

COMPASS

EDUCATION GROUP

2023  
2024  
EDITION

THE COMPASS GUIDE TO  
COLLEGE  
ADMISSION  
TESTING

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For the Class of  
2025 & Beyond!

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# Introduction

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For 20 years, *The Compass Guide to College Admission Testing* has been the comprehensive resource for counselors and families interested in understanding the details of college admission testing. A valuable resource in times of stability, the *Guide* is extraordinarily useful in times of change. This year marks the most significant change to the SAT in its nearly 100-year history: the test is going entirely digital. **In this edition of the *Guide*, all references to the SAT are to the digital SAT unless otherwise noted.**

In the U.S., the digital SAT rollout begins with the digital PSAT in October 2023, followed by the first national digital SAT test date on March 9, 2024. Unless you are a 12th grader finishing testing in the fall, you are going to be affected by these changes. What are the differences between the paper and digital SAT? See pages 34 to 39 for a breakdown of the new test's structure and format. The scoring is one thing that is not changing, and College Board will not be updating the concordance between the SAT and ACT. According to College Board, a student who receives a 1400 on a legacy paper SAT would expect to receive the same score on the digital SAT.

Compass is well prepared for this change. In fact, in the 2022–2023 school year, thousands of students at our partner schools took Compass's digital PSAT and received score reports that allowed them to dig deeply into the data surrounding their experience.

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, as the two tests have diverged. See pages 40 to 53 for descriptions of the differences between tests. The digital SAT is shorter and adaptive. Many schools will elect to offer a school day testing administration of the digital test, which may impact test preparation decisions.

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

As students focus on demonstrating the academic rigor of their college preparation, AP scores grow in importance for those students who attend schools with AP programs. A score of 4 or 5 helps substantiate that a student is well prepared for the challenges of college work. See pages 60–65 for more information on the growing significance of APs, their role in college admissions, and how the tests' scoring mechanics can help students be strategic about preparation.

## 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.

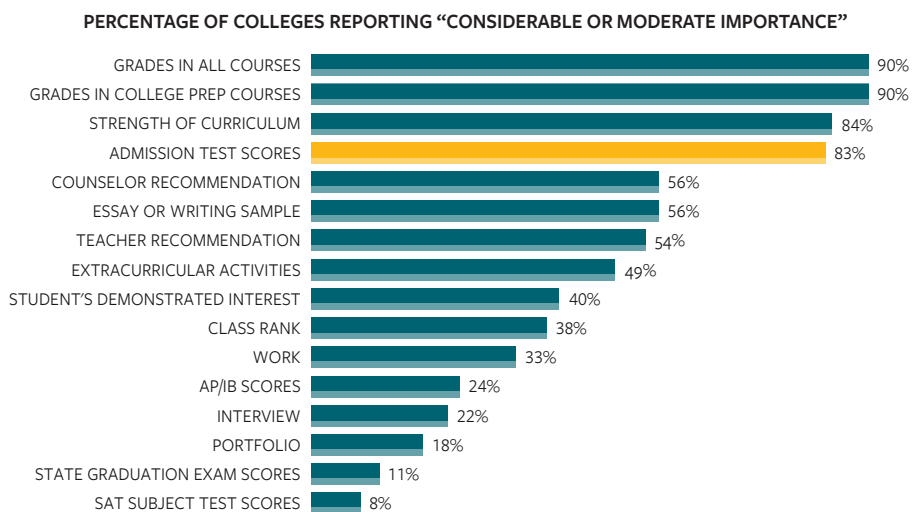
Compass leaders serve as keynote speakers at hundreds of high schools, colleges, and conferences annually. We partner with schools to provide advising seminars for parents, diagnostic assessments and analyses for students, and professional development for faculty and counselors. Our reputation in the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

There are approximately 2,300 accredited, non-profit, four-year colleges and universities in the United States. Their admission protocols have never been uniform, and even prior to the COVID-19 pandemic, applicants faced an increasingly complex range of requirements and expectations. In the wake of the pandemic and ongoing discussions about fairness and diversity in the college admissions process, the value of testing is at an important inflection point.

The trend at selective colleges is toward more flexible testing requirements even as the competition to gain admission to these schools continues to intensify. The ACT and SAT are now optional at a majority of US colleges and will remain so. SAT Subject Tests and the SAT Essay have been discontinued by College Board; ACT inexplicably refuses to phase out the essay component of their exam despite its irrelevance in admissions. Several dozen schools have gone beyond test optional to a test free policy, meaning test scores are not considered at all even if submitted. The chart below reflects survey results from prior to 2020; a post-pandemic survey is not available but would surely show diminished relevance of standardized testing, in policy if not in practice.

## ADMISSION FACTORS



SOURCE: NACAC STATE OF COLLEGE ADMISSIONS

GPA and course rigor continue to be the most important factors in a student’s application despite the pandemic’s impact on school attendance and grading policies through the 2020–2021 school year. Colleges have responded by becoming more flexible and creative in how they evaluate applications from students who had to cope with a global health crisis.

See pages 10–12 for more discussion of the complex effects of testing policy changes on student behavior and predictability of admission outcomes.

## STANDARDIZED TESTING OPTIONS

ACT offers the eponymous ACT and PreACT, and the College Board oversees the PSAT, SAT, and AP exams. A generation ago, most high school students took the SAT or ACT with little awareness of the other test, despite the fact that colleges have long accepted the SAT and ACT interchangeably. Today’s myriad testing related options allow students greater choice but also require highly contextual considerations to make optimal decisions regarding testing.

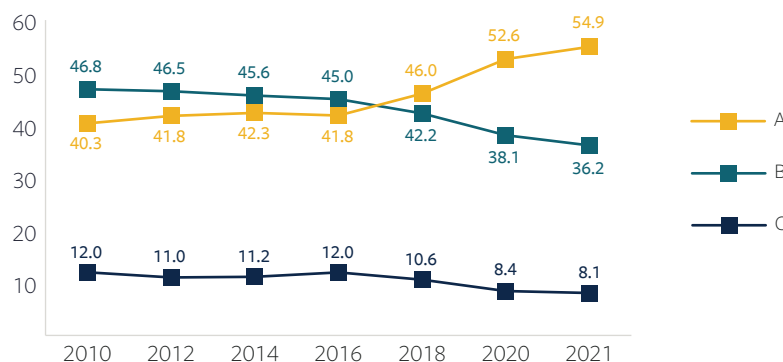
## GPA AND STANDARDIZED TESTS

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

Both College Board and ACT emphasize that the proper role of standardized tests is to complement the use of GPA and other factors in the admission process. The intent is to mitigate the two primary limitations of grades. Standardized tests provide a common baseline for all students and are designed to provide a useful and consistent distribution of scores.

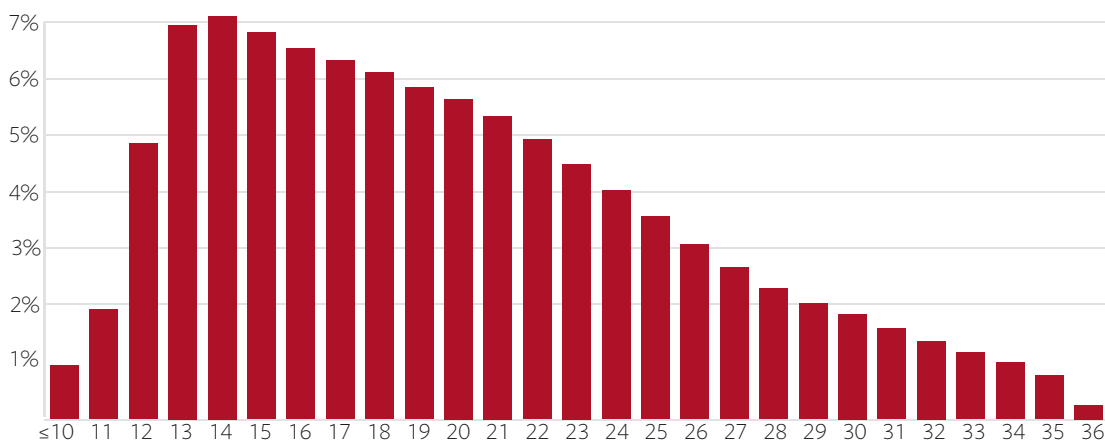
The issue of grade inflation is demonstrated in the graph on the right. While the first six years showed a slow creep upward of the percentage of A-average students, the last six years have seen that percentage dramatically increase. On the other hand, the ACT distribution below shows how scores are predictably distributed—particularly above the mean.

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



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

**ACT COMPOSITE SCORE DISTRIBUTION — CLASS OF 2022**



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

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

NOTE: \*NO JULY TEST DATE IN NEW YORK

## 10<sup>TH</sup> 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 or early summer after 10th grade, take a practice SAT and a practice ACT to determine which is the better test for you. Compass offers practice tests and consultations to help you craft an individualized test preparation plan.

10 <sup>th</sup> Grade	October	PSAT
	November	
	December	
	January	
	February	PSAT 10
	March	
	April	
	May	
June		

## JUNIOR AND SENIOR YEARS

While Compass believes in customizing a test preparation plan to each student’s unique schedule, many students find success with common timelines for their testing. What follow are three popular testing timelines. These examples are based on students’ initial practice test scores—10th grade PSAT, practice SAT, or practice ACT—but it’s also possible that a different timeline would work better for a student because of additional factors like extracurriculars or travel plans.

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

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

### EARLY TESTING

- ▶ **BEGIN PREPARATION** Students in this score range frequently aim to complete testing by the end of 11th grade so that they can concentrate on other aspects of the college application process in the fall of senior year. Preparation typically begins over the summer before 11th grade. For those within striking range of National Merit, tutoring or a targeted class may include preparation for the PSAT/NMSQT in October.
- ▶ **FIRST SITTING** SAT students often move from the PSAT/NMSQT straight into the November exam while preparation is still fresh. December is a popular test date for early ACT students. Both test dates are advantageous for students who want to lock in a first score before holiday distractions.
- ▶ **REFRESH** Students may want to sit for a couple of practice exams or work with a tutor to refresh strategies before taking the exam a second time. Many students also take the spring to work with a tutor or enroll in a review course to prepare for exams.
- ▶ **SECOND SITTING** Spring test dates are popular times for students in this score range to retake the exam. The March SAT is ideal as students can then turn to focus on finals and APs. The April ACT is a good opportunity to post a second score before the end-of-the-year crush.
- ▶ **APs** Compass’ private tutoring and live review courses can help students prepare for their May AP exams.
- ▶ **SUMMER TESTING** The July ACT and August SAT are popular for students who decide to delay their second sittings and for those who may want to take the test a third time before Early Decision applications are due.

### 10<sup>TH</sup> GRADE SCORE

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

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

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

## TRADITIONAL TESTING

- ▶ **BEGIN PREPARATION** Many students in this range will begin preparing for the SAT or ACT during the late summer or early fall of 11th grade. September is a popular start time, especially when test preparation can be scheduled alongside homework, because students are often focused on academics. Some students wait until after the October PSAT/NMSQT, but we find that a few lessons in advance of the PSAT/NMSQT can relieve some of the stress of that testing experience.
- ▶ **FIRST SITTING** Preparation generally intensifies in the months leading up to the exam. Most SAT students will take the exam for the first time in March. May and June can also work well for a first sitting. ACT students often choose April for their first test, though June is also quite popular, and February is a possibility for those feeling prepared early.
- ▶ **APs** Students taking APs in early May often skip the May SAT sitting and take the remainder of May to prepare for a June SAT or ACT instead.
- ▶ **REFRESH** Summer is a good time to take practice tests and engage tutors to help refresh the skills solidified in the spring or enroll in a review course.
- ▶ **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.

## 10<sup>TH</sup> GRADE SCORE

▶ **P/SAT:** 900–1200

▶ **ACT:** 17–25

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

Testing Window

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

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



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



## DEFERRED TESTING

- ▶ **BEGIN FOUNDATIONAL WORK** Students in this score range often begin with foundational work over the summer before or during the fall of junior year. This work may include traditional test preparation, but it may also be focused on solidifying fundamental knowledge by reviewing math concepts, practicing reading comprehension skills, and learning conventional grammar rules. The goal is to make formal test preparation less stressful in the few months leading up to the exam.
- ▶ **FORMAL TEST PREPARATION** Whether or not students have done foundational work over the summer or fall, most will begin test preparation 3–4 months in advance of the late spring exams. A practice test in January can help assess how much a student has grown since initial diagnostic exams and set a baseline for improvement. Tutoring proceeds steadily throughout the spring.
- ▶ **APs** Depending on whether students are taking AP Exams, they may want to spend time in April devoted to studying for the AP, or instead use that time to prepare for their first SAT or ACT sitting.
- ▶ **FIRST SITTING** Students on the deferred timeline will often skip the March SAT and April ACT, aiming instead for the May SAT or June ACT. This gives students the full spring to prepare, allowing them to concentrate on school and extracurriculars in the meantime.
- ▶ **REFRESH** It's common for students to grow more focused on college applications during the summer after 11th grade—practice tests and a refresh of tutoring or a summer class can help encourage this focus.
- ▶ **SECOND SITTING** Any late summer or fall test date has the potential to be a good time for a second sitting; the August and October SAT or the July and September ACT are popular. Each of these test dates gives students the opportunity to sit for the exams a third time in the fall if it makes sense to do so.

## 10<sup>TH</sup> GRADE SCORE

▶ **P/SAT:** <900

▶ **ACT:** <17

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

Testing Window

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

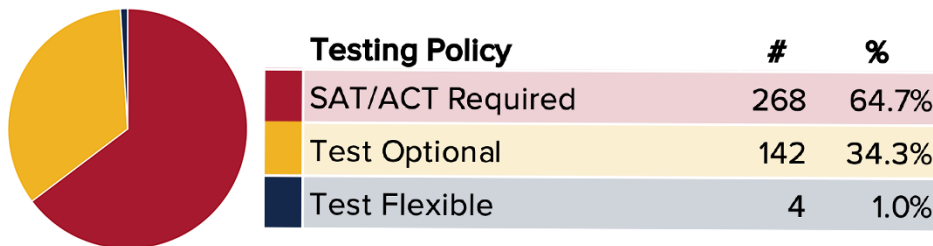
# A New Era in Testing

After three volatile admission cycles, the role of test scores has stabilized around a lasting dichotomy: neither testing nor test optional allowances are going away anytime soon. This polarity is most evident at the tails of the testing policy spectrum. At one end, some notable four-year universities such as Georgetown and MIT reinstated their testing requirements once access to test sites resumed. At the other, a few institutions like the public California systems and Reed College no longer even review test scores during the admissions process, although scores can still be used for placement and to satisfy some core requirements.

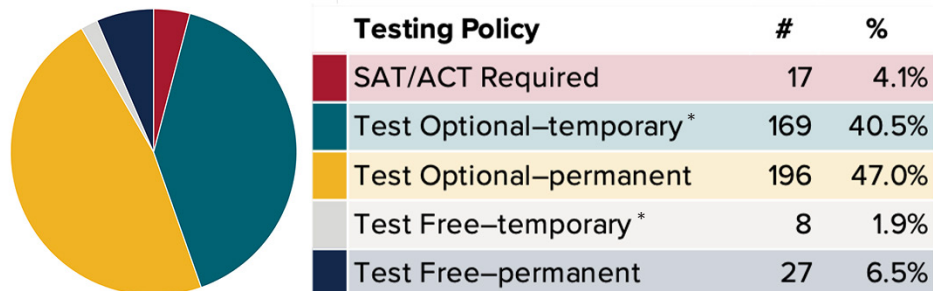
But it is the vast middle ground of nuanced test optional policies that defines the new normal of discretionary college admission testing. And it is within this broad category that individual colleges vary in how they articulate their complicated relationship with test scores.

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

## PRE-PANDEMIC TESTING POLICY BREAKDOWN FOR THE 400+ SCHOOLS COMPASS TRACKS



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



\*Schools in the temporary categories relaxed their testing requirements in response to the pandemic. Most initially planned to suspend requirements for only one year but some committed to a multi-year trial from the start. After one year, a few schools returned to requiring tests. Most have extended their policies through at least the 2023-24 application cycle. Others have opted to make their policy permanent.

## KEEPING OPTIONS OPEN

With access to testing restored, more and more students are taking advantage of the opportunity to obtain scores. The class of 2022 had 13% more SAT takers than the prior class, as participation continues to trend up toward pre-pandemic levels. Applicants with scores benefit from the flexibility to decide how test results should or should not factor into their final submissions. And when the College Board debuts the new and shorter digital SAT to the class of 2025, expect to see test-taking interest rise even further.

## CLASSES OF 2024 & 2025: TESTING IS BACK, AND A SCORE CAN BE A PLUS

An increasing number of selective colleges expect—and will receive—scores from most applicants. Instead of focusing on what they can forgo, students planning to apply to highly popular colleges should consider what others with similar opportunities are apt to present as a competitive edge. Like all strengths included in an application, scores remain a valuable piece of the holistic review process at many schools, especially those where demand for admission drastically outstrips supply.

We’ve seen that a relaxed policy does not make a highly selective school less competitive; in fact, it typically boosts a college’s popularity, increasing the imbalance of available spots and demand for them. For example, UCLA established a national record of almost 170,000 applicants for the class of 2023, and NYU reached 120,000. The admission rates at Stanford and Harvard fell to just over 4% and 3%, respectively.

## TEST OPTIONAL OUTCOMES

The data in the table below are a sampling of statistics from the Fall 2021 and Fall 2022 admissions cycles at several well-known colleges with competitive admissions. While far from exhaustive, this group offers a glimpse into the additive role test scores and submission decisions played in the most sought-after contexts.

The figures imply a higher likelihood of admission for applicants with test scores versus those without, in some cases more than twice as high. Nonetheless, students who are disadvantaged or discouraged by testing will have more possibilities than ever before, as the option to withhold scores will remain common for the class of 2024 and beyond.

	Score Submit Rate	Admit Rate with Scores	Admit Rate without Scores	Ratio of Admit Rates*
Amherst College (2022)	51%	9.1%	4.7%	1.9x
Barnard College (2022 Early)	43%	34.4%	24.9%	1.4x
Boston College (2022)	43%	25.7%	9.6%	2.7x
Boston University (2021)	42%	25.0%	14.0%	1.8x
Colgate University (2022)	41%	19.2%	7.5%	2.6x
Davidson College (2021)	50%	22.6%	11.3%	2.0x
Emory University (2022 Early)	48%	20.3%	7.7%	2.6x
Fordham University (2022)	35%	65.1%	46.5%	1.4x
Georgetown University (2021)	81%	7.5%	3.9%	1.9x
Georgia Institute of Technology (2021)	63%	22.1%	10.0%	2.2x
Notre Dame University (2022)	50%	17.3%	8.5%	2.0x
Tufts University (2022)	50%	10.8%	7.2%	1.5x
University of Georgia (2021)	50%	46.0%	31.9%	1.4x
University of Pennsylvania (2021 Early)	61%	7.0%	4.0%	1.8x
University of Southern California (2021)	49%	13.9%	10.9%	1.3x
University of Virginia (2021)	58%	26.0%	14.0%	1.9x
Vanderbilt University (2021)	56%	7.3%	6.0%	1.2x
Wellesley College (2022)	45%	17.3%	9.5%	1.8x

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

While the presence of scores may correlate to higher admission rates at some schools, it can't be said that sending scores will automatically lead to better outcomes. High scores are also associated with better GPAs and other measures of success. Score submission, though, remains a means for students to distinguish themselves from other applicants. As yet, no research has undercut that position.

## PARSING TEST OPTIONAL POLICIES

The real “test optional” landscape is becoming increasingly stratified as colleges contemplate their respective paths forward. It can be risky to interpret or present test policies in generalized terms; in truth, there are layers of nuance across a range of institutional philosophies. It is important to examine colleges case-by-case to understand what is preferred or even expected.

As a starting point, 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 richer context about where they stand and what they are experiencing, such as:

- 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;
- This policy has contributed to a significant increase in applications;
- If you think your scores are an accurate representation of your ability, then you should feel free to submit them. If you feel they are not, then don't submit them;
- If you get the score you hoped for, and especially if it's above average [for the college], submitting the score may help you in the admission process;
- 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;
- A high SAT or ACT score can offset a low GPA\*. If you don't submit a score, we have less information about your academic performance. If you have a low GPA but do well on the SAT or ACT, your test score can be an important indicator of your potential to succeed in college-level classes;

*\*This point is occasionally misunderstood. Test scores can have redemptive value and soften the rough edges of a transcript (i.e., a middling semester or an uncharacteristically low grade), but they will never supersede the importance of cumulative GPA.*

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

### 1. TESTING IS STILL IMPORTANT

These exceedingly popular colleges have admit rates at or below 10%. Nearly every applicant is qualified; nearly 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. 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. TESTING IS A LOWER PRIORITY

This is true at colleges that accept the majority of their applicants and evaluate applications based largely on a binary assessment of whether a student has shown the capability to succeed at their institution, or not. Admission decisions don't hinge on test scores, and it appears that testing will only further diminish in importance at such schools moving forward.

# The Competitive Landscape

The following is a sampling of the most recently available admission statistics at over 400 well-known colleges. About 85% of schools have reported for the classes entering in Fall 2022 or 2021, which were the first admission cycles with widespread temporary test optional policies in response to students' inability to test during the early months of the pandemic. This is evident in 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 Comp 25th–75th Percentile	Submit ACT
Abilene Christian University	11,379	61%	932	1015–1230	48%	21–28	48%
Adelphi University	17,301	73%	1,133	—	—	—	—
Agnes Scott College	1,879	67%	276	1140–1340	33%	24–31	22%
Albion College	6,827	67%	418	—	12%	—	1%
Allegheny College	4,148	70%	289	1120–1370	21%	23–30	11%
American University	19,510	41%	1,761	1290–1420	27%	29–32	17%
Amherst College	14,864	7%	467	1450–1550	41%	33–35	22%
Appalachian State University	18,178	80%	3,906	1180–1220	39%	22–27	43%
Arizona State University	68,789	90%	15,151	—	—	—	—
Auburn University	45,693	44%	5,303	1240–1370	16%	24–30	79%
Augustana College	6,965	61%	605	1020–1240	67%	21–28	22%
Austin College	5,192	54%	330	1120–1360	30%	23–29	15%
Babson College	7,607	22%	656	1410–1510	—	31–34	—
Baldwin Wallace University	4,229	77%	643	1070–1290	28%	20–27	48%
Ball State	22,947	68%	3,278	1030–1210	42%	20–27	13%
Bard College	5,161	60%	473	1290–1470	12%	28–33	6%
Barnard College	10,395	11%	769	1445–1530	30%	32–34	21%
Bates College	8,273	14%	518	1340–1500	25%	31–33	14%
Baylor University	40,753	46%	3,296	1170–1360	41%	26–32	30%
Beloit College	3,277	67%	290	1230–1380	12%	24–28	14%
Bennington College	1,382	60%	138	1240–1360	23%	25–31	11%
Bentley University	9,662	58%	1,142	1280–1400	27%	28–32	5%
Berea College	2,217	25%	353	1090–1300	8%	23–27	40%
Berry College	5,220	70%	729	1100–1270	—	23–29	—
Binghamton University—SUNY	41,642	42%	3,107	1340–1510	4%	29–34	1%
Biola University	4,225	57%	706	—	—	—	—
Birmingham-Southern College	2,461	66%	244	1080–1250	7%	22–28	54%
Boise State	15,648	83%	3,171	—	—	—	—
Boston College	40,494	17%	2,335	1450–1520	—	33–35	—
Boston University	80,796	14%	3,635	1370–1430	23%	31–33	12%
Bowdoin College	9,376	9%	508	1340–1520	58%	31–35	30%
Bradley University	11,352	75%	1,036	1070–1280	40%	24–30	14%
Brandeis University	9,796	39%	943	1390–1500	40%	31–34	17%
Brigham Young University—Provo	10,559	67%	5,565	1280–1450	13%	27–32	55%



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	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Comp 25th–75th Percentile	Submit ACT
Brown University	50,649	5%	1,717	1500–1560	54%	34–36	27%
Bryn Mawr College	3,594	31%	396	1300–1470	56%	29–35	29%
Bucknell University	11,707	33%	1,034	1180–1390	70%	27–32	26%
Butler University	13,386	82%	1,200	1130–1320	50%	24–30	27%
California Institute of Technology	16,626	3%	224	—	—	—	—
California Lutheran University	5,568	74%	516	1070–1240	81%	20–27	27%
California State Polytechnic University—Pomona	49,721	55%	3,655	—	—	—	—
California State Polytechnic University—San Luis Obispo	58,944	30%	5,111	1260–1450	28%	28–33	9%
California State University—Chico	22,137	92%	2,021	930–1200	5%	20–28	1%
California State University—Fresno	18,122	58%	3,059	950–1130	97%	16–22	30%
California State University—Fullerton	48,749	67%	5,280	93–1190	6%	18–26	1%
California State University—Long Beach	74,694	40%	5,365	—	—	—	—
California State University—Los Angeles	31,442	76%	4,000	890–1060	97%	15–20	24%
California State University—Monterey Bay	12,582	92%	904	1020–1260	10%	20–28	2%
California State University—Northridge	26,276	90%	4,972	—	—	—	—
California State University—Sacramento	25,443	92%	4,019	—	—	—	—
California State University—San Bernardino	15,581	91%	2,324	860–1070	10%	18–23	1%
Carleton College	8,583	17%	532	1430–1540	36%	32–35	28%
Carnegie Mellon University	34,261	11%	1,716	1500–1560	51%	34–35	20%
Carroll College	2,709	78%	254	1070–1270	45%	22–28	61%
Case Western Reserve University	28,786	27%	1,357	1350–1520	58%	30–34	59%
Central Michigan University	19,888	79%	2,019	980–1200	49%	21–27	8%
Centre College	2,212	76%	355	1130–1380	26%	26–32	79%
Chapman University	13,690	73%	2,076	1220–1380	25%	26–31	12%
Christopher Newport University	7,428	85%	1,161	1120–1280	40%	22–29	7%
Claremont McKenna College	5,709	10%	322	1450–1540	28%	33–35	17%
Clark University	8,787	50%	703	1260–1430	22%	28–33	4%
Clarkson University	7,011	75%	740	1190–1370	51%	25–32	11%
Clemson University	52,814	43%	4,588	1230–1400	45%	26–31	25%
Coe College	7,431	63%	379	1050–1255	34%	21–27	75%
Colby College	13,584	10%	522	1380–1520	52%	31–34	38%
Colgate University	17,540	17%	887	1360–1490	30%	31–34	23%
College of Charleston	22,020	76%	2,210	1140–1290	24%	24–30	14%
College of St. Benedict	1,689	88%	324	—	—	21–31	—
College of the Holy Cross	7,036	36%	903	1270–1420	35%	28–32	19%
College of William and Mary	18,087	33%	1,642	1370–1520	52%	32–34	18%
Colorado College	7,846	16%	534	1270–1460	34%	29–33	28%
Colorado School of Mines	10,886	58%	1,515	1340–1460	45%	30–33	24%
Colorado State University	33,122	91%	5,571	1080–1280	43%	23–29	16%
Columbia University	60,551	4%	1,569	1510–1560	—	34–35	—
Concordia College—Moorhead	3,395	68%	517	956–1343	3%	21–27	87%
Connecticut College	8,744	40%	630	1180–1390	48%	28–32	16%
Cornell College	3,057	79%	329	1210–1320	24%	23–30	60%
Cornell University	71,164	7%	3,491	1470–1550	43%	33–35	17%
Creighton University	7,977	76%	1,027	1220–1400	14%	24–31	56%
CUNY—Baruch College	20,303	43%	2,268	1130–1330	94%	—	—
CUNY—Hunter	33,750	35%	2,556	1150–1350	95%	—	—

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Dartmouth College	28,336	6%	1,124	—	—	—	—
Davidson College	6,479	17%	542	1360–1490	33%	31–33	30%
Denison University	9,513	28%	654	1250–1410	28%	28–32	23%
DePaul University	31,785	70%	2,968	1090–1290	43%	—	—
DePauw University	5,708	66%	535	1160–1360	34%	24–31	19%
Dickinson College	8,261	35%	577	1290–1410	19%	29–32	6%
Drake University	8,580	67%	733	1190–1380	17%	25–30	36%
Drew University	3,989	73%	343	1120–1300	61%	24–30	15%
Drexel University	37,040	80%	2,935	1240–1420	41%	27–32	7%
Drury University	1,949	65%	321	1070–1250	11%	23–30	61%
Duke University	49,523	6%	1,744	1490–1560	47%	33–35	46%
Duquesne University	9,634	92%	1,233	1160–1290	34%	24–29	10%
Earlham College	1,375	73%	173	1160–1350	24%	24–32	19%
East Carolina University	21,383	92%	3,788	1070–1230	6%	18–24	13%
Eastern Michigan University	19,919	83%	2,177	930–1170	68%	18–25	6%
Elmhurst College	3,762	71%	531	1010–1210	—	22–29	—
Elon University	17,551	74%	1,692	1180–1330	26%	25–30	17%
Embry-Riddle Aeronautical University—Daytona Beach	9,581	61%	1,499	1130–1320	66%	23–30	40%
Emerson College	12,109	43%	975	1280–1410	—	30–32	—
Emory University	33,179	11%	1,424	1450–1530	41%	32–34	23%
Fairfield University	13,359	52%	1,328	1260–1360	26%	28–31	7%
Florida Institute of Technology	10,650	66%	756	1150–1330	68%	24–30	30%
Florida International University	17,343	64%	4,424	1070–1240	90%	21–26	10%
Florida State University	78,088	25%	6,033	1220–1360	68%	26–31	32%
Fordham University	46,275	58%	2,879	1320–1450	26%	30–33	11%
Franklin and Marshall College	8,923	36%	487	1300–1410	34%	29–32	11%
Furman University	7,510	67%	647	1280–1430	29%	27–32	31%
Gallaudet University	380	59%	161	770–1060	24%	14–20	71%
George Mason University	20,001	90%	4,142	1160–1340	38%	25–31	3%
George Washington University	27,236	50%	2,571	1320–1460	29%	30–34	18%
Georgetown University	26,638	12%	1,578	1410–1540	72%	32–35	36%
Georgia Institute of Technology	50,610	17%	3,647	1370–1530	74%	31–35	38%
Georgia Southern University	14,680	89%	4,357	990–1140	71%	18–23	35%
Georgia State University	34,647	70%	9,056	990–1210	22%	19–27	12%
Gettysburg College	5,796	56%	644	1350–1440	—	28–32	—
Gonzaga University	9,886	70%	1,217	1210–1400	28%	26–31	13%
Goshen College	991	92%	166	1010–1220	32%	26–30	8%
Goucher College	2,928	81%	269	1140–1320	22%	26–33	6%
Grinnell College	9,997	11%	437	1410–1520	28%	31–33	27%
Gustavus Adolphus College	3,781	74%	463	—	0%	25–31	19%
Hamilton College	9,899	12%	478	1440–1520	37%	33–34	18%
Hampden-Sydney College	3,056	57%	228	1060–1320	89%	20–27	30%
Hampton University	9,551	36%	927	1030–1160	12%	20–25	26%
Hanover College	2,848	81%	308	1070–1220	—	23–29	—
Harvard College	61,221	3%	1,646	1490–1580	55%	34–36	28%
Harvey Mudd College	4,440	13%	237	1480–1560	43%	34–36	17%
Haverford College	5,657	14%	362	1410–1530	43%	33–35	19%
Hendrix College	1,628	70%	284	1150–1370	26%	25–31	90%

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High Point University	11,298	74%	1,400	1090–1260	58%	22–28	39%
Hillsdale College	3,066	21%	393	1370–1480	—	30–34	—
Hobart and William Smith Colleges	5,082	68%	438	1230–1390	22%	27–32	9%
Hofstra University	23,577	69%	1,710	1190–1370	37%	26–31	6%
Hollins University	3,310	72%	210	1140–1300	19%	25–30	10%
Hope College	4,172	92%	793	1120–1330	46%	25–32	19%
Howard University	29,396	35%	2,768	1100–1270	27%	21–26	10%
Humboldt State University	9,236	90%	961	1040–1270	19%	21–24	3%
Illinois Institute of Technology	6,520	66%	505	1230–1400	39%	26–32	20%
Illinois State University	19,596	86%	3,858	1020–1200	48%	21–27	13%
Illinois Wesleyan University	4,408	42%	382	1120–1330	45%	25–30	22%
Indiana University—Bloomington	46,000	80%	9,482	1200–1400	—	27–32	—
Iowa State University	21,919	90%	5,728	1100–1350	12%	21–28	57%
Ithaca College	12,446	75%	1,311	1210–1360	28%	28–32	7%
James Madison University	30,727	78%	4,863	1160–1310	23%	23–29	3%
John Brown University	1,176	76%	319	1060–1260	14%	23–29	84%
Johns Hopkins University	37,156	6%	1,310	1520–1560	—	34–35	—
Kalamazoo College	3,334	80%	382	1160–1370	26%	24–30	11%
Kansas State University	9,703	95%	2,908	1130–1300	1%	20–27	84%
Kennesaw State University	21,106	68%	7,024	1030–1200	65%	19–25	32%
Kent State University	20,369	88%	4,281	990–1210	20%	18–25	59%
Kenyon College	8,116	34%	531	1380–1490	28%	31–34	27%
Knox College	3,038	71%	270	1180–1360	41%	24–31	20%
Lafayette College	10,500	34%	757	1350–1460	39%	30–33	14%
Lake Forest College	4,665	60%	445	1160–1350	19%	26–31	10%
Lawrence University	2,907	75%	402	1230–1460	24%	27–32	37%
Lehigh University	15,163	37%	1,511	1350–1480	37%	30–33	13%
Lewis & Clark College	6,663	69%	626	1270–1400	15%	29–32	9%
Lipscomb University	3,422	74%	663	1120–1280	18%	22–29	65%
Louisiana State University—Baton Rouge	38,853	76%	7,401	1140–1310	13%	23–28	87%
Loyola Marymount University	21,695	41%	1,608	1280–1430	22%	28–32	12%
Loyola University Chicago	40,909	79%	2,864	1130–1320	22%	27–32	18%
Loyola University Maryland	9,643	83%	1,271	1190–1350	29%	26–33	5%
Loyola University New Orleans	7,340	78%	797	—	—	—	—
Luther College	2,495	76%	444	1090–1320	8%	22–29	37%
Macalester College	8,434	28%	552	1350–1490	33%	30–34	30%
Marist College	11,000	59%	1,300	1220–1350	—	27–32	—
Marquette University	15,883	87%	1,983	1180–1350	17%	26–31	30%
Massachusetts Institute of Technology	33,240	4%	1,177	1510–1570	70%	34–36	34%
Mercer University	5,651	78%	866	1170–1330	50%	25–31	43%
Miami University—Oxford	29,990	89%	4,519	1180–1350	18%	24–30	62%
Michigan State University	53,341	88%	9,829	1110–1320	51%	24–30	14%
Michigan Technological University	8,569	86%	1,381	1140–1330	71%	24–30	25%
Middlebury College	12,952	13%	639	1420–1520	31%	33–35	18%
Mills College	848	84%	123	—	—	—	—
Millsaps College	5,223	69%	204	1080–1290	13%	21–26	92%
Milwaukee School of Engineering	5,478	63%	672	1190–1390	13%	25–31	32%
Mississippi State University	18,830	75%	3,367	1070–1280	7%	21–29	90%



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Missouri State University	9,591	87%	2,649	1060–1200	9%	21–27	89%
Missouri University of Science & Technology	5,533	85%	1,188	1330–1420	1%	26–32	79%
Montclair State	21,393	91%	3,946	970–1200	14%	—	—
Morehouse College	3,554	58%	605	1010–1210	59%	20–25	40%
Mount Holyoke College	4,894	40%	544	1370–1500	43%	30–34	19%
Muhlenberg College	4,329	66%	420	1200–1400	32%	29–33	9%
New College of Florida	1,830	75%	188	1120–1340	74%	24–31	35%
New Jersey Institute of Technology	11,578	69%	1,374	1100–1440	42%	27–33	5%
New School	9,413	57%	1,467	1150–1380	36%	25–30	14%
New York University	100,662	12%	6,184	1470–1520	26%	33–34	11%
North Carolina State University—Raleigh	35,420	47%	5,539	1260–1420	30%	24–31	40%
Northeastern University	91,000	7%	2,519	1450–1530	33%	33–35	11%
Northern Arizona University	44,855	80%	5,575	1060–1260	8%	19–25	27%
Northwestern University	47,636	7%	2,086	1490–1550	43%	33–35	39%
Oberlin College	10,597	34%	864	1340–1460	34%	30–34	22%
Occidental College	6,305	39%	531	1380–1490	26%	31–34	15%
Ohio State University—Columbus	58,180	57%	8,423	1260–1420	21%	26–32	64%
Ohio University	21,733	89%	3,664	1070–1290	12%	22–27	49%
Ohio Wesleyan University	5,324	52%	453	—	15%	—	33%
Oklahoma State University	19,117	71%	4,643	1010–1240	25%	20–27	71%
Old Dominion University	14,435	95%	3,023	1100–1240	24%	22–27	3%
Oregon State University	15,786	84%	3,042	1080–1320	72%	21–28	40%
Pacific Lutheran University	3,306	86%	589	1110–1290	57%	23–29	17%
Pennsylvania State University	85,784	55%	9,216	1220–1380	38%	26–31	7%
Pepperdine University	11,855	53%	1,024	1280–1430	19%	25–30	3%
Pitzer College	3,500	18%	309	—	—	—	—
Point Loma Nazarene University	3,149	82%	690	1170–1370	15%	23–30	8%
Pomona College	10,666	7%	413	1480–1540	35%	33–35	18%
Portland State University	7,926	93%	1,634	1080–1290	4%	18–27	4%
Pratt Institute	8,278	45%	737	1200–1400	18%	26–31	5%
Presbyterian College (SC)	1,964	71%	226	1010–1220	39%	19–26	27%
Princeton University	37,601	4%	1,290	1470–1560	56%	33–35	35%
Providence College	11,129	53%	1,156	1130–1330	56%	25–31	13%
Purdue University—West Lafayette	68,309	53%	9,354	1210–1450	67%	27–33	26%
Queens University of Charlotte	3,154	71%	303	1080–1240	25%	22–29	21%
Quinnipiac University	19,787	82%	1,757	1080–1250	68%	22–27	17%
Randolph-Macon College	2,460	71%	208	1050–1240	91%	21–27	22%
Reed College	9,023	31%	394	1320–1500	47%	30–33	27%
Rensselaer Polytechnic Institute	16,863	65%	2,002	1380–1500	52%	30–33	15%
Rhode Island School of Design	3,832	26%	479	1230–1470	83%	26–32	19%
Rhodes College	5,253	54%	477	1320–1450	11%	28–32	31%
Rice University	31,443	9%	1,203	1490–1570	—	34–36	—
Ripon College	2,900	70%	221	990–1220	22%	19–25	80%
Rochester Institute of Technology	23,763	67%	3,089	1280–1430	47%	29–33	11%
Rollins College	9,022	50%	632	1150–1350	32%	24–29	20%
Rutgers, The State University of New Jersey—New Brunswick	43,161	68%	7,105	1240–1470	45%	27–33	7%
Rutgers, The State University of New Jersey—Newark	14,456	77%	1,300	1030–1270	24%	21–28	2%

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Saint Louis University	15,047	70%	1,794	—	—	—	—
Samford University	3,867	84%	971	1060–1230	37%	23–29	82%
San Diego State University	77,250	39%	6,573	1130–1340	10%	23–29	4%
San Francisco State University	31,430	84%	2,779	940–1130	89%	16–23	19%
San Jose State University	30,442	84%	4,222	1030–1310	19%	20–31	3%
Santa Clara University	16,848	54%	1,549	1300–1460	29%	29–33	18%
Sarah Lawrence College	3,674	55%	385	1230–1390	41%	27–32	23%
Scripps College	3,099	28%	260	1410–1510	32%	32–34	16%
Seattle University	7,934	85%	1,004	1160–1360	24%	24–30	11%
Seton Hall University	23,417	77%	1,681	1250–1400	—	—	—
Sewanee: University of the South	4,578	52%	416	1190–1280	24%	26–31	41%
Siena College	9,466	71%	864	1050–1260	31%	22–31	4%
Simmons University	2,905	83%	451	1080–1250	89%	24–29	11%
Skidmore College	13,183	26%	784	1320–1440	26%	30–33	12%
Smith College	7,269	23%	619	1390–1500	33%	31–34	22%
Soka University of America	498	57%	129	1280–1410	38%	26–27	2%
Southern Methodist University	16,150	52%	1,639	1390–1500	17%	31–34	21%
Southwestern University	5,557	45%	436	1140–1320	43%	24–30	17%
Spelman College	13,649	28%	577	1100–1290	30%	22–27	18%
St. John Fisher University	4,515	71%	596	1120–1260	30%	23–29	3%
St. John’s College—Annapolis	909	60%	129	1200–1420	65%	26–32	20%
St. John’s University (NY)	29,059	72%	3,135	1080–1300	77%	23–29	11%
St. Lawrence University	5,172	63%	533	1270–1380	19%	29–32	5%
St. Mary’s College (IN)	2,411	82%	392	1065–1250	61%	22–28	49%
St. Mary’s College of California	3,523	70%	421	—	18%	—	11%
St. Mary’s College of Maryland	2,934	77%	410	1130–1350	33%	286–30	4%
St. Michael’s College	2,629	85%	258	1160–1320	19%	26–30	4%
St. Olaf College	5,524	56%	869	1300–1460	15%	28–33	37%
Stanford University	56,378	4%	1,736	1500–1570	49%	33–35	23%
Stetson University	7,344	94%	666	1060–1260	40%	20–27	19%
Stevens Institute of Technology	12,500	46%	1,010	1380–1510	46%	31–34	8%
Stonehill College	6,961	68%	652	1120–1290	56%	24–28.5	7%
Stony Brook University—SUNY	40,513	49%	3,347	1320–1480	41%	28–34	5%
SUNY College of Environmental Science and Forestry	2,018	61%	386	1120–1310	87%	23–29	43%
SUNY—Geneseo	9,069	75%	872	1170–1310	27%	25–31	3%
Susquehanna University	4,688	88%	555	1090–1250	45%	22–28	5%
Swarthmore College	14,707	7%	433	1450–1540	42%	32–35	19%
Syracuse University	41,489	52%	4,108	1260–1410	28%	28–32	12%
Taylor University	2,099	75%	521	1100–1310	61%	23–30	35%
Temple University	38,666	80%	4,664	1130–1360	27%	24–31	4%
Texas A&M University—College Station	43,422	63%	12,490	1160–1380	76%	25–31	24%
Texas Christian University	16,197	56%	2,491	1140–1360	18%	26–31	20%
Texas Lutheran University	2,683	59%	361	1018–1160	86%	19–24	30%
Texas State University	28,453	89%	7,604	990–1170	49%	19–26	8%
Texas Tech University	35,400	67%	6,809	1110–1260	34%	23–28	13%
The Catholic University of America	5,668	85%	818	1130–1330	63%	24–29	21%
The Citadel	2,253	99%	679	1100–1250	25%	23–27	16%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Comp 25th–75th Percentile	Submit ACT
The College of New Jersey	10,302	64%	1,583	1160–1330	46%	24–30	4%
The College of Wooster	7,251	56%	578	1260–1430	31%	27–32	25%
The Cooper Union	2,326	16%	186	1305–1530	81%	30–35	26%
Thomas Aquinas College	204	79%	117	1150–1390	76%	26–31	26%
Towson University	17,770	79%	2,671	1030–1230	21%	19–25	2%
Transylvania University	1,782	90%	270	1080–1350	10%	23–30	80%
Trinity College (Hartford)	5,603	38%	523	1340–1470	11%	29–33	5%
Trinity University	11,463	31%	655	1310–1450	42%	29–33	21%
Truman State University	4,595	63%	901	1150–1350	10%	24–31	92%
Tufts University	31,198	11%	1,804	1450–1530	31%	33–35	23%
Tulane University	31,615	11%	1,843	1400–1500	16%	31–33	34%
Union College (Schenectady, NY)	8,458	47%	575	1310–1490	38%	29–33	17%
United States Air Force Academy	8,353	16%	1,056	1320–1470	51%	28–33	33%
United States Coast Guard Academy	1,930	20%	279	1212–1400	82%	25–30	51%
United States Merchant Maritime Academy	1,531	27%	253	—	—	—	—
United States Military Academy	13,955	11%	1,201	1210–1430	78%	28–33	62%
United States Naval Academy	15,699	9%	1,194	1250–1510	—	27–34	—
University at Albany—SUNY	26,031	68%	2,651	1120–1320	13%	22–31	1%
University at Buffalo—SUNY	30,939	68%	4,215	1190–1380	33%	25–32	4%
University of Akron	12,282	83%	2,115	970–1220	18%	18–25	82%
University of Alabama	54,072	80%	8,037	1090–1370	21%	22–31	55%
University of Alaska, Anchorage	4,352	82%	1,900	1020–1220	24%	17–24	22%
University of Arizona	52,103	87%	9,069	1140–1360	19%	21–29	23%
University of Arkansas—Fayetteville	26,210	79%	7,096	1040–1210	31%	21–28	75%
University of California—Berkeley	128,226	11%	6,726	—	—	—	—
University of California—Davis	76,225	46%	6,137	1160–1370	78%	25–31	22%
University of California—Irvine	107,952	29%	6,489	—	—	—	—
University of California—Los Angeles	149,815	9%	6,462	—	—	—	—
University of California—Merced	28,895	90%	2,356	1030–1350	8%	20–31	2%
University of California—Riverside	54,685	69%	5,574	—	—	—	—
University of California—San Diego	118,410	34%	7,544	—	—	—	—
University of California—Santa Barbara	111,006	26%	4,968	—	—	—	—
University of California—Santa Cruz	66,033	47%	3,869	—	—	—	—
University of Central Florida	54,977	41%	7,512	1200–1360	71%	25–29	29%
University of Chicago	37,522	5%	1,729	1510–1560	—	34–35	—
University of Cincinnati	29,024	86%	6,369	1170–1350	10%	24–29	41%
University of Colorado—Boulder	54,861	79%	7,106	1170–1380	31%	26–31	14%
University of Connecticut	36,753	56%	3,663	1230–1430	43%	27–33	7%
University of Dallas	4,990	58%	476	1120–1380	26%	24–31	18%
University of Dayton	18,566	74%	2,011	1160–1350	16%	23–30	43%
University of Delaware	33,965	73%	4,617	1170–1350	60%	26–31	11%
University of Denver	19,342	78%	1,638	1240–1390	27%	28–32	23%
University of Florida	48,193	31%	6,333	1310–1450	81%	29–33	50%
University of Georgia	39,354	43%	6,273	1220–1400	68%	26–32	48%
University of Hawaii at Manoa	18,974	73%	3,110	—	—	—	—
University of Houston	29,783	66%	5,555	1170–1330	92%	23–29	15%
University of Idaho	13,393	74%	1,951	1000–1240	65%	20–27	9%
University of Illinois—Chicago	24,562	75%	4,244	1120–1320	29%	24–27	6%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Comp 25th–75th Percentile	Submit ACT
University of Illinois—Urbana-Champaign	63,257	45%	7,957	1350–1510	44%	29–34	20%
University of Iowa	25,729	86%	5,178	1140–1340	21%	22–28	63%
University of Kansas	16,204	88%	4,457	1090–1320	12%	21–28	73%
University of Kentucky	21,695	94%	4,601	1080–1310	10%	22–29	70%
University of La Verne	6,864	55%	495	1040–1190	91%	19–24	21%
University of Maine	14,447	94%	1,878	1080–1320	26%	24–30	2%
University of Mary Washington	4,709	86%	749	1170–1330	26%	25–30	4%
University of Maryland—College Park	56,637	44%	5,821	1370–1510	47%	31–34	8%
University of Massachusetts—Amherst	45,451	64%	5,589	1280–1450	30%	29–33	5%
University of Memphis	15,767	95%	2,414	960–1220	3%	17–24	78%
University of Miami	49,167	19%	2,371	1330–1450	35%	30–33	22%
University of Michigan—Ann Arbor	84,289	18%	7,050	1350–1530	54%	31–34	25%
University of Minnesota—Twin Cities	38,050	75%	6,737	1300–1470	8%	27–32	39%
University of Mississippi	22,311	97%	4,465	—	—	—	—
University of Missouri	19,966	77%	4,843	1130–1350	7%	23–30	72%
University of Montana	4,910	94%	1,482	1055–1245	39%	20–26	71%
University of Nebraska—Lincoln	19,085	79%	4,640	1110–1330	8%	22–28	87%
University of Nevada—Las Vegas	13,285	85%	4,312	1010–1220	9%	18–24	68%
University of New Hampshire	21,016	87%	2,942	1130–1310	39%	26–31	3%
University of New Mexico	13,676	81%	1,511	—	1%	20–26	22%
University of North Carolina—Chapel Hill	53,776	19%	4,689	1330–1500	15%	29–33	60%
University of North Carolina—Charlotte	21,355	80%	4,157	1090–1280	31%	20–26	39%
University of North Carolina—Greensboro	11,515	92%	2,343	1110–1280	5%	22–27	8%
University of North Carolina—Wilmington	15,792	68%	2,435	1220–1320	7.6%	24–28	19%
University of North Dakota	6,597	83%	1,753	1100–1280	5%	20–26	47%
University of North Georgia	9,599	68%	2,998	1010–1190	73%	19–25	32%
University of North Texas	24,854	81%	5,563	1020–1230	45%	19–26	15%
University of Notre Dame	26,509	13%	2,037	1420–1550	54%	32–35	46%
University of Oklahoma	21,548	73%	4,683	1130–1320	34%	23–29	66%
University of Oregon	37,154	86%	5,313	1140–1370	11%	24–30	6%
University of Pennsylvania	56,332	6%	2,418	1480–1570	49%	33–35	30%
University of Pittsburgh	53,072	49%	4,390	1280–1470	47%	29–33	16%
University of Portland	10,122	93%	813	1220–1410	13%	27–31	6%
University of Puget Sound	5,345	83%	405	1190–1370	34%	27–32	14%
University of Redlands	4,713	75%	702	1100–1250	71%	23–28	28%
University of Rhode Island	25,105	76%	3,340	1130–1280	29%	25–30	3%
University of Richmond	14,364	24%	851	1410–1500	22%	32–34	18%
University of Rochester	19,933	39%	1,625	1410–1520	28%	31–34	11%
University of San Diego	14,334	53%	1,234	—	—	—	—
University of San Francisco	23,103	71%	1,555	1230–1390	17%	27–31	8%
University of South Carolina	42,188	64%	6,567	1200–1380	33%	27–32	17%
University of South Dakota	4,480	99%	1,329	1050–1260	3%	19–25	76%
University of South Florida	65,567	44%	6,773	1240–1370	76%	27–30	24%
University of Southern California	71,031	13%	3,668	1330–1520	47%	30–34	26%
University of St. Thomas (MN)	6,718	83%	1,412	1160–1350	8%	24–29	95%
University of Tennessee	36,290	68%	6,846	1180–1320	21%	25–31	59%
University of Texas—Arlington	12,650	83%	3,707	1040–1250	80%	20–27	23%
University of Texas—Austin	59,767	31%	9,109	—	—	—	—
University of Texas—Dallas	21,500	85%	4,218	1180–1410	79%	24–32	19%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Comp 25th–75th Percentile	Submit ACT
University of Texas—El Paso	10,972	100%	3,599	900–1110	75%	17–22	15%
University of Texas—Rio Grande Valley	10,970	93%	5,439	930–1120	23%	16–21	31%
University of Texas—San Antonio	23,295	87%	5,691	1010–1210	60%	19–26	8%
University of the Pacific	5,891	93%	847	1130–1420	26%	25–33	8%
University of Toledo	12,564	92%	2,126	1060–1280	24%	21–28	53%
University of Tulsa	9,793	36%	831	1090–1360	39%	24–31	82%
University of Utah	21,072	89%	5,520	1200–1380	12%	22–29	48%
University of Vermont	30,231	60%	3,000	1280–1420	37%	28–32	14%
University of Virginia	47,982	21%	3,889	1400–1510	51%	32–35	21%
University of Washington—Bothell	4,537	88%	980	1150–1360	9%	25–32	2%
University of Washington—Seattle	52,488	48%	7,415	1320–1500	17%	29–34	7%
University of Wisconsin—Madison	60,260	49%	8,628	1370–1500	18%	28–33	38%
University of Wisconsin—Milwaukee	15,355	95%	3,371	—	—	—	—
University of Wyoming	5,797	96%	1,627	1030–1230	18%	20–27	67%
Ursinus College	3,818	83%	433	1200–1350	34%	27–32	9%
Utah State University	15,276	91%	4,411	1050–1310	15%	21–28	90%
Valparaiso University	6,842	94%	604	—	22%	—	7%
Vanderbilt University	46,377	7%	1,619	1490–1570	29%	34–35	32%
Vassar College	11,412	19%	681	1440–1510	32%	32–34	16%
Villanova University	23,835	23%	1,779	1390–1480	28%	32–34	15%
Virginia Commonwealth University	18,402	91%	4,223	1040–1290	32%	22–30	4%
Virginia Military Institute	1,192	71%	358	1120–1270	17%	22–29	6%
Virginia Polytechnic Institute and State University	45,321	57%	7,166	1220–1420	47%	26–32	11%
Wabash College	1,914	61%	258	1140–1320	52%	22–29	13%
Wake Forest University	15,156	25%	1,412	1380–1480	23%	30–33	32%
Washington and Jefferson College	3,414	88%	348	1020–1250	42%	19–18	14%
Washington and Lee University	7,224	17%	476	1410–1530	28%	32–34	26%
Washington College	2,554	75%	232	1200–1370	29%	25–29	8%
Washington State University	19,401	83%	3,991	—	9%	—	2%
Washington University in St. Louis	33,634	13%	1,980	1490–1570	25%	33–35	41%
Wayne State University	14,002	75%	2,577	980–1220	67%	20–28	6%
Weber State	7,357	100%	1,055	—	0%	18–25	83%
Wellesley College	8,491	14%	585	1440–1540	40%	33–35	21%
Wesleyan University	14,521	14%	743	1310–1500	52%	31–34	24%
West Virginia University	18,639	82%	4,732	1050–1240	57%	21–27	65%
Western Kentucky	7,505	97%	2,755	990–1160	8%	18–25	84%
Western Michigan University	20,501	85%	2,621	1000–1220	46%	19–27	6%
Westmont College	2,326	82%	349	1220–1420	21%	30–33	4%
Wheaton College (IL)	1,800	87%	479	1230–1430	66%	26–32	50%
Wheaton College (MA)	3,580	77%	458	1180–1340	52%	25–31	7%
Whitman College	5,497	48%	336	1310–1460	14%	30–33	15%
Whittier College	2,740	88%	372	1190–1400	—	24–31	—
Willamette University	3,995	81%	524	1240–1420	21%	27–33	9%
Williams College	15,321	8%	577	1490–1550	41%	34–35	21%
Wofford College	4,425	60%	507	—	—	—	—
Worcester Polytechnic Institute	11,599	57%	1,354	—	—	—	—
Xavier University	15,199	84%	1,185	1100–1290	16%	22–28	45%
Yale University	50,060	5%	1,554	1470–1560	59%	33–35	29%
Yeshiva University	1,410	62%	487	1210–1450	42%	25–31	42%

# Understanding and Comparing Scores

## SCALED SCORES AND TEST RELIABILITY

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

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

## RAW SCORES AND GUESSING

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

Even without the guessing penalty, the SAT and ACT are best approached with a guessing *strategy*. Students stand to maximize their points when they go into the test with a plan as to how to best invest their time. This may include being prepared to guess randomly on portions of the test due to lack of time. Eliminating even one clearly incorrect answer is still more effective than both leaving questions blank and random guessing.

### Leaving Blank

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

Raw Points: 0

### Random Guessing

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

Raw Points: 2

### Process of Elimination

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

Raw Points: 4

## EQUATING QUESTIONS

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

**Although ACT's equating section will not count toward your score, you should take it seriously.**

“ The wealth of information and testing support the Compass staff have provided to our families has been instrumental in helping our students achieve their best scores.

-CLARA BIRD, DIRECTOR OF COLLEGE COUNSELING, PROVIDENCE HIGH SCHOOL

## SCORING COMPARISON

SAT	ACT	KEY DIFFERENCES
<b>TOTAL SCORE</b> 400–1600	<b>COMPOSITE</b> 1–36	The SAT’s total score is the sum of its two 200–800 area scores. The ACT’s composite score is the rounded average of the four test scores.
<b>Reading and Writing</b> 200–800	<b>English</b> 1–36	SAT Reading and Writing is a single 200–800 score. ACT English and Reading Tests each receive 1–36 scores.
	<b>Reading</b> 1–36	
<b>Math</b> 200–800	<b>Math</b> 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	<b>Science</b> 1–36	There is no single section on the SAT that is comparable to the Science Test on the ACT. However, there are science-themed questions throughout the SAT.
N/A	<b>Writing (optional)</b>  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 its score is not included in the ACT 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.

“ 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



## 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 (400–1600 for SAT, 1–36 for ACT) and test similar concepts in different ways.

This is where a concordance table comes into play. Concordances are the result of studies that look at how students who took both tests within a short period of time performed on each. In 2018, College Board and ACT jointly released a set of concordance tables connecting the 2016 redesigned SAT to the ACT. Based on their shared data, College Board and ACT can say with confidence that a 1350 on the SAT concurs, or converts, to a 29 on the ACT. The 2018 concordance tables are presented in the following pages.

College Board has stated that the new digital SAT scores are comparable to the paper-and-pencil SAT scores and will not need an additional concordance. This would mean that colleges are likely to continue using the current SAT/ACT concordance tables. College Board's contention is that the underlying skills and content being tested are not changing, and that their studies have shown that students perform equivalently on the new digital SAT and the current paper-and-pencil SAT.

### ACT COMPOSITE TO SAT TOTAL RANGE

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

**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.

**“ I genuinely enjoy what I do, and I want my students to enjoy this process if they can. My favorite part of any program is the first few minutes of the first lesson; that’s when I just chat with my students and get to know them as people, not as test-takers. This brief time serves multiple purposes: I learn a bit about how their minds work by how they answer questions, which I can then use to tutor them more effectively; it starts to build trust because they realize I’m interested in them as the awesome people they are beyond the SAT or ACT; and it allows them to relax and realize this process might actually be enjoyable.**

FLIP L., COMPASS TUTOR  
NORTHWESTERN UNIVERSITY, BS, THEATRE





## SAT TO ACT CONCORDANCE

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

### SAT TOTAL TO ACT COMPOSITE

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

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



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

## SECTION CONCORDANCE

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

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

### SAT READING AND WRITING TO ACT ENGLISH + ACT READING

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

### SAT MATH TO ACT MATH

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

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

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

## COMPARING SAT AND ACT SCORES

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

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

**Concordance** ?

Select a test:

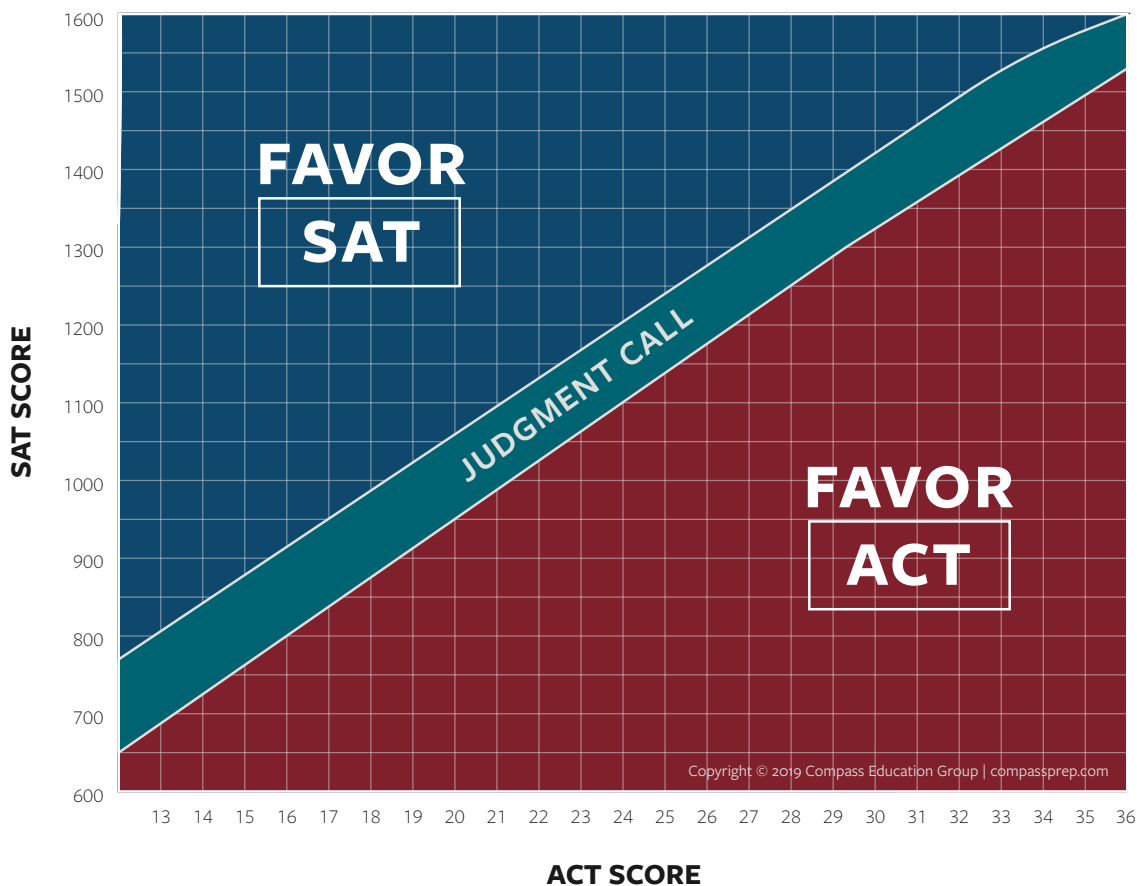
PSAT  
  SAT  
  ACT

Drag to set SAT Score: **1410**

Your SAT Total score concurs to an ACT Composite score of

31

### WHICH TEST DO YOU FAVOR?



SOURCES: 2018 SAT/ACT CONCORDANCE; COMPASS ANALYSIS

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

## 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. 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 on a scale of 200–800; the total score is on a scale of 400–1600. Both College Board and ACT use scaled scores to account for slight differences in difficulty among test forms.

### SAT Scores

#### Section Scores

Reading and Writing **660** 200–800 **87th\***  
 Math **750** 200–800 **95th\***

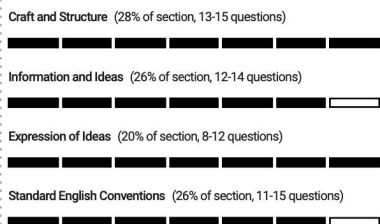
\* Percentiles represent the percent of graduating SAT test takers from the past 3 years who scored equal to or lower than you.

**Total Score 1410** 400–1600 **94th\***

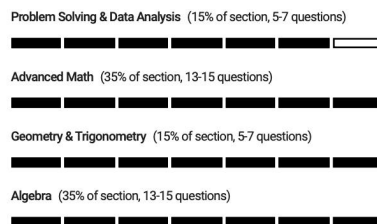
#### Knowledge and Skills

View your performance across the 8 content domains measured on the SAT.

##### Reading and Writing



##### Math



**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.

**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.

## ACT SCORE REPORT

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

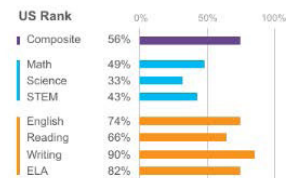
ACT’s regular score reporting only allows a student to report one test date at a time to one college at a time. The Superscore report is the same price, but the student can report all relevant scores. There are several important caveats. The free reports that a student receives with each registration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

<b>Marissa A Suarez</b> GRADUATION YEAR: 2022 REPORT DATE: 10/10/2020	DOB: April 16, 2004 GENDER: Female ACT ID: -54116290 404-441-5345 (C)	4334 W 46th Street Apartment 4G Wheat Ridge, CO 80033-0234 marissa.suarez20@gmail.com	HIGH SCHOOL CODE: 061450 Wheat Ridge Sr High School
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### ACT Superscore

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



### Highest Full Battery

Date: 4/2020  
Type: Full

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



#### Detailed Superscore Results

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



ACT College Readiness Benchmarks

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

Superscore: Student's Score Range

Highest Full Battery: Student's Score Range

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

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

### ► SUB-SCORE REPORTING

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

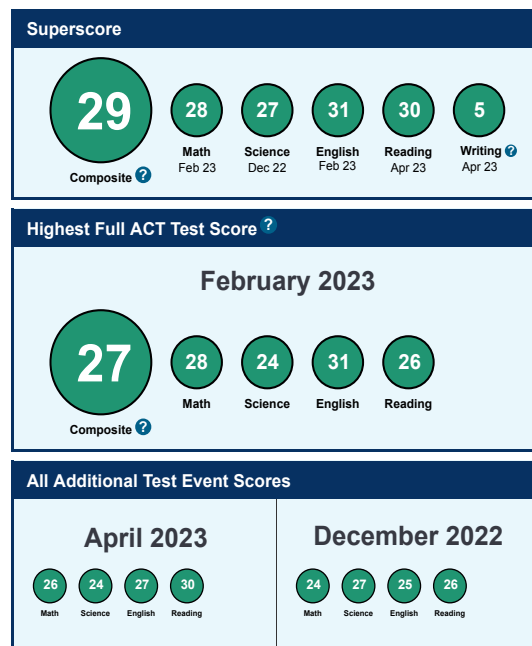
## WHAT TEST DATES ARE INCLUDED WITH A SUPERSCORE REPORT?

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

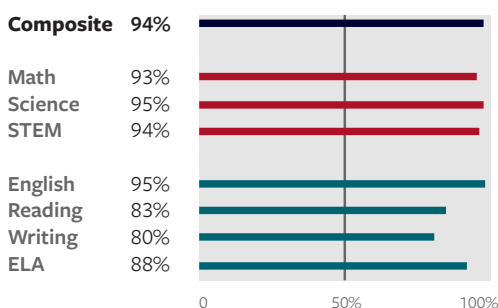
The student to the right has a 29 Composite at colleges that superscore. Without superscoring, though, her best performance is the 27 she attained in February 2021. At non-superscoring colleges, she may prefer to send only that result. For example, the December 2020 exam has a better Science score than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

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

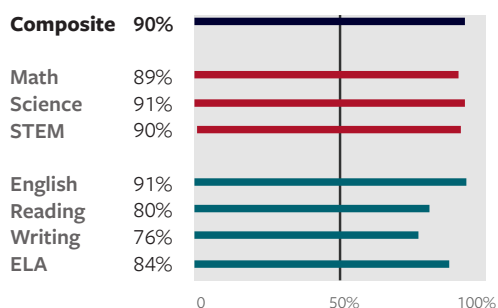
Though students always take the ACT in the same order—English, Math, Reading, Science and, optionally, Writing—the score report groups Math and Science so that ACT can average the two into the **STEM SCORE**. Likewise, English, Reading, and Writing are combined into the **ELA (ENGLISH LANGUAGE ARTS)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



### US RANK



### STATE RANK



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

# SAT and ACT Percentiles

## SAT PERCENTILE RANKS

The SAT percentile ranks that appear on your score report are not determined by the date you took the test. Instead, they are based on the performance of the three most recent graduating classes. College Board reports two types of percentiles: Nationally Representative Sample Percentile and SAT User Percentile. The Nationally Representative Sample Percentile appears on your score report but is inflated because it refers to all students, even those who would not normally take the SAT. The User Percentile, below, is based on the results from actual test takers and better reflects how you compare to other college applicants.

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 24–28).

### SAT USER PERCENTILES: TOTAL, READING & WRITING AND MATH

SCORE	TOTAL	SCORE	TOTAL	SCORE	TOTAL	SCORE	ERW	MATH	SCORE	ERW	MATH
1600	99+	1200	75	800	13	800	99+	99	500	42	44
1590	99+	1190	73	790	11	790	99+	99	490	39	41
1580	99+	1180	72	780	10	780	99+	98	480	35	38
1570	99+	1170	71	770	9	770	99	97	470	32	35
1560	99+	1160	69	760	8	760	99	96	460	29	32
1550	99	1150	68	750	7	750	98	95	450	26	30
1540	99	1140	66	740	6	740	97	94	440	23	27
1530	99	1130	65	730	5	730	97	94	430	20	24
1520	98	1120	63	720	4	720	96	93	420	17	22
1510	98	1110	61	710	3	710	95	92	410	14	19
1500	98	1100	60	700	3	700	93	91	400	12	16
1490	97	1090	58	690	2	690	92	90	390	9	14
1480	97	1080	57	680	2	680	91	89	380	7	12
1470	97	1070	55	670	1	670	89	87	370	6	9
1460	96	1060	53	660	1	660	87	86	360	4	7
1450	96	1050	51	650	1	650	85	84	350	3	6
1440	95	1040	50	640	1	640	83	83	340	2	4
1430	95	1030	48	630	1	630	81	81	330	1	3
1420	94	1020	46	620	1-	620	78	79	320	1	2
1410	94	1010	45	610	1-	610	76	77	310	1	1
1400	93	1000	43	600	1-	600	73	75	300	1	1
1390	92	990	41	590	1-	590	70	72	290	1-	1
1380	92	980	40	580	1-	580	67	70	280	1-	1
1370	91	970	38	570	1-	570	64	67	270	1-	1-
1360	90	960	36	560	1-	560	61	64	260	1-	1-
1350	90	950	35	550	1-	550	58	62	250	1-	1-
1340	89	940	33	540	1-	540	55	58	240	1-	1-
1330	88	930	32	530	1-	530	52	55	230	1-	1-
1320	87	920	30	520	1-	520	49	51	220	1-	1-
1310	87	910	28	510	1-	510	45	47	210	1-	1-
1300	86	900	27	500	1-	500			200	1-	1-
1290	85	890	25	490	1-	490					
1280	84	880	24	480	1-	480					
1270	83	870	22	470	1-	470					
1260	82	860	21	460	1-	460					
1250	81	850	19	450	1-	450					
1240	80	840	18	440	1-	440					
1230	78	830	17	430	1-	430					
1220	77	820	15	420	1-	420					
1210	76	810	14	410	1-	410					

Source: College Board, *Understanding Scores 2022*



## 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, since 88% of recent ACT takers had a Composite score of 28 or below, 12% scored 29 and above.

### ACT COMPOSITE AND TEST PERCENTILE RANKS

SCORE	COMP	ENGLISH	MATH	READING	SCIENCE
36	100	100	100	100	100
35	99	99	99	98	99
34	99	96	99	96	98
33	98	94	98	94	97
32	96	93	97	91	96
31	95	91	96	89	95
30	93	90	95	87	93
29	91	89	93	84	92
28	89	87	91	82	90
27	86	85	89	80	88
26	83	83	85	77	86
25	80	81	81	75	83
24	76	77	77	72	78
23	72	73	73	68	72
22	67	68	68	63	65
21	62	64	65	57	60
20	56	58	62	52	54
19	50	52	58	46	48
18	45	48	53	41	41
17	38	44	47	36	34
16	32	40	38	32	28
15	26	35	25	27	22
14	19	29	14	23	17
13	13	23	6	17	12
12	7	19	2	12	8
11	2	14	1	7	5
10	1	9	1	3	3
9	1	4	1	2	1
8	1	2	1	1	1
7	1	1	1	1	1
6	1	1	1	1	1
5	1	1	1	1	1
4	1	1	1	1	1
3	1	1	1	1	1
2	1	1	1	1	1
1	1	1	1	1	1

SOURCE: ACT Score National Ranks, 2022–2023 Reporting Year

# The New Digital SAT

For the Class of  
2025 & Beyond!

The class of 2025 will encounter a very different SAT as the College Board takes the test into a purely digital format. Key takeaways are that the test is shorter, adaptive, easier to administer, and available on computers and tablets. Content is refined rather than overhauled.

The digital SAT reduces the number of sections from 4 (paper-and-pencil) to 2 with the combination of Reading and Writing questions into a single section and the removal of the Math No-Calculator section. The result is a reduction of time and total questions. The reduction is possible because the test is multistage adaptive. Each section is divided into halves (stages). The average difficulty of the second stage is determined by the student’s performance on the initial stage. Compare the digital SAT’s 98 questions in 134 minutes to the paper SAT’s 154 questions in 180 minutes. This reduction is possible because the test is multistage adaptive: the first half of each section presents a wide range of difficulty, while the second half presents an average of either higher or lower difficulty depending on the student’s performance on the first half.

## CONTENT AND SCORING COMPARISON

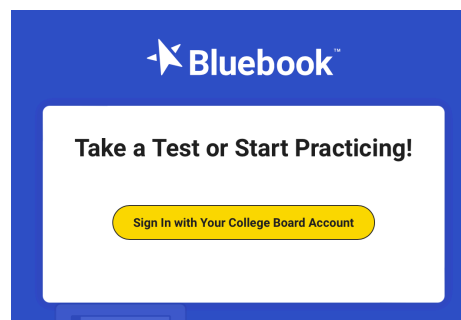
	Digital Adaptive SAT	Paper-and-Pencil SAT
Format	Digital only* via an app. PC, Mac, and tablet support. School and personal devices allowed. ChromeOS supported only on school-managed devices.	Paper-and-Pencil
Length	2 hours 14 minutes	3 hours
Test Scores	<b>400–1600 Total Score:</b> 200–800 Reading & Writing   200–800 Math <i>College Board has indicated that scores will be equivalent (i.e., no concordance necessary).</i>	
Sections	<b>2 Sections, each with 2 Stages</b> Reading and Writing Combined R&W Stage 1 (32 min, 27 items) Combined R&W Stage 2 (32 min, 27 items) Math Math Stage 1 (35 min, 22 items) Math Stage 2 (35 min, 22 items)	<b>2 Sections, each with 2 Parts</b> Reading and Writing Reading (65 min, 52 items) Writing (35 min, 44 items) Math Math: No Calculator (25 minutes, 20 items) Math: Calculator (55 minutes, 38 items)
Structure	Stage Adaptive. The difficulty of a section’s second stage is based on performance in the initial stage.	Static. The content does not change based on a student’s performance.
Navigation	Students can move among problems within a stage and electronically flag items for further review.	Students can move among problems within a timed portion of the test and circle items for further review.
Other Scores	No subscores or cross-test scores	Provides subscores such as Heart of Algebra and cross-test scores such as Analysis in Science.
Content Tested	College Board has said that the digital SAT will test “the same core content.” Most of the changes help optimize the exam for the digital format without changing the underlying skills tested.	
Reading Passages	Short passages with 1 question per passage	Long passages with 10–11 questions per passage
Math Question Types	Multiple-Choice and Student-Produced Response (negative values now an option)	Multiple-Choice and Student-Produced Response (Grid-Ins)
Calculator Use	Allowed on both Math stages. On-screen or student’s personal calculator.	Only allowed on 1 of 2 Math parts. Student must bring a calculator.
Problem Mark-Up	Students can highlight passages on the Reading and Writing section, but there is no ability to mark-up passages or Math problems. Note paper is provided.	Students can make notes and solve problems in their test booklet.
Accommodations	All current accommodations will be maintained, and most will be supported directly with the digital SAT. <i>*Students whose accommodations require a paper test will still be able to take a paper-and-pencil exam.</i>	Detailed information about current accommodations can be found at <a href="https://accommodations.collegeboard.org">accommodations.collegeboard.org</a> .
Test Day Timing	The computer timer automatically starts when the student starts and is always available.	A sometimes unreliable proctor writes the start time on the board and may provide updates.

## BLUEBOOK: THE COLLEGE BOARD'S DIGITAL TESTING APP

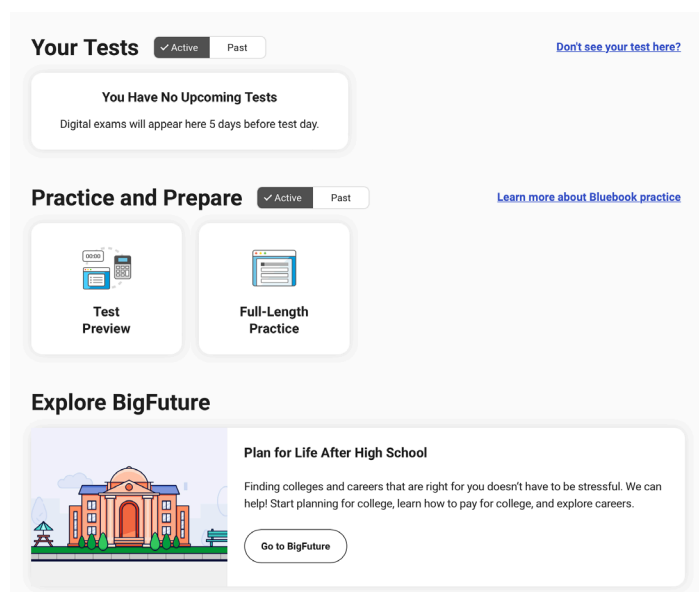
College Board is avoiding the traditional term of computer-based testing to emphasize that the digital SAT is available on tablets as well as PCs. Students may use their own devices, those provided by their school, or those on loan from the College Board (for National administrations only). Students will continue to take the SAT at schools or traditional testing sites; at-home testing is not a part of College Board's current plans.

If they haven't already, students should create a College Board account and then 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. Compass recommends starting with test previews to get used to the digital interface and tools.



Unlike the real test, full-length practice tests can be started and paused mid-section on the app. If a student is halfway through a section and needs to step away, they can exit the test and pick it up where they left off.



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. No longer will schools need to collect, keep secure, and transport answer sheets back to College Board for scoring.

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.

## TEST SECURITY

Going entirely digital allows College Board to both present an SAT that is adaptive and shorter and render that test far more secure. Each student receives a unique test: an algorithm selects sets of questions from large pools by considering many factors, including difficulty and content standards. These questions are downloaded to a student's app at the time the test begins.

Unique tests increase test security, as students will no longer be able to share answers across a room or during breaks, and test booklets can not be "misplaced." Greater security allows for more testing opportunities as discrete forms are no longer necessary for each administration. The use of a question pool, however, means that students will not receive post-test access to their questions, or even to their own answers.

## ADMINISTRATION OVERVIEW

College Board has gone all in on the digital SAT and—with the narrow exception of certain testing accommodations—will provide no paper-and-pencil option once the new test is available. Students uncomfortable with an online exam will need to consider the ACT, which will continue to be offered with a paper-and-pencil option.

	Digital Adaptive SAT	Current Paper-and-Pencil SAT
Timeline	First International SAT administration: March 2023 First PSAT administration: October 2023 First U.S. SAT administration: March 2024	Final International SAT administration: December 2022 Final PSAT administration: October 2022 Final U.S. SAT administration: December 2023
Location	All testing is done at schools or other official SAT sites (i.e., no remote option).	
National (U.S.) Administrations	7 weekend dates. Initially, no change in scheduling.	
International Administrations	7 weekend dates to match the U.S. calendar	5 weekend dates
School Day Administrations	Schools can opt to have groups of students test at any point over the testing window.	See page 71 for an in-depth explanation of current School Day Testing. Schools must pick a primary and a makeup test date from College Board approved options.

## ADAPTIVE TESTING

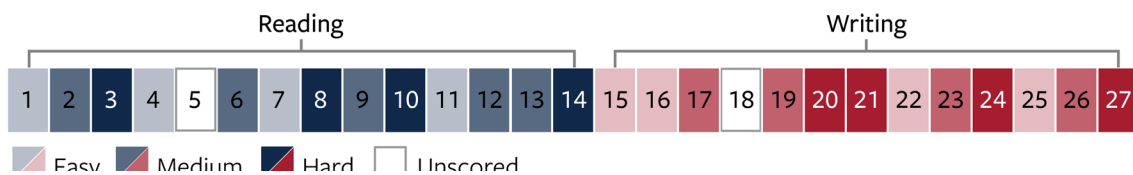
One of the most important advantages of a digital test is that it can be adaptive. Rather than having every student answer the same set of problems—many of which are too easy or too hard to add much insight to an individual student’s performance—a digital exam can tailor itself to the student’s ability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

The SAT will essentially have a static half and an adaptive half. Each subject will be 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.

### FIRST STAGE: BLEND OF DIFFICULTY

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

Reading and Writing: Module 1



Math: Module 1

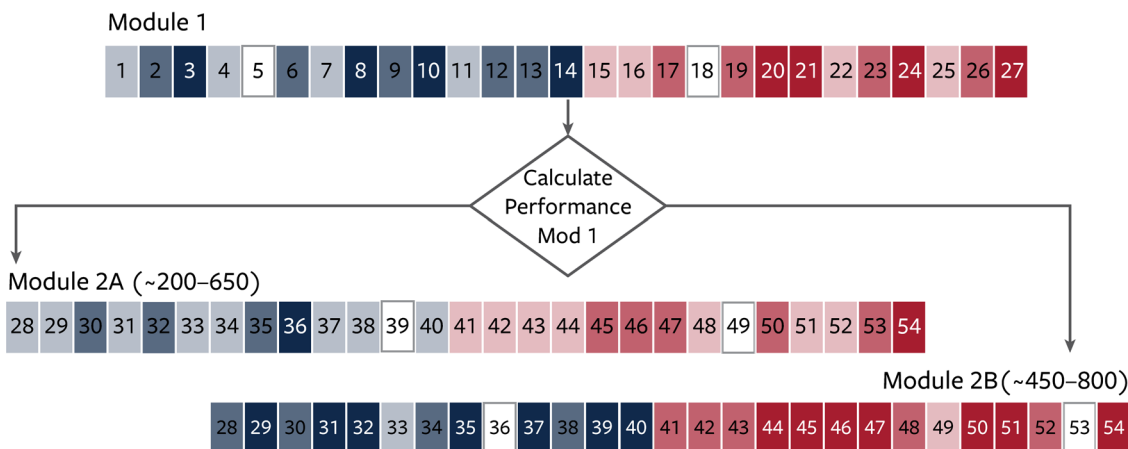


Each module includes two unscored questions, which are used by College Board to gain performance data on individual items for use in future tests.

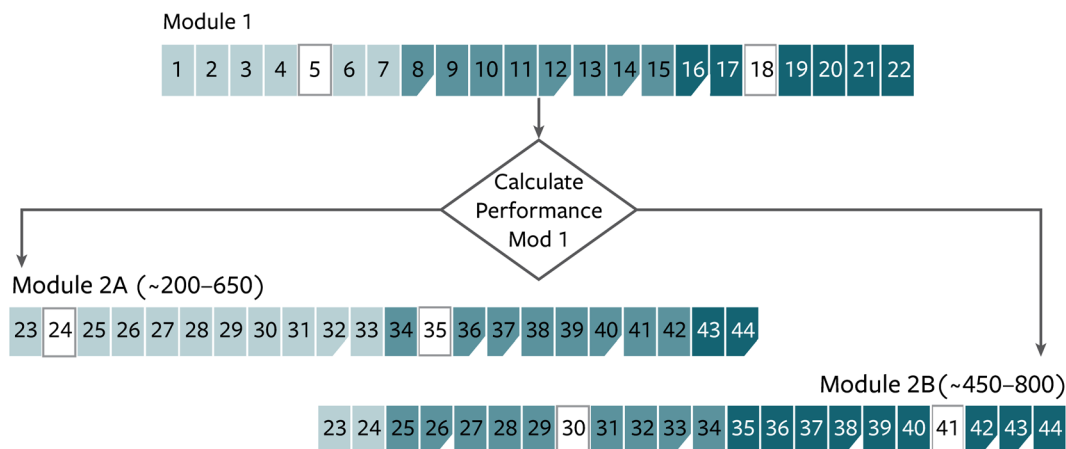
Between the first and second stages of a section, the test app pauses briefly to calculate performance on the first module and select from two possible modules: one easier and one more challenging. Students can flag questions and move back to past questions, but only within their current module. In the examples below, the two second modules include questions of all difficulty level but emphasize either easy and medium or medium and hard questions.

**SECOND STAGE: DIFFICULTY DETERMINED BY PERFORMANCE**

Reading and Writing: Multistage Adaptive



Math: Multistage Adaptive



While there is no break between stages within a section, a 10-minute break divides the two sections. Multistage adaptive testing allows a scaled score to be determined more efficiently; the digital test will be shorter than its paper version by about 45 minutes. On the other hand, students will no longer be able to review the questions they took on the PSAT or SAT nor learn exactly how many questions they missed.

## SCHEDULING CHANGES

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

## SCORING

The exam remains on the familiar 1600 scale, with scores that are directly comparable to scores from the current paper-based exams and, in turn, comparable to the ACT. College Board maintains that a concordance table will not be necessary when evaluating old and new scores, because the underlying content changes are minimal.

Students will need to adjust to scoring that weights the adaptive stages based on difficulty. A low-scoring student is likely to do better on the second section, as the difficulty will decrease. A high-scoring student is likely to miss more questions on the second section, since the difficulty will increase. The 200–800 score will reflect these differences.

## ACCOMMODATIONS

College Board has committed to designing the Bluebook app for the new SAT to directly support most student accommodations. All existing accommodations will carry through to the new exam. Some accommodations will still require a longer paper-and-pencil test.

## PRACTICE MATERIALS

College Board will continue its partnership with Khan Academy to provide practice exams and prep materials online at no cost to students. Practice SAT and PSAT tests are available in the Bluebook app, allowing students to practice exactly as they will take the test.

## CHOOSING BETWEEN ACT AND SAT

When the SAT was overhauled in 2016, the ACT temporarily enjoyed a “flight to the familiar.” Will there be the same swing this time, or will the lack of major content changes and the appeal of the shorter test keep students with the SAT? The choice is not just between the ACT and the digital SAT; it is between the current SAT and the digital SAT. The SAT’s transition can lead to unexpected obstacles and opportunities for students. Early-starters who wish to test in fall of junior year will only be able to take the paper-and-pencil SAT. If they retest the following spring, they will only be able to take the digital SAT. Some students may even see this as a benefit and move up their testing schedules. The October 2023 PSAT (and the associated National Merit competition) will only be digital.

Whether or not many students take an early plunge into the new digital SAT will hinge on their confidence that they will not be disadvantaged by the changes. Students will be looking for the availability of high-quality prep materials in advance of the new test’s debut and reassurance that colleges are on board with the changes.

## TEST CENTER AVAILABILITY

The pandemic put test center availability in the spotlight, as many sites were unable to offer the SAT or had to reduce capacity. Many schools shifted to SAT School Day testing in order to accommodate their students. The digital SAT adds even more appeal to school-based testing. Does everyone benefit from the rise in school testing? What happens if schools choose to no longer host weekend testing? Will existing inequities of access be exacerbated? Will College Board find new ways of servicing homeschooled students? College Board hopes that the digital SAT can streamline the administration process for test centers and coordinators. The changeover will be both a challenge and an opportunity.

## THE ROLE OF COLLEGES AND CRITICS

Will substantially all colleges agree to treat the new test like the current test? Or will the new SAT drive even more momentum behind the Test Optional / Test Free movement? College Board hopes to hold the line at Test Optional and ensure that students continue to have (and exercise) the choice to take tests and submit scores with applications. College Board will need to make the case that the new digital test is—for better and for worse—at least as valid and equitable as the current test.

Broadly, the plans for the new digital SAT appear sensible and timely, especially for the most important stakeholders: the students who take the test and the overworked school staff who administer the test. If high-stakes admission tests are going to continue to exist, their content and delivery need to be modernized. “It’s a move of the College Board into the 21st century when it comes to improving the testing experience for students,” said Kedra Ishop, USC vice president of enrollment management. “It’s going to be easier to take for students. It’s more secure and more relevant to a broader set of students. And that’s a step in the right direction.”



For updates, visit [compassprep.com/digital\\_sat](https://compassprep.com/digital_sat) or scan the QR code on this page.

# Digital SAT & ACT Content and Timing

## SAT OVERVIEW

The digital SAT begins with two sets, or stages, of Reading and Writing questions that take just over an hour. After a break, the test continues on to two math stages for 70 minutes.

The SAT and ACT are more different than ever before—the tables below and to the right demonstrate how much shorter and more focused the SAT is when compared to the ACT. And yet, though the SAT is now a much shorter test, students have much more time per question. The SAT’s 134 minutes to answer 98 questions results in an average of about 1 minute 22 seconds per question, while the ACT’s 175 minutes to answer 215 questions results in an average of about 48 seconds per question. In other words, the SAT gives students 50% more time to answer each question, yet still manages to be 41 minutes shorter.

	TIME	% OF TEST	QUESTIONS
<b>Reading and Writing</b>			
Craft and Structure		28%	13–16
Information and Ideas		26%	12–14
Standard English Conventions		26%	11–15
Expression of Ideas		20%	8–12
<b>Reading and Writing Total</b>	<b>64 minutes</b>		<b>54</b>
<b>Mathematics</b>			
Algebra		35%	13–15
Advanced Math		35%	13–15
Problem Solving and Data Analysis		15%	5–7
Geometry and Trigonometry		15%	5–7
<b>Mathematics Total</b>	<b>70 minutes</b>		<b>44</b>
<b>SAT</b>	<b>134 minutes</b>		<b>98</b>

College Board no longer offers the SAT Essay during national test dates, but some students may encounter it if they are participating in a School Day administration.

## WHAT CONTENT IS CHANGING ON THE DIGITAL SAT?

Most of the changes on the SAT Math are cosmetic: Passport to Advanced Math has been renamed Advanced Math, and Heart of Algebra is now simply Algebra. However, the SAT will no longer test imaginary and complex numbers. The digital PSAT will no longer test circles beyond area and circumference, though the SAT will continue to include more advanced circle topics.

The biggest change in Reading and Writing is the exchange of long passages with multiple questions per passage for short prompts with a single question per passage. The Writing questions will no longer test commonly confused words (accept/except, affect/effect) or idiomatic expressions (capable of, just as...so). Pronouns will continue to be tested, but questions will not ask students to choose between he or she and they.



## ACT OVERVIEW

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

Perhaps the most noticeable content difference between the SAT and the ACT is the inclusion of a Science section on the ACT. 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.

Students have the option to take the ACT with Writing, but colleges have largely stopped using the score for admission.

Although most students score comparably on the competing exams, some students perform better on the ACT (as some do on the SAT) and find it to their advantage to submit the comparatively higher scores with their applications.

	TIME	% OF TEST	QUESTIONS
<b>English</b>			
Conventions of Standard English		53%	40
Production of Writing		31%	23
Knowledge of Language		16%	12
<b>English Total</b>	<b>45 minutes</b>		<b>75</b>
<b>Mathematics</b>			
Pre-Algebra		23%	14
Elementary Algebra		17%	10
Intermediate Algebra		15%	9
Coordinate Geometry		15%	9
Plane Geometry		23%	14
Trigonometry		7%	4
<b>Mathematics Total</b>	<b>60 minutes</b>		<b>60</b>
<b>Reading*</b>			
Literary Narrative or Prose Fiction		25%	10
Humanities		25%	10
Social Sciences		25%	10
Natural Sciences		25%	10
<b>Reading Total</b>	<b>35 minutes</b>		<b>40</b>
<b>Science†</b>			
Data Representation		30–40%	12–16
Research Summaries		45–55%	18–22
Conflicting Viewpoints		15–20%	6–8
<b>Science Total</b>	<b>35 minutes</b>		<b>40</b>
<b>ACT</b>	<b>175 minutes</b>		<b>215</b>

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

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

## READING

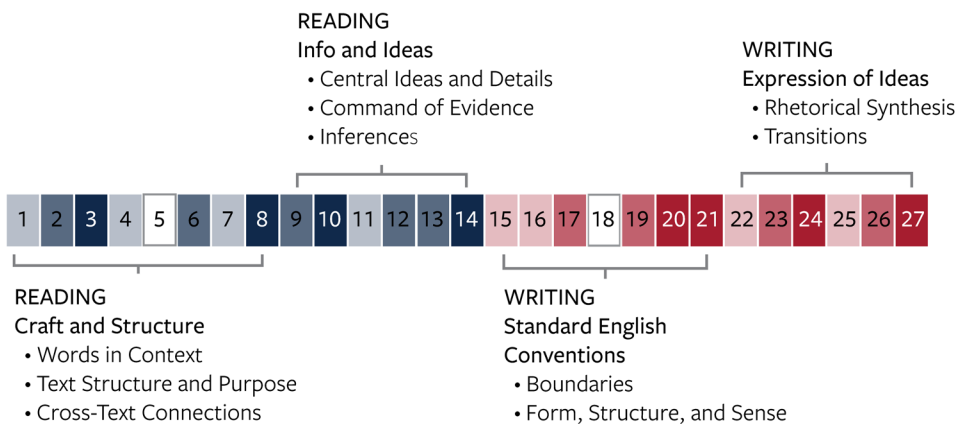
The most striking difference between the SAT and ACT Reading is the length of each passage. The digital SAT has introduced discrete questions, each associated with a very brief passage (see example at right), while the ACT continues to maintain long reading passages followed by ten questions each.

	SAT READING	ACT READING
Time allotted	Approximately 1/2 of the Reading and Writing Section, about 32 minutes	35 minutes
Number of passages	1 short passage per question	4 long passages
Number of questions	25–30	40
Passage length	Approximately 25–150 words	Approximately 700–900 words
Section Structure	<p>Two domains, each comprised of three skill areas.</p> <p><b>Craft and Structure:</b> words in context, text structure and purpose, and cross-text connections</p> <p><b>Info and Ideas:</b> central ideas and details, command of evidence, and inferences</p>	<p>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.</p> <p>One passage will be a paired passage.</p>
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**

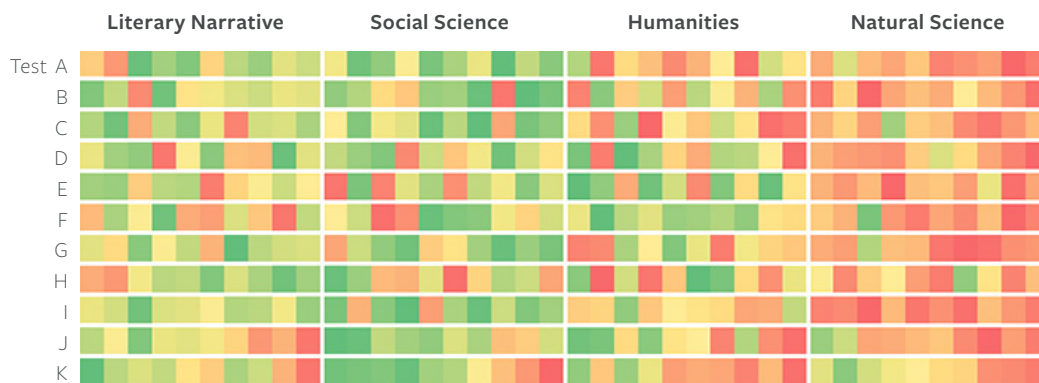
The following is a brief excerpt from a much longer passage.

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 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.



## ENGLISH STRATEGY

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

### ACT ENGLISH: SAMPLE QUESTIONS

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

#### Charles Drew and the Creation of Blood Banks

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

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

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

### SAT WRITING: SAMPLE QUESTION

No longer do the SAT's writing questions follow the same structure of long passage with multiple questions that is found on the ACT. Now a single question or task accompanies each passage.

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

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

Answer: D

## 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 the digital SAT.

### TOP 10 ERRORS OF ENGLISH CONVENTIONS

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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 Info 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 would present 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 50–51 for a detailed breakdown of topics tested on the SAT and ACT.

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

## SAT MATH STRATEGY

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

The SAT has two types of questions—multiple-choice and student-produced responses.

SAT Math questions are arranged in rough order of difficulty within each stage. Student-produced responses are mixed in with multiple-choice questions, but tend to be of medium or hard difficulty, so they are more likely to appear in the middle and at the end of the 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 on every stage. It’s the mix that changes. Each student needs to develop a pacing strategy so that not too much time is spent on early, easier questions.

### STUDENT-PRODUCED RESPONSE DIRECTIONS

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

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

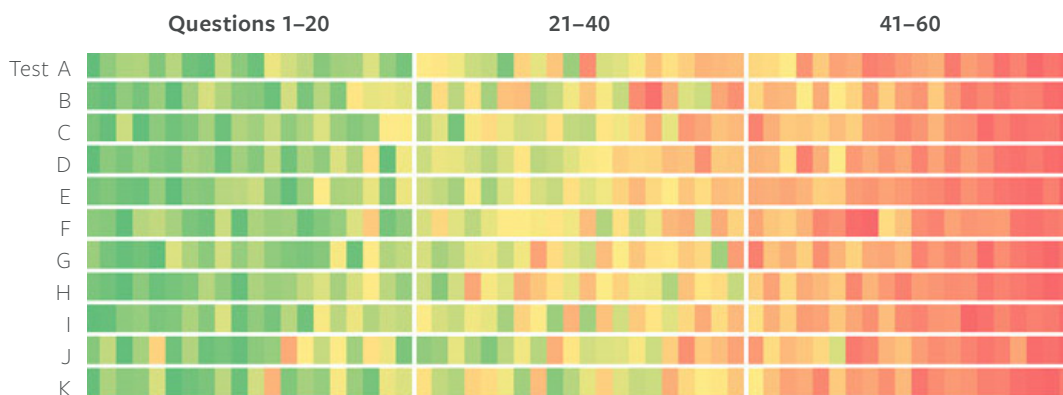
We recommend that students try out the online graphing calculator and decide whether they prefer it to their own familiar calculator. Students should practice using the calculator they will use on test day.



## ACT MATH STRATEGY

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

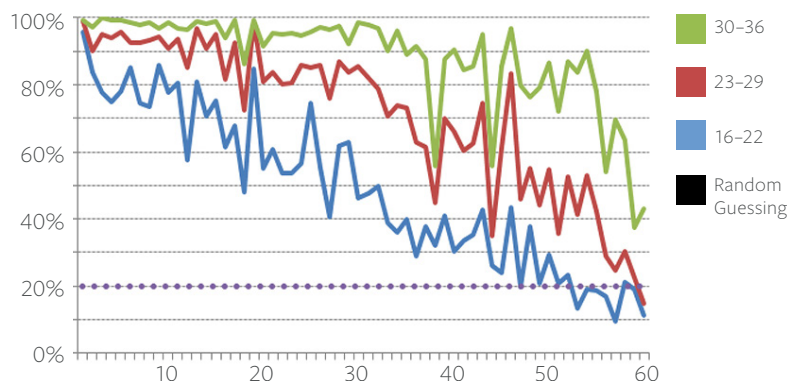
### ACT MATH HEAT MAP



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

Random guessing should allow even a student with no understanding of a question to choose a correct answer one time out of five (20%). However, the ACT—like the SAT—can draw students into traps that can lower performance below that threshold. Students may spend valuable time attempting problems from which they gain fewer points than peers who pick an answer with a metaphorical dart.

### PERCENTAGE OF POSSIBLE POINTS BY SCORE POINT



► This graph shows how students at different score levels perform throughout the Math test. By approximately question 52, lower scoring students fall below the 20% guessing threshold. Even students scoring between 23 and 29 receive almost no net gain from the final problems of the test.

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

## MATH STANDARDS: SAT VS. ACT

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

The SAT has put a strong emphasis on Algebra I and II, with 70% of the test being made up of topics in the Algebra and Advanced Math domains. The remaining 30% of the test is split between Problem Solving and Data Analysis and Geometry and Trigonometry. The College Board considers these content domains as essential building blocks for the mathematics, science, and social science necessary for success in college and careers.

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

### PREVALENCE OF MATH TOPICS ON THE SAT AND ACT

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

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

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

Algebra		
	SAT	ACT
Absolute Value Equations and Graphs	○	◐
Direct and Inverse Variation	✗	○
Domain and Range	○	◐
Equivalent Expressions/Simplifying	●	●
Exponential Change	●	○
Graphs of Lines and Inequalities	●	◐
Inequalities	●	◐
Linear Equations	●	●
Matrices	✗	○
Parabolas	●	○
Parallel and Perpendicular Lines	◐	◐
Polynomial Division	○	○
Quadratic Formula	◐	●
Quadratic Functions	●	◐
Slope	◐	◐
Symbol Functions	✗	◐
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	✗	○
Geometric Visualization	✗	◐
Hybrid Figures	○	◐
Line Segments/Midpoints	○	◐
Perimeter and Area	◐	●
Pythagorean Theorem and Right Triangles	◐	●
Rotation, Reflection, and Transformation	✗	◐
Similar Triangles	◐	◐
Squares and Rectangles	○	●
Surface Area	○	○
Unit Circle	○	○
Volume	○	◐
xyz-Coordinate System	✗	○

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

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



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

## SAT SCIENCE

Unlike the ACT, the SAT does not present a section devoted to science. Even so, there are a number of science-themed questions on the exam.

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

### SCIENCE EXAMPLE: READING AND WRITING

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

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

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

Answer: D

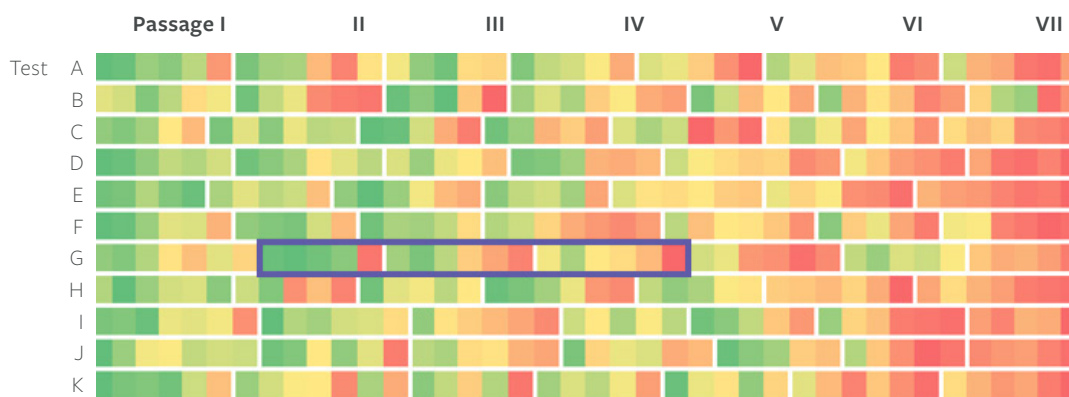
## ACT SCIENCE

The ACT Science measures interpretation, analysis, evaluation, reasoning, and problem-solving skills. Although it uses scientific language and reasoning, little prior science knowledge is needed to do well on the ACT. When the ACT does call for prior knowledge, it’s typically something basic that the majority of high school students will know (e.g. knowing that H<sub>2</sub>O 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 (Aspire and PreACT) and College Board (PSAT) both offer test suites that include exams for younger students.

## PREACT AND PREACT 8/9

The relationship between the PreACT and ACT is similar to that between the PSAT and SAT: the PreACT is a shorter exam than is the ACT but includes the same question types. The PreACT is easier than the ACT, so the highest possible score is a 35 instead of a 36; the PreACT 8/9 has a highest possible score of 30.

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

PREACT STRUCTURE   TOTAL SCORE (1–35)			
Total time: 2 hours and 10 minutes			
<b>English</b> 30 min 45 questions 3 passages	<b>Math</b> 40 min 36 questions	<b>Reading</b> 30 min 25 questions 3 passages	<b>Science</b> 30 min 30 questions 5 passages

## ASPIRE

The Aspire testing system offers exams for students in grades 3 through 8, plus an “early high school” exam for freshmen and sophomores. The score report for the latter includes a predicted ACT score, but the content and format of Aspire are different, and at 4 hours and 10 minutes, Aspire is longer than the ACT.

ACT ASPIRE: EARLY HIGH SCHOOL LEVEL ASSESSMENT					
Test	Multiple Choice	Technology Enhanced	Constructed Response	Total # of Questions	Time (Minutes)
<b>English</b>	58–62	0–4	0	62	40
<b>Writing</b>	0	0	1	1	30
<b>Reading</b>	24–26	1–3	4	31	60
<b>Math</b>	31–34	5–8	6	45	65
<b>Science</b>	26–29	4–7	7	40	55

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

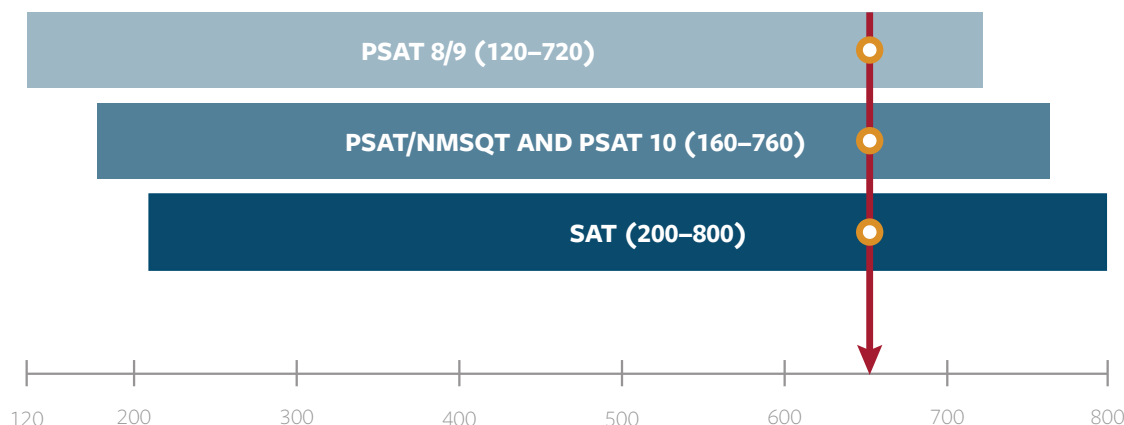
<b>English</b>	400–456	<b>Mathematics</b>	400–460
<b>Writing</b>	400–448	<b>Science</b>	400–449
<b>Reading</b>	400–442	<b>Composite</b>	400–452

## THE PSAT AND THE SAT SUITE OF ASSESSMENTS

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

### THE VERTICALLY ALIGNED SCALE

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



## PSAT 10 AND PSAT/NMSQT

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

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

The October 2023 PSAT and beyond will be offered exclusively as digital tests. The digital PSAT has the same timing and section structure as the digital SAT and will provide for the same accommodations.

### PSAT STRUCTURE AND SCORING

<b>TOTAL SCORE</b>				1 Total Score 320–1520 Scale
Total testing time: 2 hours and 14 minutes				
<b>Reading and Writing</b> 54 items, 64 minutes		<b>Math</b> 44 items, 70 minutes		2 Section Scores 160–760 Scale
<b>RW: Stage 1</b> 27 items, 32 minutes	<b>RW: Stage 2</b> 27 items, 32 minutes	<b>Math: Stage 1</b> 22 items, 35 minutes	<b>Math: Stage 2</b> 22 items, 35 minutes	

## 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	

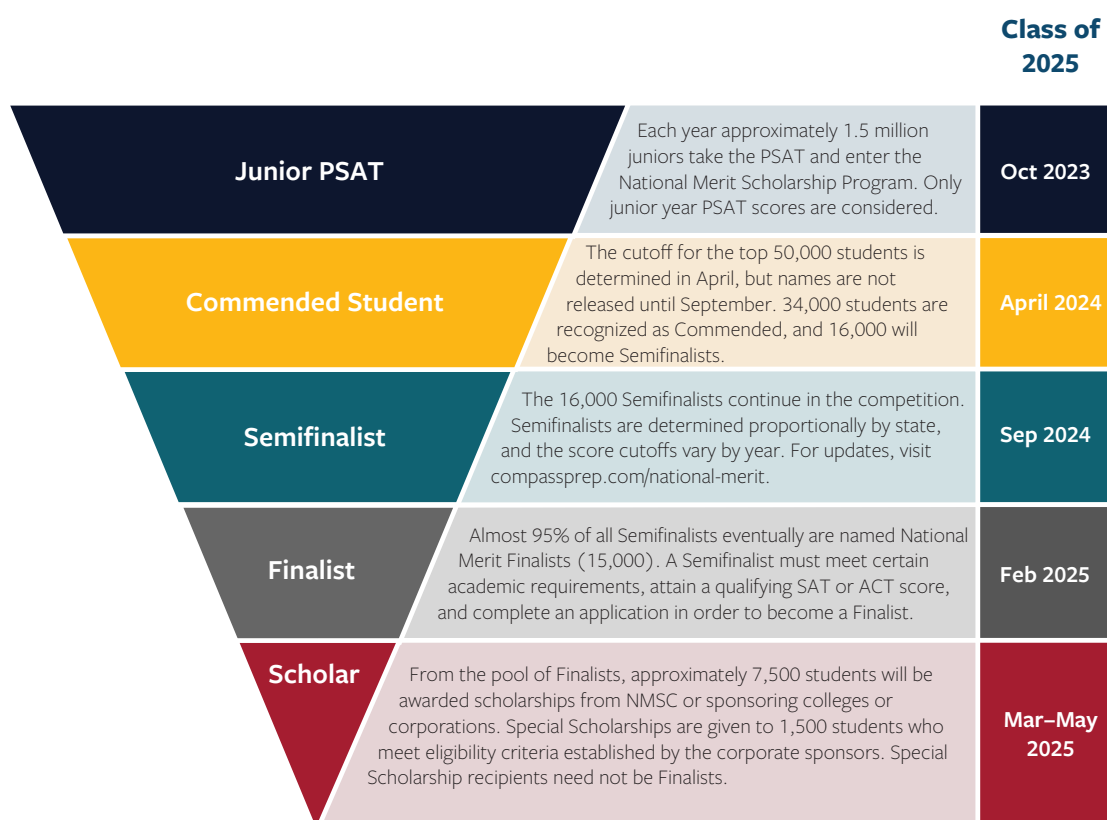


## NATIONAL MERIT SCHOLARSHIP PROGRAM

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.

The formula for calculating the Selection Index on the paper-and-pencil PSAT is based on the 8–38 Test Scores in Reading, Writing & Language, and Math. The three scores are summed and multiplied by two. The highest possible Selection Index is 228— $[(38 + 38 + 38) \times 2]$ . National Merit has not yet announced how the Selection Index will be calculated for the digital PSAT. Compass expects that the Reading and Writing score will be doubled and added to the Math score. That sum will be divided by 10— $[(760 \times 2 + 760)/10]$ . 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](https://nationalmerit.org).



For the latest information on National Merit news and cutoffs, please visit [compassprep.com/national-merit](https://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 2023. West Virginia’s cutoff was only 207. The results for the Class of 2023 and the estimates for the Class of 2024 can be found in the table at right.

Recent results have been historically low—first because of lockdown-related cancellations and then because of COVID-related learning disruptions. Students in the Class of 2025 should be aware that cutoffs fluctuate from year to year. In the last 15 years, there has never been a year where more than half the cutoffs remained unchanged. The impact of the digital PSAT in October 2023 is unknown. Scores are typically more volatile during test overhauls.



**More detailed analyses and future updates are available at [compassprep.com/national-merit](https://compassprep.com/national-merit).**

State	Class of 2024 (Est. Range)	Class of 2023 (Actual)	Typical # of Semifinalists
Alabama	210–215	212	225
Alaska	208–213	210	40
Arizona	214–219	214	300
Arkansas	209–213	210	140
California	219–222	220	2,050
Colorado	215–219	217	245
Connecticut	218–221	221	185
Delaware	217–221	218	45
District of Columbia	221–224	223	50
Florida	214–218	216	810
Georgia	216–220	218	460
Hawaii	214–218	215	65
Idaho	212–216	215	85
Illinois	217–220	219	735
Indiana	213–218	214	335
Iowa	210–215	212	170
Kansas	213–217	214	155
Kentucky	210–215	212	215
Louisiana	211–215	213	210
Maine	210–216	215	75
Maryland	220–223	222	315
Massachusetts	219–222	220	345
Michigan	215–219	218	565
Minnesota	215–219	216	300
Mississippi	209–214	210	135
Missouri	212–217	213	335
Montana	206–211	207	50
Nebraska	209–215	212	100
Nevada	210–215	210	100
New Hampshire	212–216	213	75
New Jersey	221–224	223	520
New Mexico	208–213	208	90
New York	217–221	219	1,010
North Carolina	215–219	217	440
North Dakota	206–210	209	30
Ohio	214–218	216	615
Oklahoma	209–213	211	185
Oregon	216–220	216	180
Pennsylvania	216–220	218	680
Rhode Island	213–217	216	55
South Carolina	211–215	213	200
South Dakota	208–213	212	45
Tennessee	213–218	215	325
Texas	218–221	219	1,340
Utah	210–215	211	155
Vermont	210–215	213	40
Virginia	219–222	221	390
Washington	218–221	220	330
West Virginia	206–210	207	75
Wisconsin	212–216	213	330
Wyoming	206–210	207	25
U.S. Territories	207	207	30
U.S. Students Studying Abroad	221–224	223	125
Boarding School	Varies by region		
Commended	206–210	207	N/A

# Test Scores and Scholarships

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

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

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

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

# AP Exams

## THE GROWING RELEVANCE OF AP SCORES IN ADMISSIONS

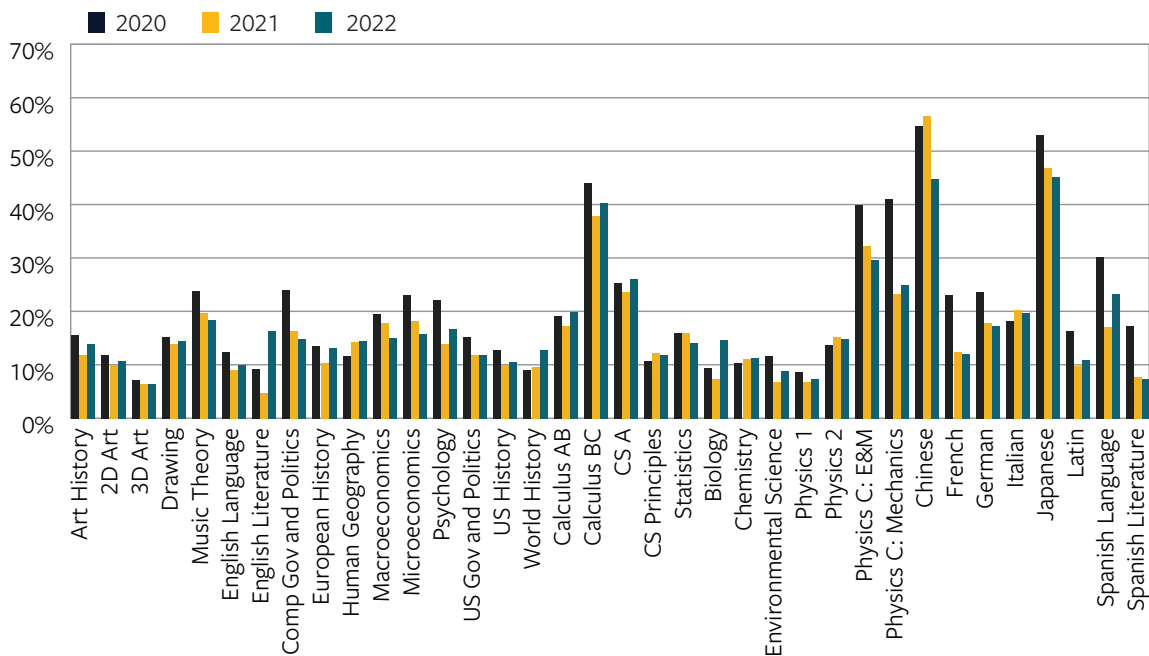
Historically, scores on AP Exams have been tied to receiving college credit or advanced standing upon matriculation. The AP program was not designed to be relevant to admission decisions in the same way as the SAT and ACT. However, with the elimination of the SAT Subject Tests and the implementation 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. For example, the historic dip in AP scores in 2021 reflected learning losses and other educational obstacles. Scores dipped not because the AP changed (that was in 2020), but because students did not demonstrate the same level of achievement. 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 150 popular schools in the US, and found that about 30% explicitly mention viewing the scores in a holistic admissions process; many of these schools fall into the highly selective admissions category. About 60% of schools reviewed mention using APs for class credit and/or placement, but in so doing are highly likely to consider the exams for admissions purposes. **We've included a sampling of school policies below.**

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



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

## HOW AP SCORES ARE CALCULATED

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

Though it varies by test, the free-response section is often worth about half of the composite score but has fewer points available, so a raw point in the free-response section often has more value than a raw point in the multiple-choice section.

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.

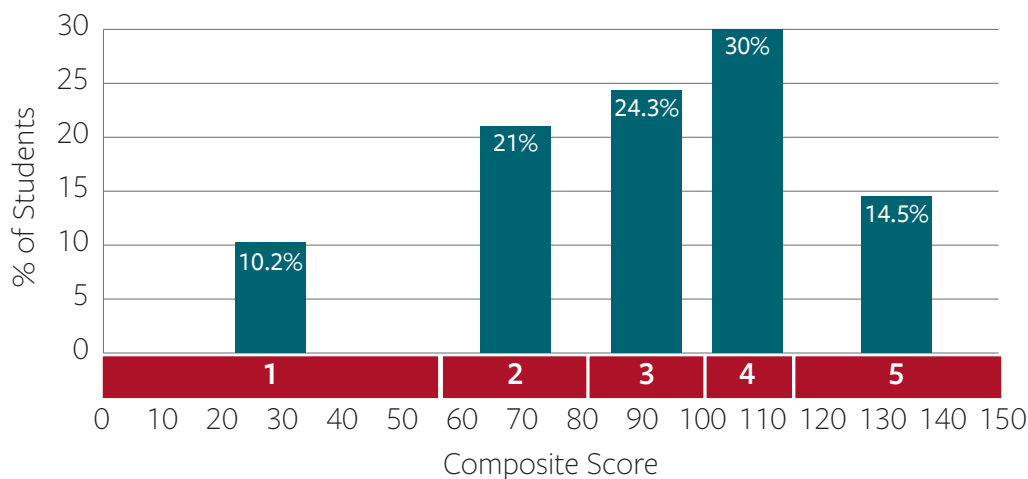
Section	Timing	Questions	Raw Points	Weighted Points
1: Multiple-Choice 45% of Score	60 minutes	24 Reading	24	36
		21 Writing	21	31.5
2: Free-Response 55% of Score	2 hours 15 minutes	1 Synthesis Essay	6	27.5
		1 Rhetorical Analysis	6	27.5
		1 Argument Essay	6	27.5
Total			63	150

▶ 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.

## 2022 AP BIOLOGY SCORE DISTRIBUTION AND COMPOSITE SCALE



The above bar graph and composite scale illustrate two things: an estimated composite to AP score scale and the percentage of students who received each score on the 2022 exam. Based on this estimate, a student could miss 10 multiple-choice questions and still get a 5 on the exam, so long as they received 15 out of the 18 free-response points available.

### AP BIOLOGY

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

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

- ▶ 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.*

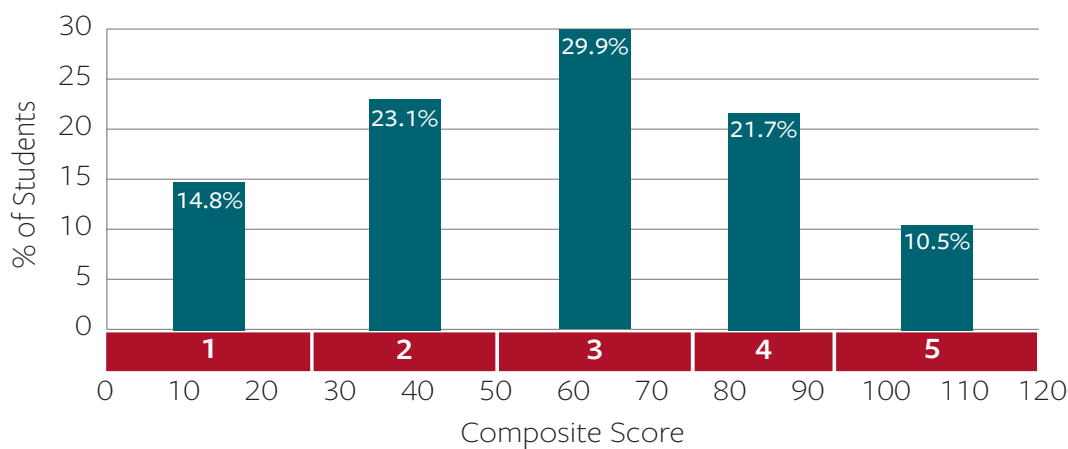
Because there are so many more raw points available for the free-response questions on Biology than on English Language, the weight of a Biology free-response point is much closer to the 1-1 weighting of a multiple-choice raw point.

The breadth of content assessed on the AP Biology exam is exemplified by the relatively even distribution of weight among units.

Unit #	Unit Name	Exam Weighting
1	Chemistry of Life	8–11%
2	Cell Structure and Function	10–13%
3	Cellular Energetics	12–16%
4	Cell Communication and Cell Cycles	10–15%
5	Heredity	8–11%
6	Gene Expression and Regulation	12–16%
7	Natural Selection	13–20%
8	Ecology	10–15%

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.

### 2022 AP BIOLOGY SCORE DISTRIBUTION AND COMPOSITE SCALE



While the English Language score distribution places many students in the narrow band of 4s, the Biology exam looks like a traditional bell curve with a more uniform scale. Though only about 10% of students achieve a 5, perfection is not necessary: a student could miss about 10 multiple-choice questions and 10 points on the free-response questions and still achieve a 5 in 2022.

### 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

- ▶ **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.

2024 AP TESTING SCHEDULE		
Week 1	Morning 8 AM	Afternoon 12 Noon
Monday, May 6	United States Government and Politics	Art History Chemistry
Tuesday, May 7	Human Geography Microeconomics	Seminar Statistics
Wednesday, May 8	English Literature and Composition	Comparative Government and Politics Computer Science A
Thursday, May 9	Chinese Language and Culture Environmental Science	Psychology
Friday, May 10	European History United States History	Macroeconomics Spanish Literature and Culture
Art and Design: Friday, May 10, 2024 (8 p.m. ET), is the deadline for AP Art and Design students to submit their three portfolio components as final in the AP Digital Portfolio. <i>Students should have forwarded their completed digital portfolios to teachers well before this date.</i>		

2024 AP TESTING SCHEDULE			
Week 2	Morning 8 AM	Afternoon 12 noon	Afternoon 2 PM
Monday, May 13	Calculus AB Calculus BC	Italian Language and Culture Precalculus	
Tuesday, May 14	English Language and Composition	African American Studies Physics C: Mechanics	Physics C: Electricity and Magnetism
Wednesday, May 15	French Language and Culture World History: Modern	Computer Science Principles Music Theory	
Thursday, May 16	Spanish Language and Culture	Biology Japanese Language and Culture	
Friday, May 17	German Language and Culture Physics 1: Algebra-Based	Latin Physics 2: Algebra-Based	

- ▶ **April 30, 2024, at 11:59 PM ET is the deadline for AP Seminar, AP Research, and AP Computer Science Principles students to submit their final projects for grading.**

## 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.

# Securing Testing Accommodations

The College Board and ACT offer a variety of testing accommodations for students with disabilities. Commonly requested accommodations include varying increments of extended time, additional breaks, and small group testing. Students sitting for the digital adaptive P/SAT or computer-based ACT will qualify for commensurate accommodations, including new tools built into the testing apps such as screen readers and zoom functions.

## DEADLINES FOR SUBMITTING REQUESTS FOR ACCOMMODATIONS

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

SAT		PSAT & AP		ACT	
2023–24 Test Dates	Documentation Deadlines	2023–24 Test Dates	Documentation Deadlines	2023–24 Test Dates	Documentation Deadlines
August 26, 2023	July 7, 2023	PSAT/NMSQT October 2–31, 2023	August 15, 2023*	September 9, 2023	August 18, 2023
October 7, 2023	August 18, 2023			October 28, 2023	October 6, 2023
November 4, 2023	September 15, 2023	PSAT 10 March 4– April 26, 2024	December 22, 2023*	December 9, 2023	November 10, 2023
December 2, 2023	October 13, 2023			February 10, 2024	January 19, 2024
March 9, 2024	January 18, 2024	AP Exams May 6–17, 2024	January 23, 2024*	April 13, 2024	March 22, 2024
May 4, 2024	March 15, 2024			June 8, 2024	May 17, 2024
June 1, 2024	April 12, 2024			July 13, 2024	June 21, 2024

\*Dates are anticipated.

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

SAT	ACT
<p>To ensure approval for accommodations, a student’s request should meet ALL of the following criteria:</p> <ul style="list-style-type: none"> <li>The disability is documented by formal testing completed by a certified evaluator</li> <li>The disability directly affects performance on CB’s assessments</li> <li>The requested accommodations are specifically needed to perform to potential on CB’s assessments</li> </ul> <p>Students may be approved for accommodations on specific sections of the test rather than the entire test.</p>	<p>A student is eligible for accommodations if:</p> <ul style="list-style-type: none"> <li>The disability is diagnosed and documented by a credentialed professional</li> <li>The disability directly impacts performance on ACT’s assessments</li> </ul> <p>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: National Extended Time and Special Testing. National Extended Time is most appropriate for students who require no more than 50% extended time on standardized tests.</p>



For detailed information, visit [compassprep.com/accommodations](https://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. <b>At the start of a digital adaptive P/SAT, students will be prompted by the testing app to confirm use of their approved accommodations.</b>	Students with National 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			
2023–24 Test Dates	Registration	Late Registration	Anticipated Score Release <sup>‡</sup>
August 26, 2023	July 28, 2023	August 15, 2023	September 18, 2023*
October 7, 2023	September 7, 2023	September 26, 2023	October 20, 2023*
November 4, 2023	October 5, 2023	October 24, 2023	November 17, 2023*
December 2, 2023	November 2, 2023	November 21, 2023	December 15, 2023*
March 9, 2024 (Digital)	February 23, 2024	March 1, 2024*	March 22, 2024*
May 4, 2024 (Digital)	April 19, 2024	April 26, 2024*	May 17, 2024*
June 1, 2024 (Digital)	May 17, 2024	May 24, 2024*	July 10, 2024*

PSAT		PSAT 10	
2023 Test Dates	Registration	2024 Test Dates	Registration
Date determined by high school within testing window: October 2–31, 2023	Test date registration is determined by high school.	Date determined by high school within testing window: March 4–April 26, 2024	Test date registration is determined by high school.

ACT			
2023–24 Test Dates	Registration	Late Registration	Anticipated Score Release <sup>‡</sup>
September 9, 2023	August 4, 2023	August 18, 2023	September 19, 2023*
October 28, 2023	September 22, 2023	October 6, 2023	November 7, 2023*
December 9, 2023	November 3, 2023	November 17, 2023	December 19, 2023*
February 10, 2024	January 5, 2024	January 19, 2024	February 20, 2024*
April 13, 2024	March 8, 2024	March 22, 2024	April 23, 2024*
June 8, 2024	May 3, 2024	May 17, 2024	June 18, 2024*
July 13, 2024 (Not offered in NY)	June 7, 2024	June 21, 2024	July 23, 2024*



You can register for the SAT at [collegeboard.org](https://collegeboard.org) and the ACT at [actstudent.org](https://actstudent.org).

\* Dates are not yet official.  
<sup>‡</sup> Release date indicates the first day scores may be available.  
 ACT Writing scores are available about two weeks after multiple-choice scores are released.

## INTERNATIONAL DATES

International SAT testing occurs on the same dates as the U.S. National test dates for each school year. **For more information, visit [collegereadiness.collegeboard.org/sat/register/international](https://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 12–13 are offered as international ACT test dates, while the U.S. National test date is April 13. **For more information, visit [act.org/content/act/en/products-and-services/the-act-non-us.html](https://act.org/content/act/en/products-and-services/the-act-non-us.html).**

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

POLICY OR FEE	SAT	ACT
Standard fee	\$60	\$66 + \$25 for Writing
Late Registration Fee	add \$30	add \$36
Change test date	add \$25	add \$42
Change test center	add \$25	add \$42
Standby / Waitlist	Currently unavailable	add \$66
Copy of test available	Not available after October 2023	September, April, June dates
Fee for copy of test	\$16	\$32 (\$40 if order is placed after the test)
Score reports included with registration	4	4
Additional reports	\$12 each	\$18 each
Cancel Scores	Paper SAT: Until Thursday after test Digital SAT: Until one week after test	Until Thursday after test
Remove Scores	Not offered	Upon written request
Calculator	Algebra functions OK TI-89 allowed	No algebra functions TI-89 not permitted
Score verification	Paper SAT: \$55 for multiple-choice Digital SAT: Not available	\$55 for multiple-choice, \$55 for writing, \$110 for both multiple-choice and writing
Sunday testing for religious reasons	Available Sunday following the Saturday administration	Available Sunday or Monday on a center-by-center basis

### ACT STANDBY REQUESTS

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

ACT Test Date	Standby Deadline
September 9, 2023	September 1, 2023
October 28, 2023	October 20, 2023
December 9, 2023	December 1, 2023
February 10, 2024	February 2, 2024
April 13, 2024	April 5, 2024
June 8, 2024	May 31, 2024
July 13, 2024	July 5, 2024

## 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](https://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 spring 2024, SAT School Day will only be offered digitally and can occur on any day in the testing window:

**March 4–April 26, 2024**

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 who want their students to have college-reportable scores from tests taken in their own classrooms. A district can sign up for district testing, even if its state does not participate in or fund state testing. There is also a range of online testing windows, so schools have some flexibility to offer testing during the week and on weekends depending on local needs.

**“ 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

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## 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. By default, College Board sends a student’s entire testing history with each report. Students can exercise Score Choice to pick only the test dates or the Subject Tests they wish to submit. Subject Tests are no longer administered in the U.S. but may be submitted if a student already has them on file.

## CAN I JUST SEND MY BEST SCORES?

If a college considers only your SAT Total or ACT Composite score from a single sitting, you may want to include only the test date with your best overall score. If the college “superscores,” or mixes and matches individual sub-scores from different test dates—the official policy or unofficial practice of many colleges—then you will want to include the test dates that produce your highest “superscore.” ACT also offers a Superscore Report. This report includes the test date with your highest Composite score and also includes the individual sections that produce your best Composite superscore. The lack of the Superscore Report does not prevent colleges from superscoring.

## IS IT TRUE THAT SOME COLLEGES WANT ME TO SEND ALL OF MY SCORES?

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

## DO THESE POLICIES MEAN THAT STUDENTS SHOULD TEST “EARLY AND OFTEN”?

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



## SUPERSCORING

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

<b>March Test Day</b>	650 RW   670 Math = 1320 Total
<b>May Test Day</b>	700 RW   650 Math = 1350 Total
<b>Superscore</b>	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.

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

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

► The following is a sampling of college superscore and Score Choice policies.

School	Superscore		Score Choice Policy
	SAT	ACT	
Amherst College	●	●	☐
Boston University	●	●	■
Brown University*	●	●	☐
Colorado College	●	X	☐
Columbia University	●	●	☐
Cornell University	●	●	☐
Dartmouth College	●	X	☐
Duke University*	●	●	☐
Georgetown University	●	X	■
Harvard University*	●	X	☐
Harvey Mudd College	●	●	■
Johns Hopkins University	●	●	■
Lewis & Clark College	●	●	☐
Loyola University Chicago	●	●	☐
Massachusetts Institute of Technology	●	●	☐
Middlebury College	●	●	■
Mills College	●	X	☐
New York University*	●	●	☐
Northwestern University	●	●	☐
Occidental College*	●	●	☐
Princeton University	●	X	■
Smith College	●	X	☐
Stanford University†	●	X	☐
Tufts University	●	●	☐
University of Notre Dame	●	●	☐
Wellesley College	X	X	☐
Yale University	●	●	☐
Requires all scores			■
Recommends all scores			■
Accepts score choice			☐

\* “Soft Superscore”: schools consider section scores but don’t officially build a new superscore.  
 † Stanford “consider individual ACT subscores.”



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

# Early Action and Early Decision

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

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

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

## WHAT DO EARLY APPLICATIONS MEAN FOR TESTING?

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

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

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

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



For updates, visit [compassprep.com/early-action-early-decision-deadlines](https://compassprep.com/early-action-early-decision-deadlines) or scan the QR code on this page.

COMPASS GUIDE | EARLY ACTION AND EARLY DECISION

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

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

COMPASS GUIDE | EARLY ACTION AND EARLY DECISION

	EA 1	EA 2	ED 1	ED 2		EA 1	EA 2	ED 1	ED 2
Lehigh University			Nov 1	Jan 1	Rhode Island School of Design			Nov 1	
Lewis & Clark College	Nov 1		Nov 1		Rhodes College	Nov 15		Nov 1	Jan 15
Louisiana State Univ, Baton Rouge <sup>f</sup>	Dec 15				Rice University			Nov 1	
Loyola Marymount University	Nov 1		Nov 1	Jan 15	Rochester Institute of Technology			Nov 1	Jan 1
Loyola University Maryland	Nov 15				Rollins College			Nov 15	Jan 5
Loyola University New Orleans	Nov 15	Feb 15			Rutgers University, New Brunswick	Nov 1			
Macalester College	Nov 1		Nov 1	Jan 1	Rutgers University, Newark	Nov 1			
Marist College	Dec 1		Dec 1	Feb 1	Santa Clara University	Nov 1		Nov 1	Jan 7
Massachusetts Institute of Tech	Nov 1				Sarah Lawrence College	Nov 1		Nov 1	Jan 15
Mercer University	Nov 15				Scripps College			Nov 15	Jan 5
Miami University, Oxford	Nov 1	Dec 1	Nov 1		Seattle University	Nov 15			
Michigan State University	Nov 1				Seton Hall University	Nov 15	Dec 15		
Middlebury College			Nov 15	Jan 4	Sewanee—University of the South	Dec 1		Nov 15	Jan 15
Mills College	Nov 15				Siena College	Feb 15		Dec 1	
Millsaps College	Nov 15				Simmons College	Nov 1	Dec 1		
Morehouse College	Nov 1				Skidmore College			Nov 15	Jan 15
Mount Holyoke College			Nov 15	Jan 5	Smith College			Nov 15	Jan 1
Muhlenberg College			Nov 15	Feb 1	Soka University of America	Nov 1			
New College of Florida <sup>†</sup>	Feb 28	Apr 15			Southern Methodist University	Nov 1		Nov 1	Jan 15
New Jersey Institute of Technology	Nov 15	Dec 15			Southwestern University	Dec 1		Nov 1	
New School (Some Schools)	Nov 1				Spelman College	Nov 15		Nov 1	
New York University			Nov 1	Jan 1	St. John Fisher College			Dec 1	
North Carolina State Univ, Raleigh	Nov 1				St. John's College Annapolis	Nov 15		Nov 1	
Northeastern University	Nov 1		Nov 1	Jan 1	St. John's University (NY)	Dec 1		Nov 15	
Northwestern University			Nov 1		St. Lawrence University			Nov 1	Feb 1
Oberlin College			Nov 15	Jan 2	St. Mary's College (IN)			Nov 15	
Occidental College			Nov 15	Jan 1	St. Mary's College of California	Nov 15			
Ohio State University, Columbus	Nov 1				St. Mary's College of Maryland	Nov 1		Nov 1	
Ohio University	Nov 15				St. Michael's College	Nov 1	Dec 15		
Ohio Wesleyan University	Dec 1		Nov 15		St. Olaf College	Nov 1		Nov 1	Jan 15
Oregon State University	Nov 1				Stanford University (Restrictive)	Nov 1			
Penn State, University Park	Nov 1				Stetson University	Nov 1	Jan 15		
Pepperdine University	Nov 1				Stevens Institute of Technology			Nov 15	Jan 15
Pitzer College			Nov 15	Jan 1	Stonehill College	Nov 15	Jan 15	Dec 1	Feb 1
Point Loma Nazarene University	Nov 15				SUNY, ESF			Nov 15	
Pomona College			Nov 15	Jan 8	SUNY, Geneseo			Nov 15	
Pratt Institute	Nov 1				Susquehanna University	Nov 1	Dec 1	Nov 15	
Presbyterian College (SC)	Dec 1				Swarthmore College			Nov 15	Jan 3
Princeton University (Restrictive)	Nov 1				Syracuse University			Nov 15	Jan 1
Providence College	Nov 15		Nov 15	Jan 15	Temple University	Nov 1			
Purdue University, West Lafayette	Nov 1				Texas A&M Univ, College Station	Oct 15	Engineering only / Restrictive		
Queens University of Charlotte	Dec 1	Feb 1	Nov 1		Texas Christian University	Nov 1		Nov 1	
Quinnipiac University	Nov 15	Jan 1	Nov 1		Texas Lutheran University	Nov 15			
Randolph-Macon College	Nov 15				The Catholic University of America	Nov 1		Nov 15	Jan 15
Reed College	Nov 15		Nov 15	Dec 20	The Cooper Union	Varies by school			

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

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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.

# Additional Reading and Resources

## TESTING INFORMATION

### THE COLLEGE BOARD (SAT)

[collegeboard.org](https://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](https://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](https://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](https://apstudent.collegeboard.org/home)

(888) 225-5427

### INTERNATIONAL BACCALAUREATE (IB)

[ibo.org](https://ibo.org)

### COMPASS EDUCATION GROUP

[compassprep.com](https://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](https://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](https://ncaa.org/student-athletes/future)

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

### COMMON APPLICATION

[commonapp.org](https://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](https://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](https://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](https://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/](https://nces.ed.gov/collegenavigator/)

An online college search tool with exportable results.

## FINANCIAL AID

### U.S. DEPARTMENT OF EDUCATION

[studentaid.gov](https://studentaid.gov)

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

### FAFSA

[studentaid.gov/h/apply-for-aid/fafsa](https://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](https://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](https://accommodations.collegeboard.org)

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

### ACT SERVICES FOR STUDENTS WITH DISABILITIES

[actstudent.org/regist/disab](https://actstudent.org/regist/disab)

### ASSOCIATION ON HIGHER EDUCATION AND DISABILITY

[ahead.org](https://ahead.org)

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

### LD ONLINE

[ldonline.org](https://ldonline.org)

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

### INTERNATIONAL DYSLEXIA ASSOCIATION

[dyslexiaida.org](https://dyslexiaida.org)

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

### ASSOCIATION OF EDUCATIONAL THERAPISTS

[aetonline.org](https://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](https://aucd.org)



# The Compass Approach

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



## EVALUATION

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

## CONSULTATION

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



## RECOMMENDATION

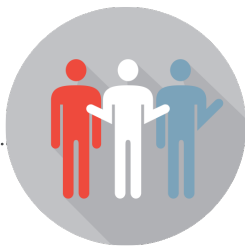
After a careful assessment of testing data, background, needs, and goals, we develop an individualized plan. And no two plans will be quite the same. Some students should focus mainly on test-taking skills, while others need substantial content review. Some students are best suited for group learning,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

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

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







## MATCH

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

## SUPPORT

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



## RESULTS

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

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



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



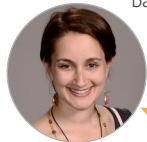
# Our Reach

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

## ► Our U.S. Reach

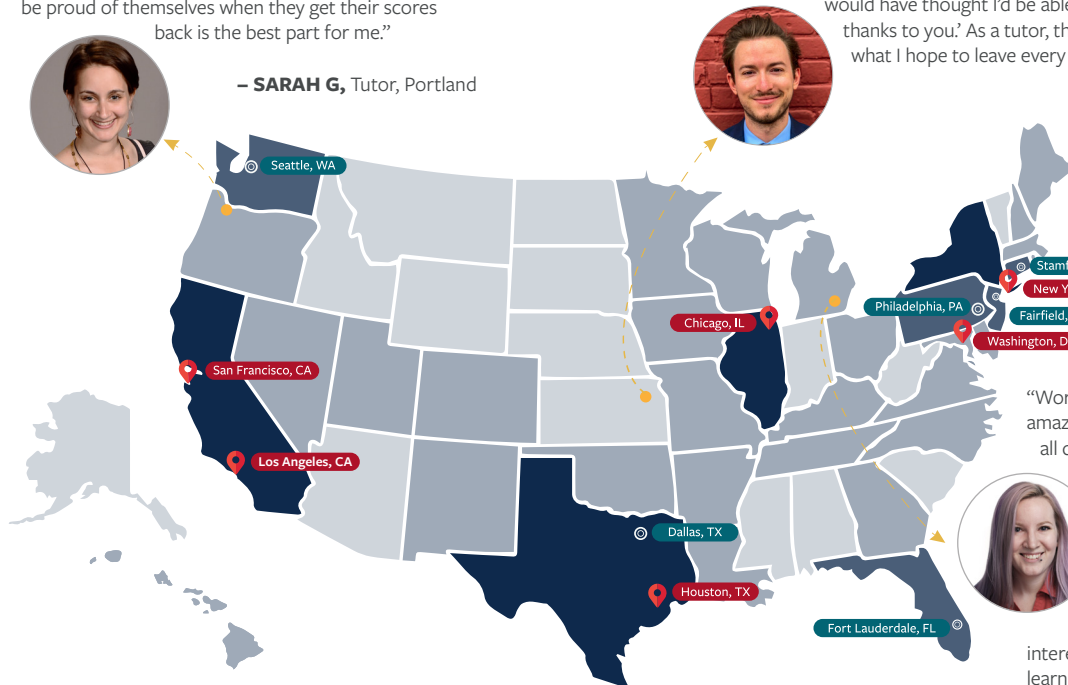
"I especially love helping with the mental side of preparation—having grown up in sports, I really like thinking through ways to stay calm under pressure and helping students grow in their confidence! Seeing kids be proud of themselves when they get their scores back is the best part for me."

– SARAH G, Tutor, Portland



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

– ADAM K, Tutor, Topeka



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

– KELSEY F, Tutor, Ann Arbor



**ANNUAL KEYNOTE PRESENTATIONS:**  
Given to over 300 schools globally



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



**COMPASS HEADQUARTERS**  
Located in:

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



**PRACTICE TESTS**  
Available at Compass Headquarters, plus:

- Dallas, TX
- Fairfield, NJ
- Fort Lauderdale, FL
- Philadelphia, PA
- Seattle, WA
- Stamford, CT

**MAP LEGEND:**

- Light blue square: Online tutoring and online practice testing available in these states
- Medium blue square: Online services available, and we partner with schools in these states to offer on-campus practice tests and keynote presentations
- Dark blue square: In addition to online services and school partnerships, we offer in-person practice testing in these states
- Dark blue square: In-person tutoring is available in these states, in addition to all other services
- Target icon: Practice Test Locations
- Red location pin icon: Compass Headquarter Offices

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



## ► Our Academic Reach

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

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

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

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

# Customized Private Tutoring

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

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

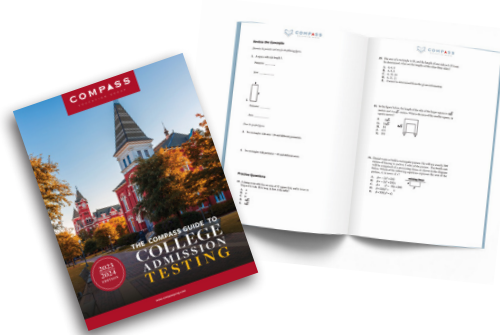
## FROM KITCHEN TABLES TO LAPTOPS

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



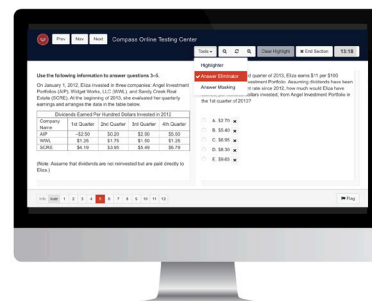
## INDUSTRY-LEADING CURRICULUM

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



## PAPER AND COMPUTER-BASED PRACTICE TESTS

Compass offers in-person and online-proctored paper practice tests around the country. We are also proud to be the first test prep company to offer digital practice exams that simulate the interactive experience of the current computer-based testing and the new digital adaptive SAT (see pages 34–39 for more information). Our score reports (detailed on pages 94–95) provide advanced testing analytics to help students pinpoint areas for improvement.



# Our Tutors

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

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

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

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

## TUTOR DEVELOPMENT

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

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

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

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

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



# Small Group Instruction

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

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

Classes are held online and in-person in New York, Beverly Hills, and Larkspur, 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' 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. Test prep classes include 20 hours of instruction, 5 proctored practice tests, Compass course books, office hours for individual support, and recordings for review and missed classes.

Schedules range from 10-week programs that meet once a week to 5-week condensed programs that meet two or three times a week. Classes are available leading up to each national test date. We also offer summer bootcamps to make the most of students' time away from school.

## COMPASS CLASSES AND THE DIGITAL SAT

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

Compass Homework  
Homework Set: Reading 1

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

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

2

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

(A) Enthusiastic admiration

(B) Reluctant endorsement

(C) Casual indifference

(D) Clear disregard

Question 2 of 20

Prev Next

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' 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. In-person proctoring of digital practice tests is available at all of our practice testing locations.

## ENRICHMENT CLASSES

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

### ▶ AP Exam Review

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

### ▶ Intro to Test Prep

Not sure whether the ACT or SAT is a better test for you? Start with the Intro to Test Prep course, which provides a powerful headstart for students who need to strengthen their foundational math, reading, and writing skills before beginning formal SAT or ACT preparation. These classes include 12 hours of instruction and diagnostic assessments in Math and Reading and are designed for 9th and 10th graders.

### ▶ Math Summer Bridge

Summer Bridge provides students with a head start in Algebra II, Precalculus, or Calculus. The program consists of four two-hour sessions taught by Compass' most experienced math instructors who use engaging, interactive discussion to keep students motivated. These courses are scheduled at the end of summer to help students transition back into the school year.

### ▶ College Writing Prep

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

“**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., 11<sup>TH</sup> GRADER AT DWIGHT GLOBAL SCHOOL



**For more information about all our class offerings, please visit [compassprep.com/classes](https://compassprep.com/classes) or scan the QR code to the left.**

# Academic and AP Support

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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 your 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, 11<sup>TH</sup> GRADER AT PALOS VERDES HIGH SCHOOL (CA)



**For more information about Compass academic tutoring programs, visit [compassprep.com/services/academic](https://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 2023

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 2024

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 2024

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 and Full Practice Tests: March 2024

Compass runs 4-week structured review classes along with 2 full practice tests in the month of April. Students receive study plans, proctored practice tests, and detailed feedback.



### Work with a Private Tutor: Available through May 2024

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](https://compassprep.com/services/ap-exams) or scan the QR code on this page.

# Practice Tests

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, SAT, PSAT, and high school admission tests (HSPT, ISEE, SSAT). For in-person proctoring of practice digital tests, students bring their own computers to 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
- Dallas
- Fairfield
- Greater Los Angeles Area
- Houston
- New York City
- Philadelphia
- San Francisco Bay Area
- Seattle
- South Florida
- Stamford
- 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.

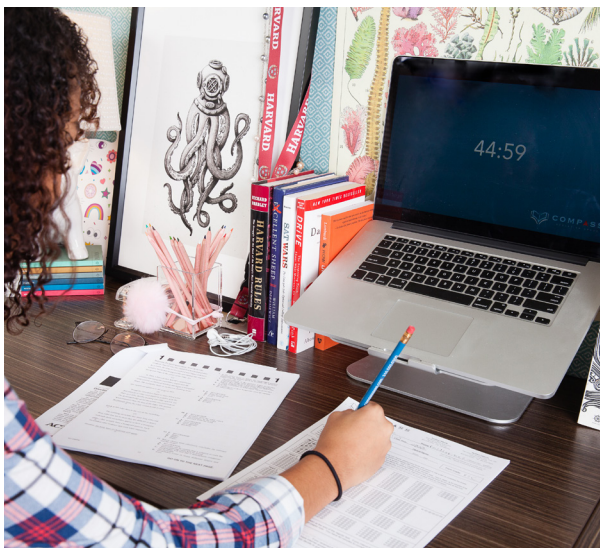


Visit [compassprep.com/practice-tests](https://compassprep.com/practice-tests) or scan the QR code on this page to view our practice testing options.



## ONLINE PRACTICE TESTS

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



### LIVE ONLINE PROCTOR

Every weekend, Compass offers a series of online testing sessions with a live proctor.

Through video conferencing software, we create a virtual classroom where students are both timed and monitored by a proctor.

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

### RECORDED PROCTOR

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

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

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



05:00



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

# The Online Testing Center

Compass is the first test prep company to offer online practice exams that simulate the interactive experience of computer-based testing.

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

Use the following information to answer questions 3-5.

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

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

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

3rd quarter of 2013, Eliza earns \$11 per \$100 investment Portfolio. Assuming dividends have been reinvested at an interest rate since 2012, how much would Eliza have earned from her investment in the 1st quarter of 2013?

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

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

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

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

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

#	State	Flagged
Info	Answered	
Instr	Answered	
1	Unanswered	<input type="checkbox"/>
▶ 2	Answered	<input checked="" type="checkbox"/>

**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](https://compassprep.com/online-testing-center) or scan the QR code on this page.

# My 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. Never lose a homework assignment. This log includes assigned homework details and the percentage of completed homework.

Click on the **PRACTICE TESTS TAB** to view a schedule of upcoming practice tests and submit reservation requests.

Tutoring Program
Practice Tests
Billing
Director Commu

## Tutoring Program

SAT - March ▼

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

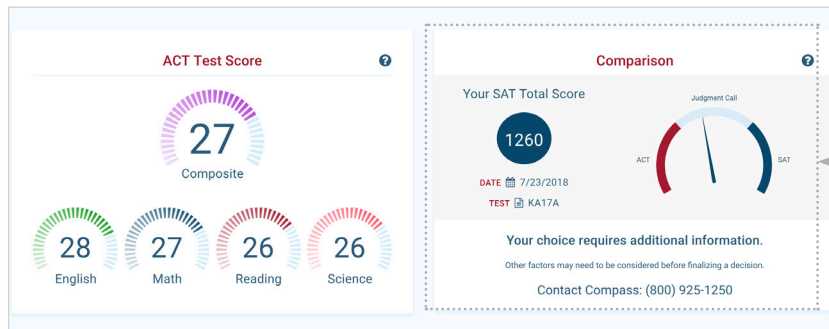
<b>Math Progress</b> <p>5 Completed Lessons 1 Scheduled Lesson 8 Expected Lessons</p>	<b>Math Tutor</b> Jane Hall ☎ (555) 867-5309 ✉ compass.jane@gmail.com	<b>Reading and Writing Progress</b> <p>6 Completed Lessons 1 Scheduled Lesson 8 Expected Lessons</p>	<b>Reading and Writing Tutor</b> Chris Oates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

[my.compassprep.com](https://my.compassprep.com) gives you a centralized place to view your billing statements and send your director a message.

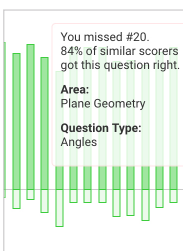
# Compass Score Reports

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.



Pre-Algebra
Algebra
Plane Geometry
Coordinate Geometry

	% CORRECT	SIMILAR SCORERS
Pre-Algebra	88%	79%
Algebra	59%	67%
Plane Geometry	64%	72%
Coordinate Geometry	75%	69%

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.

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

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

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

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

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

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

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

Passage I

**Making a Ton of Dough in the Toy Industry**

[1]

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

[2]

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

- A. join in. Won over by
- B. join in after being won over by
- C. \_\_\_\_\_
- D. \_\_\_\_\_

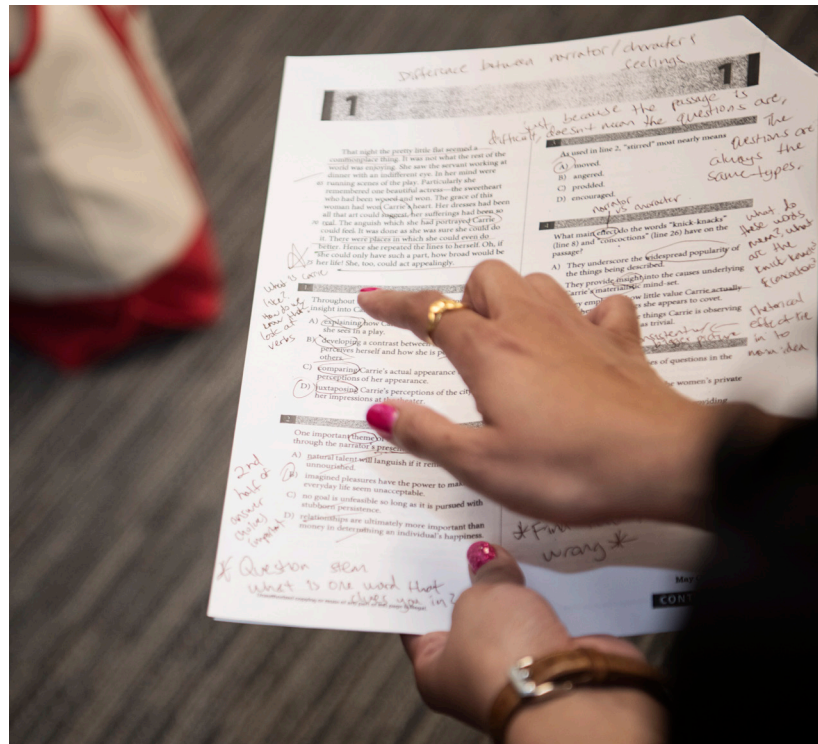
Tutors and students can also review the **FINAL STATE OF A QUESTION** to see how close the student got to the correct answer.

**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



# Services for Schools and Counselors

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

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

## COLLEGE ADMISSION TESTING PRESENTATIONS

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

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

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

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

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



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

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





**CA**

Harvard-Westlake School  
 Lick-Wilmerding High School  
 Marin Academy  
 Marlborough School  
 Mira Costa High School  
 Palisades Charter High School  
 Redwood High School  
 Sacred Heart Prep, Atherton  
 St. Ignatius College Preparatory  
 Tamalpais High School

**CO**

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

**CT**

Greenwich Country Day School  
 Miss Porter's School  
 Sacred Heart Greenwich

**DC**

National Cathedral School  
 Sidwell Friends School  
 St. Albans School  
 Washington International School

**FL**

Cardinal Gibbons High School  
 Pine Crest School  
 Saint Andrew's School

**IL**

Deerfield High School  
 Glenbrook High Schools  
 Highland Park High School  
 Hinsdale Central High School  
 Lake Forest Academy  
 Libertyville High School  
 New Trier High School  
 University of Chicago Lab Schools  
 Vernon Hills High School  
 Warren Township High School

**KY**

Kentucky Country Day School  
 Louisville Collegiate School

**MA**

Berkshire School  
 Deerfield Academy

**MD**

Friends School of Baltimore  
 Georgetown Preparatory School  
 Glenelg Country School  
 Holton-Arms School  
 Maryvale Preparatory School  
 McLean School  
 The Park School of Baltimore  
 Roland Park Country School

**MI**

Cranbrook Schools  
 Greenhills School

**MN**

Mounds Park Academy

**NC**

Cary Academy  
 Durham Academy

**NJ**

Dwight-Englewood School  
 The Hun School of Princeton  
 Montclair Kimberley Academy  
 Newark Academy  
 SEEDS Access Changes Everything

**NY**

Avenues: The World School  
 Berkeley Carroll School  
 The Bronx High School of Science  
 Convent of the Sacred Heart  
 Dalton School  
 Horace Mann School  
 The Packer Collegiate Institute  
 Saint Ann's School  
 Riverdale Country School  
 United Nations International School

**OH**

Columbus Academy  
 St. Xavier High School

**OK**

Casady School

**OR**

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

**PA**

The Agnes Irwin School  
 The Episcopal Academy  
 Friends Select School  
 George School  
 Germantown Academy  
 The Haverford School

**Puerto Rico**

St. John's School

**TN**

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

**TX**

Breakthrough Houston  
 Fort Worth Country Day School  
 Greenhill School  
 John Cooper School  
 Kinkaid School  
 St. John's School

**VA**

Collegiate School of Richmond  
 Flint Hill School  
 Foxcroft School  
 The Madeira School

**WA**

Eastside Catholic High School  
 Eastside Preparatory School  
 Lakeside School  
 The Northwest School  
 SAAS  
 Seattle Preparatory School  
 University Prep

**Professional Organizations**

ACCIS  
 HECA  
 IECA  
 NACAC  
 The Independent School Alliance

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

## MOCK TESTING AND GRADING SERVICES

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

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

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

## HERE'S HOW IT WORKS



### REGISTRATION:

We manage sign-ups through customized landing pages on our website. In one centralized place, families can see test day

logistics, complete registration, and schedule a consultation with one of our directors. Through our system, we keep track of rosters, attendance, and any students needing make-up exams.



### TEST DAY & PROCTORING:

We offer full-length exams, both on-paper and digitally. Students who require extended time can be accommodated in either form.

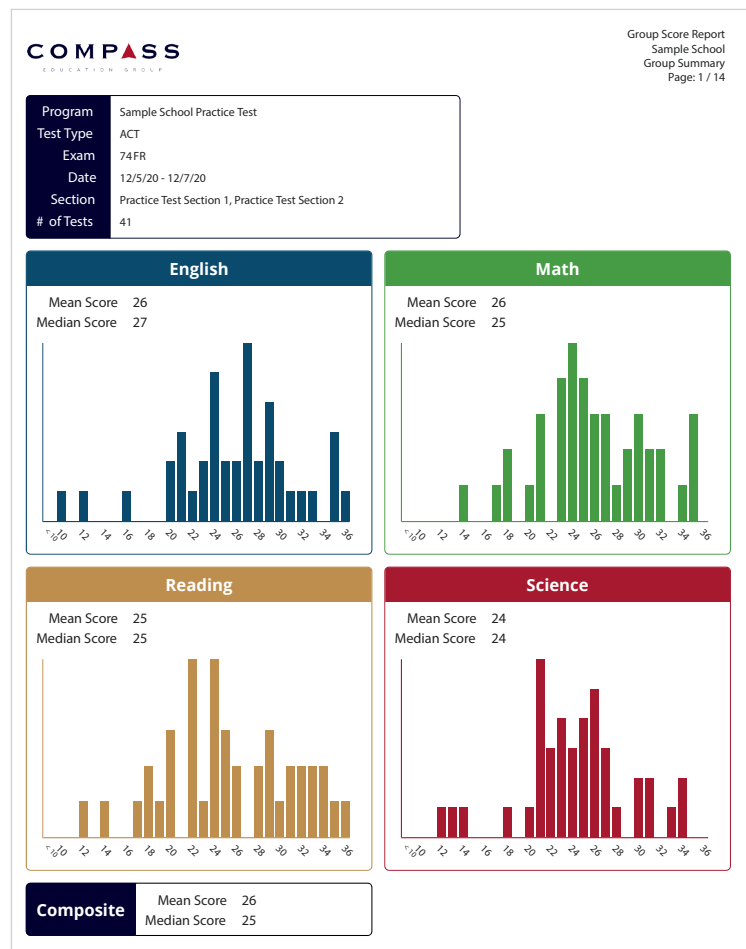
To counselors, Compass provides proctoring instructions and support, and, in some locations, on-site proctors are available. Remote proctoring is available for online tests in all locations.



### RESULTS:

Within a week of a practice test administration, we provide detailed analysis. In addition to individual reports that identify students'

specific strengths and weaknesses across content areas, Compass will generate a group score report to reveal insights across an entire class. We are then available to help counselors and faculty dig into the report's implications.



### ► YOUR CLASS AT-A-GLANCE:

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

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

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

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

► ACT VS. SAT:

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

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

► QUESTION-BY-QUESTION:

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

# The Compass Team

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

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



**ERIC ANDERSON** *he/him*  
Senior Director

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



**ARMAN AVASIA** *he/him*  
Program Manager

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



**SARA BERARD** *she/her*  
Senior Director of Sales

Sara's decade of work at Compass and 20+ years in test prep—going back to undergraduate days at Wheaton College in Massachusetts—have given her an exceptional ability to advise families and students. Sara is widely known by college counselors for her integrity and dependability in providing the highest level of care and delivering successful outcomes for our clients.



**VIBHUTI BHAGWATI** *she/her*  
Controller

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



**MAHREEN BORRMANN** *she/her*  
Administrative Coordinator of Finance

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



**ANNE-MARIE CHAN** *she/her*  
Managing Director

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



**AVA CORALES** *she/her*  
Testing Coordinator

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



**KELLY COREY** *she/her*  
Director

Kelly received her B.A. in Theater from USC. Since relocating to the DMV area, her experience has focused on providing support to families as they navigate the testing landscape and their admissions goals. In her role at Compass, she is most excited to communicate directly with students to promote academic success.



**PANKTI DALAL** *she/her*  
Program Manager

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



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

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



**MARGAUX ERIANE** *she/her*  
Marketing Manager

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



**BRONWYN GALLOWAY** *she/her*  
Administrative Coordinator of Group Instruction

Bronwyn graduated *summa cum laude* from Syracuse University, where she earned a B.A. in Russian Language, Literature & Culture and a minor in Food Studies. She began at Compass as a tutor in Chicago, and now works full time coordinating our Group Instruction.



**JASON GARSKE** *he/him*  
Administrative Coordinator

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



**JILL GOODRICH** *she/her*  
Senior Director

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



**CHRISTOPHER HARDY** *he/him*  
Director

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



**DULCIE HEAD** *she/her*  
Senior Director

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



**ALICIA HOVEY** *she/her*  
Senior Director

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



**ADAM INGERSOLL** *he/him*  
Founder and Principal

Adam began his career in test prep in 1993 while at the University of Southern California, where he was a student-athlete, 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.



**RYAN KENNEY** *he/him*  
Senior Software Developer

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



**ARISA KIM** *she/her*  
Senior Director of Instruction

Arisa has over 20 years of experience in the field of test preparation. She graduated *cum laude* from Pomona College and received her J.D. from UC Berkeley. Currently, she serves as Compass's Senior Director of Instruction, overseeing the tutor hiring process and overseeing SAT and ACT curriculum development and the tutor training program.



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

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



**BRYAN KRAMER** *he/him*  
Senior Director of Operations

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



**ALEX KUDROFF** *she/her*  
Program Manager

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



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

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



**JON LEE** *he/him*  
Senior Director

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



**LANGSTON MCKINZIE** *he/him*  
Director

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



**SUE MCLAUGHLIN** *she/her*  
Senior Director of National Recruiting and Staff Development

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



**AVI MOZES** *he/him*  
Senior Software Engineer

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



**DAVID PEREZ** *he/him*  
Senior Director

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



**JENÉ PLEDGER** *she/her*  
Director of Recruiting and Staff Development

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



**ASHLING QUIGLEY** *she/her*  
Director of Practice Testing

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



**BRUCE REED** *he/him*  
Founder and Executive Director

Bruce graduated from Colby College and has served in leadership roles in education for more than 20 years. He founded our Northern California office in 2004 and continues to serve as its hands-on leader while also mentoring our management team nationally. Bruce is recognized in the Bay Area and beyond as a visionary and passionate voice in the realm of teaching.



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

Torsten holds a Ph.D. in Theater History from UC Santa Barbara and a B.A. from Claremont McKenna College. He has more than 20 years of test prep experience and draws upon his creativity and college teaching to help families navigate the admission landscape. Torsten coordinates Compass School Partnership efforts nationwide.



**ART SAWYER** *he/him*  
Founder and Principal

Art graduated *magna cum laude* from Harvard University, where he was the top-ranked liberal arts student in his class. Art pioneered the one-on-one approach to test prep in California in 1989 and has written more than a dozen test prep books. Although he has routinely attained perfect scores on the SAT and ACT, Art is far prouder of the thousands of students he has helped over the past 30 years.



**HILLARY SCIARILLO** *she/her*  
Senior Director

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



**MATTY STEINER** *they/them*  
Senior Director of Outreach

Prior to joining Compass, Matty obtained an M.A. from the University of Chicago and a B.A. from UC Santa Cruz. They have over a decade of experience in the field of test preparation, having worked as an instructor, consultant, and keynote speaker on the topic of admission testing. Matty also teaches graduate-level lectures on testing.



**HANNAH TORKELSON** *she/her*  
Administrative Coordinator

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



**COREY WEIDENHAMMER** *he/him*  
Managing Director of Technology

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

# Compass Commitments to Diversity, Equity, and Inclusion

## DEI BOARD MISSION STATEMENT

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

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

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

## SPOTLIGHT ON DEI INITIATIVES

Since Compass founded our DEI Board, we're proud to have donated over \$21,000 through our Practice Test Donation campaign to organizations like The Petey Greene Program, Step Up, Dream Project and Forging Opportunities for Refugees in America. We've also donated \$800,000 in private tutoring. In 2023, we're pleased to announce we'll be matching our previous year's donation of \$200,000 worth of pro-bono tutoring. 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](https://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](https://compassprep.com/dei) or scan the QR code.



## Meet the DEI Board

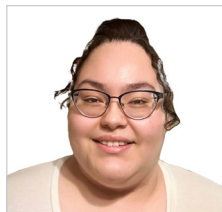
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**ARMAN AVASIA**  
he/him  
Program Manager, Chicago



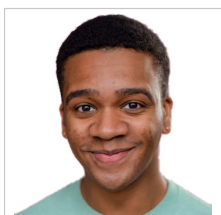
**CAL BOBB**  
they/them  
Tutor, San Francisco



**ANNA KARLO CARRENO**  
she/they  
Tutor, Washington, DC



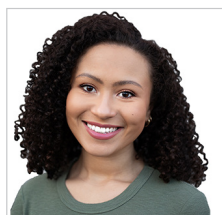
**KELLY COREY**  
she/her  
Director, Washington, DC



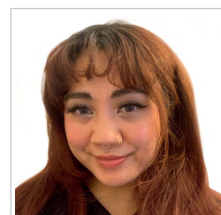
**ROBERT CUNNINGHAM**  
he/they  
Proctor, Chicago



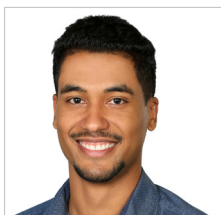
**PANKTI DALAL**, she/her  
Program Manager  
San Francisco



**AMIRA DANAN**  
she/her  
Tutor, Chicago



**CHEZY DAVID**  
she/they  
Proctor, New York



**JASON GARSKE**, he/him  
Administrative Coordinator  
Los Angeles



**CHRIS HARDY**  
he/him  
Director, New York



**ADAM INGERSOLL**  
he/him  
Founder, National



**KEVIN KLEIN-CARDENA**  
he/they  
Tutor, New York

“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

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## THE WEEK BEFORE THE TEST

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

## THE DAY BEFORE THE TEST

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

## ON TEST DAY

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

## FINAL REMINDERS

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

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

**NOTES:** \_\_\_\_\_

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You know *where*  
you want to go.

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**COMPASS**  
LEADS THE WAY.

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

## LOCATIONS

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### 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



**Call, email, or scan QR  
to get started.**

(800) 685-6986 | [info@compassprep.com](mailto:info@compassprep.com)