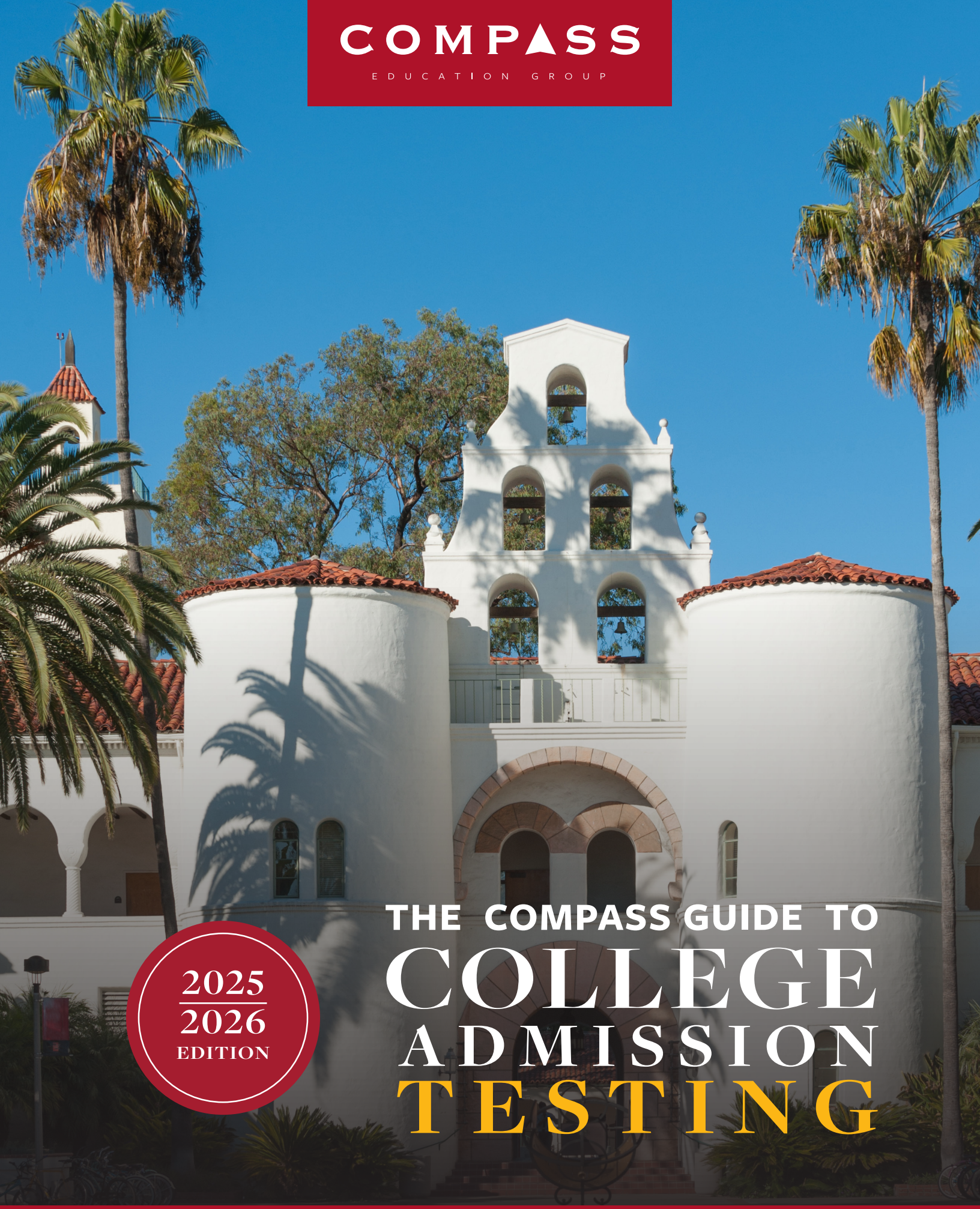
COMPASS
EDUCATION GROUP



2025
2026
EDITION

THE COMPASS GUIDE TO COLLEGE ADMISSION TESTING

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Table of Contents

Introduction 3
College Admission and Testing 4–5
Popular Testing Timelines 6–9
Renewed Requirements, Refined Expectations 10–12
The Competitive Landscape 13–21
Understanding and Comparing Scores 22–31
SAT and ACT Percentiles 32–33
Digital SAT & ACT Structure 34–38
Digital SAT & ACT Content and Timing 39–51
- Comparison 39
- Reading 40–41
- SAT Writing and ACT English 42–45
- Math 46–49
- Science 50–51

PreACT, PSAT, and National Merit 52–56
- National Merit Scholarship Program 55–56

Test Scores and Scholarships 57
AP Exams 58–63
Securing Testing Accommodations 64–65
Test Dates and Score Requests 66–69
Score Choice and Superscoring 70–71
Early Action and Early Decision 72–75
Additional Reading and Resources 76–77
About Compass 78–105
- The Compass Reach 78–79
- Our Approach 80–81
- Compass Leadership 82
- 1-on-1 Tutoring 83–84
- Our Tutors 85
- Small Group Instruction 86–87
- Academic and AP Support 88–89
- Practice Tests & Admin Support 90–91
- Compass Technology 92–95
- Your Compass Account 96–97
- Services for Schools and Counselors 98–103
- Compass Commitments to Diversity, Equity, and Inclusion 104–105

Preparing for Test Day 106

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The college shown on the covers is San Diego State University in San Diego, CA.

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Introduction

If this is the first time you've encountered the *Compass Guide to College Admission Testing*, welcome! You will find this to be the most comprehensive resource of how standardized admission tests work and how they influence college admissions. If you're returning to this *Guide* as a regular user, you know that it serves as a valuable reference. Be sure to visit our online resource center for the most up-to-date version of the tables and information in this book. Go to compassprep.com/resource-center or scan the QR code.

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.

Last year's edition noted that the ACT hasn't changed much, but that is no longer the case. This year, ACT has rolled out an "enhanced" ACT with fewer questions, shorter sections, but more time-per-question. Offered in a computer-based or paper-and-pencil formats, the ACT test is presented as the test for students who want more options. To add complexity to the decision matrix at registration, the science test is now optional like the writing test. While almost every university has clearly stated that they do not need the writing test score, few have specified whether they recommend or require the science test. At this point, the safest path is to prepare to take the ACT with science, but without writing.

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 linear and offered in a digital and paper format. 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 58–63 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.

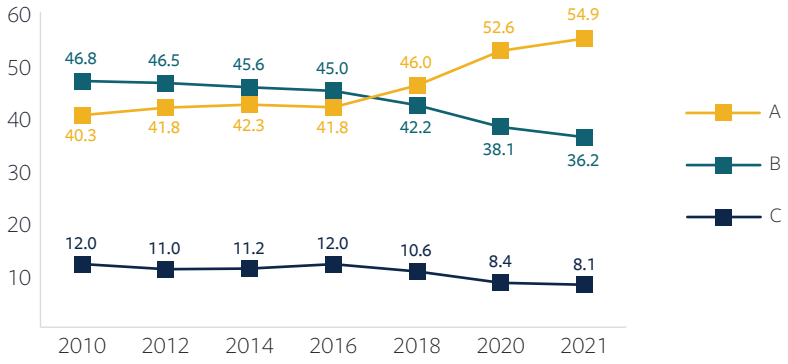
Compass leaders serve as keynote speakers at hundreds of high schools, colleges, and conferences annually. We partner with schools to provide advising seminars for parents, diagnostic assessments and analyses for students, and professional development for faculty and counselors. Our reputation in the 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.

PERCENTAGE OF ACT TEST TAKERS WITH AN AVERAGE OF A, B, OR C

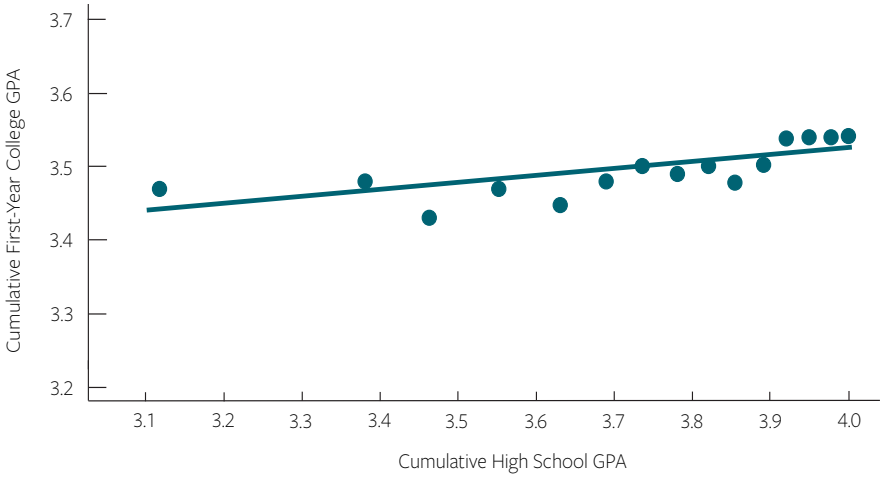


SOURCE: ACT, *GRADE INFLATION CONTINUES TO GROW IN THE PAST DECADE*

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.

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

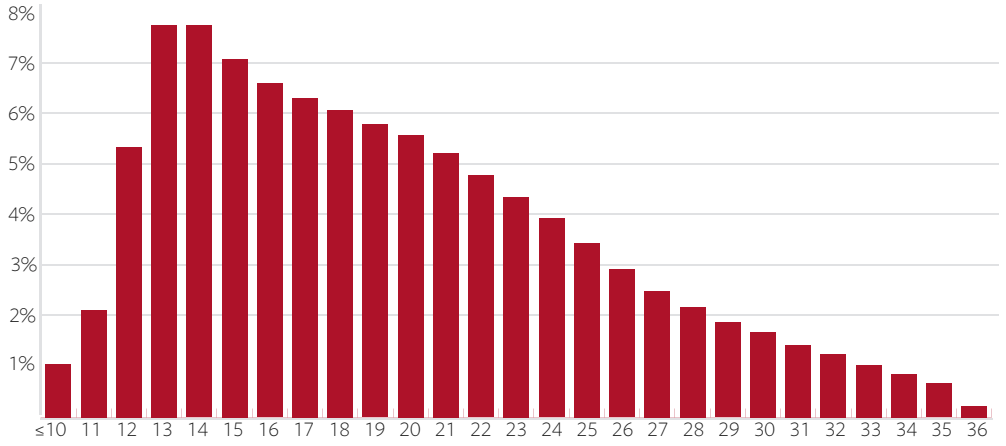


SOURCE: *OPPORTUNITY INSIGHTS, 2024*

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.

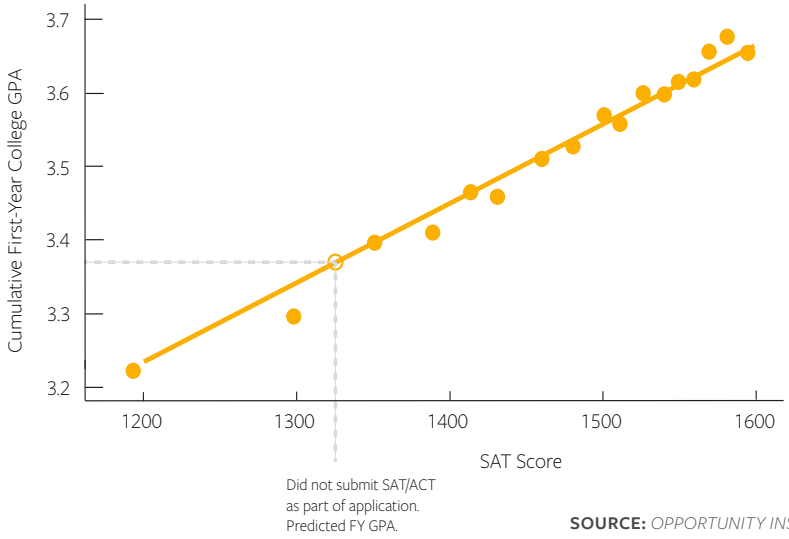
ACT COMPOSITE SCORE DISTRIBUTION



SOURCE: *ACT PROFILE REPORT—NATIONAL, GRADUATING CLASS OF 2024*

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."

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



SOURCE: *OPPORTUNITY INSIGHTS, 2024*

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? What many colleges have found is 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.

Eight of the 12 Ivy Plus colleges have now returned to some form of a testing requirement. It is expected that Princeton will make a decision in the coming months, and the classes of 2027 and 2028 should expect a steady beat of announcements from colleges across the country. 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

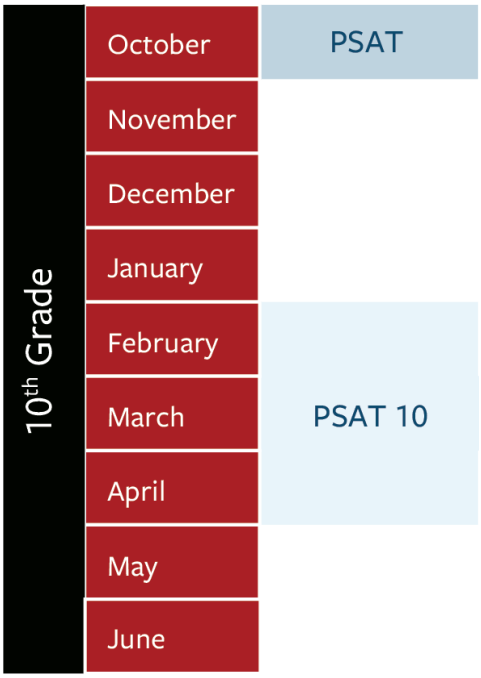
	SAT	ACT	OTHER
August	●		
September	●	●	
October	●	●	PSAT/NMSQT
November	●		
December	●	●	
January			
February		●	
March	●		
April		●	
May	●		AP Exams
June	●	●	
July		● *	

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.



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

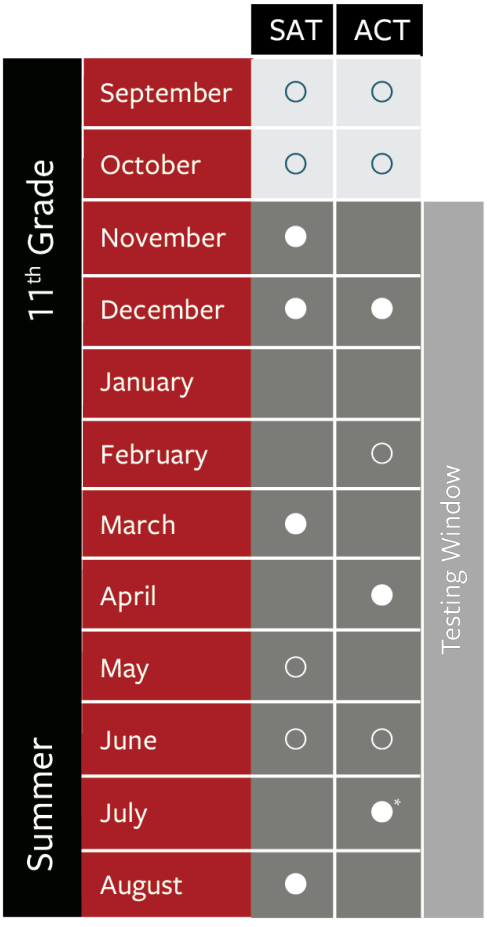
While we indicate the most popular test dates for each timeline, we do not mean to suggest that students must test on those dates. Schedules are complex; the best test date is the one that works for you. But thoughtful planning can help ensure that there is ample time for preparation in advance of the 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



● 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.

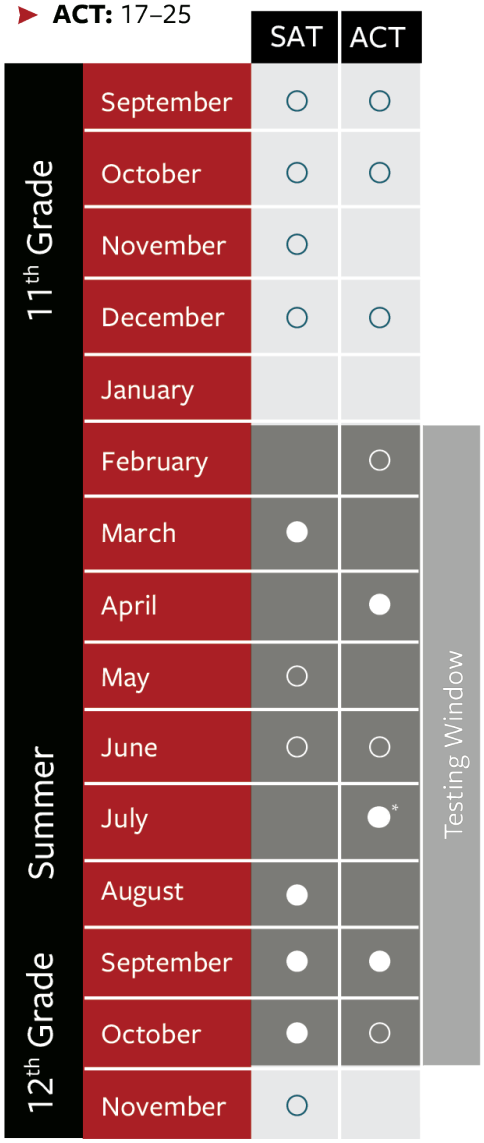
- **APs** Students taking APs in early May often skip the May SAT sitting and take the remainder of May to prepare for a June SAT or ACT instead.

- **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



● 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.

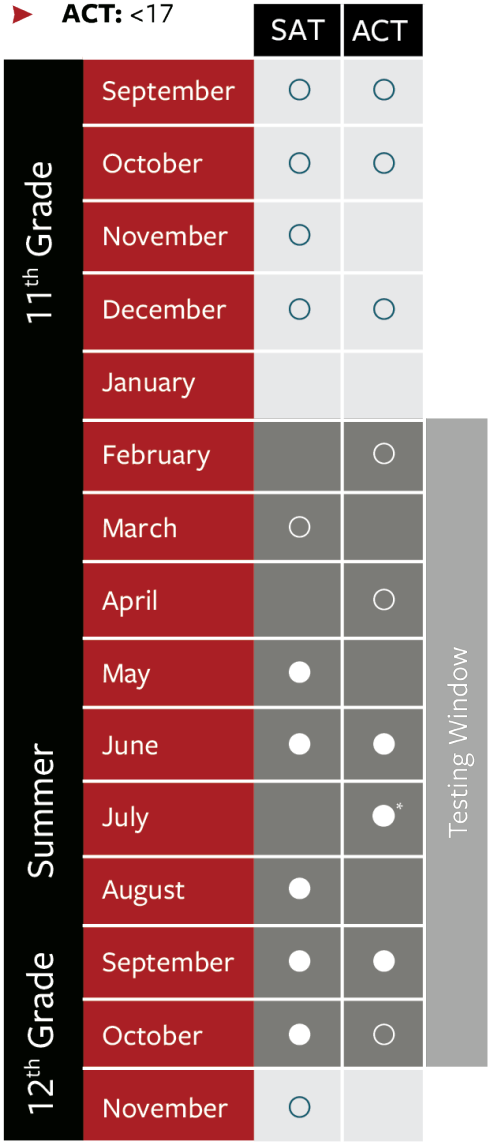
- **FIRST SITTING** Students on the deferred timeline will often skip the March SAT and April ACT, aiming instead for the May or June SAT or June ACT. This gives students the full spring to prepare, allowing them to concentrate on school and extracurriculars in the meantime.

- **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–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



Renewed Requirements, Refined Expectations

The momentum to reinstate standardized testing requirements has only accelerated this year, with an expanding roster of prominent institutions signaling a fresh emphasis on test scores. The growing list of popular colleges and universities that require testing for some or all undergraduate programs includes*:

Harvard University
Stanford University
MIT
Yale University
University of Pennsylvania
Caltech
Johns Hopkins University
Brown University
Cornell University
Dartmouth College
Carnegie Mellon University
Georgetown University
University of Texas–Austin
Georgia Tech
Purdue University
Ohio State University
University of Florida
University of Georgia
University of Miami
University of Tennessee
Florida State University
The Cooper Union
Service Academies (all)

**for the most complete and current list, visit: www.compassprep.com/college-profiles*

Many other schools have also refined their positions, with some stating a preference or recommendation for applicants to submit test scores, even when not strictly required. As the pandemic-era flexibility around testing is receding, the conversation around the role of standardized tests in admissions is becoming more nuanced than ever. Meanwhile, college counselors and college admissions insiders are keenly monitoring the expiring policies of several notable schools that remain temporarily test optional and whose position in the marketplace could influence test-taking behavior.

OPTING TO TEST HAS ADVANTAGES

More and more students continue to obtain scores. Following consecutive substantial year-over-year increases in SAT takers in previous classes, participation reached 90% of pre-pandemic numbers this cycle. The streamlined digital SAT that debuted in 2024 has been relatively well-embraced by students and the launch of the leaner ACT (see page 38 for details) this year is also drawing ample attention.

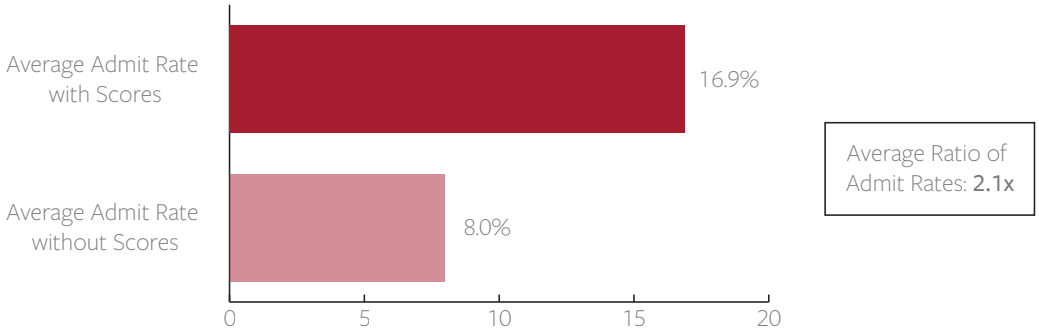
Submission rates are ticking up as well. With some of the more sought-after colleges requiring testing, students with stronger scores are inclined to also submit scores to test optional colleges. Applicants who test benefit from the flexibility to decide how their results should or should not factor into their final strategy.

Although it can't be said that sending scores will automatically lead to better outcomes, recent statistics from a sampling of competitive colleges imply a greater likelihood of admission for applicants with test scores than for those without, in some cases more than twice as high. Top scores are also associated with better GPAs and other measures of success, so this apparent "testing advantage" is often misunderstood, misinterpreted, and over-emphasized. Submitting scores, though, remains a means for students to distinguish themselves from other applicants.

Colleges are hesitant to report admission statistics by test submission status, but there is some available evidence. On the next page is a snapshot from a sampling of well-known institutions** that have released figures in announcements or reports since the pandemic. While inexhaustive, these outcomes offer a glimpse into the additive role test scores and submission decisions played in more competitive contexts.

Students planning to apply to highly popular colleges should consider what others with similar opportunities are apt to 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.

RESULTS FROM 13 COLLEGES OVER 3 YEARS**



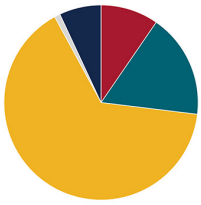
***BU, Georgetown, Georgia Tech, UPenn, USC, UVA, Amherst, BC, Colgate, Emory, Cornell, Notre Dame, Tufts*

TEST OPTIONAL IS HERE TO STAY

The consensus is that more colleges will reinstate testing, especially highly competitive ones. However, it's also believed that hundreds of other colleges will remain test optional forever. The chart below consolidates well-known colleges into major policy categories. Within the groupings of test optional institutions, applicants may encounter cues and evolving policies communicated by individual colleges. Without demanding test scores outright from all applicants, some institutions (or majors) will indicate that submitting test scores is encouraged or even expected in the absence of special circumstances. It is important for prospective applicants to pay close attention to a college's guidance and admission tendencies.

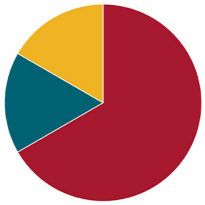
CURRENT TESTING POLICY BREAKDOWN FOR:

THE 400+ SCHOOLS COMPASS TRACKS



Testing Policy	#	%
SAT/ACT Required	40	9.6%
Test Optional–temporary	72	17.3%
Test Optional	271	65.0%
Test Free–temporary	4	1.0%
Test Free	29	7.0%

THE 12 "IVY PLUS" SCHOOLS



Testing Policy	#
SAT/ACT Required	8
Brown, Cornell, Dartmouth, Harvard, MIT, Stanford, U. Penn, Yale	
Test Optional–temporary	2
Duke, Princeton	
Test Optional	2
Columbia, U. Chicago	

PARSING TEST OPTIONAL POLICIES

The test optional landscape is a 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 binary terms (required vs. optional). In actuality, there is 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.)

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.*

Slowly, the prevailing best practice seems to be moving 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;
- Under a test-optional policy, those who provide test scores fared better in the application review 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.

The Competitive Landscape

The following is a sampling admission statistics at over 400 well-known colleges. About 89% of the schools listed have reported for the classes entering in fall 2024 or 2023—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	19,705	66%	1,299	—	—	—	—
Agnes Scott College	2,090	62%	210	1160–1340	27%	25–31	18%
Albion College	6,421	89%	356	—	—	—	—
Allegheny College	5,757	55%	327	1170–1360	29%	24–30	9%
American University	17,154	62%	1,662	1300–1430	22%	29–32	8%
Amherst College	13,743	9%	480	1500–1560	39%	33–35	22%
Appalachian State University	24,614	90%	4,038	1140–1270	9%	21–27	23%
Arizona State University	70,928	90%	14,099	—	—	—	—
Auburn University	55,056	46%	6,103	1260–1380	16%	26–31	76%
Augustana College	7,857	63%	664	1040–1260	56%	21–29	14%
Austin College	5,282	48%	357	1110–1300	24%	23–29	8%
Babson College	9,381	17%	625	1450–1530	—	32–34	—
Baldwin Wallace University	4,819	55%	700	1070–1260	23%	22–28	24%
Ball State	21,093	85%	3,686	1080–1240	37%	20–24	1%
Bard College	6,482	46%	448	—	—	—	—
Barnard College	11,803	8%	711	1450–1520	33%	32–34	17%
Bates College	10,027	13%	488	1410–1490	15%	30–33	5%
Baylor University	46,946	51%	3,427	1160–1340	44%	25–31	23%
Beloit College	3,853	63%	224	1260–1430	8%	24–30	7%
Bennington College	2,996	45%	154	1310–1380	10%	30–32	4%
Bentley University	11,012	45%	1,056	1290–1400	19%	28–31	2%
Berea College	3,857	19%	401	—	6%	—	25%
Berry College	N/A	N/A	577	1100–1270	—	23–29	—
Binghamton University—SUNY	53,007	39%	3,248	1360–1480	44%	31–34	9%
Biola University	3,753	75%	836	1160–1360	20%	24–30	9%
Boise State	15,949	84%	3,080	960–1180	48%	20–27	5%
Boston College	35,487	16%	2,394	1460–1520	—	33–35	—
Boston University	78,769	11%	3,268	1430–1510	33%	32–34	10%
Bowdoin College	13,265	7%	507	1470–1540	31%	33–35	17%

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	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Total 25th–75th Percentile	Submit ACT
Bradley University	9,459	77%	811	1030–1240	20%	24–30	5%
Brandeis University	10,462	40%	739	1420–1510	30%	31–34	10%
Brigham Young University—Provo	11,698	68%	6,147	1290–1440	12%	28–32	46%
Brown University	48,904	5%	1,719	1510–1560	61%	34–35	24%
Bryn Mawr College	4,094	29%	380	1290–1490	64%	29–33	21%
Bucknell University	11,377	29%	991	1170–1380	68%	26–32	19%
Butler University	9,471	85%	1,037	1170–1330	35%	26–31	19%
California Institute of Technology	13,847	3%	218	—	—	—	—
California Lutheran University	6,005	76%	502	1120–1330	7%	24–31	3%
California State Polytechnic University—Pomona	51,024	74%	4,679	—	—	—	—
California State Polytechnic University—San Luis Obispo	68,604	31%	5,276	1240–1420	28%	28–33	7%
California State University—Chico	23,611	92%	2,198	990–1290	2%	23–28	1%
California State University—Fresno	31,876	85%	7,662	—	—	—	—
California State University—Fullerton	53,559	91%	6,886	860–1070	4%	22–30	1%
California State University—Long Beach	83,951	46%	6,483	—	—	—	—
California State University—Los Angeles	32,723	91%	2,815	—	—	—	—
California State University—Monterey Bay	14,943	97%	1,419	900–1220	4%	20–26	1%
California State University—Northridge	33,350	92%	5,543	—	—	—	—
California State University—Sacramento	27,868	93%	3,988	—	—	—	—
California State University—San Bernardino	14,630	93%	2,090	820–900	11%	13–13	1%
Carleton College	7,133	20%	507	1440–1530	32%	32–35	28%
Carnegie Mellon University	33,941	12%	1,807	1510–1560	53%	34–35	22%
Carroll College	2,709	78%	254	1070–1270	45%	22–28	61%
Case Western Reserve University	37,082	38%	1,619	1450–1530	46%	32–35	23%
Central Michigan University	21,969	90%	2,222	970–1200	61%	21–27	7%
Centre College	2,746	62%	401	1200–1470	11%	—	51%
Chapman University	15,643	65%	1,631	1280–1410	14%	28–31	5%
Christopher Newport University	7,062	88%	1,163	1120–1290	37%	23–29	6%
Claremont McKenna College	6,529	10%	337	1490–1550	26%	33–35	13%
Clark University	11,452	40%	486	1300–1450	16%	30–33	5%
Clarkson University	6,661	77%	489	—	—	—	—
Clemson University	61,517	38%	4,880	1250–1400	35%	28–32	20%
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	21,130	12%	807	1440–1510	22%	32–34	19%
College of Charleston	31,680	60%	2,265	1150–1300	18%	25–30	11%
College of St. Benedict	1,852	91%	379	1110–1310	—	22–28	—
College of the Holy Cross	8,670	21%	824	1270–1420	35%	28–32	19%
College of William and Mary	17,798	34%	1,614	1400–1530	43%	32–34	16%
Colorado College	8,511	18%	476	1240–1440	29%	29–33	16%
Colorado School of Mines	10,886	58%	1,515	1340–1460	45%	30–33	24%
Colorado State University	38,465	89%	5,485	—	—	—	—
Columbia University	60,248	4%	1,499	1520–1560	—	34–36	—
Concordia College—Moorhead	3,774	66%	444	1410–1410	1%	21–28	19%
Connecticut College	7,950	37%	451	1160–1400	54%	28–32	12%
Cornell College	3,087	81%	298	1150–1280	14%	23–30	28%
Cornell University	65,612	8%	3,525	1510–1560	45%	33–35	15%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Total 25th–75th Percentile	Submit ACT
Creighton University	7,907	80%	1,126	1250–1410	10%	26–31	41%
CUNY—Baruch College	25,671	50%	1,361	960–1420	1%	—	—
CUNY—Hunter	33,913	48%	3,108	—	—	—	—
Dartmouth College	31,656	5%	1,182	—	—	—	—
Davidson College	8,114	13%	520	1420–1510	28%	31–34	23%
Denison University	14,580	17%	636	1320–1440	26%	29–32	25%
DePaul University	31,266	76%	2,566	1090–1300	42%	24–30	14%
DePauw University	6,683	57%	505	1140–1350	58%	25–31	18%
Dickinson College	7,258	28%	646	1330–1440	23%	30–33	13%
Drake University	9,873	64%	618	1120–1320	5%	24–29	18%
Drew University	3,989	73%	343	1120–1300	61%	24–30	15%
Drexel University	37,314	79%	2,399	1250–1430	34%	27–32	5%
Drury University	2,690	58%	336	1140–1280	7%	22–29	58%
Duke University	49,523	6%	1,744	1490–1560	47%	33–35	46%
Duquesne University	12,893	84%	1,441	1170–1330	20%	25–31	4%
Earlham College	2,075	73%	211	1130–1290	23%	24–33	9%
East Carolina University	26,369	89%	4,022	1060–1220	10%	19–25	23%
Eastern Michigan University	21,337	80%	1,650	930–1150	68%	18–27	5%
Elmhurst College	6,228	74%	576	1000–1260	—	23–30	—
Elon University	18,105	66%	1,607	1230–1320	32%	24–30	19%
Embry-Riddle Aeronautical University—Daytona Beach	10,286	66%	1,931	1160–1330	56%	24–30	27%
Emerson College	12,109	43%	975	1280–1410	—	30–32	—
Emory University	34,614	10%	1,438	1480–1540	43%	32–35	20%
Fairfield University	18,509	33%	1,461	1270–1370	14%	29–32	5%
Florida A&M University	22,756	21%	1,429	1050–1170	43%	20–24	45%
Florida Institute of Technology	17,295	58%	940	1130–1310	72%	23–28	31%
Florida International University	32,855	55%	5,238	1070–1250	90%	21–27	10%
Florida State University	78,272	24%	5,855	1290–1400	64%	29–32	36%
Fordham University	43,663	56%	2,426	1340–1470	23%	30–33	9%
Franklin and Marshall College	9,881	28%	477	1330–1430	25%	30–33	9%
Furman University	10,813	43%	608	1280–1420	27%	28–32	22%
Gallaudet University	425	61%	149	770–890	27%	14–18	75%
George Mason University	25,234	87%	4,464	1170–1350	19%	25–30	2%
George Washington University	27,006	47%	2,459	1360–1470	27%	30–33	12%
Georgetown University	26,131	13%	1,575	1400–1540	78%	31–35	30%
Georgia Institute of Technology	59,789	14%	3,850	1370–1530	77%	30–34	35%
Georgia Southern University	20,840	88%	5,170	970–1140	35%	18–23	18%
Georgia State University	33,455	55%	4,208	—	—	—	—
Gettysburg College	8,366	39%	508	1270–1460	—	29–32	—
Gonzaga University	8,759	82%	1,251	1200–1390	22%	27–31	7%
Goshen College	1,175	89%	157	860–1130	54%	—	8%
Goucher College	3,682	77%	279	1120–1340	19%	27–30	5%
Grinnell College	9,758	15%	438	1430–1520	29%	31–34	21%
Gustavus Adolphus College	4,450	62%	499	—	0%	25–31	39%
Hamilton College	8,531	14%	453	1460–1530	34%	33–35	16%
Hampden-Sydney College	3,177	41%	297	1030–1230	22%	23–27	14%
Hampton University	15,035	45%	862	840–1220	45%	17–27	14%
Hanover College	3,478	65%	348	—	—	—	—
Harvard College	54,008	4%	1,647	1510–1580	54%	34–36	19%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Total 25th–75th Percentile	Submit ACT
Harvey Mudd College	5,094	13%	231	1510–1560	52%	34–36	16%
Haverford College	7,341	12%	387	1470–1540	39%	33–35	17%
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	N/A	N/A	N/A	1340–1470	—	30–33	—
Hobart and William Smith Colleges	5,904	64%	553	1180–1370	13%	28–32	7%
Hofstra University	25,021	68%	1,754	1240–1380	26%	27–32	4%
Hollins University	2,827	58%	184	1160–1360	12%	28–28	1%
Hope College	10,300	79%	821	1100–1340	29%	25–32	10%
Howard University	34,211	41%	2,738	1050–1250	47%	22–28	16%
Humboldt State University	16,698	92%	909	1010–1260	12%	26–30	2%
Illinois Institute of Technology	8,912	55%	534	1190–1400	45%	25–31	11%
Illinois State University	21,573	88%	4,285	1010–1210	44%	21–27	8%
Illinois Wesleyan University	9,558	39%	461	1120–1320	21%	25–30	10%
Indiana University—Bloomington	54,279	80%	9,550	1180–1380	41%	27–32	16%
Iowa State University	23,095	89%	5,906	1130–1350	13%	21–28	46%
Ithaca College	12,400	69%	1,050	1230–1370	20%	27–30	5%
James Madison University	38,426	72%	4,990	1190–1330	14%	24–29	3%
John Brown University	1,442	58%	304	1100–1360	18%	21–28	71%
Johns Hopkins University	45,134	6%	1,288	1530–1570	—	34–36	—
Kalamazoo College	3,564	80%	359	1200–1370	38%	26–32	5%
Kansas State University	15,432	82%	3,482	1060–1260	6%	20–27	81%
Kennesaw State University	34,680	69%	9,117	1010–1210	38%	19–26	16%
Kent State University	24,615	86%	4,304	1020–1230	17%	18–25	43%
Kenyon College	7,726	31%	439	1370–1470	11%	31–33	10%
Knox College	4,899	71%	398	1220–1420	27%	21–32	7%
Lafayette College	10,195	31%	698	1370–1490	23%	31–33	10%
Lake Forest College	5,358	57%	415	1230–1400	16%	28–32	10%
Lawrence University	3,270	64%	351	1240–1420	21%	24–31	33%
Lehigh University	20,396	26%	1,501	1380–1490	30%	31–34	9%
Lewis & Clark College	6,328	78%	482	—	5%	—	4%
Lipscomb University	4,230	67%	707	1110–1290	19%	20–28	66%
Louisiana State University—Baton Rouge	47,065	73%	7,925	1180–1320	7%	24–30	40%
Loyola Marymount University	23,089	45%	1,541	1280–1400	18%	28–32	8%
Loyola University Chicago	39,316	82%	2,763	1180–1350	23%	27–32	15%
Loyola University Maryland	10,797	75%	945	1210–1370	14%	28–32	3%
Loyola University New Orleans	5,140	93%	579	1030–1230	6%	20–26	46%
Luther College	2,243	84%	375	1100–1260	9%	22–29	17%
Macalester College	8,968	29%	560	1360–1490	29%	30–34	23%
Marist College	10,224	65%	1,287	1230–1350	15%	27–30	2%
Marquette University	18,701	81%	2,149	1220–1350	14%	26–31	26%
Massachusetts Institute of Technology	26,914	5%	1,092	1520–1570	83%	34–36	31%
Mercer University	9,813	69%	859	1170–1330	40%	25–31	17%
Miami University—Oxford	34,498	82%	3,937	1130–1330	10%	26–31	29%
Michigan State University	62,138	85%	9,652	1100–1310	52%	24–30	8%
Michigan Technological University	12,715	84%	1,373	1140–1340	71%	25–31	20%
Middlebury College	12,540	11%	598	1450–1530	28%	33–35	18%
Millsaps College	2,340	43%	179	1030–1150	5%	21–28	66%
Milwaukee School of Engineering	6,338	62%	640	1180–1340	10%	25–31	32%
Mississippi State University	23,385	78%	3,596	1100–1340	6%	21–29	85%

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Missouri State University	11,901	91%	2,841	1000–1090	6%	19–25	77%
Missouri University of Science & Technology	8,354	73%	1,269	1220–1400	13%	25–31	78%
Montclair State University	26,257	88%	4,109	930–1200	9%	—	—
Morehouse College	5,442	53%	682	—	0%	19–23	5%
Mount Holyoke College	5,226	36%	512	1410–1510	13%	32–35	2%
Muhlenberg College	4,348	64%	427	1230–1390	33%	28–31	11%
New College of Florida	1,623	73%	220	1060–1240	70%	21–27	36%
New Jersey Institute of Technology	15,607	65%	1,746	1240–1460	40%	28–31	3%
New School	9,524	57%	1,424	—	—	—	—
New York University	110,807	9%	5,666	1480–1550	28%	34–35	10%
North Carolina State University—Raleigh	44,109	42%	5,723	1290–1440	25%	25–32	41%
Northeastern University	98,425	5%	2,759	1450–1520	24%	33–35	7%
Northern Arizona University	35,100	90%	4,975	1010–1280	4%	20–26	28%
Northwestern University	51,769	7%	2,111	1500–1560	50%	33–35	29%
Oberlin College	11,039	33%	779	1390–1490	35%	30–33	19%
Occidental College	6,461	44%	509	1400–1500	20%	31–34	8%
Ohio State University—Columbus	70,028	51%	8,034	—	—	—	—
Ohio University	27,105	85%	4,345	1100–1280	12%	22–28	33%
Ohio Wesleyan University	6,144	56%	432	—	—	—	—
Oklahoma State University	24,910	75%	5,030	1040–1240	20%	20–27	65%
Old Dominion University	15,211	91%	2,717	1120–1280	20%	22–27	3%
Oregon State University	30,293	77%	4,778	1160–1390	10%	24–31	4%
Pacific Lutheran University	4,139	81%	624	990–1290	7%	21–27	4%
Pennsylvania State University	88,478	61%	9,169	1250–1410	31%	27–32	5%
Pepperdine University	11,526	63%	843	1300–1440	18%	29–32	10%
Pitzer College	3,438	25%	310	—	—	—	—
Point Loma Nazarene University	3,264	84%	585	1180–1370	8%	25–32	6%
Pomona College	12,249	7%	436	1500–1550	36%	33–35	14%
Portland State University	9,077	91%	1,502	930–1250	4%	17–28	3%
Pratt Institute	8,457	73%	1,135	1160–1380	16%	24–31	3%
Presbyterian College (SC)	3,297	68%	261	990–1210	15%	20–26	9%
Princeton University	40,468	5%	1,410	1500–1560	56%	34–35	21%
Providence College	12,521	51%	1,223	1100–1310	49%	25–31	8%
Purdue University—West Lafayette	78,745	50%	11,467	1210–1470	79%	27–34	25%
Queens University of Charlotte	5,142	57%	261	1160–1340	13%	20–27	11%
Quinnipiac University	21,323	77%	1,797	1120–1280	27%	24–29	3%
Randolph-Macon College	2,620	83%	431	1060–1220	32%	22–29	4%
Reed College	9,431	25%	303	1310–1490	52%	30–34	21%
Rensselaer Polytechnic Institute	17,193	63%	1,314	1390–1500	49%	30–34	11%
Rhode Island School of Design	6,692	19%	518	—	—	—	—
Rhodes College	7,438	49%	715	1310–1470	8%	27–31	26%
Rice University	32,473	8%	1,148	1510–1570	—	34–35	—
Ripon College	2,142	81%	196	990–1170	9%	19–27	50%
Rochester Institute of Technology	27,892	67%	3,040	1300–1440	43%	27–33	11%
Rollins College	8,860	48%	568	1210–1340	25%	25–30	15%
Rutgers, The State University of New Jersey—New Brunswick	43,347	65%	7,681	1270–1480	51%	28–33	5%
Rutgers, The State University of New Jersey—Newark	17,779	79%	1,408	—	—	—	—

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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	90,504	36%	6,629	—	—	—	—
San Francisco State University	30,247	90%	2,338	—	—	—	—
San Jose State University	37,132	85%	4,604	1090–1330	10%	24–30	1%
Santa Clara University	18,970	48%	1,611	1360–1480	24%	31–33	10%
Sarah Lawrence College	4,819	59%	411	1250–1400	10%	29–33	8%
Scripps College	3,199	38%	313	1450–1520	24%	31–34	16%
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	8,248	78%	759	1110–1340	10%	27–33	2%
Simmons University	2,905	83%	451	1080–1250	89%	24–29	11%
Skidmore College	11,889	21%	670	1350–1450	23%	31–34	10%
Smith College	8,666	21%	645	1450–1520	29%	32–35	14%
Soka University of America	397	70%	126	1200–1470	25%	25–31	3%
Southern Methodist University	15,245	63%	1,716	1340–1480	16%	30–34	9%
Southwestern University	6,313	43%	374	1140–1290	44%	26–30	13%
Spelman College	12,023	25%	705	1130–1300	23%	22–29	16%
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	6,089	54%	424	1290–1390	15%	30–33	5%
St. Mary's College (IN)	2,376	81%	420	1040–1260	48%	23–29	25%
St. Mary's College of California	4,310	89%	424	—	—	—	—
St. Mary's College of Maryland	3,401	69%	403	1160–1320	28%	26–31	5%
St. Michael's College	2,788	85%	278	1140–1300	9%	26–31	4%
St. Olaf College	6,623	48%	859	1310–1460	11%	28–32	29%
Stanford University	57,326	4%	1,693	1510–1570	50%	34–35	19%
Stetson University	11,674	72%	686	990–1210	38%	19–27	18%
Stevens Institute of Technology	10,673	48%	1,055	1390–1490	36%	31–34	6%
Stonehill College	6,961	68%	652	1120–1290	56%	24–29	7%
Stony Brook University—SUNY	55,880	49%	4,042	1340–1480	34%	29–33	3%
SUNY College of Environmental Science and Forestry	2,018	61%	386	1120–1310	87%	23–29	43%
SUNY—Geneseo	15,293	66%	971	1210–1340	12%	26–31	1%
Susquehanna University	4,688	88%	555	1090–1250	45%	22–28	5%
Swarthmore College	13,065	7%	427	1500–1550	39%	33–35	16%
Syracuse University	46,357	43%	4,058	1280–1410	24%	28–32	8%
Taylor University	2,425	74%	576	1080–1320	63%	24–31	28%
Temple University	40,817	80%	4,926	1130–1360	18%	24–31	2%
Texas A&M University—College Station	54,905	57%	12,498	1160–1390	71%	25–31	19%
Texas Christian University	22,307	44%	2,453	1150–1340	22%	26–31	21%
Texas Lutheran University	1,554	95%	288	1030–1230	26%	22–28	5%
Texas State University	29,440	89%	8,195	990–1200	41%	19–25	6%
Texas Tech University	34,356	73%	6,771	1110–1270	33%	23–28	11%
The Catholic University of America	5,801	86%	765	1110–1340	28%	22–29	7%
The Citadel	3,282	93%	672	1100–1270	7%	22–27	10%
The College of New Jersey	12,766	62%	1,563	1140–1320	39%	26–31	3%
The College of Wooster	5,473	60%	372	1250–1420	25%	27–33	22%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Total 25th–75th Percentile	Submit ACT
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	19,777	82%	2,947	950–1230	17%	19–27	1%
Transylvania University	1,781	91%	281	1120–1360	9%	23–29	67%
Trinity College (Hartford)	6,396	34%	579	1350–1440	9%	30–33	4%
Trinity University	12,506	26%	650	1300–1470	33%	30–34	15%
Truman State University	4,912	45%	699	1070–1330	10%	23–29	77%
Tufts University	34,330	12%	1,801	1480–1540	38%	33–35	18%
Tulane University	32,609	14%	1,838	1410–1500	13%	31–34	28%
Union College (NY)	8,210	44%	500	1310–1480	32%	29–33	11%
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 Marine Academy	1,531	27%	253	—	—	—	—
United States Military Academy	12,559	12%	1,173	1230–1430	62%	27–33	38%
United States Naval Academy	15,149	9%	1,183	1210–1420	—	26–31	—
University at Albany—SUNY	32,446	69%	2,828	1160–1310	10%	24–30	1%
University at Buffalo—SUNY	40,855	74%	4,264	1210–1380	28%	27–32	3%
University of Akron	18,025	60%	1,967	910–1190	14%	17–25	64%
University of Alabama	56,795	77%	8,032	1110–1360	20%	22–30	54%
University of Alaska—Anchorage	3,900	67%	1,255	990–1220	14%	19–25	10%
University of Arizona	58,339	86%	9,240	1130–1340	11%	21–28	18%
University of Arkansas—Fayetteville	28,873	78%	6,616	1030–1210	31%	21–28	73%
University of California—Berkeley	124,245	11%	6,272	—	—	—	—
University of California—Davis	98,869	42%	6,804	—	—	—	—
University of California—Irvine	122,706	29%	6,736	—	—	—	—
University of California—Los Angeles	146,276	9%	6,610	—	—	—	—
University of California—Merced	31,582	92%	2,097	—	—	—	—
University of California—Riverside	57,714	77%	5,419	—	—	—	—
University of California—San Diego	134,455	27%	7,330	—	—	—	—
University of California—Santa Barbara	110,266	33%	5,008	—	—	—	—
University of California—Santa Cruz	71,696	66%	4,381	—	—	—	—
University of Central Florida	55,135	45%	8,256	1210–1340	71%	25–29	28%
University of Chicago	43,612	4%	1,726	1220–1600	—	23–36	—
University of Cincinnati	34,285	85%	6,584	1160–1350	11%	24–29	31%
University of Colorado—Boulder	68,931	76%	7,432	1180–1390	25%	27–33	7%
University of Connecticut	46,645	54%	4,189	1220–1410	37%	29–33	4%
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	37,472	64%	4,205	1220–1360	25%	27–31	3%
University of Denver	18,785	77%	1,337	1210–1380	24%	28–32	13%
University of Florida	65,375	24%	6,762	1320–1470	79%	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	31,716	74%	6,218	1170–1330	46%	23–29	13%
University of Idaho	12,222	79%	1,869	950–1200	64%	20–29	6%
University of Illinois—Chicago	27,085	77%	4,419	1140–1330	30%	25–31	5%
University of Illinois—Urbana-Champaign	73,742	42%	9,008	1390–1520	41%	30–34	14%
University of Iowa	27,770	84%	5,208	1140–1310	16%	21–28	57%
University of Kansas	22,363	93%	5,323	1090–1280	9%	20–28	55%
University of Kentucky	31,517	93%	6,514	1070–1270	7%	21–28	50%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Total 25th–75th Percentile	Submit ACT
University of La Verne	5,984	75%	647	970–1300	6%	18–25	1%
University of Maine	14,044	97%	2,093	1060–1280	16%	21–30	2%
University of Mary Washington	5,124	80%	725	1180–1340	26%	27–31	4%
University of Maryland—College Park	60,042	45%	5,818	1410–1520	37%	32–35	6%
University of Massachusetts—Amherst	50,261	60%	5,388	1330–1480	22%	30–33	3%
University of Memphis	15,084	72%	1,962	930–1150	4%	18–24	90%
University of Miami	53,954	19%	2,473	1340–1450	33%	30–33	19%
University of Michigan—Ann Arbor	98,310	16%	7,278	1360–1530	51%	31–34	18%
University of Minnesota—Twin Cities	41,496	80%	7,391	1320–1470	8%	26–31	33%
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	14,472	85%	4,430	750–1020	9%	18–25	65%
University of New Hampshire	21,175	88%	2,605	1100–1320	27%	26–30	2%
University of New Mexico	13,125	79%	3,617	900–1160	48%	19–26	8%
University of North Carolina—Chapel Hill	66,535	15%	4,640	1400–1530	28%	28–34	41%
University of North Carolina—Charlotte	23,887	80%	4,657	1150–1320	15%	21–28	25%
University of North Carolina—Greensboro	12,948	89%	2,433	1150–1340	2%	22–27	10%
University of North Carolina—Wilmington	20,393	64%	2,754	1230–1340	5%	24–29	12%
University of North Dakota	7,437	77%	1,766	1130–1270	4%	20–26	43%
University of North Georgia	13,298	68%	4,331	1000–1200	39%	19–25	17%
University of North Texas	38,477	72%	6,730	990–1220	43%	19–27	9%
University of Notre Dame	29,942	11%	2,082	1470–1540	33%	33–35	26%
University of Oklahoma	24,893	77%	5,593	1160–1320	23%	23–29	40%
University of Oregon	40,021	88%	5,087	1130–1360	8%	23–30	5%
University of Pennsylvania	59,465	6%	2,416	1500–1570	51%	34–35	19%
University of Pittsburgh	60,898	58%	4,596	1280–1460	40%	29–33	10%
University of Portland	8,289	89%	711	1170–1370	6%	25–31	3%
University of Puget Sound	5,239	72%	430	1160–1390	31%	27–31	10%
University of Redlands	3,872	82%	539	1110–1280	16%	25–30	4%
University of Rhode Island	26,987	72%	2,995	1020–1260	27%	—	—
University of Richmond	16,152	22%	841	1430–1510	19%	33–35	14%
University of Rochester	21,384	40%	1,317	1420–1500	19%	32–34	6%
University of San Diego	17,010	52%	1,104	—	—	—	—
University of San Francisco	24,888	62%	920	1200–1380	12%	25–30	2%
University of South Carolina	52,703	60%	7,272	1190–1350	29%	26–32	15%
University of South Dakota	5,965	99%	1,418	1150–1260	4%	19–25	62%
University of South Florida	68,576	43%	6,904	1230–1320	78%	24–29	22%
University of Southern California	79,936	10%	3,588	1450–1530	32%	32–35	14%
University of St. Thomas (MN)	N/A	N/A	N/A	1130–1340	—	23–29	—
University of Tennessee	59,764	42%	6,804	1210–1360	24%	25–31	81%
University of Texas—Arlington	21,963	81%	4,858	1000–1240	61%	18–26	15%
University of Texas—Austin	72,885	27%	9,210	—	—	—	—
University of Texas—Dallas	31,789	65%	4,196	1170–1390	78%	24–32	13%
University of Texas—El Paso	11,996	100%	4,019	860–1080	54%	17–22	2%
University of Texas—Rio Grande Valley	12,137	84%	5,634	920–1100	28%	16–22	26%
University of Texas—San Antonio	25,422	87%	5,980	1010–1210	61%	19–25	7%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Total 25th–75th Percentile	Submit ACT
University of the Pacific	7,780	71%	766	1190–1470	21%	23–32	5%
University of Toledo	11,067	92%	1,917	1040–1260	19%	20–27	38%
University of Tulsa	12,042	69%	651	1070–1350	26%	21–30	53%
University of Utah	26,822	86%	6,001	1200–1370	10%	22–29	38%
University of Vermont	27,138	65%	2,808	1300–1420	25%	30–32	10%
University of Virginia	58,951	17%	3,961	1410–1520	46%	32–35	14%
University of Washington—Bothell	5,172	91%	1,110	—	—	—	—
University of Washington—Seattle	69,166	39%	7,195	1330–1500	15%	26–32	4%
University of Wisconsin—Madison	65,933	45%	8,514	1370–1490	15%	29–33	35%
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	20,871	92%	4,598	1070–1290	13%	20–28	72%
Valparaiso University	6,087	89%	517	—	39%	—	5%
Vanderbilt University	45,409	6%	1,630	1510–1560	27%	34–35	25%
Vassar College	12,447	19%	665	1460–1520	31%	33–35	12%
Villanova University	23,256	27%	1,740	1410–1490	19%	32–34	9%
Virginia Commonwealth University	19,289	87%	4,600	1040–1260	34%	22–30	3%
Virginia Military Institute	2,066	71%	467	1090–1270	4%	24–31	3%
Virginia Polytechnic Institute and State University	52,296	55%	7,289	1280–1450	41%	28–32	9%
Wabash College	2,199	63%	256	1070–1270	52%	23–28	7%
Wake Forest University	17,479	22%	1,385	1410–1500	26%	32–34	22%
Washington and Jefferson College	3,947	81%	402	1030–1260	37%	20–30	8%
Washington and Lee University	8,213	14%	472	1430–1540	24%	33–34	20%
Washington College	4,048	57%	265	1260–1340	12%	27–31	2%
Washington State University	25,462	87%	4,350	1010–1280	5%	18–27	2%
Washington University in St. Louis	32,754	12%	1,847	1500–1570	29%	33–35	28%
Wayne State University	17,699	78%	3,085	1060–1260	40%	23–29	2%
Weber State University	12,531	100%	3,281	—	0%	18–24	80%
Wellesley College	8,714	14%	583	1470–1550	43%	33–35	18%
Wesleyan University	14,389	16%	825	1300–1500	41%	31–34	17%
West Virginia University	20,466	78%	4,352	1010–1220	63%	20–26	29%
Western Kentucky University	9,840	94%	2,788	940–1130	9%	18–25	78%
Western Michigan University	21,701	85%	2,484	980–1200	54%	22–29	5%
Westmont College	2,244	80%	320	1160–1370	25%	30–34	9%
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	7,243	38%	390	1330–1470	9%	29–33	7%
Whittier College	4,276	86%	209	—	—	—	—
Willamette University	3,995	81%	524	1240–1420	21%	27–33	9%
Williams College	15,411	8%	547	1500–1560	35%	34–35	17%
Wofford College	N/A	N/A	N/A	1210–1340	—	27–31	—
Worcester Polytechnic Institute	12,559	60%	1,366	—	—	—	—
Xavier University	16,750	88%	1,229	1120–1300	14%	22–29	26%
Yale University	57,517	4%	1,554	1480–1560	61%	33–35	25%
Yeshiva University	1,713	64%	644	1330–1470	21%	28–33	19%

Understanding and Comparing Scores

SCALED SCORES AND TEST RELIABILITY

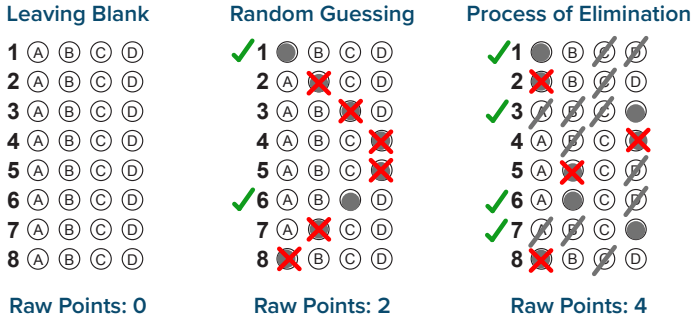
One of the most important features of standardized tests is their ability to provide consistent scores from year to year and from test date to test date. SAT scores are converted to a 200–800 scale in order to account for any small differences between tests; ACT scores are converted to a 1–36 scale.

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 2014 or September 2024. 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 and College Board 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

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 either leaving questions blank or random guessing.



PRETEST & FIELD TEST QUESTIONS

Both the SAT and ACT contain questions that do not count toward the student's score. These unscored questions are called pretest questions on the SAT and field test questions on the ACT, but their function is the same: to test out the difficulty of new questions before they are used for scoring a student's performance and ensure that future tests reflect equivalent scaling. The SAT contains eight pretest questions, split evenly between sections. The ACT contains ten English, four math, nine reading, and six science field test questions.

The tests do not identify which questions are unscored, so students should assume every question could be counted toward their score.

> ***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 English, Reading, and Math.
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 (optional)** 1–36	The ACT Science Test is optional and produces a separate score. There is no section on the SAT that is comparable, but 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 concords, or converts, to a 29 on the ACT. The 2018 concordance tables are presented in the following pages.

Both College Board and ACT have asserted that their redesigned tests (2023 digital SAT redesign, 2025 enhanced ACT) are comparable to the previous versions and do not need an additional concordance.

ACT COMPOSITE TO SAT TOTAL RANGE

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

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

SAT TO ACT CONCORDANCE

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

SAT TOTAL TO ACT COMPOSITE

SAT	ACT
1600	36
1590	36
1580	36
1570	36
1560	35
1550	35
1540	35
1530	35
1520	34
1510	34
1500	34
1490	34
1480	33
1470	33
1460	33
1450	33
1440	32
1430	32
1420	32
1410	31
1400	31
1390	31
1380	30
1370	30
1360	30
1350	29

SAT	ACT
1340	29
1330	29
1320	28
1310	28
1300	28
1290	27
1280	27
1270	27
1260	27
1250	26
1240	26
1230	26
1220	25
1210	25
1200	25
1190	24
1180	24
1170	24
1160	24
1150	23
1140	23
1130	23
1120	22
1110	22
1100	22
1090	21

SAT	ACT
1080	21
1070	21
1060	21
1050	20
1040	20
1030	20
1020	19
1010	19
1000	19
990	19
980	18
970	18
960	18
950	17
940	17
930	17
920	17
910	16
900	16
890	16
880	16
870	15
860	15
850	15
840	15
830	15

SAT	ACT
820	14
810	14
800	14
790	14
780	14
770	13
760	13
750	13
740	13
730	13
720	12
710	12
700	12
690	12
680	11
670	11
660	11
650	11
640	10
630	10
620	10
610	9
600	9
590	9

"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
800	72
790	72
780	71
770	71
760	70
750	70
740	69
730	68
720	67
710	66
700	64

SAT	ACT
690	63
680	61
670	60
660	58
650	57
640	55
630	54
620	52
610	51
600	49
590	48

SAT	ACT
580	46
570	45
560	44
550	43
540	42
530	40
520	39
510	38
500	37
490	35
480	34

SAT	ACT
470	33
460	32
450	31
440	30
430	29
420	28
410	27
400	26
390	25
380	24
370	23

SAT	ACT
360	22
350	21
340	20
330	19
320	18
310	17
300	16
290	15
280	14

SAT MATH TO ACT MATH

SAT	ACT
800	36
790	35
780	35
770	35
760	34
750	33
740	33
730	32
720	32
710	31
700	30

SAT	ACT
690	30
680	29
670	28
660	28
650	27
640	27
630	27
620	26
610	26
600	25
590	25

SAT	ACT
580	24
570	24
560	23
550	23
540	22
530	21
520	20
510	19
500	18
490	18
480	17

SAT	ACT
470	17
460	17
450	16
440	16
430	16
420	16
410	15
400	15
390	15
380	15
370	14

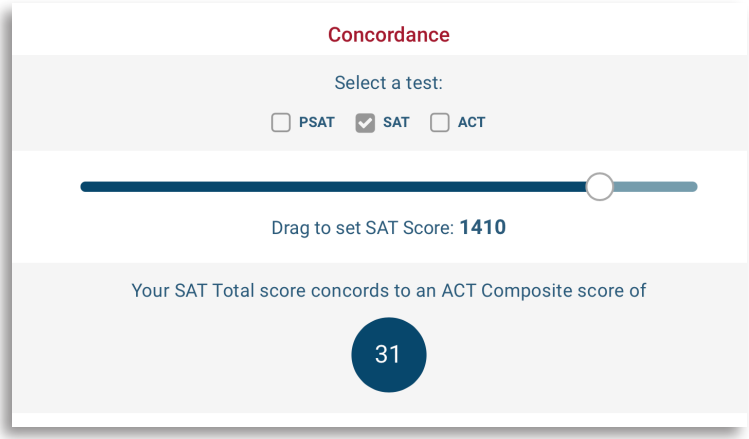
SAT	ACT
360	14
350	14
340	13
330	13
320	13
310	12
300	12
290	11
280	11
270	10
260	10

> *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*

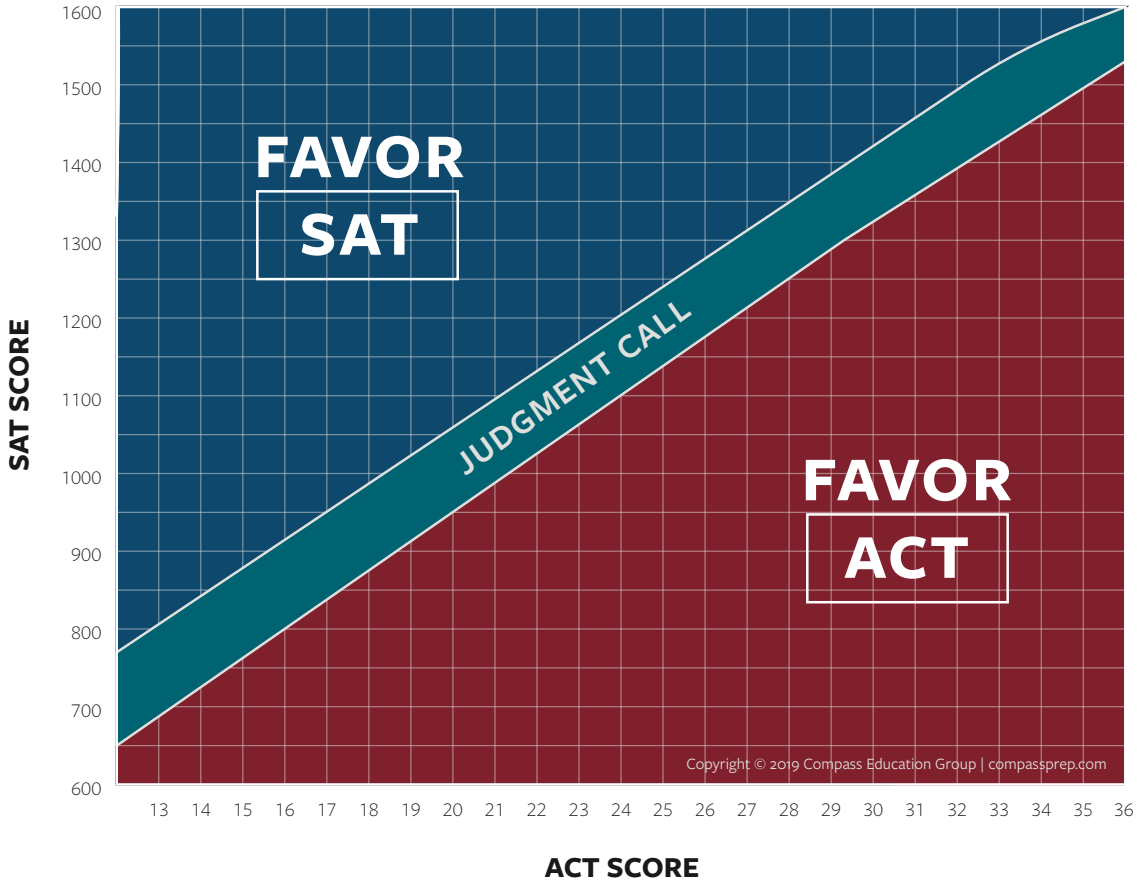
COMPARING SAT AND ACT SCORES

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.



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.

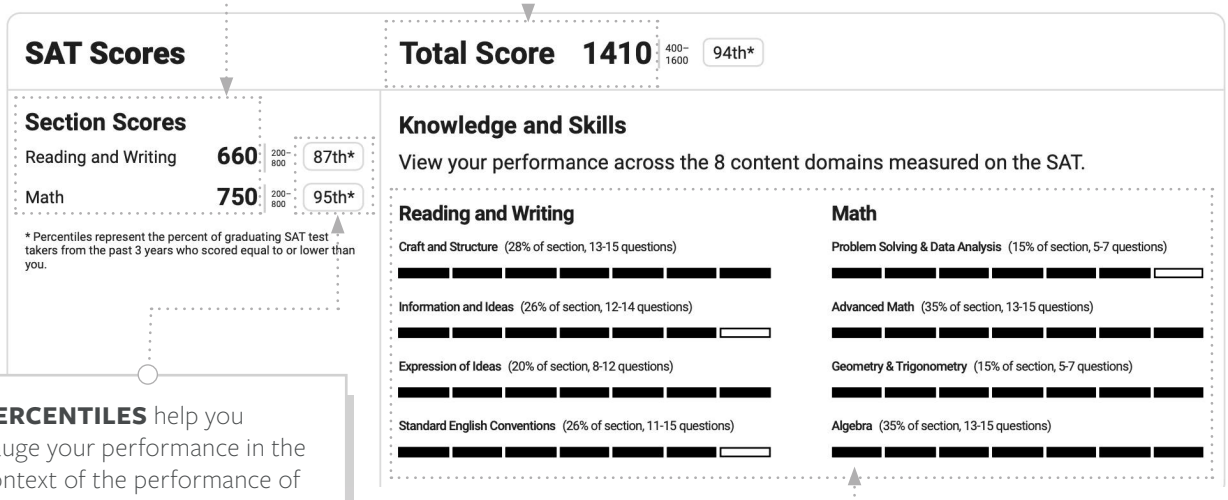
ACT	IF YOUR SAT SCORE IS					
36	<1530	FAVOR ACT	1530–1600	REQUIRES JUDGMENT CALL		FAVOR SAT
35	<1490		1490–1580		>1580	
34	<1450		1450–1560		>1560	
33	<1420		1420–1520		>1520	
32	<1390		1390–1480		>1480	
31	<1360		1360–1440		>1440	
30	<1330		1330–1410		>1410	
29	<1300		1300–1380		>1380	
28	<1260		1260–1350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

SAT SCORE REPORT

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.

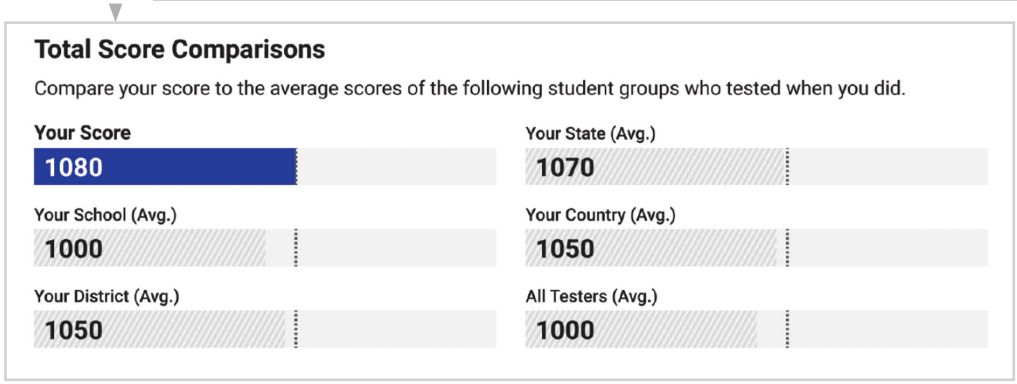
YOUR TOTAL SCORE is the sum of your two section scores: Reading and Writing and Math. Both sections are reported on a scale of 200–800; the total score is reported on a scale of 400–1600. Both College Board and ACT use scaled scores to account for slight differences in difficulty among test forms.

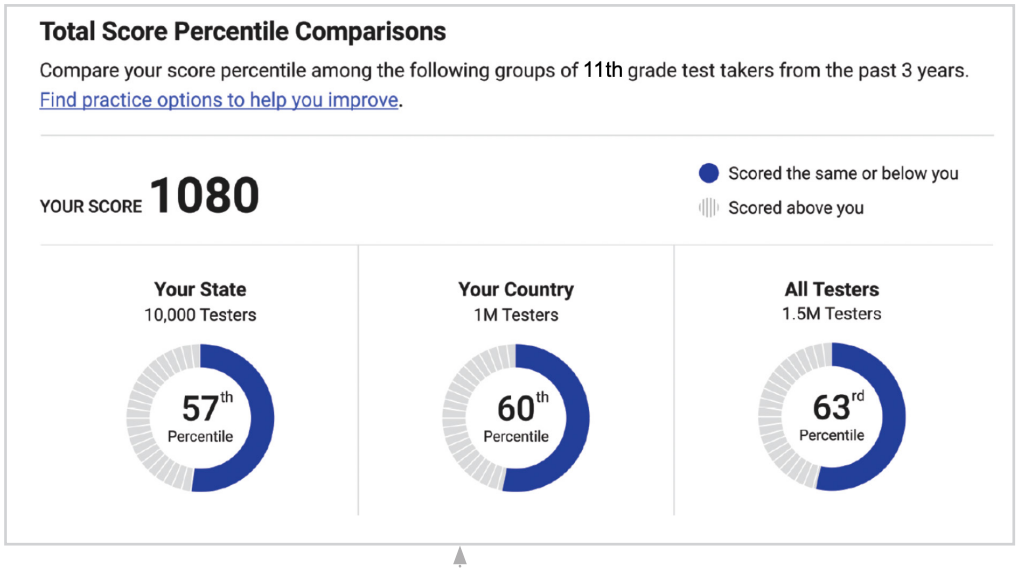


PERCENTILES help you gauge your performance in the context of the performance of others. A 95th percentile means that if there were 100 students taking the test, 95 of the students would have scored at or below your score. The main percentile on your score report compares how you performed to how all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



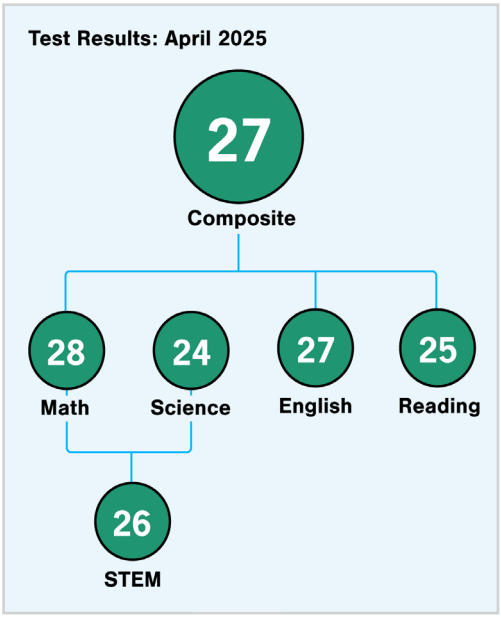


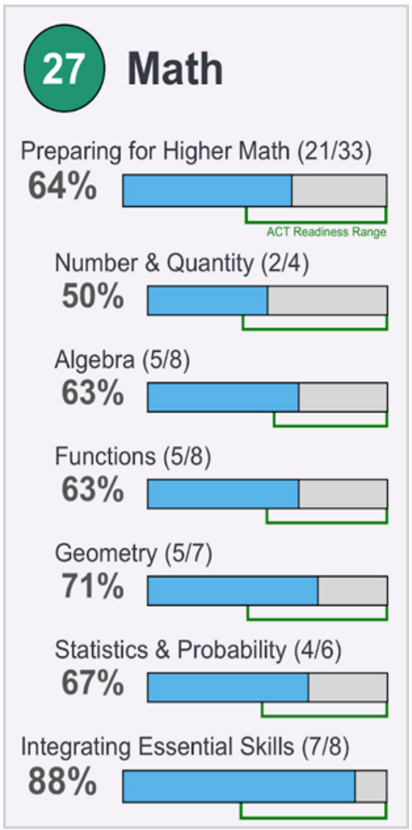
PERCENTILE COMPARISONS similarly show your score in comparison to those of three different groups of testers across the past three years: those in your state, those in your country, and those of all testers. Your percentile may vary across groups; the most significant one is All Testers.

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 three tests: English, math, and reading. Science is optional on the current ACT, so it is presented as a separate score and not included in the Composite score. Each test is on a scale of 1–36.

The report at right shows the results from a student who took the optional science test. The student's 24 in science had no impact on the Composite score. Students who take science also receive a STEM score, which is the average of the math and science scores. Students who take the optional writing test receive an ELA score that blends the English, reading, and writing scores, but this student chose to skip writing. 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 science or writing test when taking a mandated, state-funded ACT. Students paying for their own tests should not take writing, as it is no longer used for college admission. Compass recommends students plan to take science.

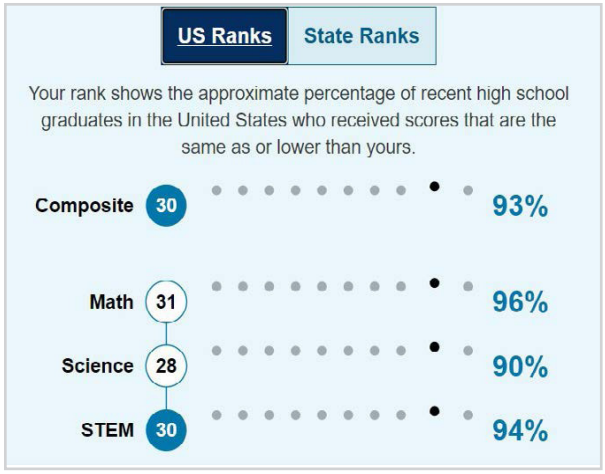




SUB-SCORE REPORTING

The ACT score report shows how a student performed in various categories within each subject. This information can be helpful for students trying to identify weaknesses. The student at left correctly answered 28 of 41 math problems and performed slightly better in geometry than algebra. While the sub-scores are included with official reports, they serve no real value for colleges and can be safely ignored when choosing which scores to send.

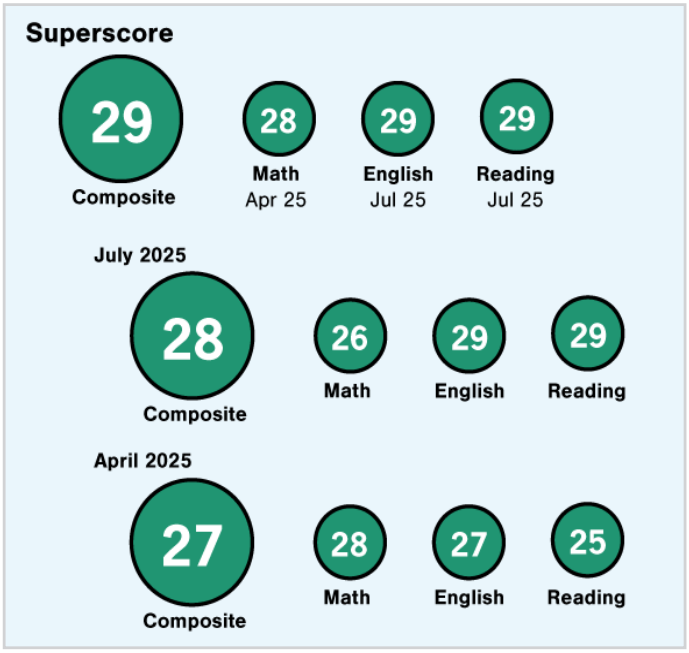
Percentile ranks are useful in comparing scores to those of other test takers. The report below shows that 93% of U.S. students who took the ACT scored at or below a 30 Composite. Looked at another way, only 7% of students scored higher than a 30. A student's percentile rank within the state provides another point of comparison.



ACT SUPERSCORE REPORT

A "superscore" creates a Composite score from a student's best performances on English, math, and reading across all test dates. About 75% of the competitive colleges tracked by Compass choose to superscore the ACT when evaluating applicants' test results.

The score report at right reflects a student who took the ACT twice. She achieved a 27 Composite in April and a 28 in July. Her superscore, though, is a 29. While her math score dropped in July, her improved English and reading scores boost her superscore. Depending on a college's policy, she can self-report her scores, send an ACT Superscore report, or send official results for April and July in order to get credit for her 29 Composite.



ACT's regular score reporting only allows a student to report one test date at a time to one college at a time. The colleges then do the superscoring. ACT's Superscore report is an alternative that includes all relevant test dates. The ACT Superscore report, despite its name, sends more than just your superscore. It includes all the scores from test dates that make up your superscore. It also includes your best single-date performance. In the case of the student at right, her full April and July results will be included, because each date contributes toward her superscore.

The Superscore report provides convenience, but there are several important caveats. The free reports that a student receives with each test 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. Finally, 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. Colleges, not ACT, make the rules on how superscores are calculated and whether they are used at all. When sending scores to colleges that do not superscore, individual test date reports may make sense in certain situations.

SELF-REPORTING ACT SCORES

An increasing number of colleges allow students to skip sending an official score report until after admission. Students can report results directly on the Common App or other online application. This allows you to report exactly what you want when you want.

> ***My daughter's tutor at Compass was wonderful. He identified areas for growth and zeroed in on those target areas. His patient and calming demeanor helped her significantly increase her ACT scores.***
>
> – PARENT OF AN 11TH GRADE STUDENT AT GEFFEN ACADEMY

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
1600	99+	1200	76	800	16
1590	99+	1190	75	790	15
1580	99+	1180	74	780	13
1570	99+	1170	73	770	12
1560	99	1160	71	760	11
1550	99	1150	70	750	9
1540	99	1140	69	740	8
1530	99	1130	67	730	7
1520	98	1120	66	720	6
1510	98	1110	64	710	5
1500	98	1100	63	700	4
1490	97	1090	61	690	3
1480	97	1080	60	680	3
1470	96	1070	58	670	2
1460	96	1060	57	660	2
1450	96	1050	55	650	1
1440	95	1040	54	640	1
1430	95	1030	52	630	1
1420	94	1020	51	620	1
1410	94	1010	49	610	1
1400	93	1000	47	600	1
1390	93	990	46	590	1
1380	92	980	44	580	1-
1370	91	970	43	570	1-
1360	91	960	41	560	1-
1350	90	950	40	550	1-
1340	89	940	38	540	1-
1330	89	930	37	530	1-
1320	88	920	35	520	1-
1310	87	910	33	510	1-
1300	86	900	32	500	1-
1290	85	890	30	490	1-
1280	85	880	29	480	1-
1270	84	870	27	470	1-
1260	83	860	26	460	1-
1250	82	850	24	450	1-
1240	81	840	22	440	1-
1230	80	830	21	430	1-
1220	79	820	19	420	1-
1210	77	810	18	410	1-

SCORE	RW	MATH
800	99+	99+
790	99+	99
780	99+	98
770	99	97
760	99	96
750	98	95
740	97	95
730	96	94
720	95	93
710	94	92
700	93	92
690	92	90
680	91	89
670	89	88
660	87	87
650	85	85
640	83	84
630	81	82
620	79	81
610	77	79
600	74	77
590	72	75
580	69	72
570	66	70
560	63	67
550	60	65
540	58	62
530	55	59
520	51	55
510	48	52

SCORE	RW	MATH
500	45	49
490	42	46
480	38	44
470	35	41
460	32	38
450	29	36
440	26	33
430	23	30
420	20	27
410	17	24
400	14	21
390	12	18
380	10	15
370	8	12
360	6	10
350	4	7
340	3	5
330	2	4
320	2	3
310	1	2
300	1	1
290	1	1
280	1	1
270	1-	1
260	1-	1
250	1-	1-
240	1-	1-
230	1-	1-
220	1-	1-
210	1-	1-
200	1-	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, 91% of recent ACT takers had a Composite score of 28 or below and 7% scored 29 and above.

ACT COMPOSITE AND TEST PERCENTILE RANKS

SCORE	ENGLISH	MATH	READING	SCIENCE	COMP	STEM
36	100	100	100	100	100	100
35	99	99	98	99	99	99
34	97	99	97	99	99	99
33	95	98	95	98	98	98
32	94	98	93	97	97	97
31	93	97	91	96	96	97
30	92	96	89	94	94	95
29	91	94	87	93	93	94
28	89	93	85	92	91	92
27	88	91	82	90	88	90
26	86	88	80	88	86	88
25	83	84	77	85	83	84
24	80	80	75	81	79	80
23	76	77	71	75	75	76
22	72	73	66	69	71	72
21	68	70	60	64	66	67
20	62	67	55	58	61	62
19	57	63	49	52	55	57
18	52	59	45	46	49	50
17	48	52	40	39	43	43
16	44	43	36	32	37	34
15	39	31	31	26	30	25
14	32	19	26	19	23	16
13	26	9	20	14	16	9
12	22	4	15	10	8	4
11	17	2	9	6	3	2
10	11	1	4	3	1	1
9	5	1	2	2	1	1
8	3	1	1	1	1	1
7	2	1	1	1	1	1
6	1	1	1	1	1	1
5	1	1	1	1	1	1
4	1	1	1	1	1	1
3	1	1	1	1	1	1
2	1	1	1	1	1	1
1	1	1	1	1	1	1

SOURCE: *National Norms for ACT Test Scores Reported During the 2024-2025 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 computer ACT, which is not adaptive and has been described as "paper under glass." 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's test enhancements are included in both paper and online options for national test dates as of September 2025. These changes include a reduction of the number of questions and testing time an increase in the amount of time per question.

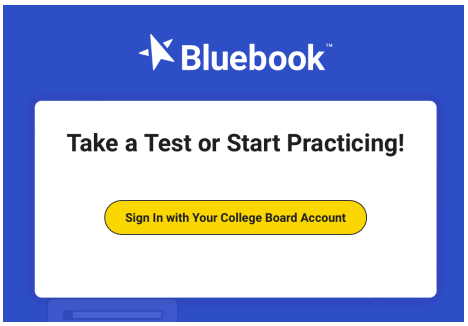
STRUCTURE AND SCORING COMPARISON

	SAT Digital Adaptive	**ACT Paper or Computer, Linear**
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 on a computer at a designated test site that provides the testing device for you.
Testing Length	2 hours 14 minutes	2 hours 5 minutes without optional science or writing
Test Scores	**400–1600 Total Score** 200–800 Reading & Writing 200–800 Math	**1–36 Composite Score** *Average of English, Math, & Reading* 1–36 English 1–36 Math 1–36 Reading 1–36 Science (optional, separate score) 2–12 Writing (optional, separate score)
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	**3 Required Tests, 2 Optional Tests** English — 35 min — 50 items Math — 50 min — 45 items Reading — 40 min — 36 items Science (optional) — 40 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.	**Linear and 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 (paper) or flag (computer) items for further review.
Other Scores	No subscores or cross-test scores	STEM: average of Math and Science scores, when available ELA: average of English, Reading, and Writing scores, when available
Reading Passages	Short passages with 1 question per passage	Long passages with multiple 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. Computer 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. Computer Testing: The computer timer automatically runs and is always available.

**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

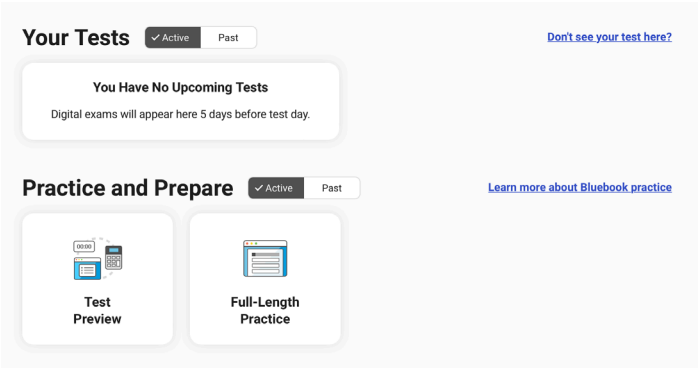
College Board avoids the traditional term *computer-based testing* to emphasize that the digital SAT is available on tablets and PCs. Students may use their own devices, those provided by their school, or those on loan from the College Board (for national administrations only).



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 COMPUTER TESTING PLATFORMS

ACT's computer test is a digital replication of its paper test. **It does not adapt based on a student's performance.**

ACT has offered computer testing for state and district testing since 2016. International ACT testing has been conducted online since 2018. 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.

As of publication, 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.

ACT has announced its intention to offer Bring Your Own Device and has rolled out an app called ACT Gateway, but details on how or when these will be available for testers are so far unavailable.

One weakness of ACT's computer platform is the way its passage highlighting functions. A single English or reading passage is presented with 8–15 questions. While the passage repeats on the left side of the screen, highlighting does not persist as the student advances through the questions. One potential advantage 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.

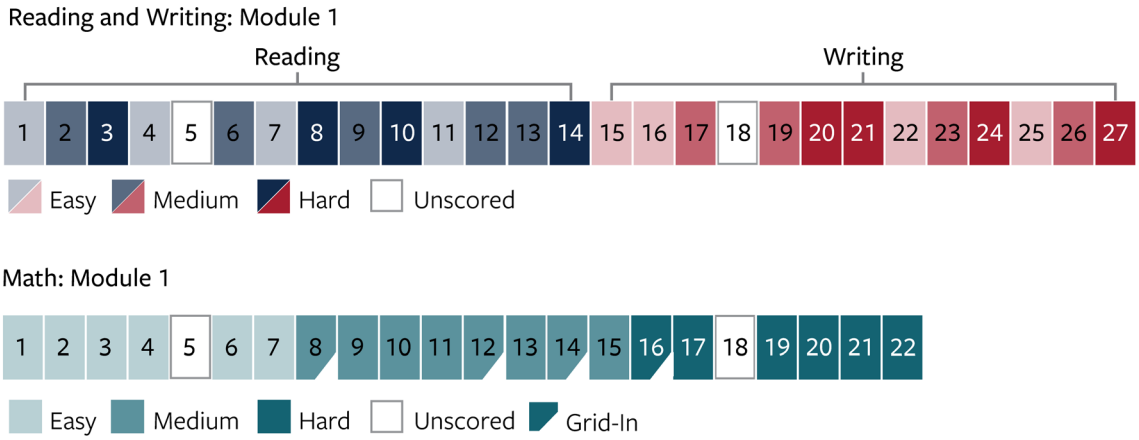
ADAPTIVE TESTING AND THE SAT

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.**



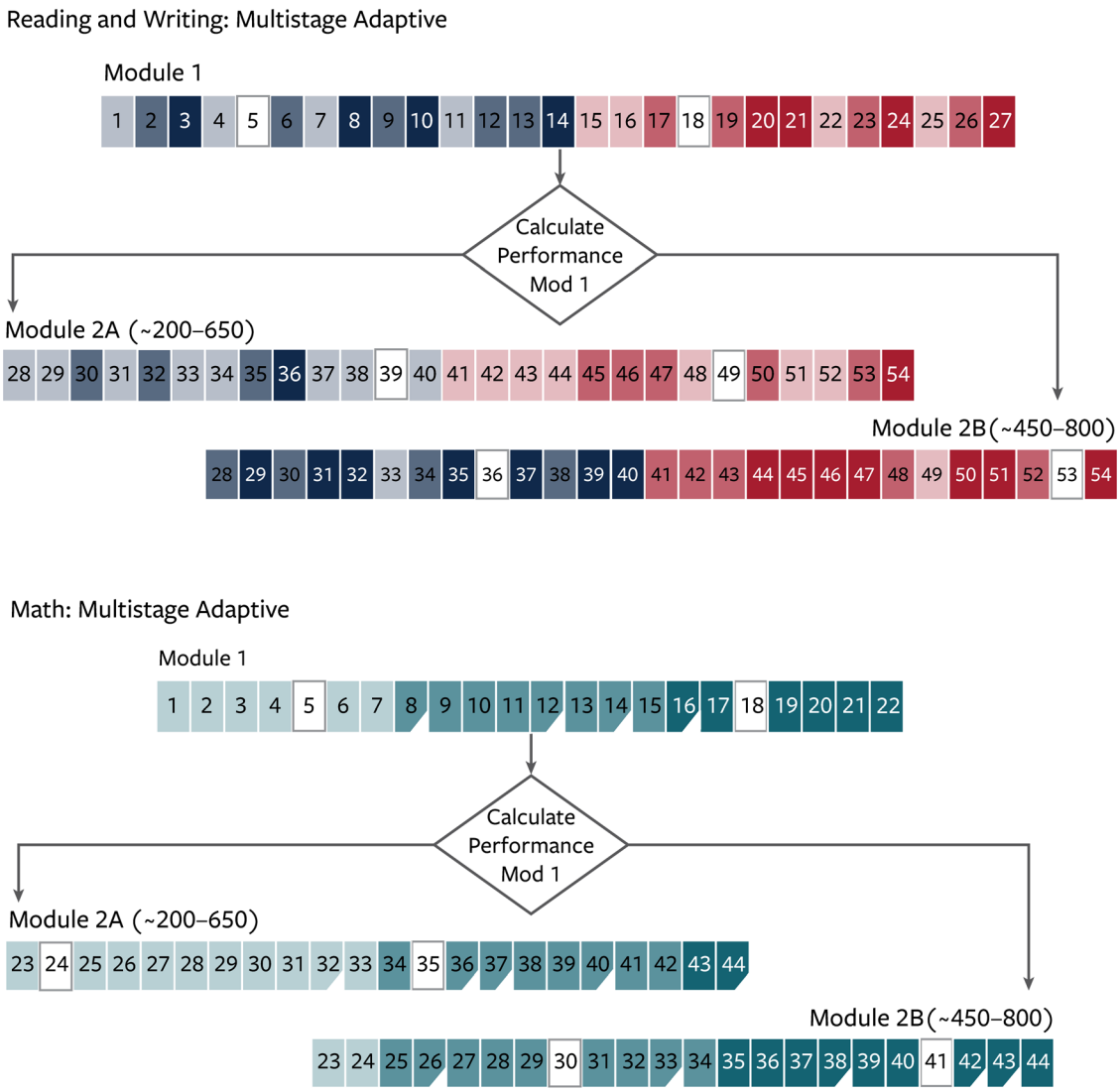
Between the first and second stages of a section, the test app pauses briefly to calculate performance on the first module and select from two possible modules: one easier and one more challenging. In the examples on the following page, the two second modules include questions of all difficulty level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



ADAPTIVE TESTING AND THE ACT

The ACT does not offer an adaptive test. Even when taken online, the ACT functions as a linear test that does not change based on a student's performance. ACT has described the computer version as "paper under glass," and has stated that the organization remains committed to offering the ACT on paper for the foreseeable future.

To date, ACT has not indicated that they will offer an adaptive version of the test. Commitment to linearity has made keeping up with the SAT's reduced testing time challenging.

ACT TEST ENHANCEMENTS

In response to the rising popularity of the digital SAT, the ACT introduced an "enhanced" and shorter version of its exam starting in spring of 2025. This new test is available in both paper-and-pencil and computer formats.

To reduce overall testing time, ACT has eliminated 25 English, 15 math, and 4 reading questions, and made the science Test optional. The ACT has been restructured to allow more time per question—addressing long-standing concerns about the exam's speededness. Although the English and math tests are each 10 minutes shorter, the reading and science tests now include 5 extra minutes.

SECTION	CLASSIC ACT		ENHANCED ACT		ENHANCED ACT W/ SCIENCE	
	MINUTES	QUESTIONS	MINUTES	QUESTIONS	MINUTES	QUESTIONS
English	45	75	35	50	35	50
Math	60	60	50	45	50	45
Reading	35	40	40	36	40	36
Science	35	40	-	-	40	40
Total	175	215	125	131	165	171

ACT has reduced the testing time to two hours and five minutes, which is 50 minutes shorter than the classic version and 10 minutes shorter than the SAT. If a student elects to take the optional science section, the resulting ACT is still 10 minutes shorter than its former length.

Equally significant is the replacement of an equating section with unscored field test items integrated throughout the test. This shift substantially reduces the number of questions that are used in the scoring calculation. The following table illustrates the number of questions in each section that are used to calculate the 1–36 scaled score.

SECTION	CLASSIC ACT	ENHANCED ACT	CHANGE
	Scored Questions	Scored Questions	
English	75	40	-35
Math	60	41	-19
Reading	40	27	-13
Science	40	34	-6

When compared to a scale from the former test format, the scale of an enhanced ACT may at first appear less forgiving. For example, a student taking the first practice test in the *Official ACT Prep Guide* could miss two scored questions and receive a 34. If, however, they missed three scored questions, their score would drop down to a 32. This particular reading scale does not offer a way to receive a 33. Different scaling gaps like this exist at different points on different scales. This variability might seem harsh to the student who misses three, but it can also play to a student's advantage when they take the test multiple times and superscore their results.

A shorter test does not mean the test is easier or that students will score higher.

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. Compass recommends taking a practice test of each before you decide.

Certain ACT test dates allow students to order an ACT My Answer Key, 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. As of printing, the Bluebook app contains seven practice SATs and one PSAT/NMSQT. The *Official ACT Prep Guide* offers four practice tests in the enhanced format. Compass provides students with additional high quality practice tests and homework sets.

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, and reading; then optional science; and finally, optional writing. 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 English test presents passages grouped with 5–10 questions per passage. The ACT reading test presents passages with 9 questions per passage. With the move to a digital format, the SAT now presents short reading texts with a single question for each text. Additionally, ACT tests a broader range of math topics than does the SAT.

Both tests include unscored questions that are used to establish the scaling of future tests. These questions could be on any topic and are generally the same format as scored tests. These are called pretest items on the SAT and field test Items on the ACT (see table below).

SAT Reading and Writing		Qs
Craft and Structure	28%	13–16
Information and Ideas	26%	12–14
Standard English Conventions	26%	12–14
Expression of Ideas	20%	8–12
Pretest (Unscored)		4
64 minutes		54

ACT English		Qs
Conventions of Standard English	38–43%	19–22
Production of Writing	38–43%	19–22
Knowledge of Language	18–23%	9–12
Field Test (Unscored)		10
35 minutes		50

ACT Reading*		Qs
Key Ideas and Details	44–52%	12–14
Craft and Structure	26–33%	7–9
Integration of Knowledge and Ideas	18–26%	5–7
Field Test (Unscored)		9
40 minutes		36

SAT Math		Qs
Algebra	35%	13–15
Advanced Math	35%	13–15
Problem Solving and Data Analysis	15%	5–7
Geometry and Trigonometry	15%	5–7
Pretest (Unscored)		4
70 minutes		44

ACT Math		Qs
Number & Quantity	10–12%	4–5
Algebra	17–20%	7–8
Functions	17–20%	7–8
Geometry	17–20%	7–8
Statistics & Probability	12–15%	5–6
Integrating Essential Skills	20%	8
Field Test (Unscored)		4
50 minutes		45

ACT Science† (Optional)		Qs
Data Representation 2–3 passages	30–35%	10–12
Research Summaries 3–4 passages	47–58%	16–20
Conflicting Viewpoints 1–2 passages	17–23%	6–7
Field Test (Unscored)		6
40 minutes		40

** One of the scored passages will be a paired passage or one that contains visual quantitative information (data/graphs).*
† 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

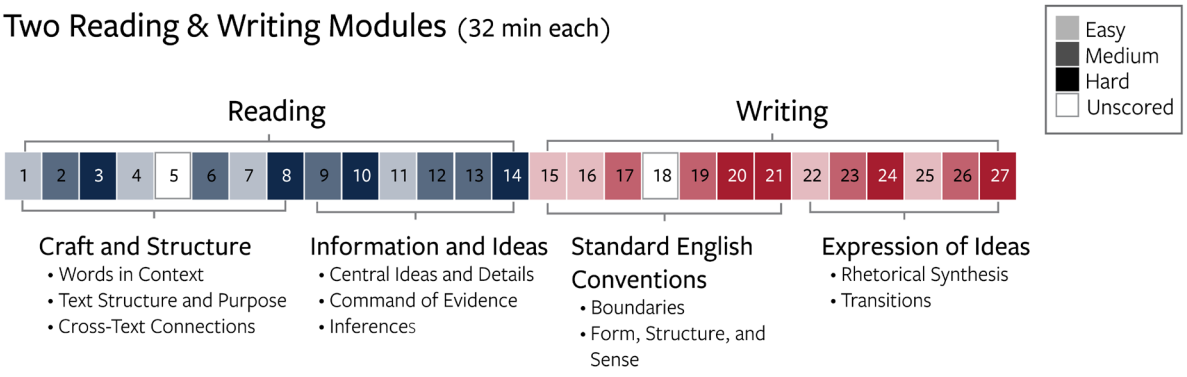
The most striking difference between the SAT and ACT Reading is the length of each passage. The digital SAT has introduced discrete questions, each associated with a very brief passage (see example on the following page), while the ACT continues to maintain long reading passages followed by multiple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

	SAT READING	ACT READING
Time allotted	Approximately 1/2 of the Reading and Writing Section, about 32 minutes	40 minutes
Number of passages	1 short passage per question	4 long passages
Number of questions	25–30	36
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.**



SAT READING

Many animals, including humans, must sleep, and sleep is known to have a role in everything from healing injuries to encoding information in long-term memory. But some scientists claim that, from an evolutionary standpoint, deep sleep for hours at a time leaves an animal so vulnerable that the known benefits of sleeping seem insufficient to explain why it became so widespread in the animal kingdom. These scientists therefore imply that _____

1. Which choice most logically completes the text?

   A) it is more important to understand how widespread prolonged deep sleep is than to understand its function.

   B) prolonged deep sleep is likely advantageous in ways that have yet to be discovered.

   C) many traits that provide significant benefits for an animal also likely pose risks to that animal.

   D) most traits perform functions that are hard to understand from an evolutionary standpoint.

ACT READING

The following is a brief excerpt from a much longer passage.

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

2. The details in the paragraph (lines 1–10) primarily serve to:

   A) identify specific flaws in Sartre's critique of Baudelaire.

   B) describe Baudelaire's artistic inspiration.

   C) outline Sartre's criticism of Baudelaire.

   D) illustrate why Sartre is considered to be depressing.

Answers: (1) B (2) D

ACT READING HEAT MAP



The heat map above demonstrates the difficulty students have had in completing the entire ACT Reading Test. Green questions are those most commonly answered correctly. The passages and questions do not become objectively more difficult; instead, poor pacing leaves many students guessing on the final passage. The ACT tests a student's ability to read quickly and prioritize information.

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 nerdom, 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 test 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

New ACT Enhancement: ACT English questions now all come with a stem question. Previously some questions were presented as a set of alternative answers with no direction to students. This change should make questions clearer.

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 (36) 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; (37) the first institution focused on blood transfusion research was in (38) Moscow.

36. Which choice makes the sentence most grammatically acceptable?

- **F.** NO CHANGE
- **G.** led directly
- **H.** led direct
- **J.** directly leading

37. Which choice makes the sentence most grammatically acceptable?

- **A.** NO CHANGE
- **B.** could of been made
- **C.** was made
- **D.** may had made

38. 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 Belgium doctor performed the first non-direct transfusion.
- **H.** the first blood donors were sheep.
- **J.** otherwise, the blood would clot.

Answers: (36) G (37) A (38) 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	50 minutes
Number of questions	22	22	45
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

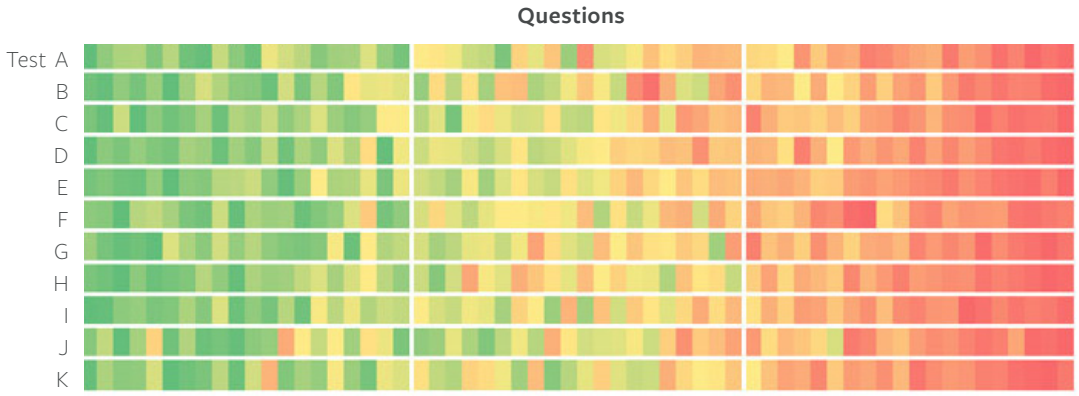
- If you find more than one correct answer, enter only one answer.
- You can enter up to 5 characters for a positive answer, and up to 6 characters (including the negative sign) for a negative answer.
- If your answer is a fraction that doesn't fit in the provided space, enter the decimal equivalent.
- 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 ½), 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. 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.

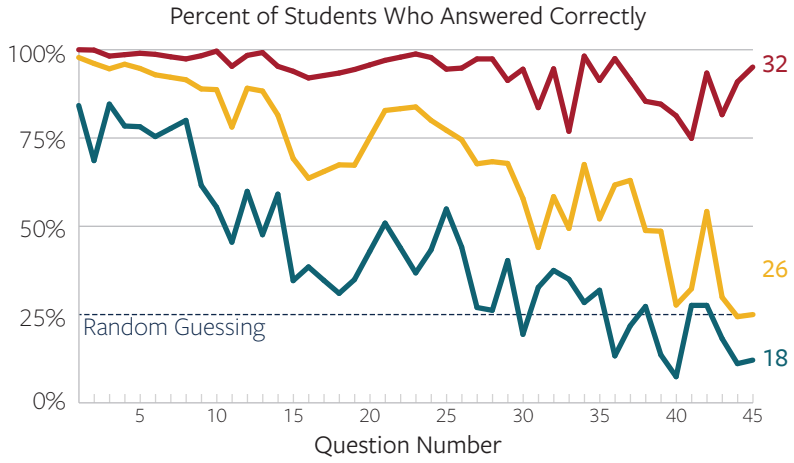
ACT MATH HEAT MAP



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 four (25%). 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.

SIMILAR SCORERS



This graph shows how students at different score levels perform throughout a math test. Each line reflects a different score: 18, 26, and 32. By approximately question 35, students receiving an 18 fall below the 25% 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, may have up to four trigonometry questions on each test. This does not just mean that there may be 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	*Porphyra*	4.4	3.8	4.9	4.1	2.2	--
	Asparagopsis taxiformis	3.8	0.2	0.8	6.6	6.2	0.1
	Asparagopsis aromata	4.5	0.3	1.4	9.4	1.2	0.1
Green	*Ulva*	2.9	0.3	1.7	2.7	1.2	0.1
Brown	*Ascophyllum nodosum*	2.0	0.2	0.8	3.2	124.0	10.5
	Macrocystis	14.1	2.5	39.2	36.5	117.0	11.0
	Laminaria	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, ____.

1. Which option best uses data from the table to complete the example?

   A) 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.

   B) 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.

   C) while *Macrocystis* had a magnesium content of 39.2%, *Ascophyllum nodosum* and *Laminaria* had a magnesium content of less than 5.5%.

   D) 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 H_2O 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.

PreACT, PSAT, and National Merit

ACT and College Board 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 designed for sophomores, and the PreACT 8/9 is for eighth and ninth graders. The exams are given by schools, districts, and states rather than offered directly to students. The content on the PreACT is easier than that of the ACT, so the scaled score range on the PreACT only goes from 1-35 rather than the ACT's 1-36. The score range on the PreACT 8/9 is 1-30.

The PreACT Secure, as the name suggests, is a more secure version of the exam that is offered by districts and schools to track student performance. The PreACT Secure is only available in a 6-week window in the spring and is only offered online. The regular PreACT is available in online and paper-and-pencil formats, and a school has flexibility over when it is offered.

In spring 2026, the PreACT Secure will change to align with the recent enhancements made to the ACT (see page 38). The regular PreACT will not change until fall 2026. Paper-and-pencil testing will continue as an option for the regular PreACT. The Secure version will remain online only.

More time will be allowed on the enhanced PreACT, so students should not feel as rushed. This does mean, however, that the PreACT is getting longer. A full blueprint will not be released until spring 2026. The science test will be optional—at the discretion of the school, district, or state—on the enhanced PreACT.

PREACT STRUCTURE | TOTAL SCORE (1–35)
Total time: 2 hours and 10 minutes

English	Math	Reading	Science
30 min 45 questions 3 passages	40 min 36 questions	30 min 25 questions 3 passages	30 min 30 questions 5 passages

ENHANCED PREACT STRUCTURE | TOTAL SCORE (1–35)
Total time: 2 hours and 40 minutes
Offered on the PreACT Secure starting spring 2026.
Offered on the PreACT starting fall 2026.

The section blueprint is not yet finalized.

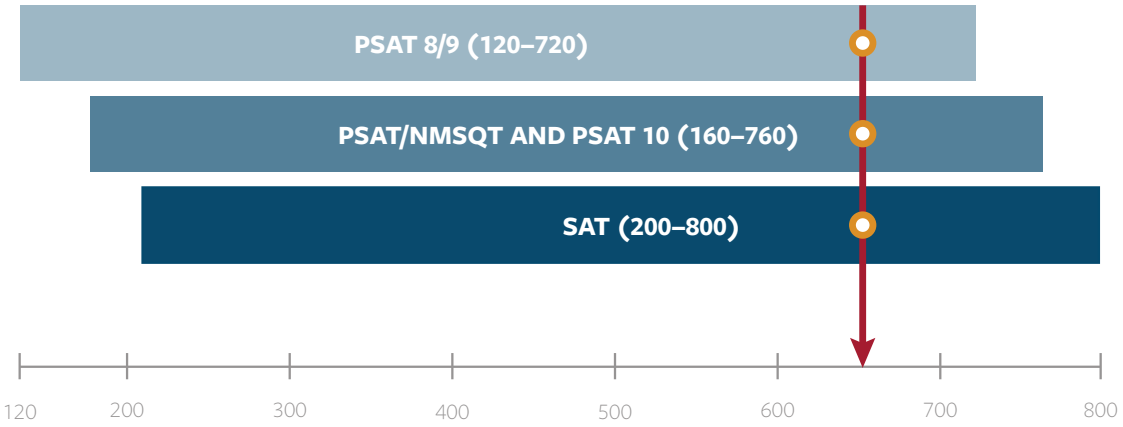
English	Math	Reading	Science
			(Optional)

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.

The PSAT and SAT are now all-digital. Students use the College Board's Bluebook app to take the exams using their own devices. 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 Total testing time: 2 hours and 14 minutes				1 Total Score 320–1520 Scale
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
760	740–790	740–800
750	730–780	730–800
740	720–780	720–790
730	700–770	710–780
720	690–760	690–780
710	680–750	680–770
700	670–740	670–760
690	660–740	660–760
680	650–730	650–750
670	640–720	650–740
660	640–710	640–740
650	630–700	630–730
640	620–700	620–720
630	610–690	610–710
620	600–680	600–700
610	590–670	590–690
600	580–660	580–680
590	570–650	570–670
580	560–640	560–660
570	550–630	550–650
560	540–620	540–630
550	530–610	530–620
540	520–600	520–610
530	510–590	500–600
520	490–580	490–590
510	480–580	480–580

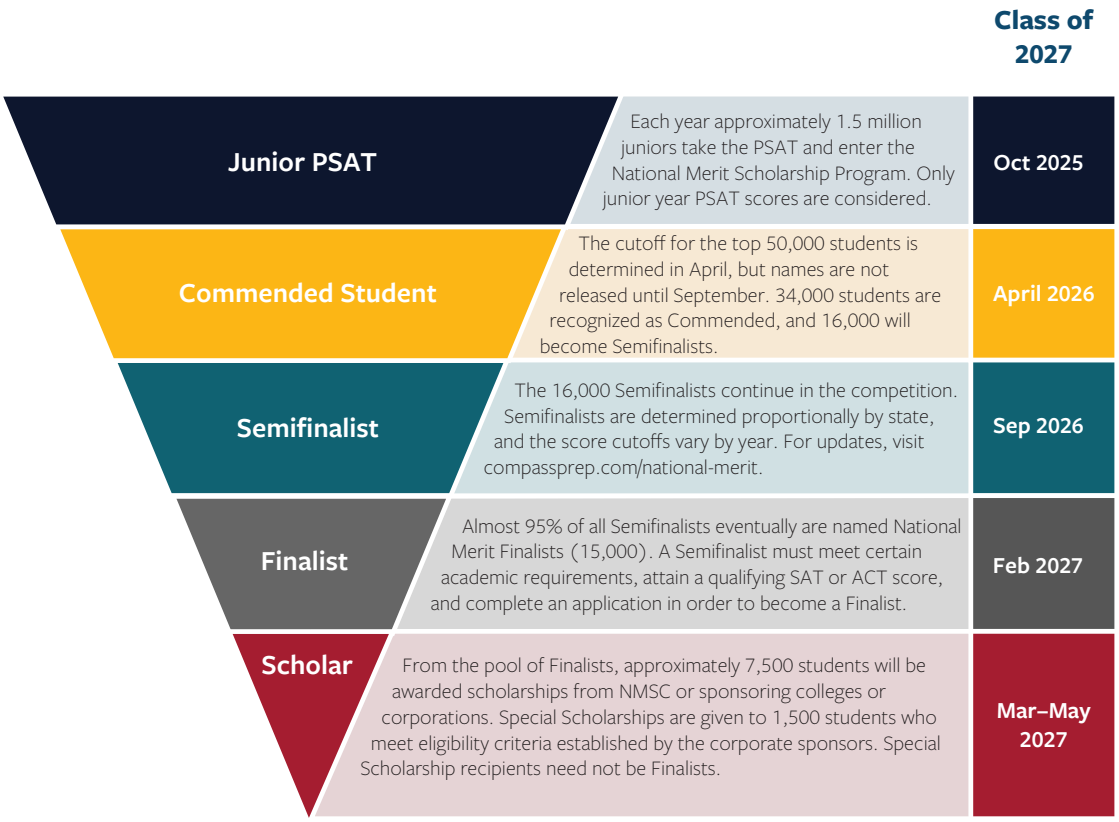
PSAT/NMSQT SCORE	SAT RW RANGE	SAT MATH RANGE
500	470–570	470–570
490	460–560	460–560
480	450–550	450–550
470	440–540	440–540
460	440–530	430–540
450	430–530	420–530
440	420–520	410–520
430	410–510	400–510
420	400–500	390–500
410	390–500	380–500
400	390–490	370–490
390	380–480	360–480
380	370–480	350–470
370	360–470	350–460
360	360–460	340–460
350	350–460	340–450
340	350–450	330–450
330	340–450	330–440
320	330–450	330–440
310	330–440	330–440
300	320–440	330–440
< 300	not enough data available	

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 x 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



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 2025. South Dakota's was only 208.

The results for the Class of 2025 and the estimates for the Class of 2026 can be found in the table at right. For the Class of 2026, only the Commended cutoff of 210 is confirmed.

Compass's analysis of October 2024 PSAT scores showed that the number of high scorers increased for the Class of 2026. This was borne out by the Commended level moving from 208 to 210. Higher Semifinalist cutoffs are expected in the majority of states. Students in future class years 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. Soon after PSAT/NMSQT results are released in the fall, Compass analyzes how the junior class has performed and publishes a full report on our website.



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

State	Class of 2026 (Est. Range)	Class of 2025 (Actual)	Typical # of Semifinalists
Alabama	210–216	212	250
Alaska	210–216	214	35
Arizona	215–220	217	400
Arkansas	210–215	213	125
California	220–223	221	2,000
Colorado	216–221	218	300
Connecticut	220–222	221	170
Delaware	218–221	219	50
District of Columbia	222–224	223	30
Florida	216–220	217	1,000
Georgia	217–221	218	600
Hawaii	215–220	217	60
Idaho	212–217	213	100
Illinois	218–222	220	680
Indiana	214–219	217	290
Iowa	211–217	212	155
Kansas	213–219	215	145
Kentucky	211–217	213	200
Louisiana	212–217	214	200
Maine	212–217	214	60
Maryland	221–224	222	300
Massachusetts	221–224	223	335
Michigan	216–220	218	500
Minnesota	216–220	217	270
Mississippi	210–215	212	160
Missouri	214–218	215	290
Montana	210–213	209	45
Nebraska	210–216	211	110
Nevada	211–218	214	160
New Hampshire	214–219	217	65
New Jersey	222–224	223	430
New Mexico	210–215	211	100
New York	219–221	220	1,000
North Carolina	216–220	218	490
North Dakota	210–213	210	35
Ohio	215–219	217	520
Oklahoma	210–215	211	200
Oregon	215–220	216	190
Pennsylvania	217–221	219	560
Rhode Island	213–220	217	50
South Carolina	210–217	214	250
South Dakota	210–214	208	45
Tennessee	215–219	217	300
Texas	218–221	219	1,530
Utah	210–216	211	200
Vermont	211–217	215	25
Virginia	220–223	222	470
Washington	220–223	222	320
West Virginia	210–212	209	60
Wisconsin	213–217	214	280
Wyoming	210–213	209	25
U.S. Territories	210–211	208	40
U.S. Students Studying Abroad	222–224	223	80
Boarding School		Varies by region	
Commended	210	208	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	29–35	1330–1530	$11,000/$15,000/$17,000
Georgia Tech	Required	Godbold Family Foundation	N/A	1500	Up to Full Tuition
Morehouse College	Required	Oprah Winfrey Scholarship	26	1200	Varies, up to Full Tuition
Niagara University	Recommended	Niagara Trustees' Scholarship	N/A	1250	$25,000
Santa Clara University	Recommended	Johnson Scholar	N/A	1450	Full Tuition
Seton Hall	Required	Chicago Alumni Memorial Scholarship	23	1170	$1,000 (one time)
Texas Christian University	Recommended	Founders'/TCU/Faculty/ Dean's/Chancellor's	30–34	1360–1500	$15,000–Full Tuition
Tuskegee University	Required	Distinguished Presidential	28–32+	1300–1420+	Full Tuition and Room, Board, and Book stipend
UMass Dartmouth	Required	University Commonwealth Scholarship	32	1450	Full Tuition/Fees
University of Florida	Required	Florida Academic Scholars	29	1340	Full Tuition
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 + 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

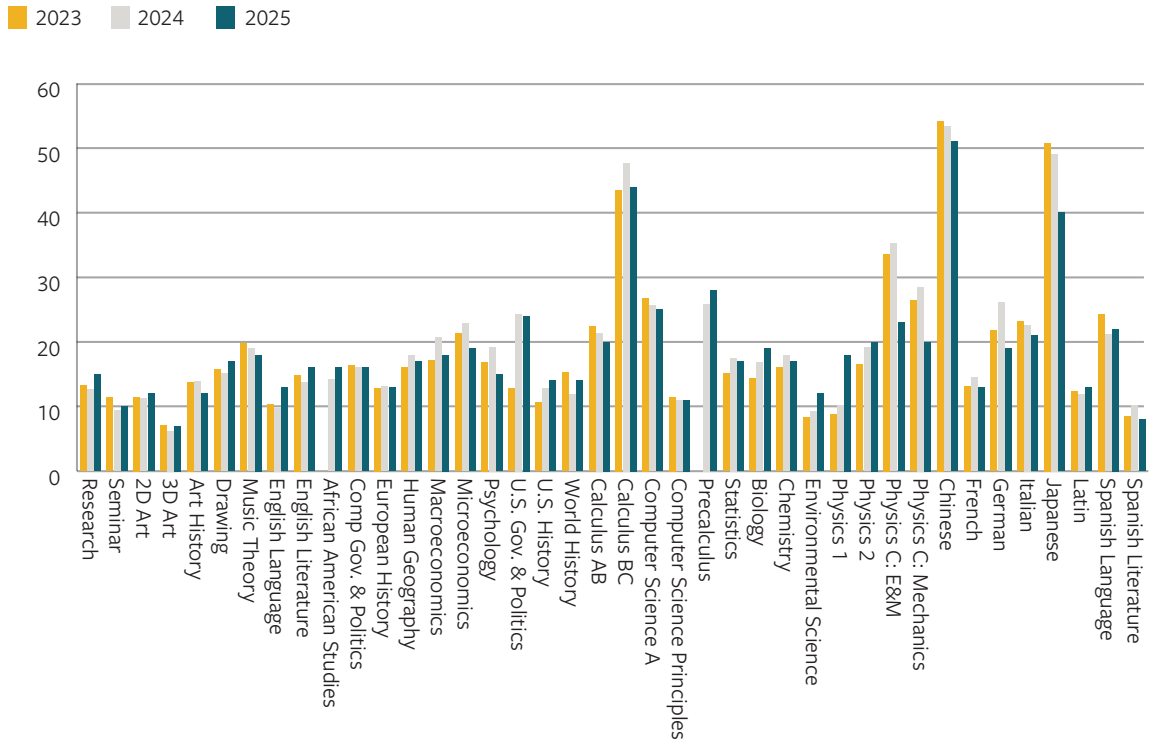
Historically, scores on AP Exams have been tied to receiving college credit or advanced standing upon matriculation. The AP program was not designed to be relevant to admission decisions in the same way as the SAT and ACT. However, with the implementation of test optional policies at most schools, AP 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 requires the SAT or ACT to meet its standardized testing requirement. In exceptional cases when those tests are not accessible, one of the following can meet the requirement: 1) AP Exam results; 2) IB Actual or Predicted Scores; 3) GCSE/A-Level Actual or Predicted Results; 4) National Leaving Exams Results (externally assessed) or Predictions.
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	If you sat for an Advanced Placement (AP) or International Baccalaureate (IB) test, we recommend that you self-report all of your AP or IB scores on your application. For those who do submit standardized test scores, you must submit your SAT and/or ACT scores to Princeton directly from the testing firms.
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	Consideration will be given to completion of courses beyond the University's a-g minimums; strength of the senior year course load; and 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. In assessing achievement levels, consideration will be given to individual grades earned, to the pattern of achievement over time, and to an applicant's achievement relative to that of others in his or her high school, including whether he or she is among those identified as Eligible in the Local Context.
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 2025–26

UPDATES TO BIOLOGY

College Board has rolled out a new course and exam description for AP Biology this year, but the changes are primarily organizational. The first few units are reorganized to place topics in a more logical sequence. As a result, some redundant content is removed. Students are unlikely to notice these changes, as they do not impact the exam.

UPDATES TO COMPUTER SCIENCE A

Unlike those to AP Biology, the changes to AP Computer Science A include both changes to the course and the exam. The course is expanding to include topics on text files and data sets and is removing the inheritance unit, while consolidating the remaining 9 units into 4 units: Using Object and Methods, Selection and Iteration, Class Creation, and Data Collections.

The test is increasing the number of multiple-choice questions from 40 to 42 and decreasing the number of answer choices from 5 to 4. The exam is also being rebalanced so that 55% of the final score is derived from multiple-choice and 45% from free-response, a change from the previous weighting of 50% each.

COMING IN 2026-2027

Like the English, history, and social sciences tests, the world languages and cultures exams will be going fully digital in Bluebook for the 2027 test (at earliest).

College Board is also launching a new set of AP courses and exams under the AP Career Kickstart title, including AP Business with Personal Finance, AP Cyber: Security, and AP Cyber: Networking. AP Cyber: Security will provide an opportunity to both earn college credit and a credential, aligning with the National Initiative for Cybersecurity Education Workforce Framework.

HOW AP SCORES ARE CALCULATED

In most cases, an AP Exam is 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

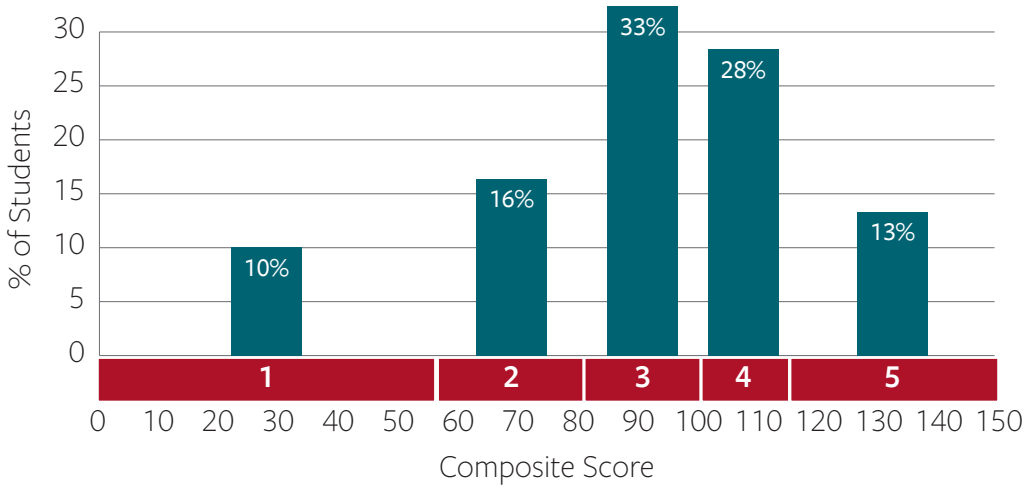
Not to be confused with the AP English Literature and Composition exam, the AP English Language and Composition exam focuses on the rhetorical analysis and the development and revision of argumentative writing. As a result, multiple-choice questions are split between non-fiction reading passages followed 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.

2025 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. 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

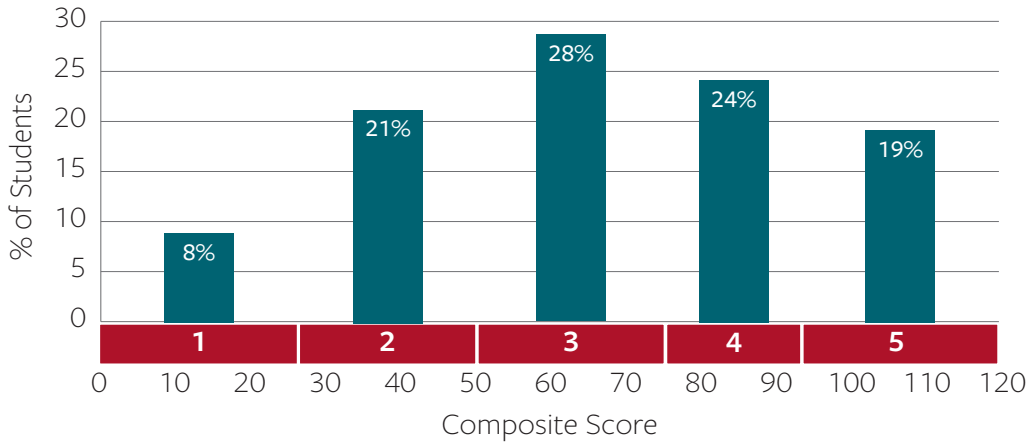
- 1 Raw Multiple-choice Point = **1 Weighted Point**
- 1 Raw Free-Response Point = **1.67 Weighted Points**

**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.

2025 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 a small portion 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.

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	
2025–26 Test Dates	**Documentation Deadlines**
August 23, 2025	July 7, 2025
September 13, 2025	July 25, 2025
October 4, 2025	August 15, 2025
November 8, 2025	September 19, 2025
December 6, 2025	October 17, 2025
March 14, 2026	January 23, 2026
May 2, 2026	March 13, 2026
June 6, 2026	April 17, 2026

PSAT & AP	
2025–26 Test Dates	**Documentation Deadlines**
PSAT/NMSQT October 1–31, 2025	Weekly, beginning August 11, 2025
PSAT 10 March 2–April 30, 2026	Weekly, beginning January 12, 2026
AP Exams May 4–15, 2026	January 16, 2026*

**Dates are anticipated.*

ACT	
2025–26 Test Dates	**Documentation Deadlines**
September 6, 2025	August 19, 2025
October 18, 2025	September 30, 2025
December 13, 2025	November 24, 2025
February 14, 2026	January 21, 2026
April 11, 2026	March 24, 2026
June 13, 2026	May 27, 2026
July 11, 2026	June 24, 2026

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

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.

ACT

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

SAT			
2025–26 Test Dates	**Registration**	**Late Registration**	**Anticipated Score Release**
August 23, 2025	August 8, 2025	August 12, 2025	September 5, 2025*
September 13, 2025	August 29, 2025	September 2, 2025	September 26, 2025*
October 4, 2025	September 19, 2025	September 23, 2025	October 17, 2025*
November 8, 2025	October 24, 2025	October 28, 2025	November 21, 2025*
December 6, 2025	November 21, 2025	November 25, 2025	December 19, 2025*
March 14, 2026	February 27, 2026	March 3, 2026	March 27, 2026*
May 2, 2026	April 17, 2026	April 21, 2026	May 15, 2026*
June 6, 2026	May 22, 2026	May 26, 2026	June 19, 2026*

PSAT		PSAT 10	
2025 Test Dates	**Registration**	**2026 Test Dates**	**Registration**
Date determined by high school within testing window: October 1–31, 2025	Test date registration is determined by high school.	Date determined by high school within testing window: March 2–April 30, 2026	Test date registration is determined by high school.

ACT			
2025–26 Test Dates	**Registration**	**Late Registration**	**Anticipated Score Release‡**
September 6, 2025	August 1, 2025	August 19, 2025	September 16, 2025*
October 18, 2025	September 12, 2025	September 30, 2025	October 28, 2025*
December 13, 2025	November 7, 2025	November 24, 2025	December 23, 2025*
February 14, 2026	January 7, 2026	January 21, 2026	February 24, 2026*
April 11, 2026	March 6, 2026	March 24, 2026	April 21, 2026*
June 13, 2026	May 8, 2026	May 27, 2026	June 23, 2026*
July 11, 2026 (Not offered in NY)	June 5, 2026	June 24, 2026	July 21, 2026*

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

** Dates are not yet official.*
‡ 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	$68	$65 for English, Math, Reading + $25 for optional Writing + $4 for optional Science
Late registration fee	$38	$38
Change test date	N/A: must cancel and re-register	$44
Change test center	$29	$44
Cancel fee	$34	N/A
Late cancel fee	$44	N/A
Standby / Waitlist	Currently unavailable	$69
Copy of test available	Currently unavailable	September, December, February
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	$15 each	$19 each
Cancel Scores	Until one week after test	Until Thursday after test
Remove Scores	Not offered	Upon written request
Calculator	Desmos, Graphing, and Scientific calculators OK. CAS not permitted.	Graphing and Scientific calculators OK. CAS not permitted.
Score verification	$55	$61 for multiple-choice $61 for 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 6, 2025	August 29, 2025
October 18, 2025	October 10, 2025
December 13, 2025	December 5, 2025
February 14, 2026	February 6, 2026
April 11, 2026	April 3, 2026
June 13, 2026	June 5, 2026
July 11, 2026	July 3, 2026

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 2025 and spring 2026, SAT School Day can occur on any day in the following testing windows:

October 1–31, 2025 March 2–April 29, 2026

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." See an example of "superscoring" on the following page. 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 Carleton are among the schools that prohibit or restrict Score Choice, partly to discourage excessive testing. Conversely, Duke and Yale 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 | 28 R = 27 Composite
Sept. Test Day	30 E | 25 M | 24 R = 26 Composite
Superscore	30 E | 27 M | 28 R = 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	●	●	◘

School	Superscore		Score Choice Policy
	SAT	ACT	
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

Early Action is non-binding, meaning that an admitted student 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, 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 October or November with Early 2 in December or January, but sometimes as late as February. Generally, colleges will notify Early 1 students by the end of December and Early 2 by the end of February. Both allow ample time for decision making before the standard 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 will want to make sure that you have a complete set of scores that shows you at your best. We recommend most students plan early and have one or two scores ready by the end of junior year. Students who have waited until 12th Grade to take any test should not delay. 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. The July ACT (not available in NY) and August SAT have also become popular dates for tying up testing. If you get your testing finished early, you'll be well positioned for early applications.

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.

Schools marked with a caret (^) have restrictive or single choice early action policies.

COLLEGE/UNIVERSITY	EA 1	EA 2	ED 1	ED 2
Adelphi University	Dec 1			
Agnes Scott College	Nov 15	Jan 15	Nov 1	
Albion College	Dec 1			
Allegheny College	Dec 1		Nov 1	
American University	Nov 1		Nov 1	Jan 15
Amherst College			Nov 7	
Auburn University	Oct 15	Nov 15		
Augustana College	Nov 1		Nov 1	
Austin College	Nov 1	Dec 1		
Babson College	Nov 1		Nov 1	Jan 2
Bard College	Nov 1		Nov 1	Jan 1
Barnard College			Nov 1	
Bates College			Nov 20	Jan 15

COLLEGE/UNIVERSITY	EA 1	EA 2	ED 1	ED 2
Baylor University	Nov 1		Nov 1	
Beloit College	Nov 1	Dec 1		
Bennington College	Dec 1		Nov 15	Jan 15
Bentley University			Nov 15	Jan 15
Berea College	Nov 1	Jan 31		
Berry College	Nov 1			
Binghamton University—SUNY	Nov 1			
Biola University	Nov 30	Jan 15		
Boston College			Nov 1	Jan 1
Boston University			Nov 1	Dec 1
Bowdoin College			Nov 15	Jan 5
Bradley University	Nov 1			
Brandeis University	Nov 1		Nov 1	Jan 15

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

COLLEGE/UNIVERSITY	EA 1	EA 2	ED 1	ED 2
Brown University			Nov 1	
Bryn Mawr College			Nov 15	Jan 1
Bucknell University			Nov 1	Jan 10
Butler University	Nov 1		Nov 1 (Nursing program only)	
California Institute of Technology^	Nov 1			
California Lutheran University	Nov 15			
Carleton College			Nov 15	
Carnegie Mellon University			Nov 1	
Carroll College	Nov 1			
Case Western Reserve University	Nov 1		Nov 1	Jan 15
Centre College	Nov 15		Nov 1	Jan 15
Chapman University	Nov 1		Nov 1	
Christopher Newport University	Dec 1		Nov 15	
Claremont McKenna College			Nov 1	Jan 10
Clark University	Nov 1		Nov 1	Jan 15
Clarkson University			Dec 1	
Clemson University	Oct 15			
Coe College	Dec 10		Nov 15	
Colby College			Nov 15	Jan 1
Colgate University			Nov 1	Jan 15
College of Charleston	Nov 1		Nov 1	Feb 1
College of St. Benedict	Nov 1	Dec 1		
College of the Holy Cross			Nov 15	Jan 15
College of William & Mary			Nov 1	Jan 5
Colorado College	Nov 1		Nov 1	Jan 15
Colorado State University	Nov 15			
Columbia University			Nov 1	
Connecticut College			Nov 15	Jan 15
Cornell University			Nov 1	
Creighton University	Nov 1			
Dartmouth College			Nov 1	
Davidson College			Nov 15	Jan 5
Denison University			Nov 15	Jan 15
DePaul University	Nov 15			
DePauw University	Nov 1	Dec 15	Nov 1	Dec 15
Dickinson College			Nov 15	Jan 15
Drake University	Dec 1			
Drew University	Dec 1		Nov 1	Jan 15
Drexel University	Nov 1		Nov 1	
Duke University			Nov 4	
Duquesne University	Nov 15			
Earlham College	Nov 1	Dec 1		
Elmhurst College	Nov 1			
Elon University	Nov 1		Nov 1	
Emerson College	Nov 1		Nov 1	Jan 3
Emory University			Nov 1	Jan 1
Fairfield University	Nov 1		Nov 15	Jan 15

COLLEGE/UNIVERSITY	EA 1	EA 2	ED 1	ED 2
Florida A&M University	Nov 1			
Florida International University	Nov 1			
Florida State University	Oct 15 (FL residents only)			
Fordham University	Nov 1		Nov 1	Jan 3
Franklin and Marshall College			Nov 15	Jan 6
Furman University	Nov 15		Nov 1	Jan 15
George Mason University	Nov 1			
George Washington University			Nov 1	Jan 5
Georgetown University	Nov 1			
Georgia Institute of Technology (EA1 = GA residents only; EA2 = non-GA residents only)	Oct 15	Nov 3		
Georgia State University	Nov 15			
Gettysburg College	Dec 1		Nov 15	Jan 15
Gonzaga University	Nov 15			
Goucher College	Nov 15			
Grinnell College			Nov 15	Jan 5
Gustavus Adolphus College	Nov 1			
Hamilton College			Nov 15	Jan 5
Hampden-Sydney College	Oct 15	Dec 1	Nov 1	
Hampton University	Nov 15			
Hanover College	Nov 1	Dec 15		
Harvard University^	Nov 1			
Harvey Mudd College			Nov 15	Jan 5
Haverford College			Nov 15	Jan 5
Hendrix College	Nov 15	Feb 1		
High Point University	Nov 15		Nov 1	Feb 1
Hillsdale College			Nov 1	
Hobart & William Smith Colleges	Nov 15		Nov 15	Jan 15
Hofstra University	Nov 15	Dec 15		
Hollins University	Nov 15		Nov 1	
Howard University	Nov 1		Nov 1	
Illinois Institute of Technology	Nov 1		Nov 15	
Illinois Wesleyan University	Nov 15			
Indiana University,—Bloomington	Nov 1			
Ithaca College	Dec 1		Nov 1	
James Madison University	Nov 1			
Johns Hopkins University			Nov 1	Jan 2
Kalamazoo College	Nov 1		Nov 1	
Kenyon College			Nov 15	Jan 15
Knox College	Nov 1	Dec 1		
Lafayette College			Nov 15	Jan 15
Lake Forest College	Nov 1	Jan 15	Nov 1	Jan 15
Lawrence University	Nov 1	Dec 1	Nov 1	
Lehigh University			Nov 1	Jan 1
Lewis & Clark College	Nov 1		Nov 1	
Loyola Marymount University	Nov 1		Nov 1	Jan 8
Loyola University Maryland	Nov 15		Nov 15	Jan 15

COLLEGE/UNIVERSITY	EA 1	EA 2	ED 1	ED 2
Loyola University New Orleans	Nov 15			
Macalester College	Nov 1		Nov 1	Jan 1
Marist College	Nov 15		Nov 15	Feb 15
Marquette University	Nov 15			
Massachusetts Institute of Technology	Nov 1			
Mercer University	Nov 1	Dec 1		
Miami University, Oxford	Nov 1	Dec 1	Nov 1	
Michigan State University	Nov 1			
Middlebury College			Nov 1	Jan 1
Millsaps College	Nov 15			
Montclair State University	Dec 1			
Morehouse College	Dec 15		Nov 1	
Mount Holyoke College			Nov 15	Jan 5
Muhlenberg College	Dec 9		Nov 20	Feb 1
New College of Florida	Nov 1			
New Jersey Institute of Technology	Nov 15	Dec 15		
New School (Some Schools)	Nov 12			
New York University			Nov 1	Jan 1
North Carolina State University—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 10
Ohio State University	Nov 1			
Ohio University	Nov 15			
Ohio Wesleyan University	Dec 1		Nov 15	
Old Dominion University	Dec 1			
Oregon State University	Nov 1			
Pennsylvania State University	Nov 1			
Pepperdine University	Nov 1			
Pitzer College			Nov 15	Jan 5
Point Loma Nazarene University	Nov 15			
Pomona College			Nov 8	Jan 8
Pratt Institute	Nov 15			
Presbyterian College (SC)	Nov 1			
Princeton University^	Nov 1			
Providence College	Nov 1		Nov 1	Jan 15
Purdue University	Nov 1			
Queens University of Charlotte	Nov 15	Jan 15	Nov 15	
Quinnipiac University	Nov 15		Nov 1	
Randolph-Macon College	Oct 17		Nov 15	
Reed College	Nov 1		Nov 1	Dec 20
Rensselaer Polytechnic Institute	Dec 1		Nov 1	Jan 5
Rhode Island School of Design			Nov 1	
Rhodes College	Nov 15		Nov 1	Jan 15
Rice University			Nov 1	Jan 4

COLLEGE/UNIVERSITY	EA 1	EA 2	ED 1	ED 2
Rochester Institute of Technology	Nov 1		Nov 1	Jan 1
Rollins College	Nov 15		Nov 15	Jan 5
Rutgers University—New Brunswick	Nov 1			
Rutgers University—Newark	Nov 1			
Saint Louis University	Dec 1		Nov 1	Jan 16
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	Dec 15	Jan 15	Nov 15	
Simmons College	Nov 1	Dec 1		
Skidmore College			Nov 1	Jan 8
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 1		Nov 1	
St. John Fisher College			Dec 1	
St. John's College Annapolis	Nov 15		Nov 1	Jan 15
St. John's University (NY)	Dec 1			
St. Lawrence University	Dec 1		Nov 1	Feb 1
St. Mary's College (IN)			Nov 15	
St. Mary's College of California	Nov 1			
St. Mary's College of Maryland	Nov 1		Nov 1	
St. Michael's College	Nov 1	Dec 1		
St. Olaf College	Nov 1		Nov 1	Jan 15
Stanford University^	Nov 1			
Stetson University	Nov 15		Nov 1	
Stevens Institute of Technology	Dec 1		Nov 15	Jan 15
Stonehill College	Nov 1	Jan 15	Dec 1	Feb 1
SUNY—ESF	Nov 15			
SUNY—Geneseo	Nov 15			
SUNY—Stony Brook	Oct 15			
Susquehanna University	Nov 1	Dec 1	Nov 15	
Swarthmore College			Nov 15	Jan 4
Syracuse University			Nov 15	Jan 5
Temple University	Nov 1			
Texas A&M University —College Station	Oct 15 (Engineering only)			
Texas Christian University	Nov 1		Nov 1	Feb 1
Texas Lutheran University	Nov 15			
The Catholic University of America	Nov 1		Nov 1	Feb 1
The College of New Jersey	Nov 1		Nov 1	
The College of Wooster	Nov 15		Nov 1	Jan 15
The Cooper Union			Nov 1 or Dec 1 (varies by school)	

COLLEGE/UNIVERSITY	EA 1	EA 2	ED 1	ED 2
Towson University	Nov 1			
Transylvania University	Oct 31	Dec 1		
Trinity College (Hartford)			Nov 15	Jan 15
Trinity University	Nov 1		Nov 1	Feb 1
Tufts University			Nov 1	Jan 1
Tulane University	Nov 15		Nov 1	Jan 15
Union College (NY)	Nov 1		Nov 1	Jan 15
United States Coast Guard Academy	Oct 15			
University at Albany—SUNY	Nov 15			
University at Buffalo—SUNY	Nov 1			
University of Arkansas	Nov 1			
University of Central Florida	Oct 15			
University of Chicago	Nov 1		Nov 1	Jan 6
University of Cincinnati	Nov 1			
University of Colorado—Boulder	Nov 15			
University of Connecticut			Nov 1	
University of Dallas	Nov 1	Dec 1		
University of Dayton	Nov 1			
University of Delaware	Nov 1			
University of Denver	Nov 1		Nov 1	Jan 15
University of Florida	Nov 1			
University of Georgia	Oct 15			
University of Illinois—Chicago	Nov 1			
University of Illinois—Urbana-Champaign	Nov 1			
University of Iowa	Nov 1			
University of Kentucky	Dec 1			
University of Maine	Dec 1			
University of Mary Washington	Nov 15		Nov 1	
University of Maryland	Nov 1			
University of Massachusetts—Amherst	Nov 5			
University of Miami	Nov 1		Nov 1	Jan 5
University of Michigan—Ann Arbor	Nov 1			
University of Minnesota—Twin Cities	Nov 1	Dec 1		
University of New Hampshire	Nov 15			
University of North Carolina—Chapel Hill	Oct 15			
University of North Carolina—Charlotte	Nov 1			
University of North Carolina—Greensboro	Nov 1			
University of North Carolina—Wilmington	Nov 1			
University of Notre Dame^	Nov 1			
University of Oklahoma	Nov 1			
University of Oregon	Nov 1			

COLLEGE/UNIVERSITY	EA 1	EA 2	ED 1	ED 2
University of Pennsylvania			Nov 1	
University of Portland	Dec 1			
University of Puget Sound	Nov 1		Nov 1	
University of Redlands	Nov 1	Dec 1		
University of Rhode Island	Dec 1		Nov 1	
University of Richmond	Nov 1		Nov 1	Jan 1
University of Rochester			Nov 1	Jan 5
University of San Francisco	Nov 1		Nov 1	
University of South Carolina	Oct 15			
University of Southern California	Nov 1		Nov 1 (Business school only)	
University of St. Thomas (MN)	Nov 1			
University of Tennessee	Nov 1			
University of the Pacific	Nov 15			
University of Tulsa	Nov 1	Feb 1	Nov 1	
University of Utah	Dec 1			
University of Vermont	Nov 1		Nov 1	Jan 15
University of Virginia	Nov 1		Nov 1	
University of Washington—Bothell	Nov 15			
University of Wisconsin—Madison	Nov 1			
Ursinus College	Nov 1		Dec 1	Feb 1
Vanderbilt University			Nov 1	Jan 1
Vassar College			Nov 15	Jan 1
Villanova University	Nov 1		Nov 1	Jan 15
Virginia Military Institute			Nov 15	
Virginia Tech	Nov 15			
Wabash College	Dec 1		Nov 15	
Wake Forest University	Nov 15		Nov 15	Jan 1
Washington and Jefferson College	Jan 15		Dec 15	
Washington and Lee University			Nov 1	Jan 1
Washington College	Dec 1		Nov 15	
Washington University in St. Louis			Nov 1	Jan 2
Wellesley College			Nov 1	Jan 1
Wesleyan University			Nov 15	Jan 1
Western Michigan University	Dec 15			
Westmont College	Oct 15	Nov 1		
Wheaton College (IL)	Oct 15	Nov 15		
Wheaton College (MA)	Nov 15		Nov 15	Jan 15
Whitman College			Nov 15	Jan 1
Whittier College	Nov 15			
Willamette University	Nov 1		Nov 1	
Williams College			Nov 15	
Wofford College	Nov 15		Nov 1	Jan 15
Worcester Polytechnic Institute	Nov 1	Jan 15	Nov 1	Jan 15
Yale University^	Nov 1			
Yeshiva University			Nov 1	

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 stop for students applying for aid.

CSS/FINANCIAL AID PROFILE
Some colleges require this form for awarding non-government aid. You can find and complete the form online at
student.collegeboard.org/css-financial-aid-profile

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

LEARNING DIFFERENCES

COLLEGE BOARD SERVICES FOR STUDENTS WITH DISABILITIES (SSD)
accommodations.collegeboard.org
Information on receiving special accommodations for the PSAT, SAT, or AP.

ACT SERVICES FOR STUDENTS WITH DISABILITIES
actstudent.org/regist/disab

ASSOCIATION ON HIGHER EDUCATION AND DISABILITY
ahead.org
Professional association committed to students with disabilities (physical and learning) participating fully in the college experience.

LD ONLINE
ldonline.org
Resources and links for a wide array of learning disabilities and attention deficit disorder.

INTERNATIONAL DYSLEXIA ASSOCIATION
dyslexiaida.org
Information on reading disorders (especially dyslexia) and links to helpful resources for diagnosis and remediation.

ASSOCIATION OF EDUCATIONAL THERAPISTS
aetonline.org
Information on the practice of education therapy and links to qualified educational therapists who specialize in interventions for learning disabilities.

ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
aucd.org





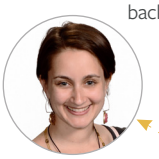


The Compass Reach

For over twenty years, we have been a global leader in online tutoring and practice testing, assisting students worldwide. During that time, we have also steadily expanded our in-home tutoring presence across the United States. Our headquarter offices in Chicago, Houston, Los Angeles, New York City, San Francisco, and Washington, D.C. anchor our national footprint and support tutors who serve local communities 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."

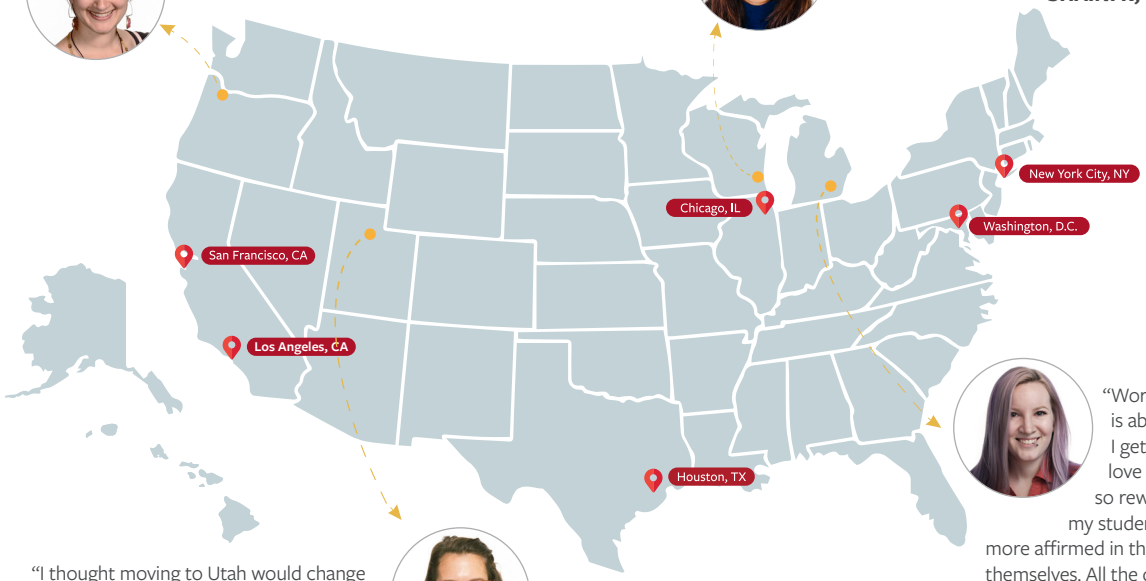


– SARAH G, Tutor, Portland

"Being a tutor gives me a lot of joy, especially when I can help my students understand their potential, build confidence in their skills, and reach their goals. Working with Compass means that I can focus on what I do best – teach! Their supportive, competent, and professional staff handles everything that makes a successful tutoring program for all my students and myself."



– SHAINI K, Tutor, Milwaukee



"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



"I thought moving to Utah would change the way I worked with Compass, but instead I've been able to connect with students from all over the country. I know that regardless of anything that comes up, I can count on the support of the office staff in making sure the programs I take on fit my availability, are well-matched to my teaching style, and allow me to grow and adapt as an educator. "

– EMILY G, Tutor, Salt Lake City

SERVICES OFFERED IN COMPASS HQ CITIES:
In-Home Tutoring, In-Person Classes, & In-Person Practice Testing

WE HAVE TUTORS WHO ARE LOCATED:
In 15 states (and DC!)

ANNUAL KEYNOTE PRESENTATIONS:
Given to over 350 schools globally

Our Global Reach

WE TUTOR STUDENTS WHO ARE LOCATED IN:

ALL FIFTY STATES
+ Washington, D.C.

TWENTY COUNTRIES
...and growing!

SIX CONTINENTS
(except Antarctica)

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

- American School in London
- American School of Bombay
- American School of Madrid
- 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 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.

> ***"My goal is for my students to tell me at the end of our program that they feel completely prepared for test day. It means we've mastered content and strategies together, but most importantly, it means we've built their confidence so that they can take on this task fearlessly. I am proud to be one of many Compass tutors who helps students realize their potential and trust in their abilities."***

AMIRA D., *COMPASS TUTOR*
NORTHWESTERN UNIVERSITY, BA, THEATER





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



Compass Leadership

The Compass Team is with you every step of the way—from our first conversation through your student's final testing achievement. Attention to detail is a Compass hallmark, and we personally oversee every aspect of every program.

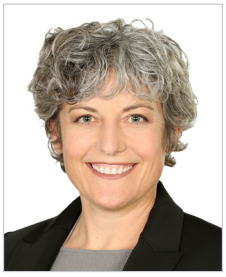
We care deeply for the families we serve and want to make sure you have a wonderful experience working with Compass. We know you have many options when considering a tutor for your student, and we appreciate your consideration of Compass.

MEET THE PARTNERS



ADAM INGERSOLL
Founder and Principal

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



ASH KRAMER
Principal and Chief Product Officer

Ash started tutoring for the SATs in the late 1990s during her undergraduate years at USC where she received a BA in Film Production. Working in the film industry while tutoring led her to return to higher education, where she received MAs in English from CSULA and USC. She has tutored in writing centers, taught college writing and literature classes, trained teachers and tutors, developed curriculum, and written and edited test preparation books. Ash serves as the product owner for the technology team, developing software to enhance student learning.



BRUCE REED
Founder and Executive Director

Bruce graduated from Colby College and has served in leadership roles in education for more than 30 years. He founded our Northern California office in 2004 and continues to serve as its hands-on leader while also mentoring our management team nationally. Bruce is recognized in the Bay Area and beyond as a visionary and passionate voice in the realm of teaching, testing, and educational development. His writings on college admission testing are regularly published or cited in national media.



ART SAWYER
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 35 years Nobody knows more about standardized tests and tutoring than Art, and we make sure all Compass students benefit from his wisdom.

To learn more about the members of Compass's full-time staff mentioned throughout these pages, visit compassprep.com/our-team or scan the QR code to the right.

1-on-1 Tutoring Management

Compass directors are recognized leaders, who have, on average, more than 10 years of experience in test preparation. In addition to handling consultations, tutor selection, and program planning, directors maintain supportive relationships with families to deliver maximum score increases and a superlative overall experience. To allow directors to dedicate their full attention to your core objectives, Compass program managers are available to help with day-to-day operational items. This collaborative approach means you get swift support on immediate tasks as well as focus on the bigger picture.

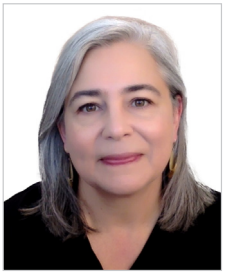
MEET THE DIRECTOR TEAM



LIA LACKEY
Vice President, Tutoring Services



DULCIE GLASSMAN
Managing Director, Eastern Region



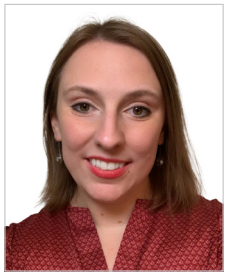
TESSA APSCHNIKAT
Program Manager



ARMAN AVASIA
Program Manager



SARA BERARD
Senior Director



ELI BOWLING
Director



PANKTI DALAL
Program Manager



SHIPRA DAS
Director



JILL GOODRICH
Senior Director



CHRISTOPHER HARDY
Senior Director



ALICIA HOVEY
Senior Director



ALEX KUDROFF
Director



LANGSTON MCKINZIE
Director



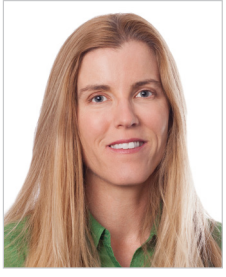
SHANA MELNYSYN
Program Manager



MASHA PARAMONOVA
Director



DAVID PEREZ
Senior Director



HILLARY SCIARILLO
Senior Director



HAYLEY SEARS
Director



KNOWLTON WHITE
Director

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 neatly into 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.

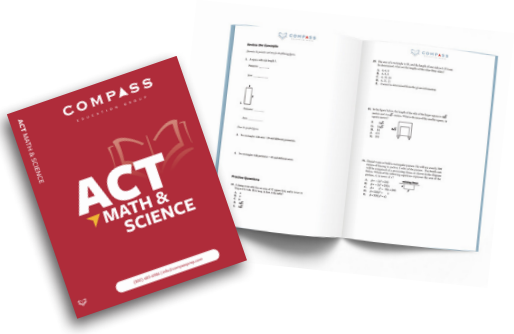
FROM KITCHEN TABLES TO LAPTOPS

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.



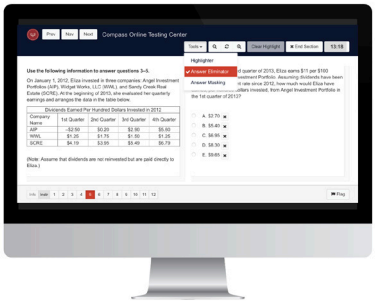
INDUSTRY-LEADING CURRICULUM

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 practice tests across the country. We also offer digital practice tests that simulate the different interactive experiences of the ACT and SAT (see pages 34–38 for more information). Our score reports (detailed on pages 94–95) provide advanced testing analytics to help students pinpoint areas for improvement.



Our Tutors

Compass is a company of tutors unlike any other. We have spent decades creating the ideal environment for the best tutors to do their best work.

Our competitive hiring process means only the most qualified candidates make the cut. Significant tutoring and teaching experience is a minimum requirement that is built upon through a rigorous and comprehensive training process.

Our tutors are committed and accountable employees, not contractors. We invest heavily in their ongoing support and professional development. 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.







In addition to their initial training, we regularly host conferences where we supply our tutors with the latest testing information and the very best curricula. At conferences and other social events, tutors naturally share ideas and best practices with one another, keeping their skills sharp.

Talent, expertise, focus, tutor support, and rapport-building yield consistent and positive results. We share in the pride our tutors feel when they hear from students with happy news of higher scores.

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.

MEET THE TUTOR DEVELOPMENT TEAM

Compass's in-house recruitment and development team focuses on attracting top-tier candidates and then nurturing their growth. Their efforts help Compass maintain a skilled, engaged, and evolving tutor team ready to meet future challenges.



ARISA KIM
Senior Director, Instruction



SUE MCLAUGHLIN
Senior Director, National Recruiting and Staff Development



KEVIN GARSKE
Coordinator, National Recruiting and Staff Development

Small Group Instruction

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

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.

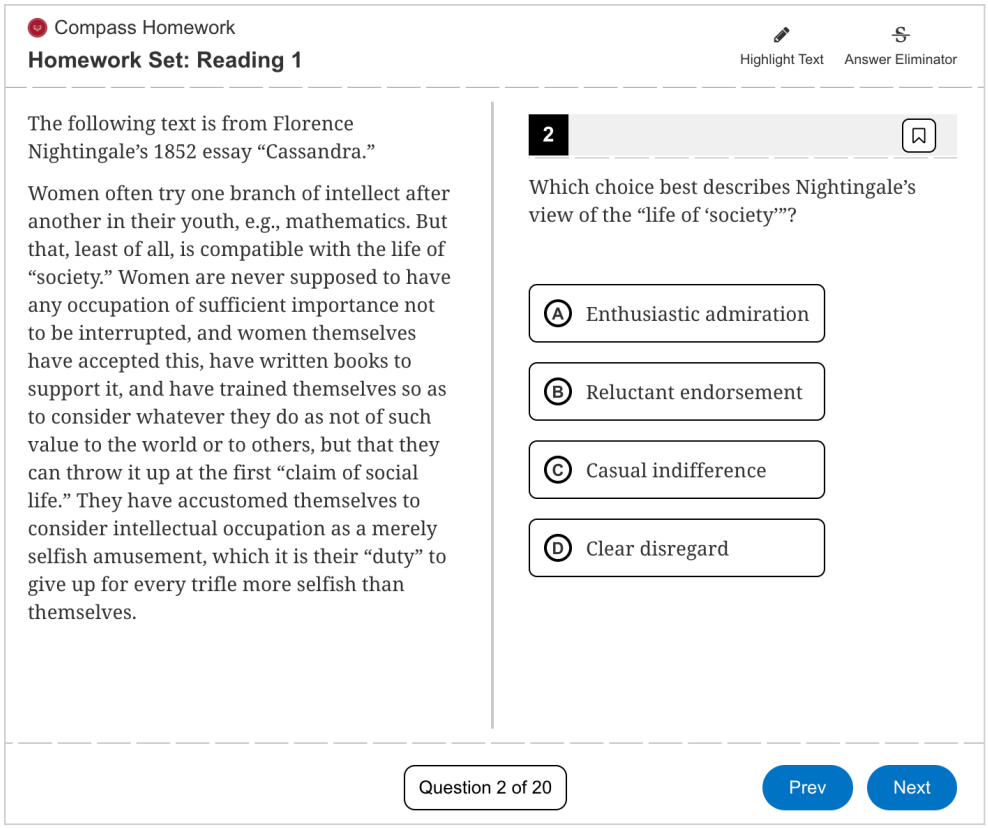
ACT AND SAT CLASSES

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 2-week condensed programs that meet five times a week.

COMPASS CLASSES AND THE DIGITAL SAT



Compass is the leader in preparing students for the digital SAT. Our instructors address the challenges of computer-based testing to 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 offer a variety of spring and summer classes to supplement your academic year and make the most of your summer:

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 most popular AP subjects. Students gain practice test opportunities and grading insights. These courses work well on their own or as a supplement to private AP tutoring.

SAT/ACT Essentials

The Essentials course 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. 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. Compass's most experienced math instructors use engaging, interactive discussion to keep students motivated. The curriculum is designed to prepare students for the school math class they plan to take in the fall.

Common App Essay

Get a head start on your college applications over the summer. Start 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.

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

MEET THE CLASSES TEAM



TORSTEN SANNAR
Managing Director, Group Instruction



BRONWYN GALLOWAY
Director, Group Instruction



JOANNE KANG
Program Manger, Group Instruction

ELLA TRACY
Administrative Coordinator, Group Instruction

"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

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 2025
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 2026
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 2026
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 2026
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 2026
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 & Admin Support

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
- Greater Los Angeles Area
- Houston
- New York City
- San Francisco Bay Area
- Seattle
- 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.

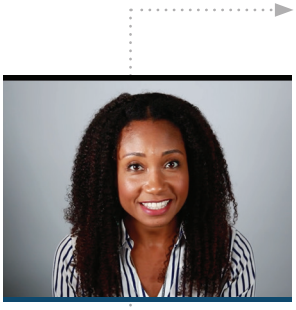
Visit compassprep.com/practice-tests or scan the QR code on this page to view our practice testing options.

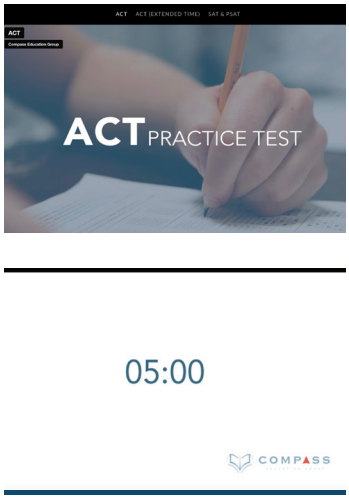
RECORDED PROCTORS

Can't make it to an in-person event? We've got you covered!

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

We offer recorded proctoring services for ACT with Standard Time, 50% Extended, and Double Time Accommodations.





MEET THE PRACTICE TESTING TEAM

The practice test team is committed to a smooth, reliable, and professional testing experience for students by coordinating every logistical detail, from securing venues to managing proctors. By overseeing all practice test events and ensuring timely delivery of results, they help clients track progress and build confidence in a structured environment. This team also oversees all on-campus practice testing, helping to further deepen our relationships with local schools.



ASHLING QUIGLEY
Director, Practice Testing



AVA CORALES
Practice Test Manager

MEET THE ADMINISTRATIVE TEAM

The admin team forms the operational bedrock of Compass, focusing on the smooth execution of all student-facing and internal processes. They are the first people you speak with at Compass upon calling or emailing for more information, and they manage crucial logistics such as school event organization and the distribution of vital preparation materials. By handling these essential tasks, the administrative team helps directors, tutors, and curriculum developers to deliver high-quality test preparation, ultimately achieving student success.



BRYAN KRAMER
Senior Director, Operations



PEYTON AUSTIN
Administrative Coordinator



SAM CHERVANEY
Weekend Administrative Coordinator

CASSIE COUOH
Administrative Coordinator



LAURA HEALY-GONZALEZ
Administrative Coordinator

EUGENE LEE
Administrative Coordinator



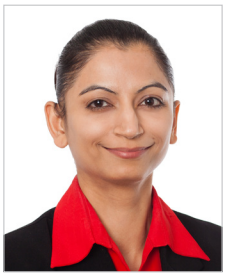
LAURA NGO
Administrative Coordinator



FRANCINE VASQUEZ
Administrative Coordinator

MEET THE FINANCE TEAM

A dedicated finance team promises timely and accurate invoicing and clear communication around payments. Our specialists understand our services and your account intricacies, allowing for quicker resolution of any billing inquiries and a smoother, more transparent financial process. This direct connection adds clarity and builds trust, as you're always dealing with a knowledgeable member of our own team.



VIBHUTI BHAGWATI
Controller



MAHREEN BORRMANN
Administrative Coordinator, Finance

Compass Technology

Compass is not just keeping pace with the new era of digital standardized testing; we are at the forefront of test preparation technology. We've proactively invested in and developed cutting-edge technological solutions designed to mirror the new digital testing environments. Our adaptive learning platforms, extensive digital question banks, and simulated proctoring experiences ensure students are comfortable and confident facing these exams in their updated formats. This commitment to innovation means our students are always one step ahead.

Our advanced proprietary software goes beyond simple practice, offering personalized learning paths and sophisticated analytics. We provide a dynamic and interactive learning experience that replicates the digital interface and tools students will encounter on test day, from on-screen calculators to digital annotation features.

This dedication to technological excellence solidifies Compass's position as the industry leader. While others are still adapting, we are already refining and enhancing our digital offerings so that our students receive the most comprehensive and relevant preparation available.

MEET THE TECH TEAM

Behind these groundbreaking advancements is our exceptional technology team—a brilliant group of innovators, developers, and data scientists passionately committed to revolutionizing test preparation. They are the architects of our learning platform, constantly pushing the boundaries to deliver the most effective and adaptive learning experience for the digital SAT and enhanced ACT. From custom score reports to intuitive client dashboards, every advancement is designed with our users in mind.



COREY WEIDENHAMMER
Managing Director, Technology



MEGAN DRENNAN
Quality Assurance Analyst and Software Developer



RYAN KENNEY
Senior Software Engineer



AVI MOZES
Senior Software Engineer

MEET THE MARKETING TEAM

Our in-house marketing team makes sure that families and counselors receive timely, accurate updates on standardized testing changes and developments. They translate complex testing news into clear, actionable information and keep clients informed about new services, tools, and resources. With a focus on clarity and communication, the team helps clients stay one step ahead in an ever-evolving testing landscape.



JESSE ANTHONY
Director, Growth Marketing

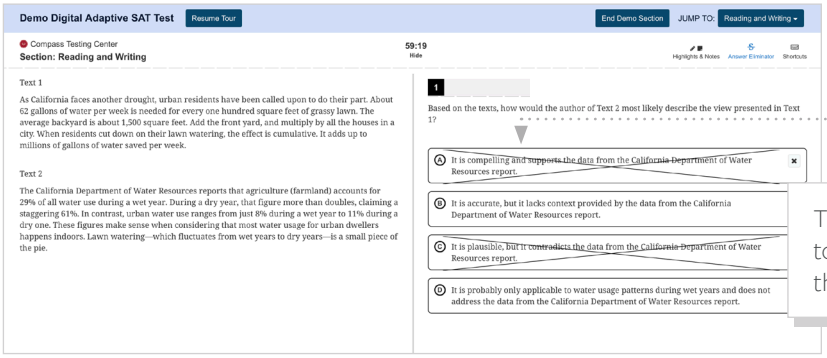


MARGAUX ERILANE
Marketing Manager

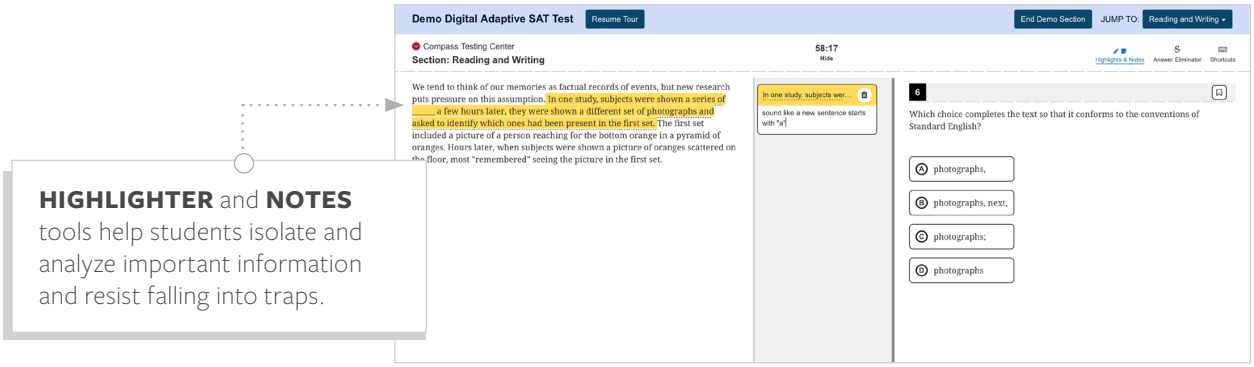
ONLINE TESTING CENTER

Digital SATs, Digital PSATs, ACTs, and APs are all available in the Compass Online Testing Center. Compass offers online practice exams that simulate the interactive experience of computer-based testing.

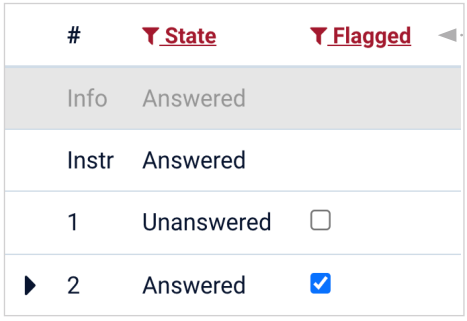
With an interface that closely mimics the real online ACT and the digital and adaptive SAT, this option comes with extra test-taking tools and premium reports. The Compass Online Testing Center offers on-demand testing, extended time accommodations, and immediate results.



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



HIGHLIGHTER and **NOTES** tools help students isolate and analyze important information and resist falling into traps.



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

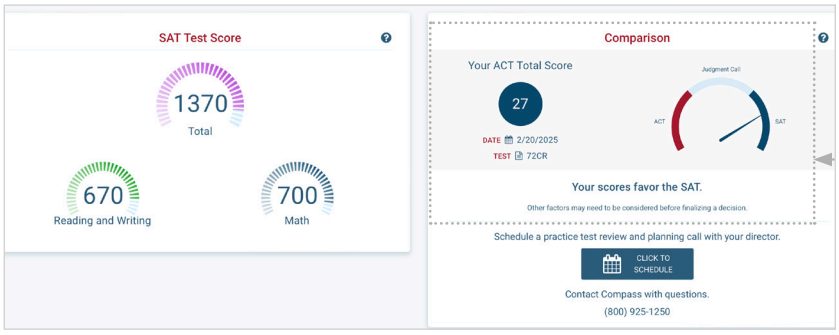
"What I love most is the time breakdown. If I have a student who struggles to finish, I can point to a few questions where they spent too much time and show the value of strategic skipping. Seeing the exact time per question makes it clear."

-COMPASS TUTOR

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

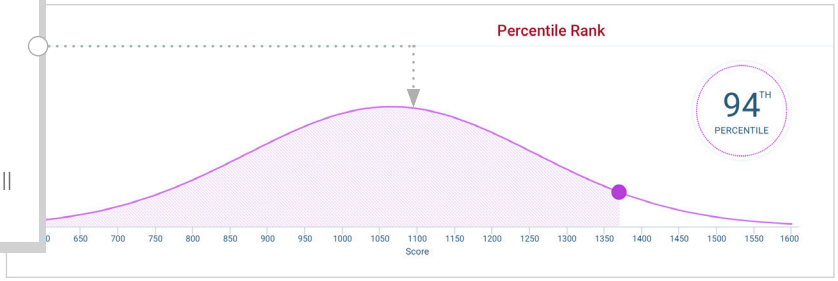
COMPASS SCORE REPORTS

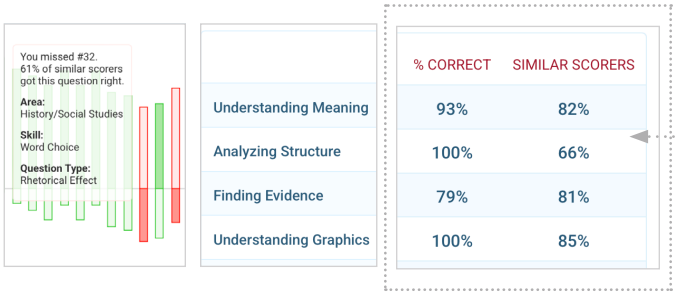
Every serious tutoring company offers practice tests with score reports, but Compass's interactive score reports are in another class entirely. Our reports allow students to "replay" the exam at their own pace, with evidence as to where they captured and missed opportunities.



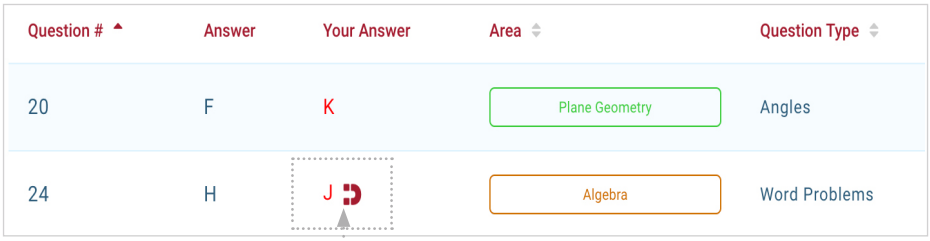
Our built-in **ACT/SAT COMPARISON TOOL** helps choose which test to take by clearly indicating whether a student's performance leans toward the ACT or SAT.

By moving along our interactive **PERCENTILE CURVE,** students can measure projected improvement in relative standing. Goal setting is much easier when you can see how increasing a score by a single point will affect the percentile rank.





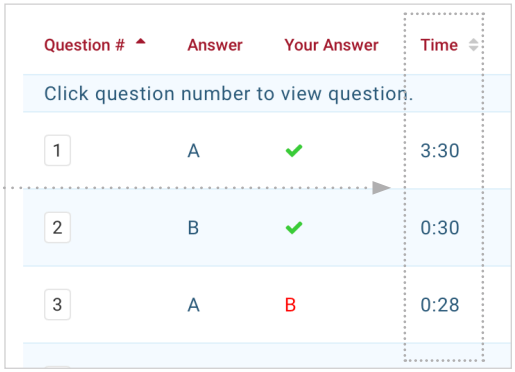
For each question and section, students see exactly **HOW THEY COMPARE** to students with similar abilities. This allows students to find the points they can quickly pick up and identify where they're already ahead of their peers.

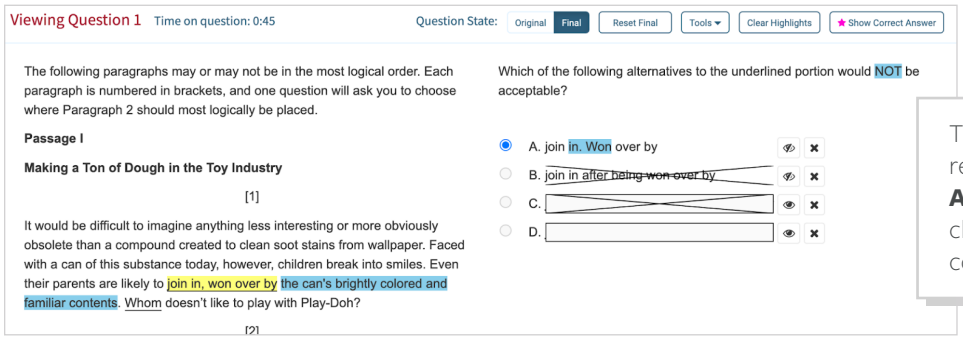


Students can identify which content areas require attention. And if a "trap answer" is ever selected, the **ATTRACTOR MAGNET** will appear next to that choice.

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.





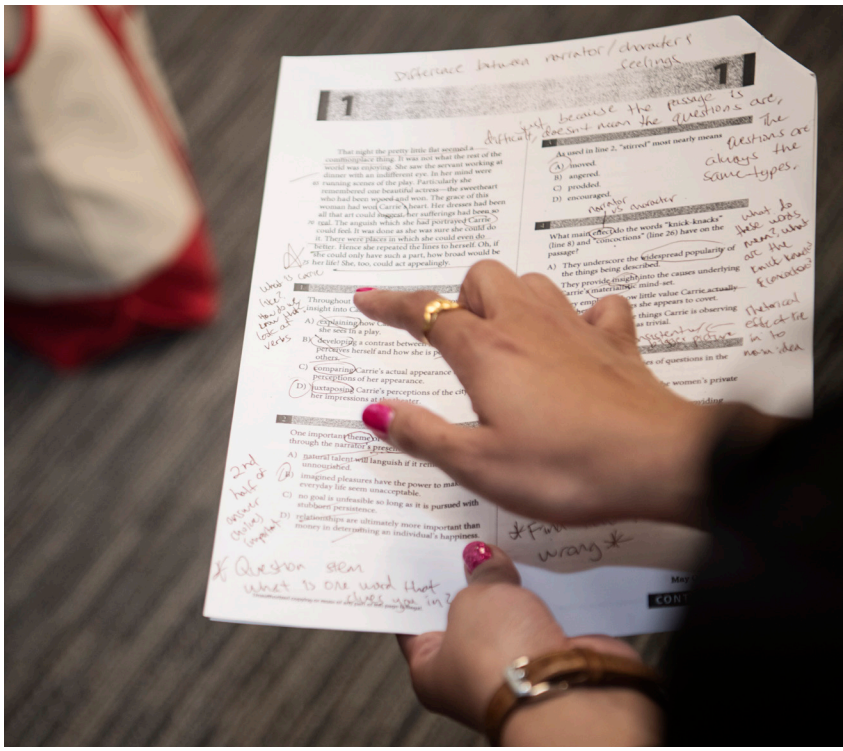
Tutors and students can also review the **FINAL STATE OF A QUESTION** to see how close the student got to the correct answer.

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.

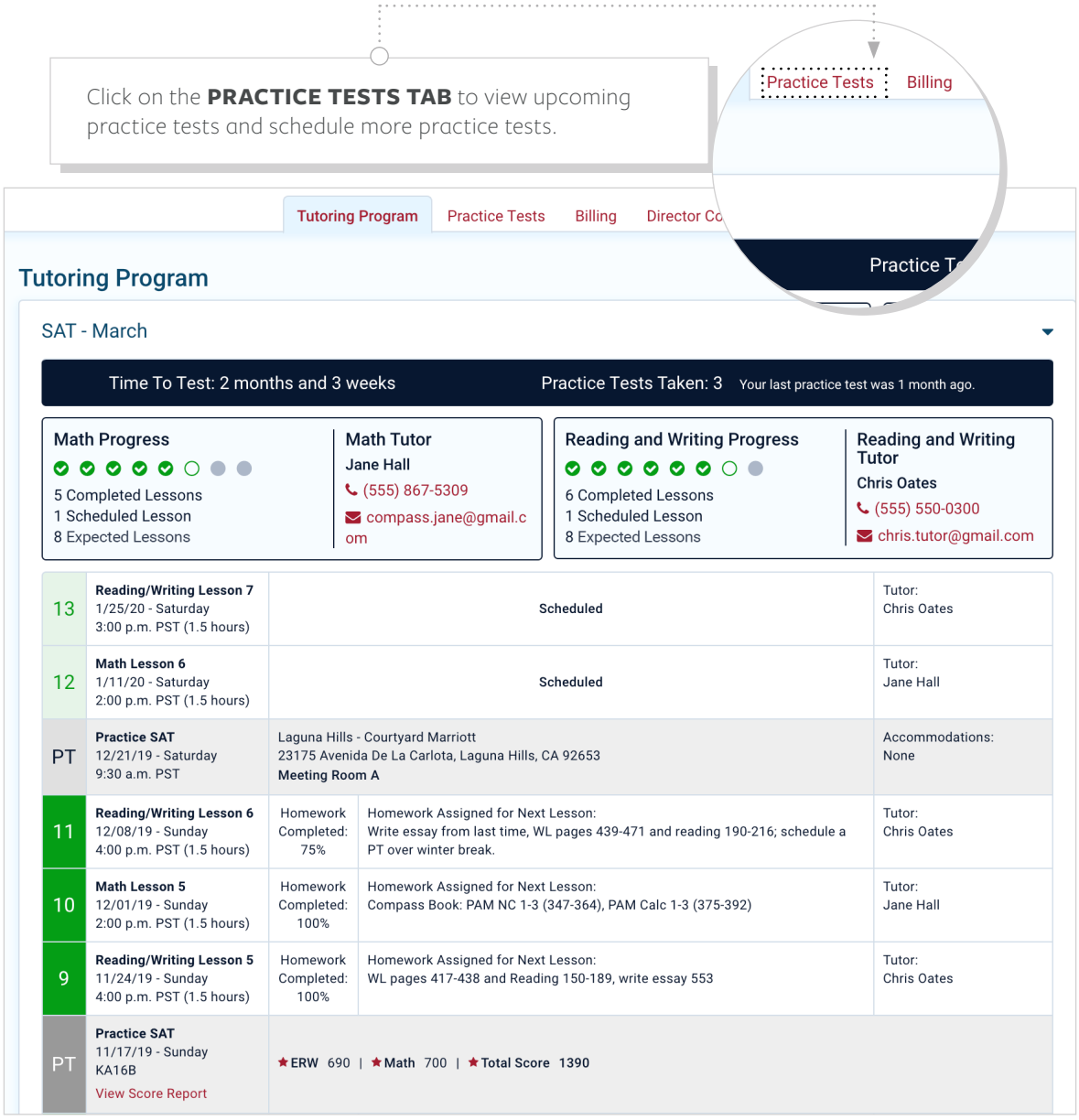
We recommend that students take a practice test every 3–4 weeks during a tutoring program. Score reports, along with homework, become the feedback loop tutors use to plan lessons and hone the student's skills.



Your 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.

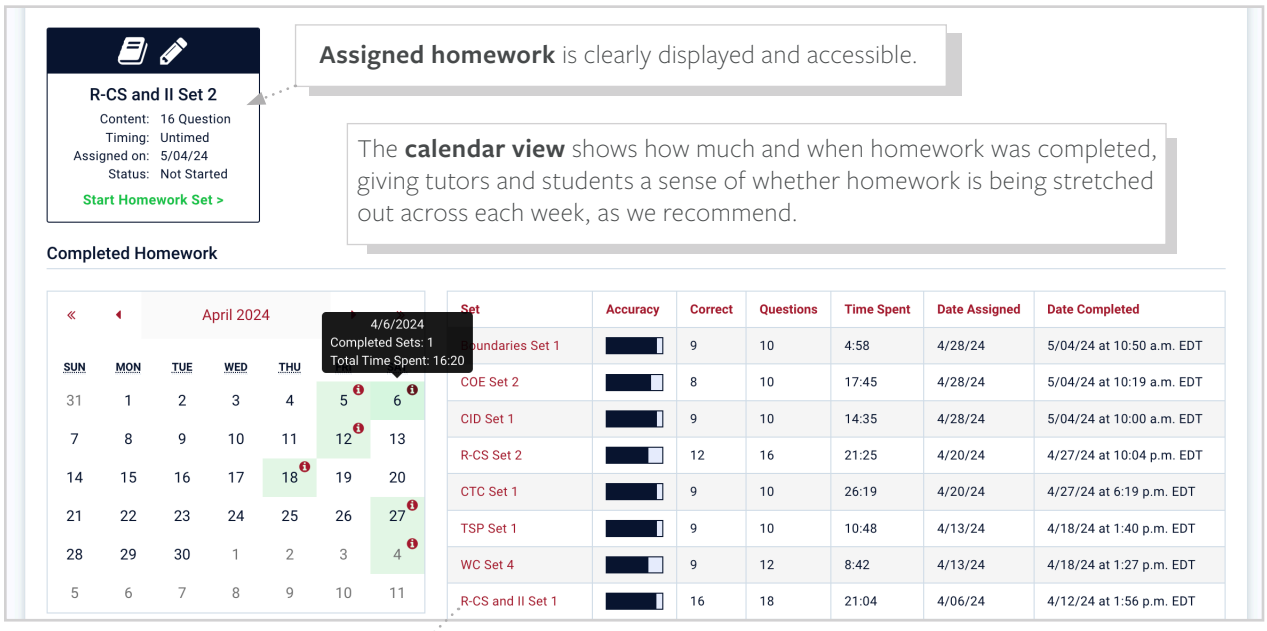
Your landing page includes your tutors' names and contact information and a log of completed and scheduled lessons and practice tests. SAT students can access and complete their digital homework in their accounts. All students can register for practice tests, view past scores, access their billing, and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

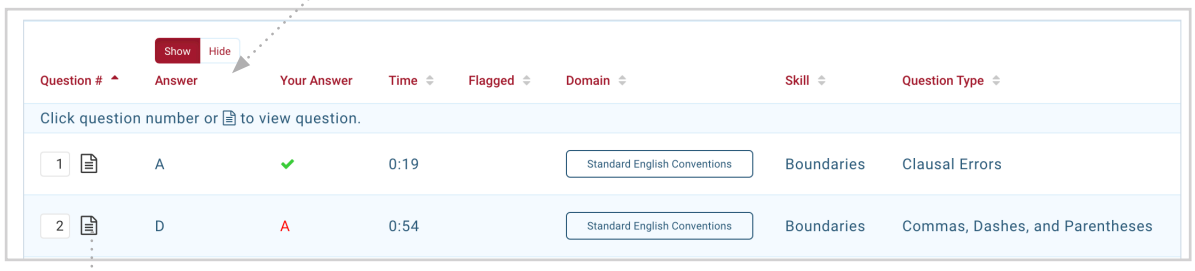


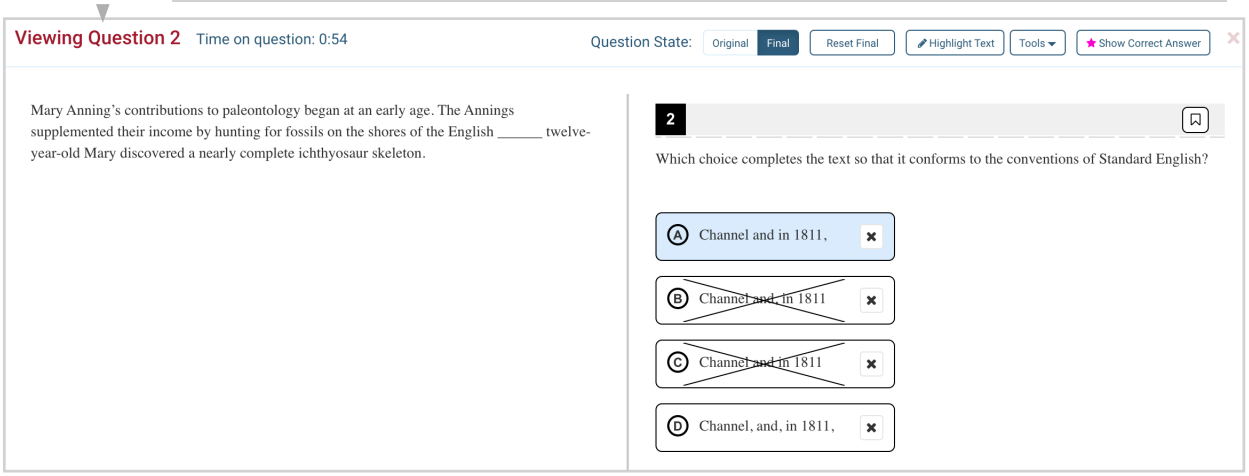
my.compassprep.com gives you a centralized place to view your billing statements and send your director a message.

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.







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. Our presentations address audiences from 9th to 11th grade and can be tailored accordingly.

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:

- Choosing between the Enhanced ACT and Digital SAT
- Interpreting PSAT or PreACT scores and not overreacting
- Why colleges' testing policies vary so widely; subtle expectations
- The role and relevance of AP Exams
- 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 customized 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)*

MEET THE OUTREACH TEAM



ERIC ANDERSON | *Senior Director of Outreach & Partnerships*

Eric works with counselors in the Midwest and Northeast to bring Compass's standardized testing guidance and resources to their families. A native of Chicagoland, he graduated Phi Beta Kappa from the University of Illinois. After college, between gigs with the Discovery Channel and MTV Networks, Eric joined Compass as an ACT and SAT Math tutor. He loved the work so much he made it his mission to bring Compass into Central and Eastern time. He has since helped hundreds of schools with keynotes, practice testing, and, perhaps most rewarding of all, test prep partnerships that have dramatically enhanced equitable access to great tutoring.



JON LEE | *Senior Director of Outreach & Partnerships*

Jon holds bachelor's and master's degrees in music from California State University, Los Angeles, where he also taught undergraduate courses. He began his career in test preparation in 2002 and has helped thousands of families navigate the complexities of standardized testing. While his primary focus is building and supporting institutional partnerships across the Southern and Western United States, Jon is also a highly regarded speaker, presenting year-round at schools and professional conferences nationwide. Known for his engaging style and deep expertise, Jon brings clarity, warmth, and a good dose of humor to every stage he steps on.



MATTY STEINER | *Senior Director of Outreach & Partnerships*

Prior to joining Compass, Matty obtained their MA from the University of Chicago and a BA from UC Santa Cruz. They have nearly two decades of experience in the testing industry and have been part of the Compass team for over a decade. Matty builds partnerships with high schools throughout the Mid-Atlantic, from Philadelphia to Richmond, and is invited annually by 100+ schools and counseling organizations to present on admission testing. Known for their calm, clear guidance, Matty expertly connects educators and families with Compass' services—including tutoring, diagnostic testing, and professional development—to support institutional goals.



AMIRA DANAN | *Keynote Speaker*

Amira is a Verbal tutor based out of Compass's Chicago office. She has also served on Compass's DEI Board, contributing through her experiences as a BIPOC, while also providing insight that stems from her background in African-American Studies at Northwestern.



CHUTI TIU | *Keynote Speaker*

Chuti graduated from Northwestern with a joint BA in Political Science and Economics and has worked in test prep for over 15 years. Her communication, creativity, organization, and motivation help families navigate the challenging waters of test prep.

OUTREACH TEAM SUPPORT

Compass speakers maintain a demanding travel schedule, presenting at hundreds of schools and attending numerous conferences each year—making dedicated support essential. Our administrative coordinators act as the liaison between you and the speaker, ensuring each presentation is tailored to your audience's unique needs and goals. From managing logistics to handling behind-the-scenes details, they provide seamless support so you can count on a smooth, customized experience every time.



JASON GARSKE
Administrative Coordinator, Outreach



HANNAH TORKELSON
Administrative Coordinator, Outreach

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



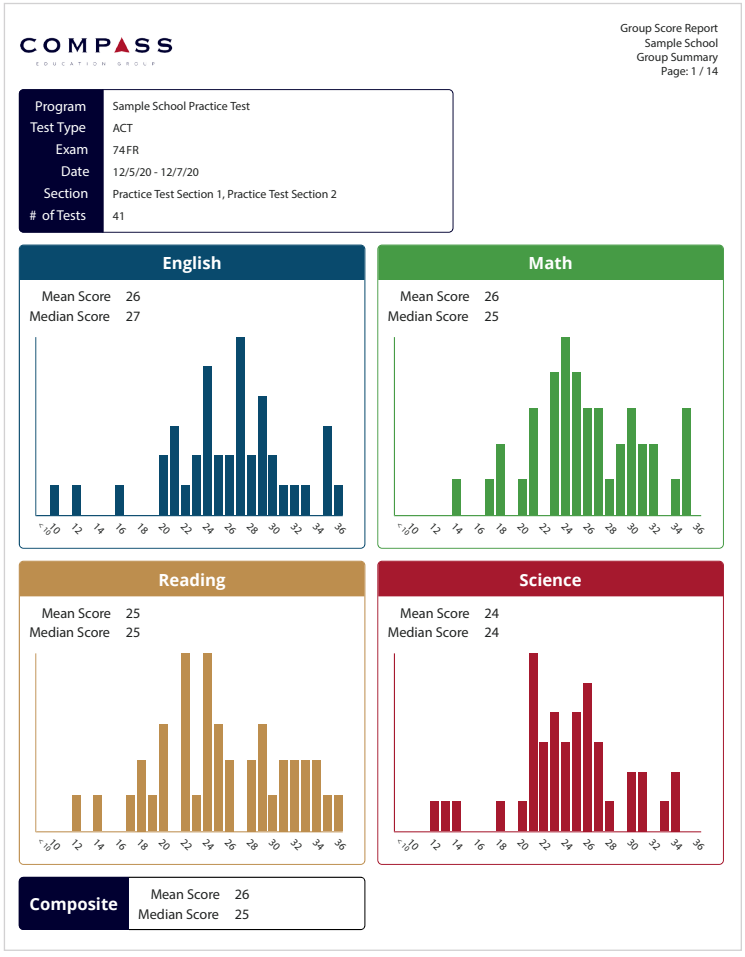
REGISTRATION:
We manage sign-ups through customized landing pages on our website. In one centralized place, families can see test day logistics, complete registration, and schedule a consultation with one of our directors. Through our system, we keep track of rosters, attendance, and any students needing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

		ACT					SAT				CONCORDED SCORES	
Last	First	English	Math	Reading	Science	Composite	ERW	Math	Total	Leans SAT/ACT	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 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.

A SAMPLING OF THE 300+ SCHOOLS AND ORGANIZATIONS WE ARE PROUD TO SERVE:

Alabama
Randolph School

Arizona
Brophy College Prep

California
Archer School for Girls
Archie Williams High School
Athenian School
Bay School
Bellarmine College Prep
Bentley School
Berean Christian High School
Branson School
Campbell Hall
Cardinal Newman High School
Carondelet High School
Castilleja School
College Preparatory School
Convent & Stuart Hall Schools
Drew School
Flintridge Preparatory
Flintridge Sacred Heart
Francis Parker School
Geffen Academy at UCLA
Harvard-Westlake School
Head-Royce School
Immaculate Heart High School
Jewish Community High School of the Bay
Lick-Wilmerding High School
Los Altos High School
Loyola High School
Lycee Francais de San Francisco
Marin Academy
Marlborough School
Marymount Academy
Marymount High School
Menlo School
Menlo-Atherton High School
Milken Community School
Mira Costa High School
Mountain View High School
Oak Park High School
Oaks Christian School
Pacific Ridge School
Redwood High School
Sacred Heart Cathedral
Sierra Canyon School
St. Francis High School
St. Ignatius College Preparatory
St. Mary's College High School
Tamalpais High School
University High School
Urban School
Viewpoint School
Westridge School
Wildwood School
Windward School
Woodside Priory School

Colorado
Cherry Creek High School
Colorado Academy
Kent Denver School
Regis Jesuit High School
St. Mary's Academy

Connecticut
Avon Old Farms School
Choate Rosemary Hall
Greenwich Country Day School
Hamden Hall
Hotchkiss School
Miss Porter's School
Sacred Heart Greenwich
The Taft School

Delaware
Archmere Academy
Sanford School
Tower Hill School
Ursuline Academy

District of Columbia
Field School
Georgetown Day School
Georgetown Visitation Preparatory School
Gonzaga College High School
Maret School
National Cathedral School
Sidwell Friends School
St. Albans School

Florida
Pine Crest School
Pine School
Posnack School
Saint Andrew's School

Georgia
Lovett School
Savannah Country Day School

Hawai'i
Punahou School

Illinois
Antioch High School
Beacon Academy
DePaul College Prep
Glenbrook North High School
Glenbrook South High School
Evanston Township High School
Fenwick High School
Highland Park High School
Lake Forest Academy
Lakes Community High School
Loyola Academy
Libertyville High School
Lyons Township High School
Naperville Central High School
Naperville North High School
New Trier High School
North Shore Country Day School
Maine South High School
Vernon Hills High School
Warren Township High School
University of Chicago Lab School
York High School

Kentucky
Kentucky Country Day School
Louisville Collegiate School

Louisiana
Metairie Park Country Day School
Jesuit High School of New Orleans

Maine
Waynflete School

Maryland
Academy of the Holy Cross
Bryn Mawr School
Bullis School
Charles E. Smith Jewish Day School
Connelly School of the Holy Child
Georgetown Preparatory School
Gilman School
Holton Arms School
Montgomery Blair High School
Rochambeau the French International School
Roland Park Country School
Sandy Spring Friends School
Stone Ridge School of the Sacred Heart

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

Michigan
Cranbrook Schools
Detroit Country Day School
Greenhills School
Mercy High School
University Liggett School

Minnesota
Blake School
Breck School
Mounds Park Academy

Missouri
John Burroughs High School
MICDS
Rockhurst High School
Saint Joseph's Academy
TJ School

New Hampshire
Holderness School

New Jersey
Academy of the Holy Angels
Blair Academy
Dwight-Englewood
Frisch School
Gill St. Bernard's School
Hun School of Princeton
Montclair Kimberley Academy
Morristown-Beard School
Newark Academy
Oak Knoll School of the Holy Child
Rutgers Preparatory School
St. Peter's Preparatory School
Wardlaw-Hartridge School

New Mexico
Santa Fe Preparatory

New York
Avenues: The World School
Berkeley Carroll School
Bronx High School of Science
Browning School
Chapin School
Clinton School
Convent of the Sacred Heart
Dalton School
Dwight School
Eleanor Roosevelt High School
Ethical Culture Fieldston School
Friends Seminary
Hewitt School
Horace Mann School
Laboratory School of Finance and Technology
LaGuardia High School
Marymount School
Nightingale-Bamford School
NYC Lab School
Packer Collegiate Institute
Poly Prep Country Day School
Riverdale Country School
Saint Ann's School
Saint Luke's School
Spence School
Staten Island Academy
Stella K Abraham High School for Girls
United Nations International School

North Carolina
Cary Academy
Durham Academy
Durham Public Schools
Trinity Academy of Raleigh
Trinity School of Durham & Chapel Hill

Ohio
Columbus Academy
St. Xavier High School
University School

Oklahoma
Casady School

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

Pennsylvania
Agnes Irwin School
Baldwin School
Conestoga High School
Downingtown STEM High School
Episcopal Academy
Friends Select School
George School
Germantown Academy
Germantown Friends School
Gwynedd Mercy Academy High School
Haverford School
La Salle College High School
Marple Newtown High School
Mount Saint Joseph Academy
Radnor High School
Shady Side Academy
Shipley School
Strath Haven High School
Unionville High School
William Penn Charter
Winchester Thurston School

Puerto Rico
Baldwin School
Dorado Academy
St. John's School
TASIS Dorado

Rhode Island
Providence Country Day School
Rocky Hill Country Day School

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

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

Virginia
Collegiate School of Richmond
Flint Hill School
Foxcroft School
Madeira School
Potomac School
St. Catherine's School
St. Christopher's School
St. Stephen's and St. Agnes School

Washington
Bush School
Eastside Preparatory School
Eastside Catholic High School
Lakeside School
Overlake School
Seattle Academy of Arts and Sciences
Seattle Preparatory School
University Prep

Wisconsin
University School of Milwaukee

Professional Organizations
ACCIS
College Board Forum
HECA
IACAC
IECA
Independent School Alliance
MACAC
MOACAC
NACAC
NEACAC
NYSACAC
NYSAIS
PACAC
PCACAC
PNACAC
SACAC
TACAC
WACAC

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.

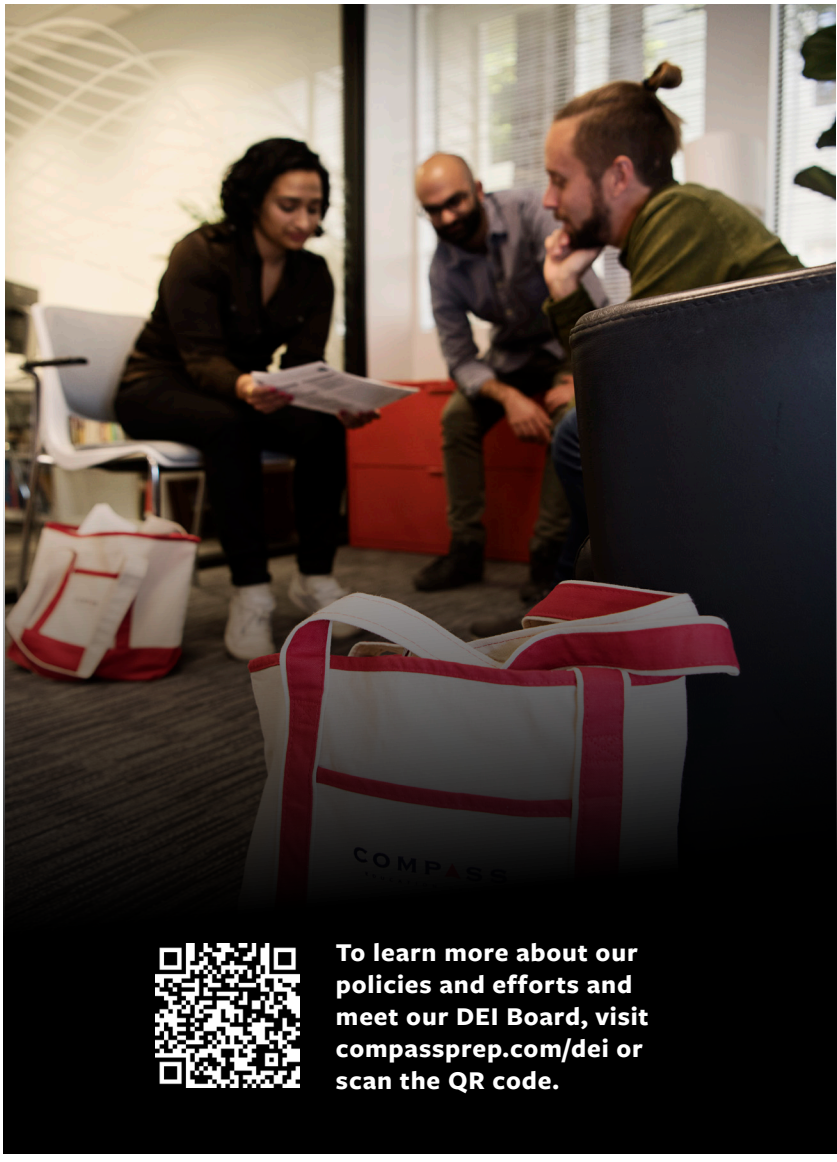
The role of the DEI Board is two-pronged. First, it works with the leaders at Compass to make the company's educational resources more accessible to historically marginalized communities. Additionally, it also works with these communities, especially Black, indigenous, Latinx, and LGBTQ+ folks, to create 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 eliminate 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



AVA CORALES, *she/her*
Administrative Coordinator, Los Angeles



JONATHAN CORTEZ
he/him
Tutor, New York



BRONWYN GALLOWAY
she/her
Program Manager, Chicago



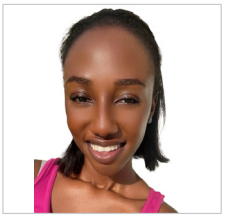
CHRIS HARDY
he/him
Director, New York



SHAINI KOTHARI
she/her
Tutor, Chicago



ASH KRAMER
she/her
Principal, National



LISA A. OKOLO
she/her
Tutor, Houston



JOE SAPP
he/him
Tutor, Los Angeles



DEVIN TOOHEY
he/him
Tutor, Los Angeles



REGINA ZARAGOZA FREY
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 (paper testing). 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:



You know *where*
you want to go.

COMPASS

LEADS THE WAY.

COMPASS
EDUCATION GROUP



Compass provides in-home and live online private tutoring and small group classes to *students across the country.*

LOCATIONS

Boston
(617) 895-2700

Chicago
(847) 495-8585

Dallas
(214) 270-2103

Denver
(303) 309-4060

Houston
(713) 335-3528

Los Angeles
(310) 550-0300

New York
(212) 381-4421

Philadelphia
(484) 773-0003

San Francisco
(415) 464-8600

Seattle
(206) 337-7388

South Florida
(954) 351-8880

Washington, D.C.
(202) 900-3771

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