institutional knowledge and commitment to quality.

We regularly host tutor conferences where tutors share ideas and best practices. Recent sessions have included:

- ▶ an informative presentation on learning differences and testing accommodations
- ▶ an interactive workshop on strategies to employ with high scoring students
- ▶ a round table on how our data-rich score reports can lead students to insights about their performance

We also gather our tutors in casual social settings to build the tutoring community. When tutors are together, their conversations inevitably turn to tutoring: tales of how they helped students overcome obstacles naturally fly around.



Customized Private Tutoring

The foundation of Compass is private, one-on-one tutoring, customized to the student's goals, needs, and schedule. We offer in-home tutoring in select areas in Chicago, Houston, Los Angeles, New York, San Francisco, and Washington, D.C. In-home lessons are convenient and comfortable, fitting in neatly with a student's busy schedule.

Geography, however, does not limit our ability to offer world-class tutoring and curricula. Compass tutors also work with students across the country and around the globe using our online tutoring program. Technology helps bring students and tutors together, but our tutors' expertise, customized instruction, and interactive methods are ultimately what make our programs so successful.

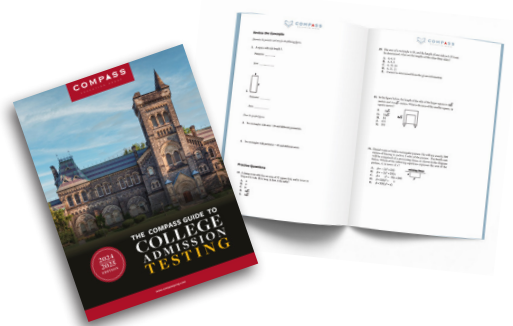
FROM KITCHEN TABLES TO LAPTOPS

Pencils in hand, students and their tutors pour over coursebooks and practice tests together during in-home lessons. For online lessons, Zoom and its integrated whiteboard serve as the technological backbone of lessons.



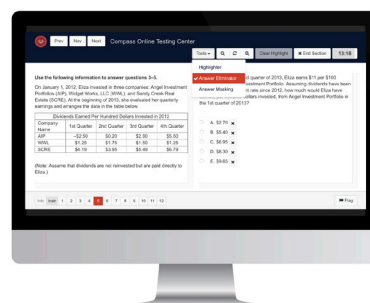
INDUSTRY-LEADING CURRICULUM

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



PAPER AND COMPUTER-BASED PRACTICE TESTS

Compass offers in-person and online-proctored paper practice tests around the country. We are also proud to be the first test prep company to offer digital practice exams that simulate the interactive experience of the current computer-based testing and the new digital adaptive SAT (see pages 34–39 for more information). Our score reports (detailed on pages 93–94) provide advanced testing analytics to help students pinpoint areas for improvement.



Small Group Instruction

Learning in a group setting means someone else asks the question you didn't think to ask.

Compass is one of the world's leading providers of comprehensive test preparation and academic support for high school students aspiring to attend competitive colleges.

Classes are held online and in-person in Chicago, Houston, New York, and Northern and Southern California, and cover a range of test preparation and academic subjects.

ACT AND SAT CLASSES

Our lively courses are led by Compass expert instructors who specialize in SAT & ACT mastery. Compass's group instructors are among the most experienced in the industry, averaging over 1,000 tutoring hours. Engaging, positive role models, they make learning strategies and reviewing content fun and effective.

We offer classes leading up to each national test date for the ACT and SAT. We also offer summer bootcamps to make the most of students' time away from school.

Test prep classes include 10 or 20 hours of instruction, 3 full-length practice tests, Compass course books, instructor-led study halls for individual support, and recordings for review and missed classes. Schedules range from 10-week programs that meet once a week to 5-week condensed programs that meet two or three times a week.

COMPASS CLASSES AND THE DIGITAL SAT

Compass Homework

Homework Set: Reading 1

The following text is from Florence Nightingale's 1852 essay "Cassandra."

Women often try one branch of intellect after another in their youth, e.g., mathematics. But that, least of all, is compatible with the life of "society." Women are never supposed to have any occupation of sufficient importance not to be interrupted, and women themselves have accepted this, have written books to support it, and have trained themselves so as to consider whatever they do as not of such value to the world or to others, but that they can throw it up at the first "claim of social life." They have accustomed themselves to consider intellectual occupation as a merely selfish amusement, which it is their "duty" to give up for every trifle more selfish than themselves.

2

Which choice best describes Nightingale's view of the "life of 'society'"?

A Enthusiastic admiration

B Reluctant endorsement

C Casual indifference

D Clear disregard

Question 2 of 20

Prev Next

Compass is the leader in preparing student for the digital SAT. There is a great deal of misinformation about the digital, adaptive test; our instructors are well prepared to separate fact from fiction and help students focus on their primary goal: increasing their test scores.

Students in digital SAT classes have the opportunity to do all of their homework sets online in the same digital format as the real test. Compass's online homework center closely mimics the look and feel of the real test. Advanced diagnostics give students access to useful metrics like the time spent on each question and average time per set.

ENRICHMENT CLASSES

We have a variety of spring and summer classes to supplement your academic year:

► AP Exam Review

Our April AP courses are designed to help students organize their own studying in the month leading up to the AP Exams every May. Instructors provide students with core strategies and subject matter review for many popular AP subjects. Students gain practice test opportunities and grading insights. Each course consists of four 90-minute sessions with our most coveted AP experts and a full-length practice test with individual feedback on FRQs. These courses work well on their own or as a supplement to private AP tutoring.

► SAT/ACT Essentials

Not sure whether the ACT or SAT is a better test for you? Start with the SAT/ACT Essentials course, which provides a powerful head start for students who need to strengthen their foundational math, reading, and writing skills before beginning formal SAT or ACT preparation focused on a specific test date. Essentials classes include 12 hours of instruction plus diagnostic assessments in Math and Reading. The curriculum is best-suited for 9th and 10th graders.

► Math Summer Bridge

Summer Bridge provides students with a head start in Algebra II or Precalculus. The program consists of four two-hour sessions taught by Compass's most experienced math instructors who use engaging, interactive discussion to keep students motivated.

► College Writing Prep

The College Writing Prep program demystifies "academic writing," equips students to ask meaningful questions about writing tasks, and provides students opportunities to practice receiving and implementing feedback through writing process reflection. Students leave the class with two essays. This course is recommended for recent high school graduates and advanced 12th graders.

► Common App Essay

Get a head start on your college applications over the summer. Come with a blank page and leave with a refined draft of your personal statement for the Common App. Interactive sessions with our expert writing instructors help students discover a motivating topic, appeal to application essay readers, and develop a reliable, sustainable writing process. This program consists of four 2-hour group sessions and two optional 1-hour individual sessions with your instructor.

“The Compass Class has been so helpful for me. I deeply appreciate the passion for teaching and kind patience that both of my instructors demonstrated throughout the sessions. Each teacher was engaging and attentive. I felt comfortable talking to both of them and reached out afterward. My Math teacher was kind enough to meet with me before my exam since I had a few questions, and it was really beneficial. Thank you again!”

- ALANA U., 11TH GRADER AT DWIGHT GLOBAL SCHOOL



For more information about all our class offerings, please visit compassprep.com/classes or scan the QR code to the left.

Academic and AP Support

Essential goals of any tutoring program are to increase test scores and improve class grades. Testing sits at an intersection of skills—content knowledge, time management, plan implementation, and emotional control—all of which are also crucial for performing well in school.

If you need help with any academic or AP subject, we have a tutor for you.

Compass has a deep and talented team of subject-specific experts ready to begin custom programs that complement coursework. Our one-on-one academic tutors will supplement your student's school classes by providing individualized instruction, attention, and support with subject content.

Academic tutoring is available whether you need regular, year-long help in a particular subject, or short-term assistance to prepare for a specific project or exam.

STUDY SKILLS AND ORGANIZATIONAL COACHING

While academic tutoring is focused on helping students learn material that is being taught in class, Compass's Study Skills and Organizational Coaching (SSOC) is focused on helping students apply systems like the Pomodoro System of Time Management or the Cornell Note-Taking Method. No more missed deadlines, last-minute cram sessions, or wasted time searching through unintelligible notes. This program goes beyond just monitoring schoolwork: our goal is to equip students with skills they can take with them to college and beyond.

COLLEGE WRITING PREP

Our experienced writing tutors work one-on-one with students to introduce college writing expectations. Many of our tutors either currently teach or are former first-year college writing teachers. The College Writing Prep program demystifies “academic writing,” equips students to ask meaningful questions about writing tasks, and provides students opportunities to practice receiving and implementing feedback through writing process reflection.

“We began working with Compass to get our daughter prepared for the SAT. So when she sought help for her AP Calculus BC class, I immediately reached out again, and they had the perfect tutor who provided more tools, tips, and practice than we could ever have hoped for. Compass and their tutors have proven to vastly differentiate themselves from any other tutoring organization. They are worth every penny, and I can't recommend them more highly!”

- SUSAN T., MOTHER OF SASHA, 11TH GRADER AT PALOS VERDES HIGH SCHOOL (CA)



For more information about Compass academic tutoring programs, visit compassprep.com/services/academic or scan the QR code on this page.

COMPASS AP ROADMAP

As colleges and universities put greater scrutiny on high school transcripts, students want to look for ways to stand out. Success in AP classes and on AP Exams demonstrates the rigor of a student's high school career and projects an ability to succeed at the college level. Compass has developed a series of checkpoints to keep students on track throughout the school year to ensure that the effort they put into their AP classes pays off during the admissions process.



Speak with a Director to Make an AP Tutoring Plan: Fall 2024

As part of a comprehensive approach to test preparation, we recommend discussing AP and academic subjects with your Compass Director during your consultation. Getting a spring AP test prep plan set up early can help avoid stressful last-minute cramming for exams.



Enroll in Compass Checkpoint Assessments: January 2025

Checkpoints include 70-minute assessments composed of multiple-choice and free-response questions. Get an early sense of how you're performing so that you can make adjustments to your studying before it's crunch time.



Take a Full Practice Test: March 2025

Identify and close the knowledge gaps during spring preparation for AP Exams. Practice free-response questions and receive scores and individual feedback.



Enroll in Review Classes: April 2025

Compass runs 4-week structured review classes in the month of April. Enroll to receive study plans and practice problems as part of the review classes.



Work with a Private Tutor: Available through May 2025

Lay the foundation for a strong class grade and exam score by working with an AP tutor throughout the year or meet up for 4–6 sessions of exam prep in spring.



Take the AP Exams with confidence!



For more information about Compass AP Exam tutoring programs, visit compassprep.com/services/ap-exams or scan the QR code on this page.

Practice Tests & Score Reports

When parents and students call Compass seeking college admission testing support, we begin with questions of our own before offering specific guidance. And one question in particular is asked of every prospective client...**Have you taken a practice test?**

To help you get where you want to go, we want to see where you currently stand. Practice tests, and the diagnostic score reports that follow, bring a plan into focus or turn uncertainty into clarity. Practice tests replace hunches and guesswork with firsthand experience and performance data. The best way to demystify standardized testing is to pay less attention to what is suspected about a test and a test taker and more attention to what a complete testing experience and results actually tell us.

For students to derive the most benefit from the experience, we recommend the following best practices:

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

Compass hosts proctored practice tests that meet these conditions every weekend, both in person and online. We offer practice tests for the ACT, digital SAT and PSAT, and high school admission tests (HSPT, ISEE, SSAT). For in-person proctoring of practice digital tests, students bring their own computers so they can practice with the same device they'll use on test day.

IN-PERSON PRACTICE TESTS

 We host in-person, proctored practice tests in the following areas:

- Chicagoland
- Fairfield
- Greater Los Angeles Area
- Houston
- New York City
- San Francisco Bay Area
- Seattle
- Stamford, CT
- Washington, D.C.

Trained proctors monitor students in the testing room and adhere to the strict guidelines put in place by College Board and ACT. We mimic the official test day experience so accurately, we even offer equating sections when appropriate.



Visit compassprep.com/practice-tests or scan the QR code on this page to view our practice testing options.



ONLINE TESTING CENTER

Digital SATs, digital PSATs, and ACTs are all available in the Compass Online Testing Center. Compass is the first test prep company to offer online practice exams that simulate the interactive experience of computer-based testing.

With an interface that closely mimics the real online ACT and the new, digital and adaptive SAT, this option comes with extra test-taking tools and premium reports. The Compass Online Testing Center offers on-demand testing, extended time accommodations, and immediate results.

Use the following information to answer questions 3–5.

On January 1, 2012, Eliza invested in three companies: Angel Investment Portfolios (AIP), Widget Works, LLC (WWL), and Sandy Creek Real Estate (SCRE). At the beginning of 2013, she evaluated her quarterly earnings and arranges the data in the table below.

Dividends Earned Per Hundred Dollars Invested in 2012				
Company Name	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
AIP	–\$2.50	\$0.20	\$2.90	\$5.60
WWL	\$1.25	\$1.75	\$1.50	\$1.25
SCRE	\$4.19	\$3.95	\$5.49	\$6.79

(Note: Assume that dividends are not reinvested but are paid directly to Eliza.)

Based on the passage, which of the following statements would be most characteristic of the kind Howard Littlefield might typically make to the board of aldermen?

- ☐ A. \$2.70
- ☐ B. \$5.40
- ☐ C. \$6.95
- ☐ D. \$8.30
- ☐ E. \$9.65

The **ANSWER ELIMINATOR** tool helps students practice their process of elimination.

HIGHLIGHTER and **ANSWER MASKING** tools help students isolate important information and resist falling into trap answers.

Based on the passage, which of the following statements would be most characteristic of the kind Howard Littlefield might typically make to the board of aldermen?

- ☐ A. "Our street-cars will help store owners raise their prices and benefit the public by reducing the cost of goods."
- ☐ B. [Masked]
- ☐ C. [Masked]
- ☐ D. [Masked]

QUESTION FLAGGING lets tutors see where students felt most challenged during the test.

#	State	Flagged
Info	Answered	
Instr	Answered	
1	Unanswered	☐
2	Answered	☒



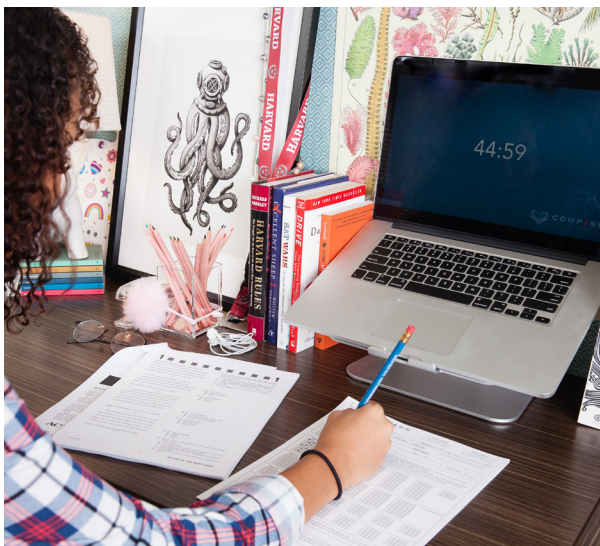
To take a guided tour of the testing center, visit compassprep.com/online-testing-center or scan the QR code on this page.

“What I love most is the time breakdown. If I have a student who struggles to finish, I can point to a few questions where they spent too much time and show the value of strategic skipping. Seeing the exact time per question makes it clear.

–COMPASS TUTOR

ONLINE PROCTORING FOR PAPER ACT PRACTICE TESTS

For students who are unable to attend an in-person practice test, Compass offers two proctored testing options for paper ACTs that can be used from the convenience of one's home.



LIVE ONLINE PROCTOR

Every weekend, Compass offers a series of online testing sessions with a live proctor who monitors the event via Zoom.

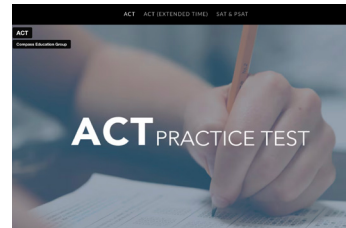
Before the test, Compass will mail each student a paper copy of the test booklet and answer sheet. On the day of the test, a student clicks the link in their confirmation email or in their account to join the testing session. Once a student has finished their test, they can simply take a photograph of the answer sheet and email it to testing@compassprep.com. Students and their parents are notified when scores become available a few days after the session.

RECORDED PROCTOR

Students who do not need close supervision enjoy the flexibility of the recorded proctor option. Proctor videos are available at compassprep.com/testing-videos.

In these videos, a proctor will read instructions and offer 5-minute warnings; an on-screen timer will count down the remaining time in each section. These videos take the imprecision out of self-proctoring at home.

We offer recorded proctoring services for ACT with both Standard Time and 50% Extra Time Accommodation.



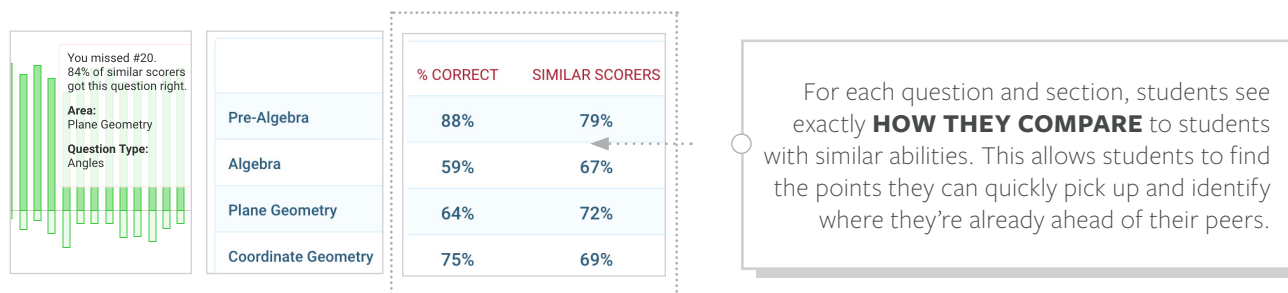
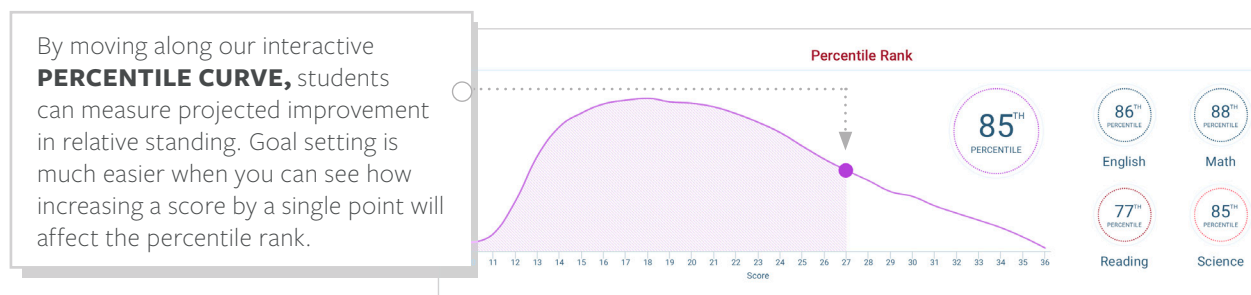
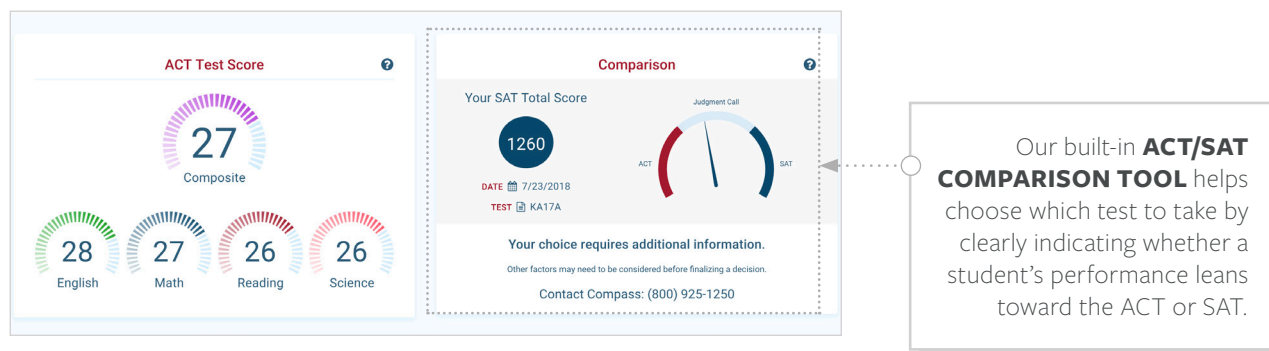
05:00



The students who see the greatest score gains on the ACT and SAT are those who take three to four practice tests as part of their preparation in the months leading up to a test date and do assigned homework between lessons. When taken seriously, practice tests offer students the opportunity to apply the plans they've developed with their tutors.

COMPASS SCORE REPORTS

Every serious tutoring company offers practice tests with score reports, but Compass's interactive score reports are in another class entirely. Our reports allow students to “replay” the exam at their own pace, with evidence as to where they captured and missed opportunities.



Question # ^	Answer	Your Answer	Area	Question Type
20	F	K	Plane Geometry	Angles
24	H	J	Algebra	Word Problems

Students can identify which content areas require attention. And if a “trap answer” is ever selected, the **ATTRACTOR MAGNET** will appear next to that choice.

The number one reason students struggle with standardized tests is time management.

Students taking a test in our Online Testing Center have the added benefit of a **TIME-PER-QUESTION LOG**. This record of time spent, down to the second, will help students improve their clock management.

Question #	Answer	Your Answer	Time
Click question number to view question.			
1	A	✓	3:30
2	B	✓	0:30
3	A	B	0:28

Viewing Question 1 Time on question: 0:45 Question State: Original Final Reset Final Tools Clear Highlights Show Correct Answer

The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in brackets, and one question will ask you to choose where Paragraph 2 should most logically be placed.

Passage 1

Making a Ton of Dough in the Toy Industry

[1]

It would be difficult to imagine anything less interesting or more obviously obsolete than a compound created to clean soot stains from wallpaper. Faced with a can of this substance today, however, children break into smiles. Even their parents are likely to join in, won over by the can's brightly colored and familiar contents. Whom doesn't like to play with Play-Doh?

Which of the following alternatives to the underlined portion would **NOT** be acceptable?

☒ A. join in. Won over by

☐ B. join in after being won over by

☐ C. [X]

☐ D. [X]

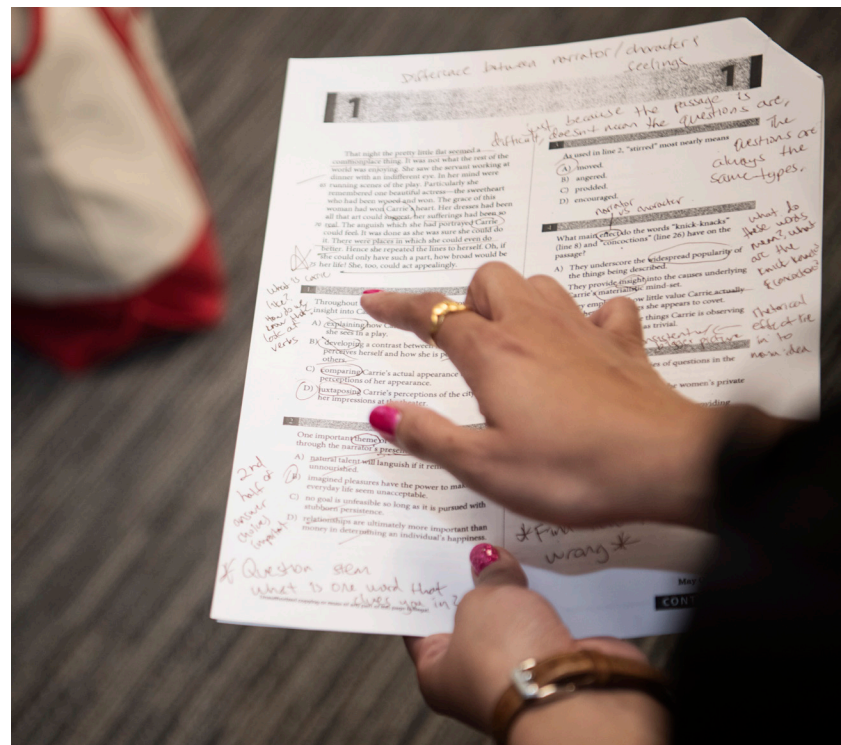
Tutors and students can also review the **FINAL STATE OF A QUESTION** to see how close the student got to the correct answer.

HOW WE USE SCORE REPORTS

The first time you are likely to encounter one of our reports is in consultation with one of our expert directors as they help you decide which test to prepare for and when to take it. Your director will glean insights about content area and timing struggles that will inform their recommendation of program length.

Once you begin a tutoring program, the tutor will review the report in advance of the first lesson, arriving prepared to tailor the program to your student's needs. The first lesson generally begins with an in-depth review of the score report. Tutors use this tool to familiarize students with the structure of the test and global testing strategies.

We recommend that students take a practice test every 3–4 weeks during a tutoring program. Score reports, along with homework, become the feedback loop tutors use to plan lessons and hone the student's skills.

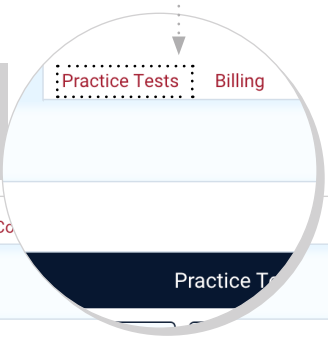


The Compass Account

Your Compass tutoring program gives you access to an online account to keep track of what you've already done, what you've scheduled, and what you still need to do.

Your landing page includes your tutors' names and contact information and a log of completed and scheduled lessons and practice tests. SAT students can access and complete their digital homework in their accounts. All students can register for practice tests, view past scores, access their billing, and contact their Director.

Click on the **PRACTICE TESTS TAB** to view upcoming practice tests and schedule more practice tests.



Tutoring Program Practice Tests Billing Director Co

Tutoring Program

SAT - March

Time To Test: 2 months and 3 weeks Practice Tests Taken: 3 Your last practice test was 1 month ago.

Math Progress  5 Completed Lessons 1 Scheduled Lesson 8 Expected Lessons	Math Tutor Jane Hall ☎ (555) 867-5309 ✉ compass.jane@gmail.com	Reading and Writing Progress  6 Completed Lessons 1 Scheduled Lesson 8 Expected Lessons	Reading and Writing Tutor Chris Oates ☎ (555) 550-0300 ✉ chris.tutor@gmail.com
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13	Reading/Writing Lesson 7 1/25/20 - Saturday 3:00 p.m. PST (1.5 hours)	Scheduled		Tutor: Chris Oates
12	Math Lesson 6 1/11/20 - Saturday 2:00 p.m. PST (1.5 hours)	Scheduled		Tutor: Jane Hall
PT	Practice SAT 12/21/19 - Saturday 9:30 a.m. PST	Laguna Hills - Courtyard Marriott 23175 Avenida De La Carlota, Laguna Hills, CA 92653 Meeting Room A		Accommodations: None
11	Reading/Writing Lesson 6 12/08/19 - Sunday 4:00 p.m. PST (1.5 hours)	Homework Completed: 75%	Homework Assigned for Next Lesson: Write essay from last time, WL pages 439-471 and reading 190-216; schedule a PT over winter break.	Tutor: Chris Oates
10	Math Lesson 5 12/01/19 - Sunday 2:00 p.m. PST (1.5 hours)	Homework Completed: 100%	Homework Assigned for Next Lesson: Compass Book: PAM NC 1-3 (347-364), PAM Calc 1-3 (375-392)	Tutor: Jane Hall
9	Reading/Writing Lesson 5 11/24/19 - Sunday 4:00 p.m. PST (1.5 hours)	Homework Completed: 100%	Homework Assigned for Next Lesson: WL pages 417-438 and Reading 150-189, write essay 553	Tutor: Chris Oates
PT	Practice SAT 11/17/19 - Sunday KA16B	★ERW 690 ★Math 700 ★Total Score 1390 View Score Report		



my.compassprep.com gives you a centralized place to view your billing statements and send your director a message.

DIGITAL SAT HOMEWORK

SAT preparation comes with digital homework designed to reflect the look and feel of the real test so students can practice how they will perform on test day. The Compass Account includes access to assigned homework, a calendar view of how much homework was completed when, and a detailed breakdown of completed homework.

R-CS and II Set 2
Content: 16 Question
Timing: Untimed
Assigned on: 5/04/24
Status: Not Started
[Start Homework Set >](#)

Assigned homework is clearly displayed and accessible.

The **calendar view** shows how much and when homework was completed, giving tutors and students a sense of whether homework is being stretched out across each week, as we recommend.

Completed Homework

April 2024							Set	Accuracy	Correct	Questions	Time Spent	Date Assigned	Date Completed
SUN	MON	TUE	WED	THU	FRI	SAT	Boundaries Set 1		9	10	4:58	4/28/24	5/04/24 at 10:50 a.m. EDT
31	1	2	3	4	5	6	COE Set 2		8	10	17:45	4/28/24	5/04/24 at 10:19 a.m. EDT
7	8	9	10	11	12	13	CID Set 1		9	10	14:35	4/28/24	5/04/24 at 10:00 a.m. EDT
14	15	16	17	18	19	20	R-CS Set 2		12	16	21:25	4/20/24	4/27/24 at 10:04 p.m. EDT
21	22	23	24	25	26	27	CTC Set 1		9	10	26:19	4/20/24	4/27/24 at 6:19 p.m. EDT
28	29	30	1	2	3	4	TSP Set 1		9	10	10:48	4/13/24	4/18/24 at 1:40 p.m. EDT
5	6	7	8	9	10	11	WC Set 4		9	12	8:42	4/13/24	4/18/24 at 1:27 p.m. EDT
							R-CS and II Set 1		16	18	21:04	4/06/24	4/12/24 at 1:56 p.m. EDT

Each completed set links to a **detailed report**.

Question #

Answer

Your Answer

Time

Flagged

Domain

Skill

Question Type

Click question number or to view question.

1	A	✓	0:19	Standard English Conventions	Boundaries	Clausal Errors
2	D	A	0:54	Standard English Conventions	Boundaries	Commas, Dashes, and Parentheses

The **question viewer** displays the question in a **blank state** for reworking and in its **final state**, allowing tutor and student to review which tools and techniques were used to answer.

Viewing Question 2 Time on question: 0:54

Question State: Original Final Reset Final Highlight Text Tools Show Correct Answer

Mary Anning's contributions to paleontology began at an early age. The Annings supplemented their income by hunting for fossils on the shores of the English _____ twelve-year-old Mary discovered a nearly complete ichthyosaur skeleton.

2 Which choice completes the text so that it conforms to the conventions of Standard English?

A Channel and in 1811,

B Channel and in 1811

C Channel and in 1811

D Channel, and, in 1811,

Services for Schools and Counselors

“As always, Compass is a great partner. Our students really appreciated the quick turnaround of their scores and the detailed reports that came with them. Our test administration was smooth and seamless.”

- KAREN LEY, SENIOR ASSOCIATE DIRECTOR OF COLLEGE COUNSELING,
THE HAVERFORD SCHOOL (PA)

COLLEGE ADMISSION TESTING PRESENTATIONS

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

For parents and students, our presentations provide thoughtful, nuanced information about the current state of college admission testing. The tone of these events is calming and constructive, and families leave with a defined sense of how to build a testing plan that is efficient, individualized, and developmentally appropriate. With data, anecdotes, humor, and compassion, we help families appreciate that a smart, sophisticated, and successful approach to testing is possible without overfilling the student's schedule.

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

- ▶ SAT or ACT: Making the correct choice and sticking with it
- ▶ Understanding PSAT or PreACT scores and not overreacting
- ▶ Why colleges' testing policies vary so widely; subtle expectations
- ▶ The role and relevance of AP Exams
- ▶ Understanding the new digital, adaptive PSAT and SAT
- ▶ Sensible calendaring of testing and test prep
- ▶ Resisting the urge to start too soon; knowing when to walk away

The content of the presentation is always tailored to the needs and unique context of a particular audience. We love delivering these talks and are honored that we are invited back year after year.



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

- SHARON CUSEO, UPPER SCHOOL DEAN,
HARVARD-WESTLAKE SCHOOL (CA)

MOCK TESTING AND GRADING SERVICES

For students, one of the most critical aspects of admission testing guidance is diagnostic experience. Mock testing events help counselors see baseline scores and trends. Our group score reports make it easier for counselors to recommend the right test and promote healthy choices around when to test officially and how to pursue improvement.

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

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

HERE'S HOW IT WORKS



REGISTRATION:

We manage sign-ups through customized landing pages on our website. In one centralized place, families can see test day logistics, complete registration, and schedule a consultation with one of our directors. Through our system, we keep track of rosters, attendance, and any students needing make-up exams.



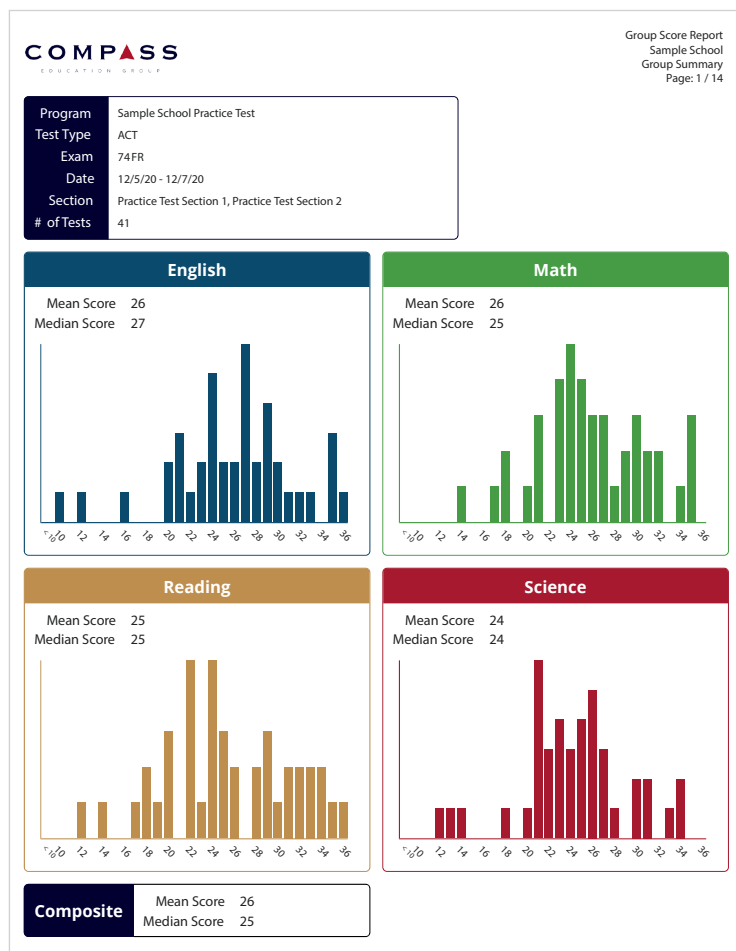
TEST DAY & PROCTORING:

We offer full-length exams, both on-paper and digitally. Students who require extended time can be accommodated in either form. To counselors, Compass provides proctoring instructions and support, and, in some locations, on-site proctors are available. Remote proctoring is available for online tests in all locations.



RESULTS:

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



► YOUR CLASS AT-A-GLANCE:

See overall trends in section and composite scoring before diving deeper into the data.

“While we’ve given mock tests for years, Compass led one of the smoothest I’ve seen. The communication and support coupled with the speed of scoring the tests (within days!) made things so easy for our office, and enabled us to develop testing plans for students quickly and thoroughly. Compass guided us through the process step-by-step, customizing the experience to the needs of our community. We’re excited to work with Compass to develop other opportunities for our students to prepare for standardized tests.

-ARI WORTHMAN, DIRECTOR OF COLLEGE COUNSELING, LAKESIDE SCHOOL (WA)

Last	First	ACT					SAT			Leans SAT/ACT	CONCORDED SCORES	
		English	Math	Reading	Science	Composite	ERW	Math	Total		ACT Concorded Score (from SAT Score)	SAT Concorded Score (from ACT Score)
Student	AB	21	27	24	25	24	580	610	1190	Judgment Call	24	1180
Student	AC	27	26	32	26	28	660	640	1300	Judgment Call	28	1310
Student	AD	27	25	23	24	25	550	660	1210	Judgment Call	25	1210
Student	AF	25	25	22	22	24	540	570	1110	Leans ACT	22	1180
Student	AH	28	31	29	25	28	680	640	1320	Judgment Call	28	1310
Student	AI	24	17	26	23	23	600	540	1140	Judgment Call	23	1140
Student	AK	27	32	31	30	30	650	760	1410	Judgment Call	31	1370
Student	AM	21	21	14	14	18	530	570	1100	Leans SAT	22	970
Student	AN	23	20	25	20	22	620	570	1190	Leans SAT	24	1110
Student	AQ	32	23	24	27	27	670	610	1280	Judgment Call	27	1280
Student	AR	26	24	34	27	28	650	660	1310	Judgment Call	28	1310
Student	AS	10	14	12	13	12	440	490	930	Leans SAT	17	710
Student	AV	27	24	22	21	24	600	570	1170	Judgment Call	24	1180
Student	AX	20	26	18	22	22	560	650	1210	Leans SAT	25	1110
Student	AZ	29	27	33	27	29	620	650	1270	Leans ACT	27	1340
Student	BA	24	28	25	21	25	590	610	1200	Judgment Call	25	1210
Student	BB	35	23	35	21	29	730	610	1340	Judgment Call	29	1340
Student	BC	35	35	31	26	32	720	720	1440	Judgment Call	32	1430

► ACT VS. SAT:

When students take a practice ACT and SAT with us, your report will include both scores. Concordant scores then help you determine whether a student leans more towards the ACT or SAT.

Math Test Answer Breakdown											
	A/F	B/G	C/H	D/J	E/K	Blank	Attractor	% Correct	Sim Scorers	Area	Question Type
1		2%	95%	2%				95%	94%	PA	Ratios & Proportions
2	2%	2%		2%	93%			93%	97%	PA	Probability
3		100%						100%	99%	A	Basic Equations
4				98%	2%			98%	98%	A	Functions
5	5%	2%	7%	85%				85%	96%	PA	Probability
6		5%	95%					95%	96%	A	Word Problems
7	2%		5%	93%				93%	96%	PG	Angles
8	7%	90%		2%				90%	97%	A	Basic Equations
9	10%	2%	2%	85%				85%	90%	CG	Standard (x,y) Coordinate System
10	5%	85%		5%	5%			85%	94%	PA	Data Analysis
11	5%	2%	7%	83%	2%			83%	80%	CG	Standard (x,y) Coordinate System
12	17%	2%	80%				F	80%	72%	A	Word Problems
13	7%	80%	5%	5%	2%			80%	86%	A	Basic Equations
14			85%	7%	7%			85%	81%	PA	Statistics
15	2%	10%		88%			B	88%	84%	PA	Absolute Value

► QUESTION-BY-QUESTION:

This granular detail helps your math and English teachers understand how their students performed as a group on each question and topic, and compares the class to a similarly scoring reference group.

COMPASS PARTNERS

CA

The Archer School for Girls
Bellarmine College Prep
The Branson School
Campbell Hall
Castilleja School
The College Preparatory School
Geffen Academy at UCLA
Harvard-Westlake School
Head-Royce School
Lick-Wilmerding High School
Loyola High School
Marin Academy
Marlborough School
Marymount High School
Milken Community School
Mira Costa High School
Redwood High School
Sierra Canyon School
University High School, SF
The Urban School

CO

Cherry Creek High School
Colorado Academy
Kent Denver School
Regis Jesuit High School

CT

Avon Old Farms School
Greenwich Country Day School
The Hotchkiss School
Miss Porter's School
Sacred Heart Greenwich

DC

Georgetown Day School
Maret School
National Cathedral School
Sidwell Friends School
St. Albans School

DE

Archmere Academy
Sanford School
Tower Hill School

FL

Pine Crest School
Posnack School
Saint Andrew's School

HI

Punahou School

IL

Deerfield High School
Glenbrook High Schools
Highland Park High School
Lake Forest Academy
Naperville High Schools
New Trier High School
North Shore Country Day School
Rochelle Zell Jewish High School
University of Chicago Lab Schools
Warren Township High School

KY

Kentucky Country Day School
Louisville Collegiate School

MA

Berkshire School
Commonwealth School
Deerfield Academy
Milton Academy
Phillips Academy—Andover

MD

Bullis School
Friends School of Baltimore
Georgetown Preparatory School
Glenelg Country School
McLean School

ME

Waynflete School

MI

Cranbrook Schools
Detroit Country Day School
Greenhills School
University Liggett School

MN

Blake School
Breck School
Mounds Park Academy

MO

MICDS
Rockhurst High School
Saint Joseph's Academy

NC

Cary Academy
Durham Academy
Durham Public Schools
Trinity Academy of Raleigh

NJ

The Hun School of Princeton
Montclair Kimberley Academy
Morristown Beard School
Newark Academy
The Wardlaw-Hartridge School

NY

Avenues: The World School
Berkeley Carroll School
The Bronx High School of Science
Convent of the Sacred Heart
Dalton School
Eleanor Roosevelt High School
Horace Mann School
The Packer Collegiate Institute
Saint Ann's School
The Spence School

OH

Columbus Academy
St. Xavier High School

OK

Casady School

OR

Catlin Gabel School
Jesuit High School
Marist Catholic High School
Oregon Episcopal School
St. Mary's Academy

PA

Germantown Academy
The Haverford School
Shipley School
William Penn Charter
Winchester Thurston School

Puerto Rico

The Baldwin School
Dorado Academy
St. John's School
TASIS Dorado

RI

Providence Country Day School
Rocky Hill Country Day School

TN

Battle Ground Academy
Harpeth Hall School
Memphis University School
Montgomery Bell Academy
University School of Nashville

TX

The Awty International School
Episcopal High School
Fort Worth Country Day School
Greenhill School
The Hockaday School
John Cooper School
The Keystone School
The Kinkaid School
St. John's School
St. Mark's School of Texas
Strake Jesuit College Preparatory
Ursuline Academy

VA

Collegiate School of Richmond
Flint Hill School
Foxcroft School
Potomac School
St. Stephen's and St. Agnes School

WA

Bush School
Eastside Preparatory School
Lakeside School
Seattle Preparatory School
University Prep

WI

University School of Milwaukee

Professional Organizations

ACCIS
HECA
IECA
NACAC
NYSACAC
WACAC
The Independent School Alliance

This is just a sampling of the MANY schools and organizations that we are proud to serve.

The Compass Team

Compass directors are experts in the field of college admission testing rather than the sales associates found at many test prep companies. They have years of tutoring experience of their own as well as in-depth knowledge of how to handcraft and support successful test preparation programs.

Compass has invested heavily in developing an outstanding team of talented and dedicated professionals who share a commitment to providing families and counselors with the resources to make good admission testing decisions. Together, we take great pride in the personalized attention we offer our clients, our tutors, and our partner schools.



ERIC ANDERSON *he/him*
Senior 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's Midwest office.



JESSE ANTHONY *he/him*
Director, Growth Marketing

Jesse graduated from UC Davis with a B.S. degree in Environmental Science with an emphasis on Policy Analysis and Planning before trading a promising fast track analyst career to pursue a passion for making meaningful contributions through digital marketing, creative storytelling, and connective copywriting.



PEYTON AUSTIN *she/her*
Administrative Coordinator

Peyton graduated from UCLA with a degree in English Literature and a concentration in creative writing. She was the president of UCLA's English Honors Society, where she helped fellow students progress in their academic careers. She is currently a member of Compass's Los Angeles admin team.



ARMAN AVASIA *he/him*
Program Manager

Arman received his B.A. in English from Skidmore College and an MFA in Creative Writing and MA in Literature from McNeese State University. He was a Compass verbal tutor for 6 years before transitioning into the Program Manager role.



SARA BERARD *she/her*
Senior Director, Sales

Sara has two decades of experience in test preparation, dating back to her undergraduate years at Wheaton College. Sara's expert knowledge of testing and her skill and integrity as a leader ensure that our team provides the highest-quality service to our clients. Sara is widely known by college counselors as a trusted resource for families.



VIBHUTI BHAGWATI *she/her*
Controller

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 financial and human resource responsibilities for our offices.



MAHREEN BORRMANN *she/her*
Administrative Coordinator, Finance

Mahreen graduated with a B.A. in Mass Communication. She then received her M.S. in Media Management from the New School on the Provost Scholarship. Prior to joining Compass, she worked in news media for a decade at outlets such as The Huffington Post, The Nation, and BDG.



JESS BURNS *they/she*
Weekend Administrative Coordinator

Jess graduated from the University of Wisconsin—Whitewater with a B.S. in Sociology. They take pride in working with the administrative team and practice test team to provide kind and efficient help to all those with whom they interact. Jess lives in Madison, WI, with their three cats and partner making digital art in their free time.



ANNE-MARIE CHAN *she/her*
Managing Director, Eastern Region

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 instructor in 2008. Her years of experience as a career advisor and graduate school admission consultant also inform her work at Compass. She holds degrees in English and Economics from Duke and is an NYU Stern M.B.A.



AVA CORALES *she/her*
Practice Test 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 Education Group, she brought her passion for film and education together in leading video production workshops for other UCLA students.



KELLY COREY *she/her*
Director

Kelly received her B.A. in Theater from USC. Since relocating to the DMV area, she has accumulated almost 10 years of experience providing support to families as they navigate the testing landscape and their admissions goals. In her role as a Compass Director, she most enjoys the opportunity to communicate directly with students to understand their individual learning style and promote academic success.



PANKTI DALAL *she/her*
Program Manager

Pankti graduated from UC Santa Cruz with a B.A. in Anthropology and a BS in Human Biology. She has been tutoring and teaching for over 12 years in high/middle/elementary schools, after-school programs and summer/science camps. She worked for Compass as a verbal, math and biology tutor for 3 years prior to transitioning to the Program Manager role.



SHIPRA DAS *she/her*
Director

Shipra graduated from Smith College with a degree in Economics and French, later earning an M.B.A. from NYU, Stern. She earned plaudits for her teaching throughout her education journey. She has a passion for fostering student success through work with high school families navigating the college process, and the International Baccalaureate.



MEGAN DRENNAN *she/her*
Quality Assurance Analyst and Software Developer

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 *she/her*
Marketing Manager

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.



BRONWYN GALLOWAY *she/her*
Program Manager, Group Instruction

Bronwyn graduated *summa cum laude* with Phi Beta Kappa honors from Syracuse University, where she earned a B.A. in Russian Language, Literature, & Culture. In her role as Program Manager, Bronwyn works to provide high-quality test prep classes and academic support to students nationwide.



JASON GARSKE *he/him*
Administrative Liaison

Jason received his undergraduate degree from Pitzer College in Claremont, CA, dual-majoring in Sociology and Media Studies. After graduating, Jason found his niche tutoring high schoolers and finds joy in helping them reach their goals of landing admission into their dream universities. He's now part of Compass's Los Angeles admin team.



KEVIN GARSKE *he/him*
Coordinator, National Recruiting and Staff Development

Kevin graduated with a B.A. in Government and English Literature from Claremont McKenna College, and is working towards an M.F.A. at the University of San Francisco. He first joined Compass as a Verbal Tutor in 2017, and now helps new tutors excel.



DULCIE GLASSMAN *she/her*
Senior 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 Senior Director.



JILL GOODRICH *she/her*
Senior Director

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



CHRISTOPHER HARDY *he/him*
Director

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



LAURA HEALY-GONZALEZ *she/her*
Administrative Coordinator

Laura joined Compass's New York office after many years working in administration in the nonprofit world. She is proud to be a part of Compass's administrative team ensuring students are equipped with the tools to help them succeed.



ALICIA HOVEY *she/her*
Senior 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.



ADAM INGERSOLL *he/him*
Founder and Principal

Adam began his career in test prep in 1993 at USC. Over the last three decades he has guided thousands of families to successful experiences with standardized tests. Adam is known nationally as a leading expert on college admission testing and is a frequent presenter at higher ed conferences, faculty development workshops, and school seminars.



JOANNE KANG *she/her*
Administrative Coordinator,
Group Instruction

Joanne graduated from UC Berkeley with B.A.s in Cognitive Science and Psychology. She has always had a passion for education, and has extensive experience in both tutoring and administrative work within the education realm. In her role at Compass, she provides support to students, families, and instructors.



RYAN KENNEY *he/him*
Senior Software Engineer

Compass 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 *she/her*
Senior Director, Instruction

Arisa has over 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' Senior Director of Instruction, overseeing SAT and ACT curriculum development and the tutor training program.



ASH KRAMER *she/her*
Principal and Chief Product Officer

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 is lucky to work with a brilliant team, creating the very best learning materials for students and their tutors.



BRYAN KRAMER *he/him*
Senior Director, Operations

Bryan holds a B.A. from the University of Southern California. He enjoys working with the administrative team to provide critical logistical support for tutors and directors, ensuring that programs run smoothly.



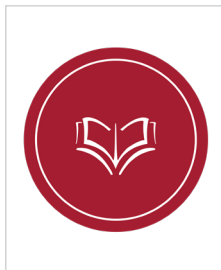
ALEX KUDROFF *she/her*
Director

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 at Compass as a math and science tutor in 2015 and currently uses her experience to support tutors and families as a Program Manager at Compass.



LIA LACKEY *she/her*
Vice President, Tutoring Services

Lia began SAT and ACT tutoring in 1997 while completing her B.A. in Architecture at UC Berkeley. She also served with the Sacramento County Office of Education, developing science achievement exams for high schools. Lia has maintained a passion for education in her work at Compass, where she works individually with families and mentors the director team.



EUGENE LEE *he/him*
Administrative Coordinator

Eugene graduated from UCLA with degrees in English and Political Science. After graduation, he worked in book publishing while editing and helping students with their personal statements. He is now a member of the admin team at Compass, working to connect families with directors and ensuring that both students and tutors have everything they need to succeed.



JON LEE *he/him*
Senior Director

Jon graduated *magna cum laude* from CSULA where he also earned a Masters degree and taught undergraduate classes. 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.



LANGSTON MCKINZIE *he/him*
Director

After graduating from the University of Illinois at Urbana-Champaign with a Master of Education in Education Policy and Organizational Leadership, Langston served as an undergraduate advisor working with college students. At Compass, Langston started as one of Chicago's first tutors and has since joined the team full time as a Director.



SUE MCLAUGHLIN *she/her*
Senior Director, National 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 first joined Compass as a Verbal Tutor. Now, Sue oversees the recruiting and hiring for our team. She also manages the staff development for our tutors and serves on the human resources team.



SHANA MELNYSYN *she/her*
Program Manager

Shana has a long history in education, having completed a PhD in anthropology and history at the University of Michigan in 2017. She has a passion for learning and teaching, especially in international contexts in South America and southern Africa. Shana works with families both behind the scenes as Program Manager and directly with students as a tutor.



AVI MOZES *he/him*
Senior Software Engineer

For the past 25 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 UCLA.



MASHA PARAMONOVA *she/her*
Director

Masha graduated from UC Berkeley with a Bachelor's in Integrative Biology and a minor in Toxicology. She previously tutored for Compass in math and science, and has a breadth of other teaching experiences—including in wildlife medicine! Now in her role as Admin Coordinator, she ensures students get the support they need in preparing for college admissions.



DAVID PEREZ *he/him*
Senior 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.



ASHLING QUIGLEY *she/her*
Director, Practice Testing

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 settled down in the Northern California office as the Practice Test and Classroom Manager.



BRUCE REED *he/him*
Founder and Executive Director

Bruce has a B.A. in Economics from Colby College and has served in leadership roles in education for more than 25 years. In 2004, Bruce co-founded Compass and continues to guide our team in his role as Compass's Executive Director. Bruce is recognized nationally as a visionary and passionate voice in the realm of education.



TORSTEN SANNAR *he/him*
Managing Director, Group Instruction

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.



ART SAWYER *he/him*
Founder and 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.



HILLARY SCIARILLO *she/her*
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 programs.



MATTY STEINER *they/them*
Senior Director, Outreach

Prior to joining Compass, Matty obtained their M.A. from the University of Chicago and their 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.



HANNAH TORKELSON *she/her*
Administrative Coordinator

Hannah earned her B.A. in Dance at Bennington College. She first joined Compass as a Verbal Tutor in 2016. In her role as Admin Coordinator, she is most excited about connecting students and their families to resources they need to navigate the college admissions process.



COREY WEIDENHAMMER *he/him*
Managing Director, Technology

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



KNOWLTON WHITE *he/him*
Director

Knowlton has a B.S. in Business Economics from Southern University and A&M College. He has over 10 years of teaching experience, four in financial services, and an MBA in Finance from the University of Houston-Downtown. Now as a Director at Compass, Knowlton enjoys collaborating with schools and empowering families to navigate the testing and admission processes.

Compass Commitments to Diversity, Equity, and Inclusion

DEI BOARD MISSION STATEMENT

The DEI Board recognizes that Compass's 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 works with the leaders at Compass to make the company's educational resources more accessible to historically marginalized communities. It also works with these communities, especially Black, indigenous, Latinx, and LGBTQ+ folks, to create new, impactful services beyond Compass's typical menu of offerings.

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

SPOTLIGHT ON DEI INITIATIVES

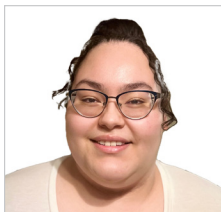
Since Compass founded our DEI Board, we're proud to support individual students, donating over \$900,000 in private tutoring and group instruction. Through our Practice Test Donation campaign, we've donated over \$35,000 to organizations like The Petey Greene Program, Step Up, Dream Project, Thrive Scholars, Project Second Chance, Polished Pebbles, and Forging Opportunities for Refugees in America. Though we are proud of the work we have done, we acknowledge that this work is insufficient in itself and always ongoing.

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's Diversity, Equity and Inclusion Board exists to help guide our efforts in these areas. To learn more about our policies, meet our DEI Board, and see what issues we're currently addressing, visit compassprep.com/dei or scan the QR code to the right.

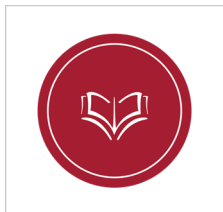


To learn more about our policies and efforts and meet our DEI Board, visit compassprep.com/dei or scan the QR code.

Meet the DEI Board



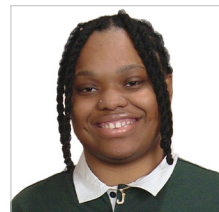
ANNA KARLO CARREÑO
she/they
Tutor, Washington, DC



CRISTINA CIMELLARO
she/her
Tutor, Los Angeles



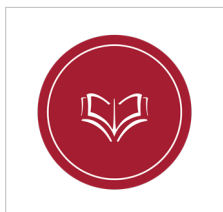
BRONWYN GALLOWAY
she/her
Program Manager, Chicago



ALYSIA GLOVER
she/her
Tutor, Chicago



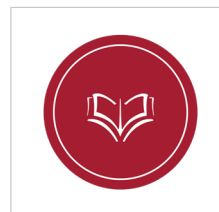
CHRIS HARDY
he/him
Director, New York



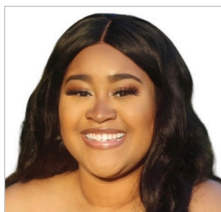
SHAINI KOTHARI
she/her
Tutor, Chicago



ASH KRAMER
she/her
Principal, National



EUGENE LEE, he/him
Administrative Coordinator
New York



CHIOMA RICHARDS
she/her
Tutor, Washington, DC



JOE SAPP
he/him
Tutor, Los Angeles



REGINA ZARAGOZA FEY
she/her
External Board Member

“Matty and the team at Compass have been wonderful to work with! They understand the particular needs of our student population and the limitations of our organization. They have been flexible, responsive and are providing a superior experience for our students. Our partnership with Compass came at the exact right time for the organization, and I am very grateful for their services.”

—PHYLLIS ELICK (SHE/HER), SENIOR DIRECTOR OF HIGH SCHOOL AND COLLEGE BOUND PROGRAMS, BREAKTHROUGH COLLABORATIVE

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.

Preparing for Test Day

THE WEEK BEFORE THE TEST

- ▶ If you are in the habit of staying up very late, use a few days to transition to an earlier bedtime. It helps if you don't eat anything after 8 p.m., and if you don't use electronics during the hour before bedtime.
- ▶ Finish your homework by Thursday night and put off as much as you can until after the test.
- ▶ Eat healthy, balanced meals.

THE DAY BEFORE THE TEST

- ▶ For today only, do as little studying as possible.
- ▶ Relax and do fun things. Watch a comedy, read a book, or do whatever helps you unwind.
- ▶ A light workout can be a good idea, but a grueling one is not.
- ▶ Gather your test day necessities:
 - Directions to the test site
 - Your ADMISSION TICKET
 - Picture ID
 - Pencils
 - Fully charged laptop or tablet (if applicable, for online testing)
 - Calculator with fresh batteries
 - Watch
 - Snacks and drinks
- ▶ Get another good night's sleep.

ON TEST DAY

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

FINAL REMINDERS

NO CELL PHONES. Not on silent. Not on vibrate. Not on breaks. They need to be off the ENTIRE TIME, or better yet, leave them at home. If a proctor sees your phone, they CAN cancel your test and send you home.

KNOW YOUR TIME. Make sure the proctor clarifies what they are using to keep track of time: is it their watch or the clock in the room? Proctors are NOT required to give you 5-minute warnings, so don't expect them. **KEEP YOUR OWN TIME.** If you think the proctor made a mistake, speak up right away. After the test is over, it's over.

NOTES: _____

[illegible]



You know *where*
you want to go.

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LEADS THE WAY.

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