THE COMPASS GUIDE TO

COLLEGE ADMISSION TESTING

2022–2023

For updates, please visit **compassprep.com/guide**.

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Introduction

The *Compass Guide to College Admission Testing* is a resource that has reached hundreds of thousands of families and counselors over the years. Our goal with the *Compass Guide* is to offer the most definitive and comprehensive resource available to help understand the myriad details and quirks in the world of college admission testing. Start by perusing the Table of Contents to gain a sense of what you'll need to know and where to find the answers. If you can think of a question about admission testing not covered herein, please let us know.

The current edition carefully considers on pages 10–12 the most timely question of how much attention testing deserves in an era when most colleges are test optional. Review this topic thoroughly to learn more about how an ACT or SAT score can support your application and possibly provide an advantage, even when scores are not required. Consider this issue alongside our tables of admission stats at ~400 popular colleges on pages 13–21, keeping in mind that these stats are from last year when access to testing was still restricted for many students due to the pandemic.

As students focus on demonstrating the academic rigor of their college preparation, AP scores grow in importance. A score of 4 or 5 helps substantiate that a student is well prepared for the challenges of college work. See pages 62–67 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.

Many readers of this Guide are 11th graders who will likely close out their testing experience with the current paper SAT (or the ACT). New this year for 10th graders is our in-depth section on the digital adaptive SAT, which will replace the static paper test beginning with the PSAT/NMSQT in the fall of 2023. The digital SAT is shorter, adaptive, easier to administer, available on computers and tablets, and, much to the joy of many testers, exchanges long reading passages for short passages.

Compass is well-prepared to meet the challenges of preparing students for the digital SAT. Tenth graders will begin taking digital adaptive PSAT and SAT practice tests with us as early as October 2022, and we will be offering a full menu of diagnostic testing opportunities and access to expert advisors to help you lock in your optimal testing plan. As always, the key testing questions that require individual consideration are which test(s) to take, what timeline will be ideal, and how to go about being fully prepared.

ABOUT COMPASS EDUCATION GROUP

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

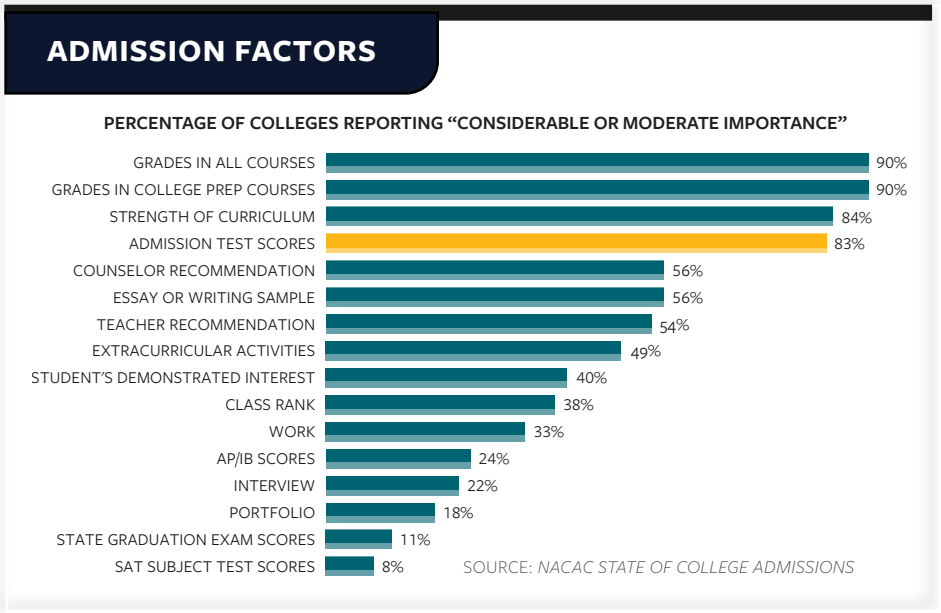
We have earned an unmatched level of trust from college counselors and administrators at thousands of high schools. Beyond private tutoring for students, we offer a range of resources to assist schools in their efforts to support students' transitions to higher education. Compass also has a proud tradition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

Compass leaders serve as keynote speakers at hundreds of high schools, colleges, and conferences annually. We partner with schools to provide advising seminars for parents, diagnostic assessments and analyses for students, and professional development for faculty and counselors. Our reputation in the education community dating back to 1989 is due to the outstanding successes our students achieve, our relentless commitment to research and 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 pandemic, applicants faced an increasingly complex range of requirements and expectations. Rising awareness of the inequities in college opportunities has combined with the pandemic impacts to fuel the debate over how significant a role the SAT/ACT should play in admission decisions.

The trend at selective colleges is toward more flexible testing requirements even as the competition to gain admission to these schools continues to intensify. The ACT and SAT are now optional at a majority of US colleges and will remain so. SAT Subject Tests and the SAT Essay 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 at right 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.



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

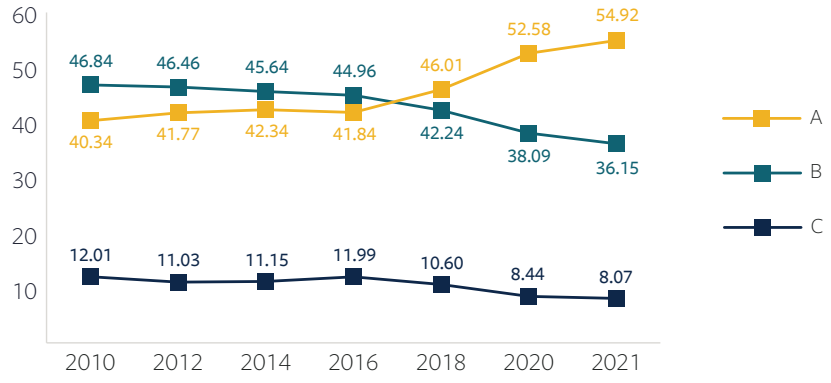
ACT offers the eponymous ACT and PreACT, and the College Board oversees the PSAT, SAT, and AP exams. A generation ago, most high school students took the SAT or ACT with little awareness of the other test, despite the fact that colleges have long accepted the SAT and ACT interchangeably. Today's myriad 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.

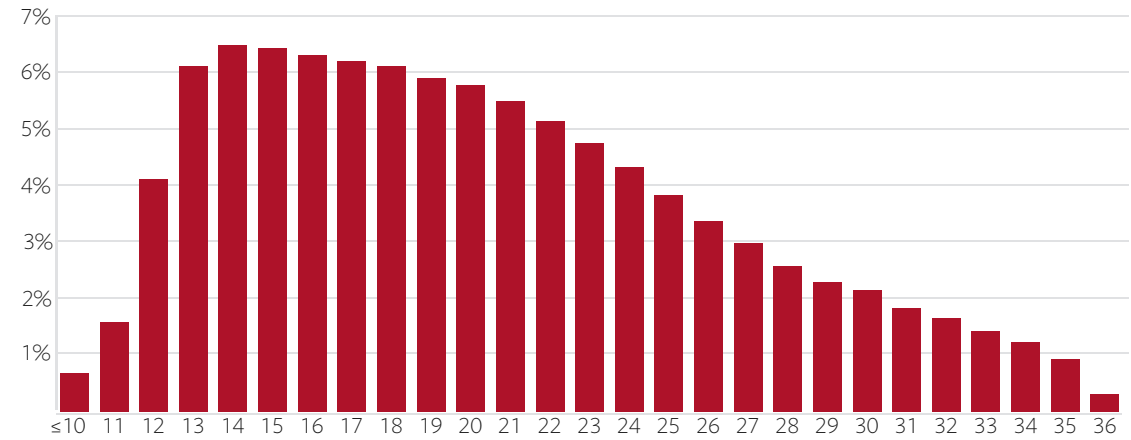
PERCENTAGE OF ACT TEST TAKERS WITH AN AVERAGE OF A, B, OR C FROM 2010 TO 2021



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

The issue of grade inflation is demonstrated in the graph on the left. 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.

ACT COMPOSITE SCORE DISTRIBUTION—CLASS OF 2021



SOURCE: *ACT PROFILE REPORT—NATIONAL, GRADUATING CLASS OF 2021*

Popular Testing Timelines

Two main tests—ACT and SAT—and 14 possible test dates in one year can leave families wondering when is the best time to prepare and test. On the following pages, we provide guidelines for 10th through 12th grade students. These timelines are meant to give you a general guide; every student is different. We always recommend talking with a Compass director to identify the ideal timeline for your family.

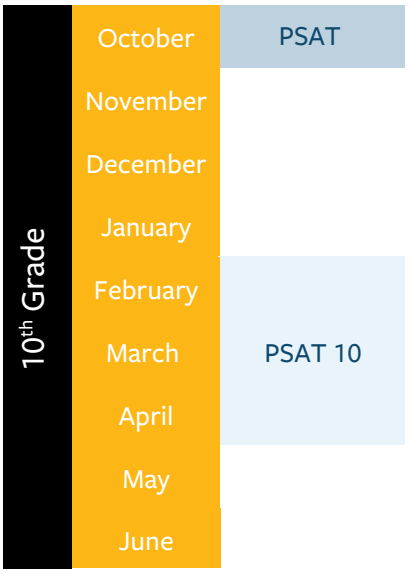
TESTING CALENDAR

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

* No July test date in New York

10TH GRADE

PSAT or PSAT 10 The PSAT/NMSQT is the traditional October offering that allows 11th grade students to qualify for the National Merit Scholarship Program. Many schools also offer this test to 10th graders, but these students' scores will not count toward National Merit. The PSAT 10 is structured identically to the PSAT/NMSQT; thus, some schools prefer to give the spring PSAT 10 to 10th graders to provide a better sense of where students stand closer to the end of the academic year. Schools may also choose to use PSAT scores to aid in AP placement decisions going into the next year.



TAKE A PRACTICE SAT AND A PRACTICE ACT

PRACTICE TESTS In the late spring or early summer after 10th grade, take a practice SAT and a practice ACT to determine which is the better test for you. Compass offers practice tests and consultations to help you craft an individualized test preparation plan.

JUNIOR AND SENIOR YEARS

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

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

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

EARLY TESTING

BEGIN PREPARATION Students in this score range frequently aim to complete testing by the end of 11th grade so that they can concentrate on other aspects of the college application process in the fall of senior year. Preparation typically begins over the summer before 11th grade. For those within striking range of National Merit, tutoring may include preparation for the PSAT/NMSQT in October.

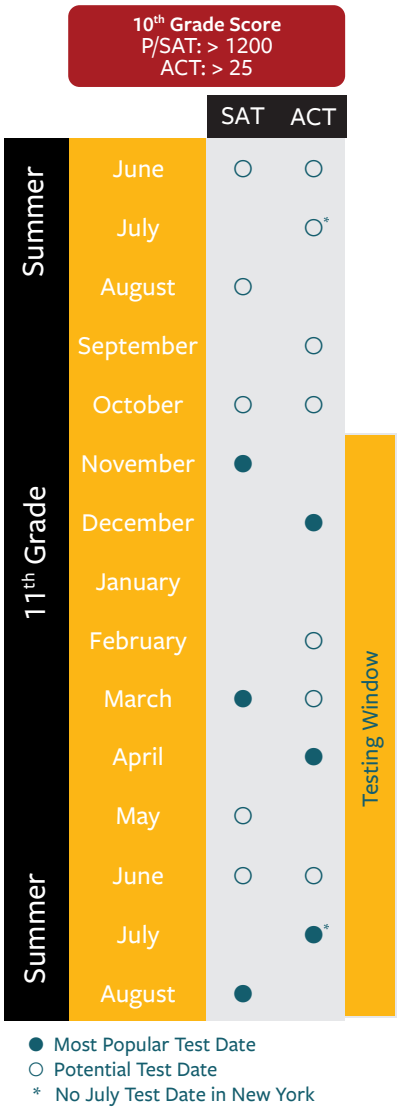
FIRST SITTING SAT students often move from the PSAT/NMSQT straight into the November exam while preparation is still fresh. December is a popular test date for early ACT students. Both test dates are advantageous for students who want to lock in a first score before holiday distractions.

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

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

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

SUMMER TESTING The July ACT and August SAT are popular for students who decide to delay their second sittings and for those who may want to take the test a third time before Early Decision applications are due.



TRADITIONAL TESTING

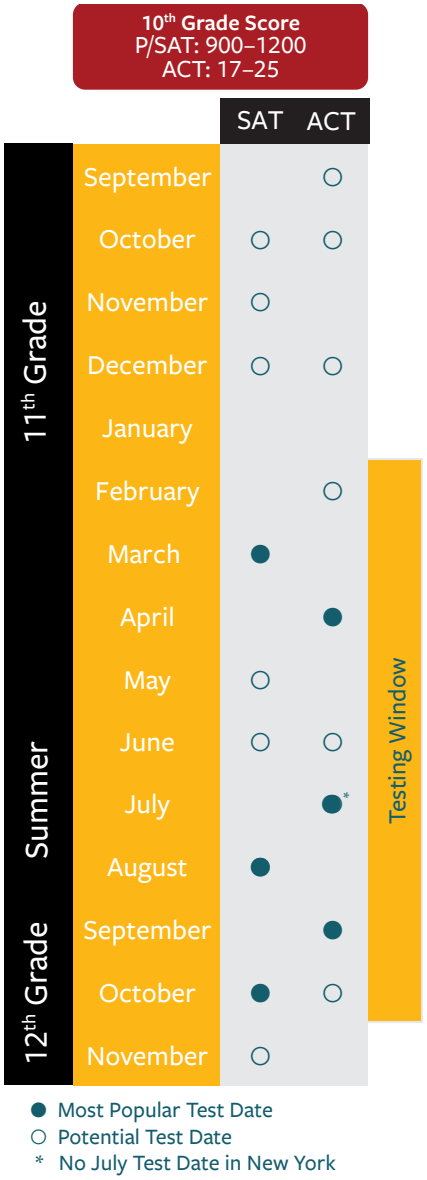
BEGIN PREPARATION Many students in this range will begin preparing for the SAT or ACT during the late summer or early fall of 11th grade. September is a popular start time, especially when test preparation can be scheduled alongside homework, because students are often focused on academics.

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

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

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

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



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

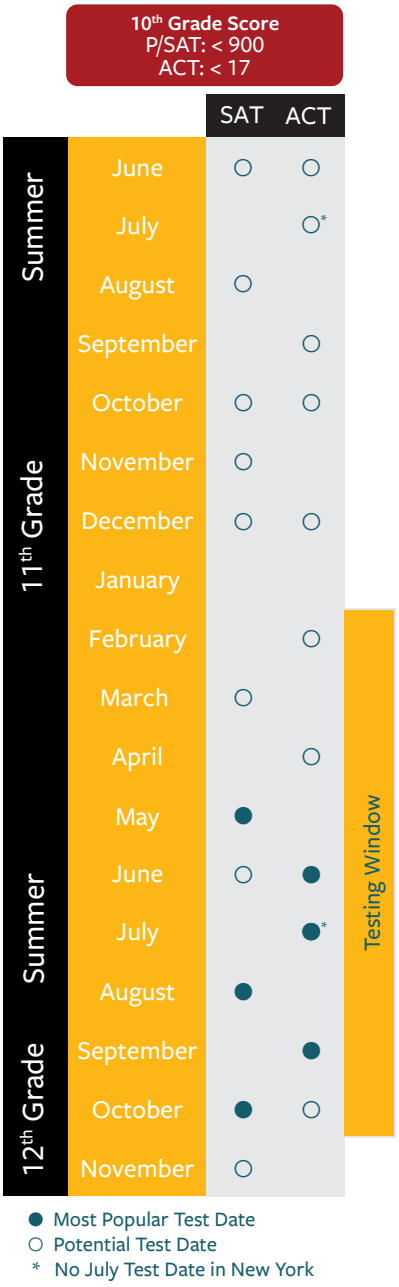
FORMAL TEST PREPARATION Whether or not students have done foundational work over the summer or fall, most will begin test preparation 3–4 months in advance of the late spring exams. A practice test in January can help assess how much a student has grown since initial diagnostic exams and set a baseline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

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

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

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

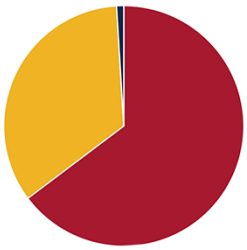
SECOND SITTING Any late summer or fall test date has the potential to be a good time for a second sitting; the August and October SAT or the July and September ACT are popular. Each test date gives students the opportunity to sit for the exams a third time in the fall if it makes sense to do so.



A Return to Testing

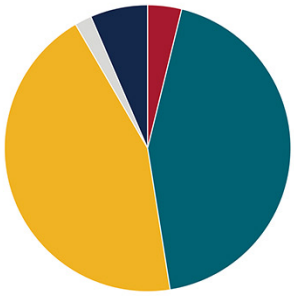
For the last two admission cycles, the pandemic altered policies across the college admission spectrum. This resulted in the loosening of testing requirements, at least temporarily, at nearly all four-year colleges and universities. And at some institutions, like the University of California and California State University systems, Caltech, Dickinson, and Reed, test scores are no longer even reviewed during the admissions process, although they can still be used for placement and to satisfy some core requirements.

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



Testing Policy	#	%
SAT/ACT Required	268	64.7%
Test Optional	142	34.3%
Test Flexible	4	1.0%

CURRENT TESTING POLICY BREAKDOWN FOR THE 400+ SCHOOLS COMPASS TRACKS



Testing Policy	#	%
SAT/ACT Required	16	3.8%
Test Optional–temporary	182	43.6%
Test Optional–permanent	184	44.1%
Test Free–temporary	8	1.9%
Test Free–permanent	27	6.5%

**Schools in the temporary categories relaxed their testing requirements in response to the pandemic. Most originally 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 2022–23 application cycle.*

KEEPING OPTIONS OPEN

As access to testing resumes, more and more students are taking advantage of the opportunity to obtain scores. The PSAT, a leading indicator of testing, saw a 51% increase in October 2021 to almost 1.5 million students. Applicants with scores benefit from the flexibility to decide how test results should or should not factor into their final submissions.

CLASSES OF 2023 & 2024: TESTING IS REBOUNDING, 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 competitive colleges should consider what others with similar opportunities are apt to present as strengths. Like all discretionary qualities volunteered 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 150,000 applicants for the class of 2022, and NYU crested 100,000. The admission rates at Stanford and Harvard fell to just over 4% and 3%, respectively.

TEST OPTIONAL OUTCOMES

The data in the table below is 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 competitive 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 2023 and beyond.

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. The highest-scoring applicants often tend to have other advantages, too, including structural privileges such as high socioeconomic status and level of parental educational attainment.

	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

PARSING TEST OPTIONAL POLICIES

The true "test optional" landscape is becoming increasingly stratified as colleges contemplate their respective paths forward. It can be risky to perceive or present test policies in generalized terms; in actuality, 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 contain notably consistent themes, 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.

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

- **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.

- **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.

- **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.

"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

The Competitive Landscape

The following is a sampling of the most recently available admission statistics at over 400 well-known colleges. About 75% of schools have reported for the class entering in Fall 2021, which was the first admission cycle 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. For updates, please visit compassprep.com/college-profiles or scan the QR code in the corner of this page.

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	16,116	77%	1,365	1080–1270	—	22–27	—
Agnes Scott College	1,625	70%	301	1170–1390	31%	27–31	19%
Albion College	6,864	73%	468	990–1230	19%	19–29	5%
Allegheny College	4,667	75%	408	1140–1350	28%	23–28	13%
American University	19,650	64%	2,372	1290–1430	28%	29–33	18%
Amherst College	13,999	9%	514	1440–1540	35%	32–35	31%
Appalachian State University	18,178	80%	3,906	1180–1220	39%	22–27	43%
Arizona State University	61,603	88%	14,250	—	—	—	—
Auburn University	27,619	71%	5,311	1180–1330	14%	24–30	75%
Augustana College	6,640	70%	651	1170–1270	41%	23–30	19%
Austin College	4,151	43%	284	1120–1330	52%	23–29	31%
Babson College	7,104	25%	652	1400–1500	—	31–34	—
Baldwin Wallace University	4,250	79%	730	1050–1235	23%	21–27	47%
Ball State	24,475	69%	3,551	—	—	—	—
Bard College	4,912	65%	482	1234–1413	33%	27–31	16%
Barnard College	10,395	11%	769	1445–1530	30%	32–34	21%
Bates College	7,319	17%	553	1290–1440	35%	30–34	24%
Baylor University	36,588	57%	4,271	1170–1350	39%	25–32	31%
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	9,311	61%	1,019	1250–1400	—	29–32	—
Berea College	1,736	33%	338	1090–1298	8%	23–27	46%
Berry College	4,167	77%	619	1100–1270	—	24–30	—
Binghamton University—SUNY	38,533	45%	3,089	1320–1460	54%	30–33	13%
Biola University	4,354	61%	655	1133–1340	26%	22–29	11%
Birmingham-Southern College	2,460	60%	256	1020–1390	14%	22–28	74%
Boise State	15,648	83%	3,171	—	—	—	—
Boston College	39,846	19%	2,516	1430–1510	—	33–34	—
Boston University	75,778	19%	4,011	1390–1490	32%	31–34	13%
Bowdoin College	9,325	9%	517	1330–1510	55%	31–34	33%
Bradley University	10,109	76%	1,043	1070–1270	39%	24–30	17%
Brandeis University	9,796	39%	943	1390–1500	40%	31–34	17%
Brigham Young University—Provo	11,608	59%	5,413	1230–1420	20%	26–32	76%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Comp 25th–75th Percentile	Submit ACT
Brown University	46,568	6%	1,705	1470–1550	51%	33–35	30%
Bryn Mawr College	3,391	39%	422	1290–1460	48%	30–33	27%
Bucknell University	11,263	35%	1,027	1230–1390	57%	26–32	26%
Butler University	14,592	76%	1,104	1160–1310	70%	25–30	60%
California Institute of Technology	13,026	4%	270	—	—	—	—
California Lutheran University	5,568	74%	516	1070–1240	81%	20–27	27%
California State Polytechnic University—Pomona	36,660	55%	3,863	1030–1250	91%	19–27	25%
California State Polytechnic University—San Luis Obispo	54,570	33%	4,884	1240–1420	30%	28–33	13%
California State University—Chico	19,990	85%	1,926	985–1180	6%	18–24	2%
California State University—Fresno	18,122	58%	3,059	950–1130	97%	16–22	30%
California State University—Fullerton	45,140	59%	4,219	935–1160	10%	16–25	1%
California State University—Long Beach	67,092	47%	4,865	—	—	—	—
California State University—Los Angeles	31,442	76%	4,000	890–1060	97%	15–20	24%
California State University—Monterey Bay	10,026	93%	779	1018–1210	13%	21–29	3%
California State University—Northridge	23,656	88%	4,716	—	—	—	—
California State University—Sacramento	22,653	94%	3,450	880–1100	11%	16–24	1%
California State University—San Bernardino	13,057	91%	2,001	850–1030	34%	14–20	1%
Carleton College	7,915	18%	555	1440–1530	35%	31–35	34%
Carnegie Mellon University	32,896	14%	1,896	1480–1560	47%	33–35	22%
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	18,517	77%	1,909	1010–1223	57%	20–26	10%
Centre College	2,212	76%	355	1130–1380	26%	26–32	79%
Chapman University	15,098	60%	1,658	1223–1400	22%	26–31	13%
Christopher Newport University	6,699	89%	1,012	1110–1210	—	25–27	—
Claremont McKenna College	5,632	11%	358	1440–1500	28%	32–35	25%
Clark University	8,151	48%	505	1220–1380	17%	27–30	5%
Clarkson University	6,673	75%	790	1160–1350	89%	23–30	32%
Clemson University	47,007	49%	4,589	1240–1400	40%	27–32	30%
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	20,484	76%	2,473	1110–1260	24%	23–29	16%
College of St. Benedict	1,704	92%	389	1040–1255	—	21–27	—
College of the Holy Cross	6,498	43%	821	1240–1420	40%	28–32	19%
College of William and Mary	17,475	37%	1,684	1360–1520	51%	31–34	19%
Colorado College	10,975	14%	620	1265–1450	44%	29–33	33%
Colorado School of Mines	12,022	57%	1,449	1320–1460	53%	29–33	31%
Colorado State University	31,586	90%	5,196	1090–1280	38%	23–29	17%
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	7,682	41%	492	1353–1450	12%	30–33	10%
Cornell College	2,836	81%	366	1130–1380	28%	24–30	58%
Cornell University	67,380	9%	3,718	1450–1540	41%	33–355	20%
Creighton University	8,681	77%	1,014	1155–1320	32%	24–30	81%
CUNY—Baruch College	20,303	43%	2,268	1130–1330	94%	—	—

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CUNY—Hunter	33,750	35%	2,556	1150–1350	95%	—	—
Dartmouth College	28,356	6%	1,228	1430–1550	57%	32–35	43%
Davidson College	6,434	18%	547	1340–1480	39%	30–33	39%
Denison University	9,513	28%	654	1250–1410	28%	28–32	23%
DePaul University	32,075	69%	2,838	1090–1290	39%	—	—
DePauw University	5,695	65%	500	1180–1400	43%	24–31	22%
Dickinson College	6,366	48%	677	1383–1465	—	—	—
Drake University	7,932	69%	759	1190–1380	14%	25–31	43%
Drew University	3,989	73%	343	1120–1300	61%	24–30	15%
Drexel University	34,519	83%	2,854	1210–1400	37%	26–32	9%
Drury University	1,949	65%	321	1070–1250	11%	23–30	61%
Duke University	39,603	8%	1,584	1480–1560	60%	34–35	60%
Duquesne University	9,634	92%	1,233	1160–1290	34%	24–29	10%
Earlham College	1,659	69%	170	1110–1320	29%	26–30	20%
East Carolina	21,898	94%	4,100	1000–1200	11%	17–23	33%
Eastern Michigan University	17,506	85%	2,312	950–1180	55%	18–25	8%
Elmhurst College	3,762	71%	531	1010–1210	—	22–29	—
Elon University	17,834	78%	1,591	1175–1330	28%	25–30	22%
Embry-Riddle Aeronautical University—Daytona Beach	9,581	61%	1,499	1130–1320	66%	23–30	40%
Emerson College	13,324	41%	940	1220–1380	—	27–32	—
Emory University	33,435	13%	1,494	1430–1530	37%	32–34	27%
Fairfield University	12,674	56%	1,256	1240–1370	24%	27–31	7%
Florida Institute of Technology	10,650	66%	756	1150–1330	68%	24–30	30%
Florida International	16,406	64%	4,061	1030–1220	87%	21–27	13%
Florida State University	65,256	37%	7,619	1200–1330	64%	26–30	36%
Fordham University	46,275	58%	2,879	1320–1450	26%	30–33	11%
Franklin and Marshall College	7,720	38%	509	1260–1410	32%	29–32	10%
Furman University	5,194	65%	519	1260–1382	41%	28–32	42%
Gallaudet University	477	61%	183	785–985	21%	14–19	84%
George Mason University	20,527	90%	3,986	1150–1340	37%	25–30	3%
George Washington University	27,236	50%	2,571	1320–1460	29%	30–34	18%
Georgetown University	27,629	12%	1,585	1380–1530	64%	32–35	38%
Georgia Institute of Technology	45,388	18%	3,471	1370–1520	53%	31–35	36%
Georgia Southern University	18,701	91%	5,571	1010–1190	23%	18–24	16%
Georgia State	24,457	67%	5,286	970–1150	69%	20–26	35%
Gettysburg College	6,206	56%	623	1280–1430	—	28–32	—
Gonzaga University	8,853	76%	1,311	1230–1378	21%	27–31	18%
Goshen College	979	93%	183	1000–1288	37%	21–31	12%
Goucher College	2,724	82%	263	1133–1333	29%	26–30	13%
Grinnell College	8,004	23%	460	1370–1530	55%	31–34	45%
Gustavus Adolphus College	3,799	73%	551	—	0%	26–31	28%
Hamilton College	9,380	14%	533	1440–1520	32%	33–35	20%
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	2,263	79%	270	1070–1220	—	23–29	—
Harvard College	57,789	4%	1,951	1480–1580	54%	33–36	31%
Harvey Mudd College	4,737	10%	225	1470–1540	40%	34–36	20%
Haverford College	5,332	18%	411	1440–1520	38%	33–35	21%
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	2,208	36%	339	1340–1495	—	30–34	—
Hobart and William Smith Colleges	3,772	67%	367	1170–1380	10%	28–32	7%
Hofstra University	24,886	68%	1,659	1180–1370	37%	27–31	8%
Hollins University	3,093	75%	234	1090–1330	24%	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	7,025	91%	628	1023–1258	21%	22–29	5%
Illinois Institute of Technology	6,520	66%	505	1230–1400	39%	26–32	20%
Illinois State	15,487	81%	3,353	1030–1210	79%	21–26	51%
Illinois Wesleyan University	4,543	45%	432	1130–1320	33%	24–29	31%
Indiana University—Bloomington	46,000	80%	9,482	1200–1400	—	27–32	—
Iowa State University	20,357	91%	5,387	1100–1320	13%	21–28	63%
Ithaca College	13,445	78%	1,166	1210–1330	26%	27–31	9%
James Madison University	21,176	86%	4,767	1150–1300	25%	24–29	5%
John Brown University	1,176	76%	319	1060–1260	14%	23–29	84%
Johns Hopkins University	38,513	6%	1,338	1520–1560	—	34–35	—
Kalamazoo College	3,456	74%	384	1150–1360	44%	25–30	20%
Kansas State University	9,822	96%	2,848	—	0%	20–26	88%
Kennesaw State University	20,806	82%	8,628	1060–1240	25%	20–26	16%
Kent State	19,881	87%	4,050	1000–1200	18%	19–25	66%
Kenyon College	7,601	37%	558	1360–1470	23%	31–34	25%
Knox College	3,038	71%	270	1180–1360	41%	24–31	20%
Lafayette College	8,262	41%	782	1330–1440	28%	30–33	13%
Lake Forest College	4,482	58%	388	1100–1275	51%	23–30	36%
Lawrence University	2,907	75%	402	1230–1460	24%	27–32	37%
Lehigh University	14,107	46%	1,519	1340–1460	36%	30–34	18%
Lewis & Clark College	5,519	79%	677	1250–1410	16%	27–32	11%
Lipscomb University	3,621	62%	692	1090–1290	23%	22–29	84%
Louisiana State University—Baton Rouge	36,561	71%	7,045	1130–1300	12%	23–29	88%
Loyola Marymount University	19,045	46%	1,610	1260–1410	18%	28–32	14%
Loyola University Chicago	31,597	92%	2,867	1180–1350	23%	27–32	22%
Loyola University Maryland	9,286	84%	954	1170–1350	28%	27–30	6%
Loyola University New Orleans	7,455	78%	928	—	—	—	—
Luther College	4,108	62%	527	1040–1270	19%	22–28	83%
Macalester College	9,031	31%	601	1360–1490	35%	29–33	39%
Marist College	11,715	55%	1,100	1210–1340	—	26–31	—
Marquette University	16,270	86%	1,657	1200–1350	13%	25–30	37%
Massachusetts Institute of Technology	20,075	7%	1,070	1510–1570	77%	34–36	42%
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	50,630	83%	9,225	1110–1310	48%	23–29	16%
Michigan Technological University	8,041	86%	1,479	1138–1320	70%	25–31	28%
Middlebury College	11,906	13%	680	1400–1520	31%	32–34	23%
Mills College	848	84%	123	—	—	—	—
Millsaps College	5,223	69%	204	1080–1290	13%	21–26	92%
Milwaukee School of Engineering	4,522	67%	650	1190–1370	12%	24–30	43%
Mississippi State University	17,707	76%	3,388	1030–1280	9%	21–30	91%
Missouri State University	9,591	87%	2,649	1060–1200	9%	21–27	89%

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Missouri University of Science & Technology	5,533	85%	1,188	1330–1420	1%	26–32	79%
Montclair State	18,691	91%	3,491	1010–1205	13%	—	—
Morehouse College	3,554	58%	605	1010–1210	59%	20–25	40%
Mount Holyoke College	3,971	52%	608	1340–1470	24%	31–35	11%
Muhlenberg College	4,543	62%	517	1170–1340	60%	26–31	23%
New College of Florida	1,650	74%	160	1110–1328	83%	23–29	34%
New Jersey Institute of Technology	10,299	66%	1,190	1200–1370	88%	25–31	19%
New School	9,413	57%	1,467	1150–1380	36%	25–30	14%
New York University	80,210	21%	6,701	1390–1510	64%	31–34	27%
North Carolina State University—Raleigh	32,893	47%	4,982	1290–1430	21%	27–32	35%
Northeastern University	75,244	18%	4,504	1440–1530	28%	33–35	14%
Northern Arizona University	42,872	78%	5,297	1070–1260	10%	19–26	23%
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	6,495	38%	535	1350–1470	29%	30–33	22%
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	4,281	67%	399	1080–1330	32%	22–28	64%
Oklahoma State University	16,939	68%	4,267	1045–1250	20%	20–27	76%
Old Dominion University	13,586	96%	2,899	1020–1220	22%	20–27	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—University Park	78,578	58%	8,614	1200–1400	37%	26–32	8%
Pepperdine University	11,855	53%	1,024	1280–1430	19%	25–30	3%
Pitzer College	3,676	18%	357	1410–1500	19%	31–33	16%
Point Loma Nazarene University	3,060	84%	662	1190–1340	15%	22–30	10%
Pomona College	11,620	7%	451	1480–1550	37%	33–35	29%
Portland State	6,862	98%	1,776	1010–1270	9%	17–26	8%
Pratt Institute	7,896	67%	1,133	1190–1410	28%	27–32	8%
Presbyterian College (SC)	2,141	75%	342	1000–1230	73%	19–26	58%
Princeton University	37,601	4%	1,290	1470–1560	56%	33–35	35%
Providence College	11,129	58%	1,040	1120–1315	43%	26–31	11%
Purdue University—West Lafayette	59,173	69%	10,157	1190–1430	62%	26–33	31%
Queens University of Charlotte	3,503	69%	293	1070–1210	25%	20–27	24%
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	7,010	44%	502	1330–1500	39%	30–34	28%
Rensselaer Polytechnic Institute	20,402	43%	1,778	1330–1500	72%	29–33	28%
Rhode Island School of Design	3,832	26%	479	1230–1470	83%	26–32	19%
Rhodes College	5,318	57%	592	1320–1450	12%	28–32	32%
Rice University	29,544	9%	1,226	1490–1570	59%	34–35	41%
Ripon College	2,900	70%	221	990–1220	22%	19–25	80%
Rochester Institute of Technology	21,683	71%	3,219	1270–1450	40%	29–33	11%
Rollins College	8,049	51%	549	1180–1330	46%	25–29	30%
Rutgers, The State University of New Jersey—New Brunswick	41,263	67%	6,551	1180–1410	90%	25–32	18%
Rutgers, The State University of New Jersey—Newark	13,506	74%	1,321	1010–1170	94%	18–23	9%

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Saint Louis University	15,573	58%	1,902	1170–1380	36%	25–30	76%
Samford University	3,867	84%	971	1060–1230	37%	23–29	82%
San Diego State University	67,660	38%	5,269	1130–1320	13%	22–29	6%
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	2,952	30%	328	1400–1510	31%	31–34	23%
Seattle University	8,539	82%	994	1120–1320	26%	24–31	10%
Seton Hall University	20,830	78%	1,334	1150–1300	—	24–29	—
Sewanee: University of the South	4,162	60%	474	1210–1380	25%	26–31	49%
Siena College	8,597	83%	1,055	1150–1300	18%	26–30	3%
Simmons University	2,905	83%	451	1080–1250	89%	24–29	11%
Skidmore College	11,176	31%	719	1300–1420	26%	29–33	11%
Smith College	6,064	30%	676	1390–1510	34%	31–34	20%
Soka University of America	513	53%	133	1220–1365	43%	24–28	8%
Southern Methodist University	15,685	53%	1,572	1350–1490	16%	31–34	23%
Southwestern University	4,757	51%	355	1155–1320	39%	25–31	23%
Spelman College	11,176	51%	794	1070–1240	21%	20–26	21%
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	5,217	57%	602	1230–1380	18%	29–32	4%
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	2,872	77%	381	1140–1330	24%	26–32	5%
St. Michael's College	2,359	86%	316	1140–1300	14%	26–28	4%
St. Olaf College	6,494	47%	755	1240–1420	16%	28–33	39%
Stanford University	55,471	4%	1,757	1470–1560	48%	34–35	31%
Stetson University	9,260	92%	637	1010–1230	38%	20–26	21%
Stevens Institute of Technology	11,320	53%	1,091	1370–1510	—	31–34	—
Stonehill College	6,961	68%	652	1120–1290	56%	24–28.5	7%
Stony Brook University—SUNY	38,826	48%	3,416	1320–1460	37%	29–33	6%
SUNY College of Environmental Science and Forestry	2,018	61%	386	1120–1310	87%	23–29	43%
SUNY—Geneseo	9,103	74%	1,016	1180–1320	25%	25–30	5%
Susquehanna University	4,688	88%	555	1090–1250	45%	22–28	5%
Swarthmore College	13,012	8%	454	1440–1540	39%	33–35	21%
Syracuse University	35,299	44%	3,660	1180–1380	70%	26–30	32%
Taylor University	2,037	73%	401	1130–1320	63%	23–30	39%
Temple University	37,571	72%	4,922	1120–1320	30%	24–31	5%
Texas A&M University—College Station	44,110	60%	12,314	1160–1370	68%	25–31	32%
Texas Christian University	19,782	54%	2,560	1140–1345	17%	26–31	22%
Texas Lutheran University	2,683	59%	361	1018–1160	86%	19–24	30%
Texas State University	31,073	70%	6,650	1000–1170	50%	18–25	11%
Texas Tech University	29,131	70%	6,520	1070–1240	62%	22–27	37%
The Catholic University of America	5,668	85%	818	1130–1330	63%	24–29	21%
The Citadel	2,470	86%	566	1090–1240	27%	22–28	18%
The College of New Jersey	13,199	51%	1,428	1150–1300	88%	24–30	20%

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The College of Wooster	6,611	61%	583	1250–1410	22%	26–32	30%
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	11,616	88%	2,592	1050–1210	28%	21–26	3%
Transylvania University	1,782	90%	270	1080–1350	10%	23–30	80%
Trinity College (Hartford)	5,952	36%	572	1310–1420	18%	30–32	13%
Trinity University	9,626	34%	663	1300–1450	39%	29–33	29%
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	45,525	10%	2,027	1380–1490	15%	30–33	41%
Union College (Schenectady, NY)	7,470	47%	565	1570–1450	37%	28–32	16%
United States Air Force Academy	11,599	12%	1,113	1400–1510	49%	31–35	51%
United States Coast Guard Academy	1,930	20%	279	1212–1400	82%	25–30	51%
United States Merchant Maritime Academy	1,790	25%	284	—	—	—	—
United States Military Academy	15,856	9%	1,221	1220–1440	85%	28–33	70%
United States Naval Academy	15,699	9%	1,194	1250–1510	—	27–34	—
University at Albany—SUNY	21,265	68%	3,030	1090–1280	15%	22–29	2%
University at Buffalo—SUNY	30,750	70%	4,309	1180–1360	29%	25–31	5%
University of Akron	11,760	84%	2,150	950–1190	15%	18–26	77%
University of Alabama	42,421	79%	7,593	1080–1370	17%	21–31	63%
University of Alaska, Anchorage	4,352	82%	1,900	1020–1220	24%	17–24	22%
University of Arizona	48,202	87%	8,622	1140–1360	12%	21–29	18%
University of Arkansas—Fayetteville	21,462	83%	6,063	1050–1210	26%	21–28	78%
University of California—Berkeley	112,846	15%	6,931	—	—	—	—
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	139,490	11%	6,587	—	—	—	—
University of California—Merced	27,795	87%	2,411	1140–1390	9%	23–32	2%
University of California—Riverside	52,675	66%	5,203	—	—	—	—
University of California—San Diego	118,410	34%	7,544	—	—	—	—
University of California—Santa Barbara	105,647	29%	4,898	—	—	—	—
University of California—Santa Cruz	61,822	59%	4,203	—	—	—	—
University of Central Florida	48,927	36%	7,091	1170–1350	72%	25–30	27%
University of Chicago	37,977	6%	2,053	1510–1560	—	33–35	—
University of Cincinnati	25,949	85%	5,400	1160–1340	10%	24–29	48%
University of Colorado—Boulder	54,756	80%	6,784	1180–1380	32%	25–31	16%
University of Connecticut	36,753	56%	3,663	1230–1430	43%	27–33	7%
University of Dallas	4,645	52%	379	1130–1335	61%	23–30	46%
University of Dayton	17,262	81%	2,168	1130–1350	13%	22–29	55%
University of Delaware	33,965	73%	4,617	1170–1350	60%	26–31	11%
University of Denver	22,694	64%	1,621	1220–1370	24%	27–31	27%
University of Florida	48,193	31%	6,333	1310–1450	81%	29–33	50%
University of Georgia	39,090	40%	5,819	1280–1430	36%	28–32	31%
University of Hawaii at Manoa	19,612	70%	2,961	—	—	—	—
University of Houston	29,721	66%	5,437	1160–1310	51%	23–28	11%
University of Idaho	9,814	81%	1,656	1000–1210	64%	20–28	14%
University of Illinois—Chicago	22,696	73%	4,381	1030–1260	81%	21–28	28%
University of Illinois—Urbana-Champaign	47,593	60%	8,303	1340–1510	43%	29–34	24%

	Number of Applicants	Admit Rate	Class Size	SAT Total 25th–75th Percentile	Submit SAT	ACT Comp 25th–75th Percentile	Submit ACT
University of Iowa	22,434	86%	4,521	1140–1330	18%	22–29	65%
University of Kansas	15,275	92%	4,119	1090–1320	12%	21–29	80%
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	14,344	96%	2,225	1080–1270	28%	22–30	4%
University of Mary Washington	5,042	82%	654	1140–1320	28%	26–31	6%
University of Maryland—College Park	50,146	52%	6,035	1340–1490	34%	30–34	9%
University of Massachusetts—Amherst	42,540	66%	4,872	1270–1450	26%	28–33	5%
University of Memphis	14,914	95%	2,593	—	3%	—	80%
University of Miami	42,244	28%	2,766	1310–1450	31%	30–33	24%
University of Michigan—Ann Arbor	79,743	20%	7,290	1360–1530	54%	31–35	32%
University of Minnesota—Twin Cities	35,905	73%	6,883	1320–1470	7%	27–32	41%
University of Mississippi	16,253	88%	3,232	1020–1250	26%	21–29	85%
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	17,775	88%	4,736	1100–1310	8%	22–28	85%
University of Nevada—Las Vegas	13,034	83%	4,125	990–1200	8%	18–25	81%
University of New Hampshire	20,150	87%	2,795	1120–1290	34%	25–31	3%
University of New Mexico	14,026	65%	3,077	—	1%	20–26	28%
University of North Carolina—Chapel Hill	53,776	19%	4,689	1330–1500	15%	29–33	60%
University of North Carolina—Charlotte	20,365	80%	4,256	1140–1300	21%	21–26	54%
University of North Carolina—Greensboro	10,696	91%	2,543	1100–1235	9%	21–26	35%
University of North Carolina—Wilmington	15,792	68%	2,435	1220–1320	8%	24–28	19%
University of North Dakota	5,962	89%	1,755	1120–1265	6%	20–26	59%
University of North Georgia	7,748	80%	2,953	1050–1220	32%	20–26	21%
University of North Texas	21,308	84%	5,235	1050–1230	81%	19–26	39%
University of Notre Dame	23,642	15%	2,059	1410–1550	48%	32–35	52%
University of Oklahoma	17,318	85%	4,582	1150–1330	28%	23–29	72%
University of Oregon	31,558	93%	4,589	1120–1330	17%	22–30	16%
University of Pennsylvania	42,205	9%	2,321	1460–1570	65%	33–35	35%
University of Pittsburgh	34,656	67%	4,875	1250–1470	49%	28–33	16%
University of Portland	12,044	81%	911	1160–1360	18%	26–31	10%
University of Puget Sound	5,025	88%	409	1150–1370	31%	27–32	20%
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	13,955	29%	876	1320–1462	24%	31–34	32%
University of Rochester	19,607	35%	1,363	1300–1500	64%	29–33	28%
University of San Diego	14,326	53%	1,166	—	—	—	—
University of San Francisco	22,372	71%	1,452	1200–1370	17%	26–31	11%
University of South Carolina	42,045	62%	6,174	1150–1340	38%	26–31	26%
University of South Dakota	4,271	87%	1,233	1050–1250	3%	19–25	80%
University of South Florida	50,368	49%	6,251	1150–1330	70%	24–29	30%
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	29,909	75%	5,948	1180–1340	16%	25–31	62%
University of Texas—Arlington	12,650	83%	3,707	1040–1250	80%	20–27	23%
University of Texas—Austin	66,043	29%	9,060	1230–1480	56%	29–34	26%
University of Texas—Dallas	18,838	87%	4,042	1190–1410	75%	25–32	21%

	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	12,097	80%	5,338	950–1120	55%	17–22	63%
University of Texas—San Antonio	21,726	90%	5,512	1030–1220	51%	18–26	11%
University of the Pacific	10,901	79%	781	1120–1380	29%	24–32	9%
University of Toledo	9,893	97%	2,324	1050–1280	18%	21–28	46%
University of Tulsa	9,793	36%	831	1090–1360	39%	24–31	82%
University of Utah	20,644	84%	5,361	1190–1380	13%	22–30	54%
University of Vermont	25,559	64%	2,932	1250–1400	34%	29–33	14%
University of Virginia	47,982	21%	3,889	1400–1510	51%	32–35	21%
University of Washington—Bothell	4,423	83%	900	1028–1283	11%	19–31	3%
University of Washington—Seattle	48,840	53%	7,252	1240–1450	19%	29–34	8%
University of Wisconsin—Madison	53,829	60%	8,465	1350–1480	15%	28–32	46%
University of Wisconsin—Milwaukee	13,242	98%	3,249	—	—	—	—
University of Wyoming	5,645	97%	1,477	1070–1270	19%	21–27	71%
Ursinus College	3,818	83%	433	1200–1350	34%	27–32	9%
Utah State	15,276	91%	4,411	1050–1310	15%	21–28	90%
Valparaiso University	6,095	93%	601	—	—	—	—
Vanderbilt University	47,152	7%	1,626	1480–1570	25%	34–35	32%
Vassar College	10,884	20%	679	1420–1520	30%	32–34	20%
Villanova University	24,410	25%	1,772	1350–1490	28%	31–34	17%
Virginia Commonwealth University	17,726	93%	4,151	1080–1300	29%	20–29	5%
Virginia Military Institute	1,549	64%	461	1090–1260	29%	22–27	12%
Virginia Polytechnic Institute and State University	42,054	56%	6,758	1210–1410	42%	26–35	12%
Wabash College	1,635	62%	210	1150–1325	53%	23–29	27%
Wake Forest University	15,156	25%	1,412	1380–1480	23%	30–33	32%
Washington and Jefferson College	3,150	84%	328	1040–1290	38%	21–31	11%
Washington and Lee University	6,614	19%	484	1410–1530	26%	32–35	32%
Washington College	2,893	70%	260	1170–1350	25%	27–32	8%
Washington State University	18,197	86%	4,007	1020–1240	11%	18–25	4%
Washington University in St. Louis	33,634	13%	1,980	1490–1570	25%	33–35	41%
Wayne State University	15,305	63%	1,639	1010–1220	60%	21–28	8%
Weber State	6,861	100%	3,948	—	0%	18–25	83%
Wellesley College	7,665	16%	606	1410–1530	37%	31–35	23%
Wesleyan University	13,067	19%	910	1310–1490	51%	31–34	27%
West Virginia University	18,639	82%	4,732	1050–1240	57%	21–27	65%
Western Kentucky	7,255	98%	2,832	950–1150	8%	19–25	88%
Western Michigan University	18,853	83%	2,112	1000–1200	37%	21–27	7%
Westmont College	2,351	79%	367	1160–1460	16%	26–31	11%
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	5,274	59%	478	1275–1415	21%	29–33	19%
Whittier College	5,036	72%	280	1050–1240	—	21–28	—
Willamette University	3,680	79%	260	1200–1400	28%	32–35	19%
Williams College	12,452	9%	574	1470–1550	43%	33–35	28%
Wofford College	4,349	52%	459	1220–1390	—	28–32	—
Worcester Polytechnic Institute	11,092	60%	1,410	—	—	—	—
Xavier University	15,199	84%	1,185	1100–1290	16%	22–28	45%
Yale University	47,240	5%	1,786	1480–1560	54%	33–35	35%
Yeshiva University	1,442	67%	558	1160–1410	44%	24–31	51%

Understanding and Comparing Scores

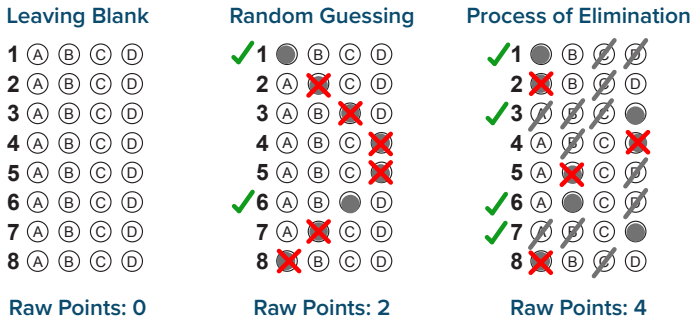
SCALED SCORES AND TEST RELIABILITY

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

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

RAW SCORES AND GUESSING

An important area in which the SAT and ACT are finally aligned is in scoring correct, incorrect, and blank answers. The old SAT made a one-quarter raw point deduction for each wrong answer to dissuade students from random guessing. The current SAT eliminates this so-called guessing penalty. The SAT and the ACT now both use "rights-only" scoring, meaning that the number of correct answers is all that matters. Students should never leave a multiple-choice question blank on either exam.



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

"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

EXPERIMENTAL SECTIONS

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

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

SCORING COMPARISON

SAT	ACT	KEY DIFFERENCES
TOTAL SCORE **400–1600**	**COMPOSITE** **1–36**	The SAT's total score is the sum of its two 200–800 area scores. The ACT's composite score is the rounded average of the four test scores.
Reading and Writing 200–800	**English** 1–36 **Reading** 1–36	SAT Reading and Writing scores are combined into a single 200–800 score. ACT English and Reading Tests each receive 1–36 scores.
Math 200–800	**Math** 1–36	SAT Math is scored based on two sections, calculator and no calculator, each with a mix of multiple-choice and grid-in problems. ACT Math has one multiple-choice section with no grid-ins and allows a calculator on all problems.
N/A	**Science** 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 and passages throughout the SAT.
N/A	**Writing (optional)** Raw: 2–12 in four domains Total: Average of four domain scores	The SAT Essay has been eliminated, as of the June 2021 administration. ACT domain scores are the sum of two readers' scores (1–6 in four domains); the final Writing score is the average of the four domains. The ACT Writing score is not included in the ACT Composite score.

"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
BA, English and History

SAT/ACT CONCORDANCE

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

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

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

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

The latest complication is College Board's assertion that even though the digital SAT (available for the class of 2025, see pages 48–55 for more information) is a significantly shorter test and there are no current plans to share data with ACT, the current SAT to ACT concordance tables will continue to be accurate. College Board's contention is that because the underlying skills and content being tested are not changing, students will perform equivalently on the new digital SAT and current paper-and-pencil SAT, and so no new concordance is needed.

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

SAT TOTAL TO ACT COMPOSITE

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

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

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

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

SECTION CONCORDANCE

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

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

SAT READING AND WRITING TO ACT ENGLISH + READING

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

SAT MATH TO ACT MATH

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

"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

COMPARING SAT AND ACT SCORES

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

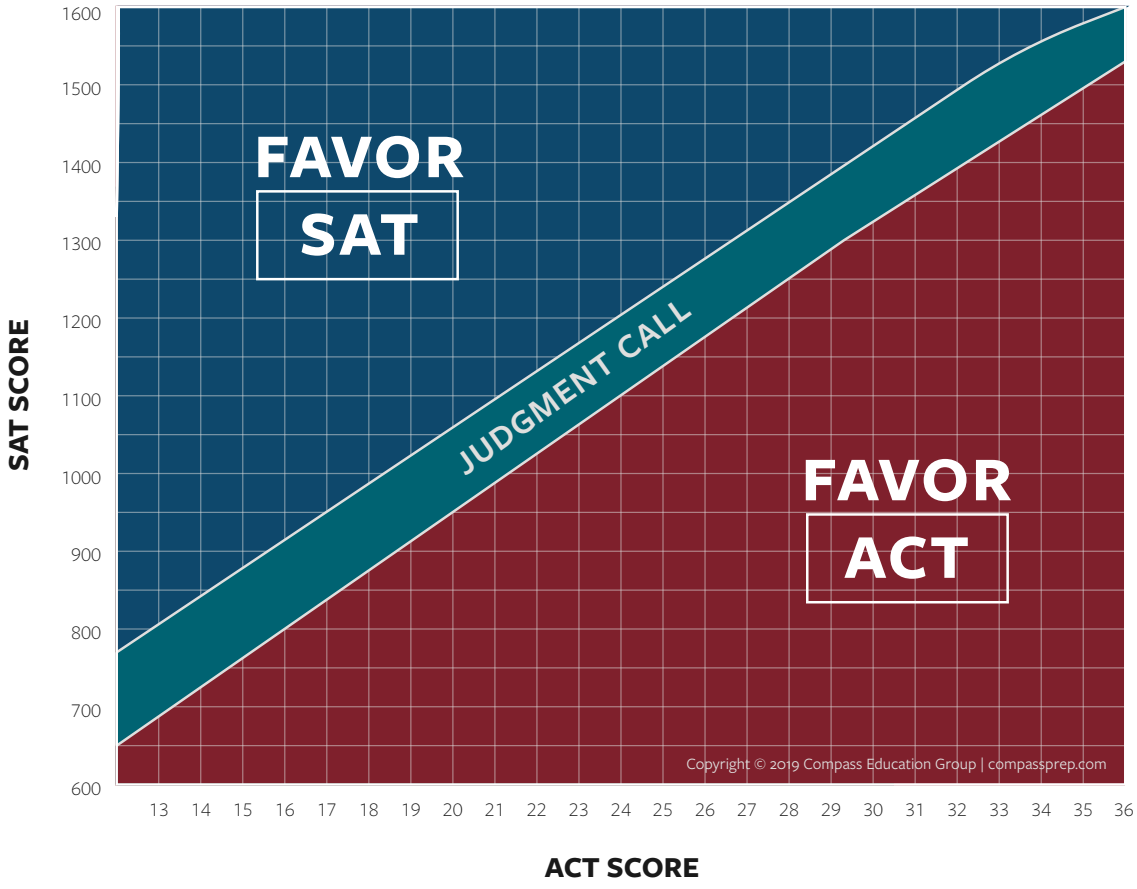
While a concordance table can tell you what your SAT score maps to on the ACT, it does not clearly indicate whether you should prepare for the SAT or ACT. To aid in this decision, Compass has analyzed available data and developed a comparison tool in both graph (below) and table (right) forms. Many students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

"WHEN WE REFER FAMILIES TO COMPASS, WE KNOW THAT WE ARE CONNECTING THEM TO PROFESSIONALS WHO CAN MANAGE THE ENTIRETY OF THE ADMISSION TESTING PROCESS. STUDENTS OFTEN SAY HOW MUCH THEY LOVE THEIR TUTORS AND HOW MUCH THEIR SCORES HAVE IMPROVED."

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

WHICH TEST DO YOU FAVOR?

SOURCES: 2018 SAT/ACT CONCORDANCE; COMPASS ANALYSIS



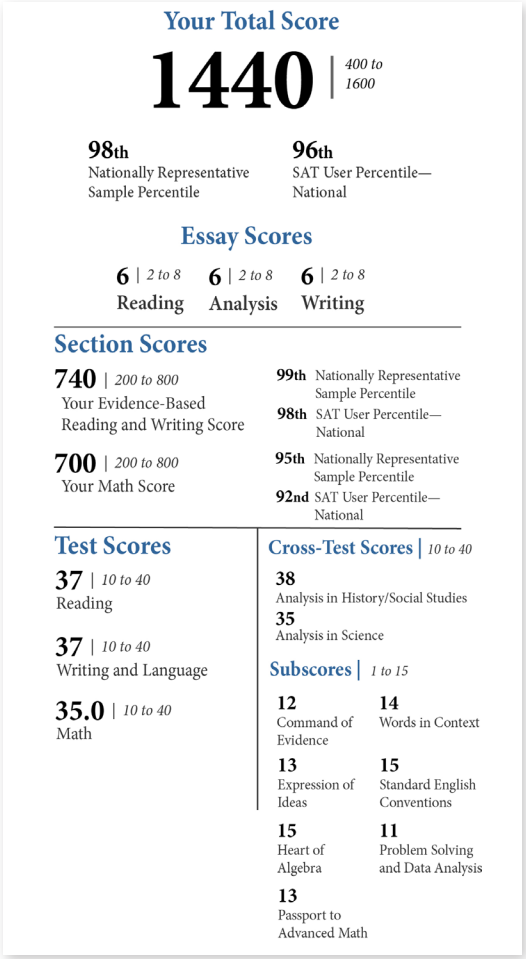
ACT/SAT COMPARISON CHART

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

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

SAT SCORE REPORT

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



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

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

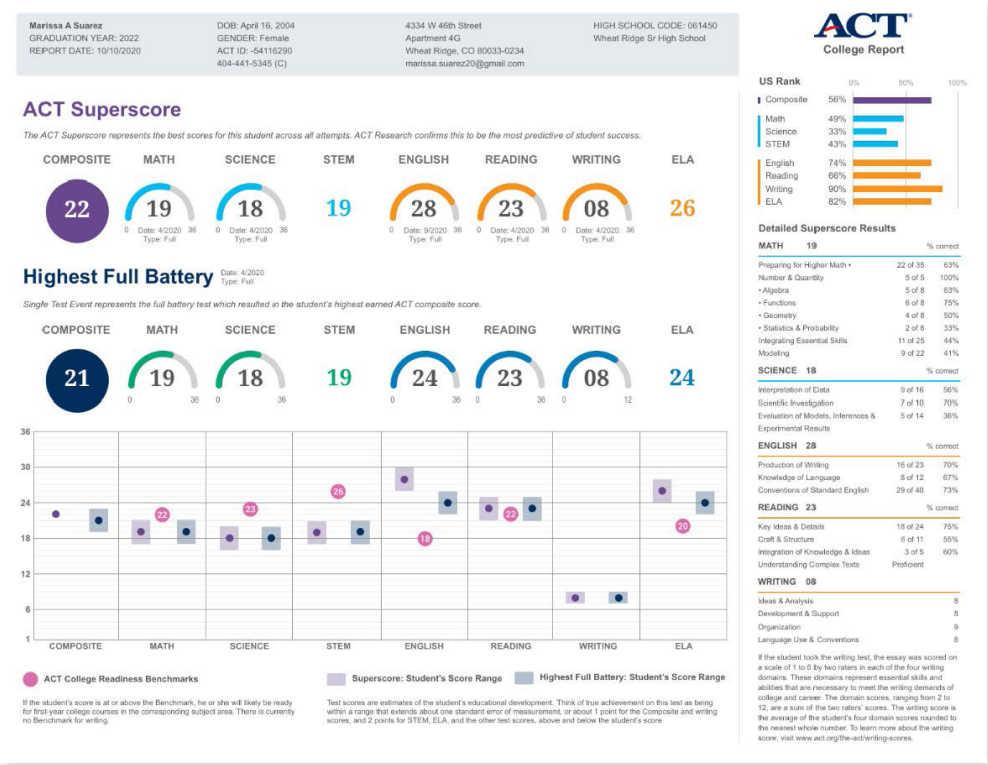
TEST SCORES exist primarily to break up performance on Reading from that on Writing and Language. These scores also appear on PSAT reports and are used to calculate the Selection Index for National Merit. While test scores may help determine where time should be spent studying, they are not important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

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

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

ACT SCORE REPORT

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

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.

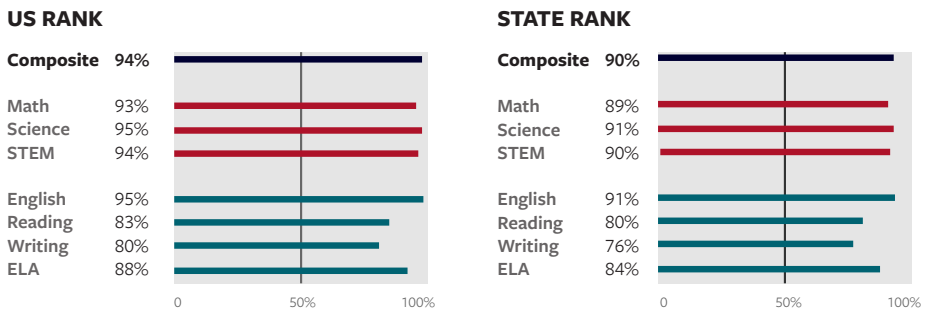
WHAT TEST DATES ARE INCLUDED WITH A SUPERSCORE REPORT?

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 left 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.



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 most recent three graduating classes. College Board is currently reporting two types of percentiles: Nationally Representative Sample Percentile and SAT User Percentile. The Nationally Representative Sample Percentile appears on your score report but is inflated because it is intended to represent all students, even those who would not normally take the SAT. The User Percentile, below, is based on the results from actual test takers and better reflects how you stack up versus other 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, EVIDENCE-BASED READING & WRITING AND MATH

SCORE	TOTAL	SCORE	TOTAL	SCORE	TOTAL
1600	99+	1200	74	800	12
1590	99+	1190	73	790	11
1580	99+	1180	72	780	10
1570	99+	1170	70	770	9
1560	99+	1160	69	760	9
1550	99	1150	67	750	8
1540	99	1140	66	740	7
1530	99	1130	64	730	6
1520	99	1120	63	720	5
1510	98	1110	61	710	4
1500	98	1100	59	700	4
1490	98	1090	58	690	3
1480	97	1080	56	680	2
1470	97	1070	54	670	2
1460	96	1060	52	660	1
1450	96	1050	51	650	1
1440	95	1040	49	640	1
1430	95	1030	47	630	1
1420	94	1020	45	620	1-
1410	94	1010	44	610	1-
1400	93	1000	42	600	1-
1390	93	990	49	590	1-
1380	92	980	39	580	1-
1370	91	970	37	570	1-
1360	91	960	35	560	1-
1350	90	950	34	550	1-
1340	89	940	32	540	1-
1330	88	930	30	530	1-
1320	87	920	29	520	1-
1310	87	910	27	510	1-
1300	86	900	26	500	1-
1290	85	890	24	490	1-
1280	84	880	23	480	1-
1270	83	870	21	470	1-
1260	82	860	20	460	1-
1250	81	850	19	450	1-
1240	79	840	17	440	1-
1230	78	830	16	430	1-
1220	77	820	15	420	1-
1210	76	810	13	410	1-

SCORE	ERW	MATH
800	99+	99
790	99+	98
780	99+	98
770	99	97
760	99	96
750	98	95
740	98	95
730	97	94
720	96	93
710	95	92
700	94	91
690	92	90
680	91	88
670	89	87
660	87	85
650	85	84
640	83	82
630	81	81
620	78	79
610	76	77
600	73	75
590	70	72
580	67	69
570	64	66
560	61	64
550	58	61
540	54	58
530	51	54
520	48	50
510	45	46

SCORE	ERW	MATH
500	41	43
490	38	40
480	35	37
470	31	34
460	28	31
450	25	28
440	22	25
430	19	23
420	16	20
410	14	18
400	11	16
390	9	13
380	7	11
370	5	9
360	4	7
350	3	5
340	2	4
330	1	3
320	1	2
310	1	1
300	1-	1
290	1-	1
280	1-	1-
270	1-	1-
260	1-	1-
250	1-	1-
240	1-	1-
230	1-	1-
220	1-	1-
210	1-	1-
200	1-	1-

Source: College Board, *Understanding Scores 2021*

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	92	97	91	96
31	95	91	96	89	95
30	93	89	94	86	93
29	90	88	93	84	92
28	88	86	91	82	90
27	85	84	88	80	88
26	82	82	84	77	85
25	78	79	79	74	82
24	74	75	74	71	77
23	70	71	70	66	71
22	64	65	65	61	64
21	59	60	61	55	58
20	53	55	58	50	51
19	47	49	54	44	45
18	41	45	49	39	39
17	35	41	42	34	32
16	28	37	33	29	26
15	22	33	21	24	19
14	16	25	11	19	14
13	10	19	4	14	10
12	5	15	1	10	7
11	2	11	1	5	4
10	1	7	1	3	3
9	1	3	1	1	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: *National Norms for ACT Test Scores Reported During the 2020-2021 Reporting Year*

SAT & ACT Content and Timing

SAT OVERVIEW

The SAT begins with a long Reading Test made up of five passages. The Writing and Language Test follows with four passages for students to edit. Math makes up the second half of the multiple-choice exam; the Math Test is split into a no calculator section and a calculator section. The following pages compare the current, paper versions of the ACT and SAT. For SAT digital testing (beginning with the class of 2025) please see pages 48–55. Note that the underlying content tested on the digital SAT will not change from what is presented here, but the timing and question structure will change.

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

Students have the option to take the ACT with Essay, but colleges have largely stopped using the score for admission. College Board no longer offers the SAT Essay, but some students may encounter it if they are participating in a School Day administration.

	TIME	% OF TEST	QUESTIONS
Reading*			
U.S. and World Literature (1 passage)		20%	10
History/Social Studies (2 passages)		40%	21
Science (2 passages)		40%	21
Reading Total	**65 minutes**		**52**
Writing and Language			
Standard English Conventions		45%	20
Punctuation Usage Sentence Structure			
Expression of Ideas		55%	24
Development Organization Effective Language Use			
Writing and Language Total	**35 minutes**		**44**
Mathematics			
Heart of Algebra		33%	19
Problem Solving and Data Analysis		29%	17
Passport to Advanced Math		28%	16
Additional Topics		10%	6
Mathematics Total	**80 minutes**		**58**
SAT	**180 minutes**		**154**

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

ACT OVERVIEW

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

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

* There will be at least one paired passage in the Reading section. It can fall within any of the four passage types and will be followed by 10 questions.
† Science passages are drawn from biology, chemistry, Earth/space sciences, and physics.

READING (ACT AND CURRENT SAT)

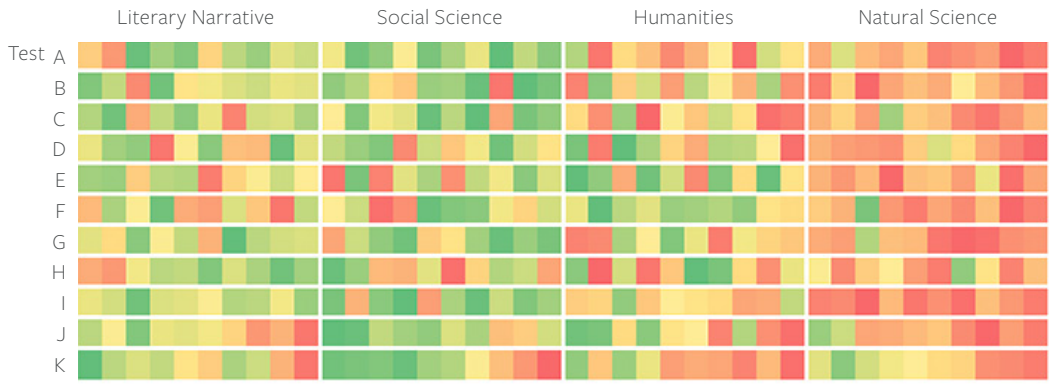
As is clear from the table below, the most striking difference between the two exams is the speed of the ACT. Pacing strategies are paramount on the ACT Reading Test, as students have less than nine minutes to read and answer questions for each passage.

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

SAT takers will find that the passages are often in the same order and that questions are ordered largely chronologically alongside the passage. Students may find that answering questions as they read helps maximize their scores. For information on the digital SAT's new style of Reading questions for the class of 2025 and beyond, please see pages 48–55.

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

ACT READING HEAT MAP



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

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

SAT READING

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

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

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

1. The author states that we can only access the feelings of others through

   A) our imagination.

   B) our five senses.

   C) innate intuition.

   D) personal sorrow.

2. Which choice provides the best evidence for the answer to the previous question?

   A) Lines 5–8 (“Of this . . . manner”)

   B) Lines 8–10 (“That . . . prove it”)

   C) Lines 17–19 (“Though . . . suffers”)

   D) Lines 19–22 (“They never . . . sensations”)

ACT READING

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.

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

   A. identify specific flaws in Sartre’s critique of Baudelaire.
   B. describe Baudelaire’s artistic inspiration.
   C. outline Sartre’s criticism of Baudelaire.
   D. illustrate why Sartre is considered to be depressing.

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

ENGLISH

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

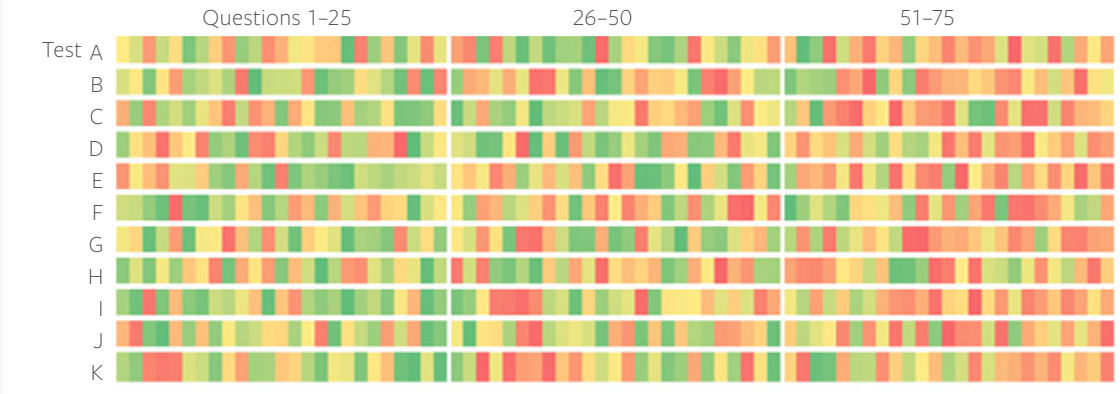
On the SAT, questions are divided into Standard English Conventions and Expression of Ideas. ACT labels the former Conventions of Standard English, and breaks the latter into Production of Writing and Knowledge of Language. Fundamentally, the two tests are assessing students' knowledge of grammar and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

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

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

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

ACT ENGLISH HEAT MAP



ENGLISH STRATEGY

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

ENGLISH - SAMPLE QUESTIONS

Charles Drew and the Creation of Blood Banks

Charles Richard Drew was the most prominent African American doctor in the field of blood transfusion during the 1940s, and his work leading direct (60) to the creation of the American Red Cross Blood Bank. Prior to the 20th century, all blood donations had to be made (61) directly from the donor to the receiver; the first institution focused on blood transfusion (62) research was in Moscow.

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

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

62. Given that all of the following statements are true, which one most effectively elaborates on a point made earlier in the sentence?

F. NO CHANGE
G. a Belgian doctor performed the first non-direct transfusion.
H. the first blood donors were sheep.
J. otherwise, the blood would clot.

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

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

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

Zach F
Compass Tutor
Northwestern University
BA, Cognitive Science, Theatre, and Musical Theatre

COMMON ERRORS OF ENGLISH CONVENTIONS

Though the English language comprises a complex web of usage, dialects, and idiosyncratic personal preferences, English tests are designed to account for a finite set of defined conventions. We identify the top 10 errors for the SAT and ACT below. We expect that these will remain the common errors for the digital SAT as well (see pages 48–55 for more information).

TOP 10 ERRORS OF ENGLISH CONVENTIONS

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

1. PUNCTUATION

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

2. PRONOUNS

Each of the trees had dropped *their* leaves.
Each of the trees had dropped its leaves.

3. VERB TENSE AND AGREEMENT

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

4. PARALLEL STRUCTURE

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

5. SENTENCE FRAGMENTS

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

6. COMMA SPLICES

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

7. CONJUNCTIONS

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

8. FAULTY MODIFICATION

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

9. IDIOMS

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

10. FREQUENTLY CONFUSED WORDS

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

COMMON ERRORS OF EXPRESSION

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

TOP 10 ERRORS IN EXPRESSION

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

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

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

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

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

MATH

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

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

SAT MATH STRATEGY

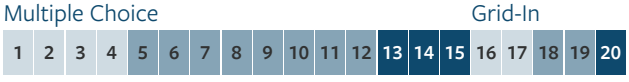
More than any previous SAT, the current SAT is built on "math class" math. Like every standardized test, though, the SAT reveals itself through predictability and repetition. Students don't need to review five years of math; they do need to review the math that the SAT thinks is important.

The SAT has two types of Math sections—No Calculator and Calculator—and two types of questions on each of those sections—multiple-choice and grid-in. This format will change with the digital SAT (see pages 48–55 for more information for the class of 2025).

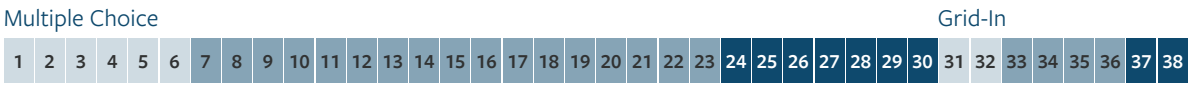
SAT Math questions are arranged in rough order of difficulty within each section and problem type. For example, question 15 in the No Calculator section of the SAT will be much harder than question 5—fewer students will get question 15 correct, and even those who do may take 4 to 6 times as long as they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

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

Section 3, No Calculator
25 minutes, 20 Questions



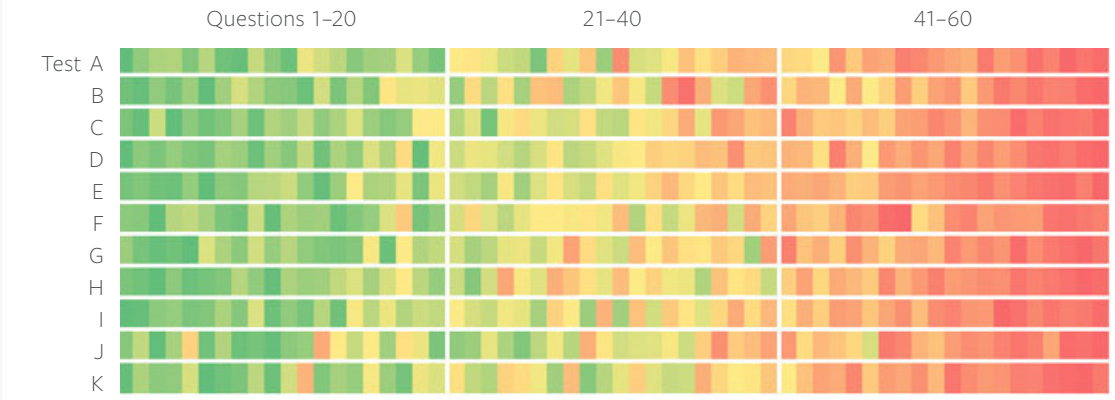
Section 4, Calculator
55 minutes, 38 Questions



ACT MATH STRATEGY

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

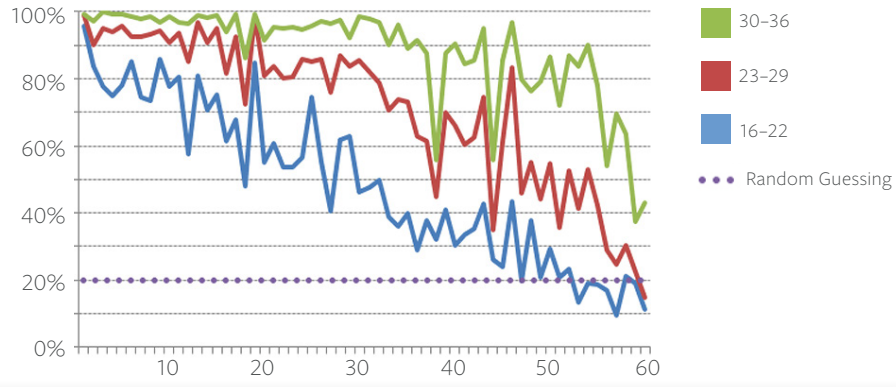
ACT MATH HEAT MAP



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

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

PERCENTAGE OF POSSIBLE POINTS BY SCORE POINT



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

MATH STANDARDS: SAT VS. ACT

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

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

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

The tables below summarize, at a high level, the content differences between the SAT and ACT. We expect a similar distribution of math content for the digital SAT and class of 2025 (see pages 48–55 for more on the digital SAT).

PREVALENCE OF MATH TOPICS ON THE SAT AND ACT

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

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

PREVALENCE OF MATH TOPICS ON THE SAT AND ACT

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

Trigonometry	SAT	ACT
Trigonometry	○	●

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

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

"Compass's comprehensive score reports give me a clear snapshot of a student's current needs and help me identify which content areas need the most attention. For example, it's easy to see if we need to go over geometry or review linear functions. Because of our detailed score reports, I am able to easily create a unique program for each student."

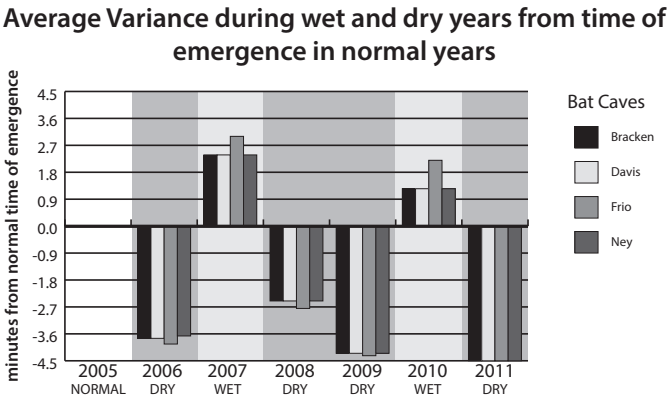
Sheena S
Compass Tutor
University of California—Los Angeles
BA, Global Studies

SAT SCIENCE

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

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

ANALYSIS IN SCIENCE EXAMPLE: READING AND WRITING



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

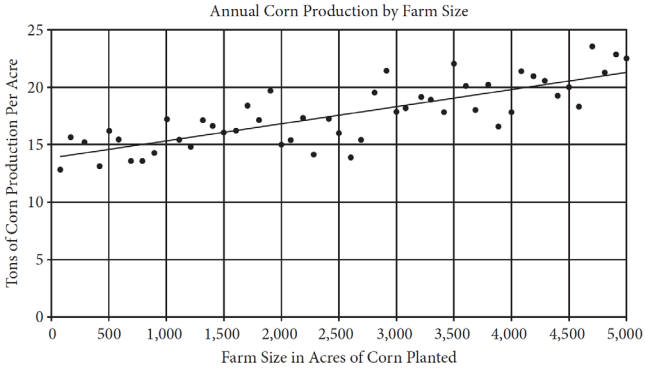
A) Bats at all locations emerged from their caves earlier in 2011 than in 2008.

B) Although both were dry years, 2009 was wetter than 2008.

C) Davis is geographically closer to Bracken than it is to Ney.

D) The bats in Ney reacted more strongly to dry weather than any other bats.

ANALYSIS IN SCIENCE EXAMPLE: MATH



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

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

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

Answers: (31) A (24) B

ACT SCIENCE

The ACT Science Test measures interpretation, analysis, evaluation, reasoning, and problem-solving skills. Although it uses scientific language and reasoning, very little prior science knowledge is needed to do well on the ACT. When the ACT does call for prior knowledge, it's typically something very basic that the vast majority of high school students will know (e.g. knowing that H_2O is water). This test is more about understanding and interpreting information you're given and understanding the nature of scientific experiments. The questions may have very little to do with what a student is actually learning in their science classes at school.

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

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

ACT SCIENCE HEAT MAP

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

The New Digital SAT

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, and that its content will be 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. 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	Current Paper-and-Pencil SAT
Format	Digital only* via an app. PC, Mac, and tablet support. School and personal devices allowed. ChromeOS supported on school-managed devices.	Paper-and-Pencil
Length	2 hours 14 minutes	3 hours
Test Scores	**400–1600 Total Score:** 200–800 Reading & Writing | 200–800 Math *College Board has indicated that scores will be equivalent (i.e., no concordance necessary).*	
Score Reports	Available days after the exam	Available 2–3 weeks after the exam
Sections	**2 Sections, each with 2 Stages** 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)	**2 Sections, each with 2 Parts** 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. The test tailors the second stage to the student.	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 Words in Context and 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.
Accommodations	All current accommodations will be maintained, and most will be supported directly with the digital SAT. Students whose accommodations require a paper test will still be able to take a paper-and-pencil exam.	Detailed information about current accommodations can be found at accommodations.collegeboard.org.
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.

**Most accommodations will be supported directly with the digital SAT app. Students whose accommodations require a paper test will still be able to take a paper-and-pencil exam.*

THE 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.

The test is delivered on a digital exam application that students can download and use for practice in advance of the test. The testing app 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 three modules of questions for each section (see Adaptive Testing below) and at the end of the test to upload the student's performance. If the latter is impossible, 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.

TIMELINE: NO OVERLAP

College Board is going 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 has not yet announced plans to go online only.

College Board will offer an international digital SAT in March of 2023.

ADMINISTRATION OVERVIEW

	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 73 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

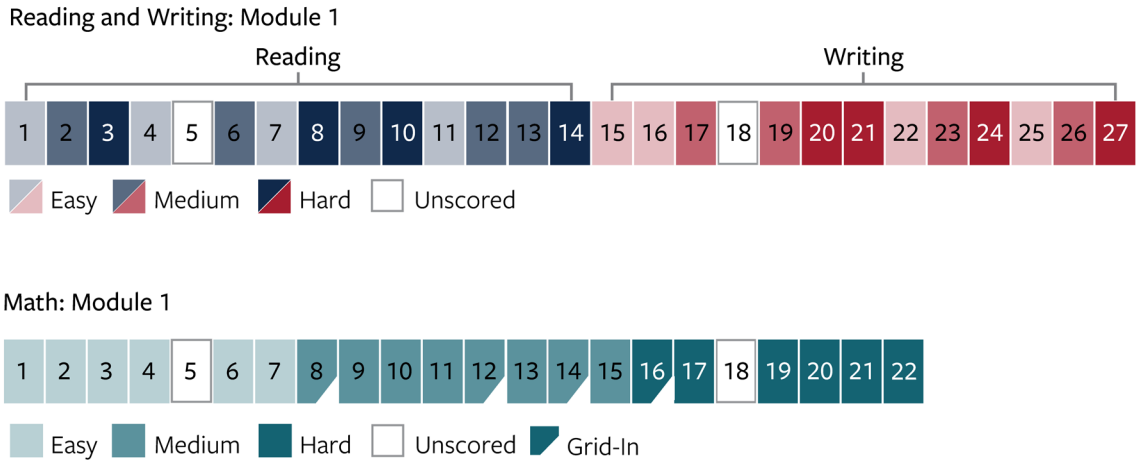
One of the most important advantages of a digital test is that it can be adaptive. Rather than having every student answer the same set of problems—many of which are too easy or too hard to add much insight—a digital exam can tailor itself to the student's ability level.

Each student receives a unique test: an algorithm pulls together questions from pools by considering many factors including difficulty and content standards. Unique tests increase test security, as students will not longer be able to share answers across a room or during breaks, and test booklets can not be "misplaced."

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.

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.

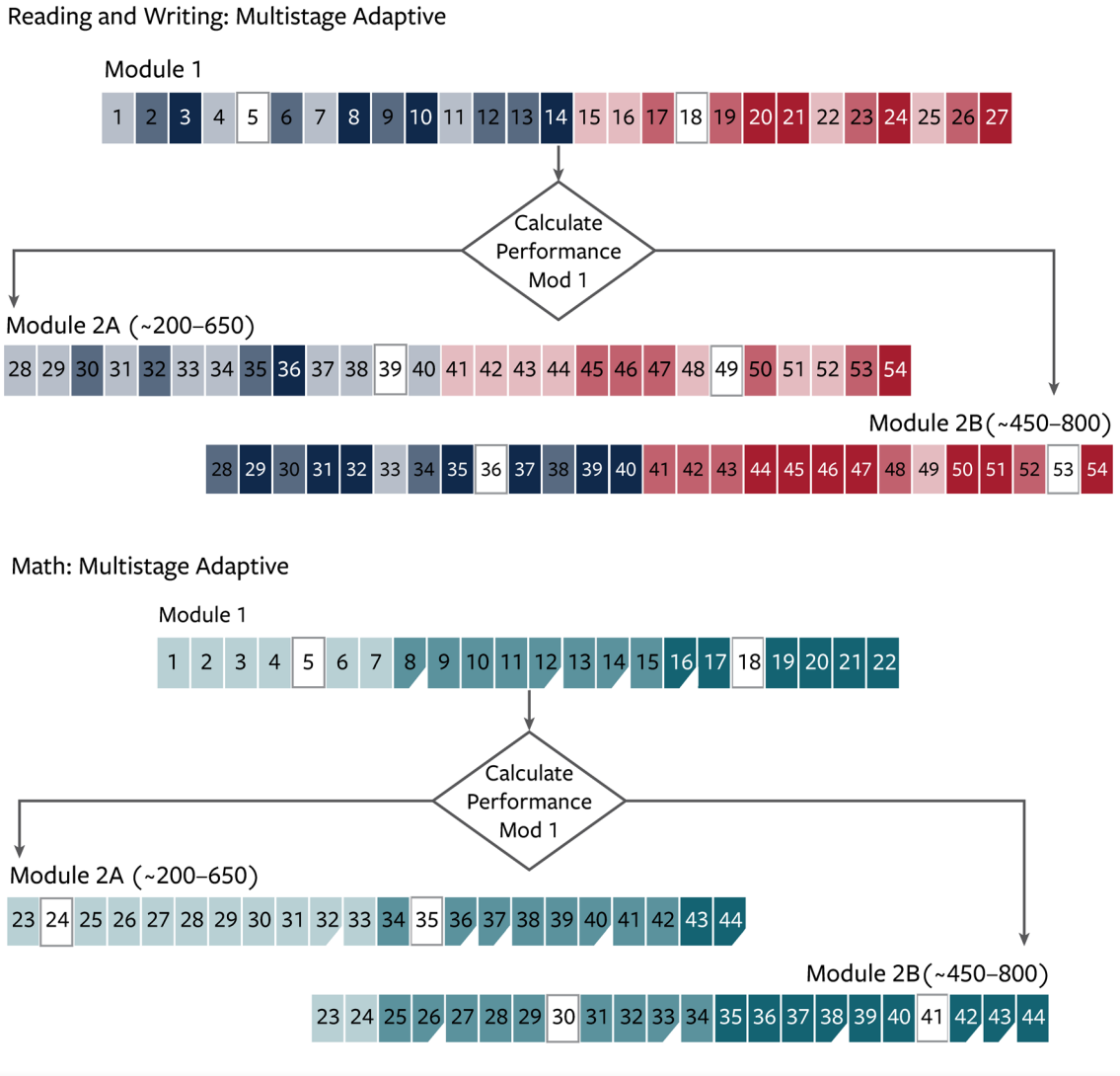
FIRST STAGE: BLEND OF DIFFICULTY



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



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, and College Board is highlighting that the new test will be shorter 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.

DIGITAL SAT CONTENT

College Board is taking the opportunity to tinker with the content of the exam in ways that are intended to be more student-friendly and pedagogically relevant. On the Math, gone are the questions on which a calculator is not allowed. Similarly given the boot are long reading passages with banks of related questions; instead, there will be short passages with one question per passage. The digital SAT collapses Reading and Writing questions into the same section. From most students' perspectives, these changes are less meaningful than the overall shortening of the exam and the need to be familiar with the online format and the role of the adaptive stages.

	TIME	% OF TEST	QUESTIONS
Reading and Writing	64 minutes		54
Reading			
Craft and Structure		≈28%	13–16
Words in Context Text Structure and Purpose Cross-Text Connections			
Information and Ideas		≈26%	12–16
Central Ideas and Details Command of Evidence: ▶ Textual ▶ Quantitative Inferences			
Writing			
Standard English Conventions		≈26%	11–16
Boundaries Form, Structure, and Sense			
Expression of Ideas		≈20%	8–13
Rhetorical Synthesis Transitions			
Mathematics	70 minutes		44
Algebra		≈35%	13–16
Linear equations in one or two variables and linear functions Systems of two linear equations in two variables Linear inequalities in one or two variables			
Advanced Math		≈35%	13–16
Equivalent expressions Nonlinear equations in one variable and systems of equations in two variables Nonlinear functions			
Problem Solving and Data Analysis		≈15%	5–8
Ratios, rates, proportional relationships, percentages and units One-variable data: distributions and measures of center and spread Two-variable data: models and scatter plots Probability and conditional probability Inference from sample statistics and margin of error Evaluating statistical claims: observational studies and experiments			
Geometry and Trigonometry		≈15%	5–8
Area, volume, lines, angles, and triangles Right triangles and trigonometry Circles			
TOTAL	**134 minutes**		**98**

QUESTION FORMAT CHANGES

The most significant change to question format is the removal of question sets associated with long reading passages in the Reading and Writing section. Students will instead be given single, discrete questions, each associated with a short passage or passage pair (see example below). According to College Board, this will give students the opportunity to encounter a wider range of topics than could be presented in the current nine long passages, thereby allowing them to excel on topics that spark their interest. The format of Math questions is largely unchanged except that students can use a calculator on the entire Math section, and there will be no sets of questions associated with a common setup. Like Reading and Writing, the Math section is composed of entirely discrete questions.

DIGITAL 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 _____

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.

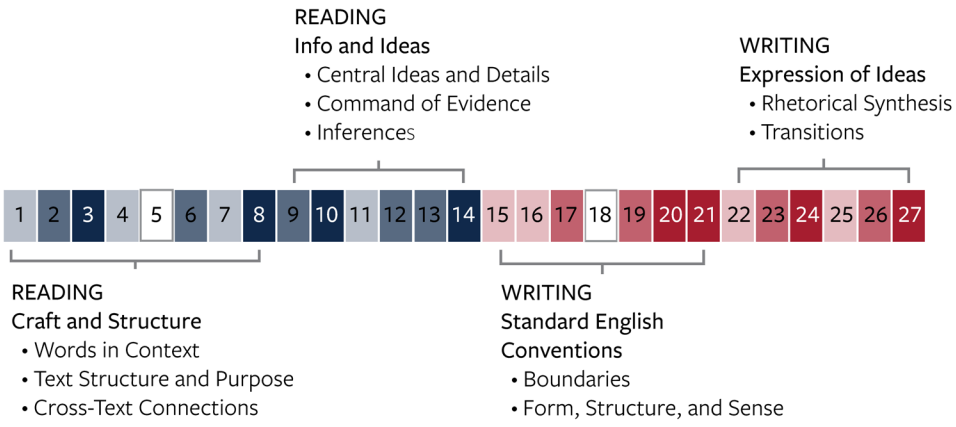
B) prolonged deep sleep is likely advantageous in ways that have yet to be discovered.

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.

Answer: B

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. The only exception is the Standard English Conventions domain, which does not further group by skill. The following is an example:



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 will remain 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 appreciate getting their scores back within days rather than weeks. On the other hand, they will need to adjust to scoring that weights the adaptive stages based on difficulty. The GRE went entirely digital in 2011 and has been using section-adaptive testing for more than a decade, so test makers have extensive experience in producing and scoring these tests. If College Board follows the same scoring rules as the GRE, scores within a stage will still be calculated by the number of right answers and equated to produce comparable scaled scores (as the current SAT is scored). When combining the stages, though, the scoring is more opaque. 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 need to reflect these differences.

ACCOMMODATIONS

College Board has committed to designing the 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.

Will students with learning differences be adversely or positively affected by these changes? This depends, of course, on the nature of the learning differences and the specific accommodations afforded a particular student. It will be imperative for College Board to provide comprehensive guidance in this area.

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 tests are expected to be available by fall 2022. The scope, quality, and timeline of the release of these resources will play a large part in how willingly students in the class of 2025 accept their places at the front of the line.

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. Based on past transitions, 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 or scan the QR code in the corner of this page.

PreACT, PSAT, and National Merit

PREACT AND ASPIRE

After replacing the PLAN with the Aspire testing system, ACT began offering a new preliminary test—the PreACT—designed to predict a score range on the ACT. It serves as an ACT analogue to the PSAT for schools and districts that prefer the ACT.

PREACT AND PREACT 8/9

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

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

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

ASPIRE

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

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

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

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

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

Students often begin their testing sequences with the PSAT offered in either their sophomore or junior years. 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. College Board offers a suite of assessments with versions of PSATs specific to certain grade levels.

PSAT/NMSQT

The anticipated test dates for the class of 2024 are Wednesday, October 12, 2022, and Saturday, October 15, 2022, with an alternate sitting on Tuesday, October 25, 2022. All juniors are encouraged to take this test, and many schools also offer sophomores the opportunity to sit for it. However, only juniors are eligible for National Merit recognition (see page 60 for more details).

The Class of 2024 will take a paper PSAT in 2022, while the Class of 2025 will be the first Class to take the digital PSAT in October of 2023 (see pages 48–55 for more on the digital PSAT).

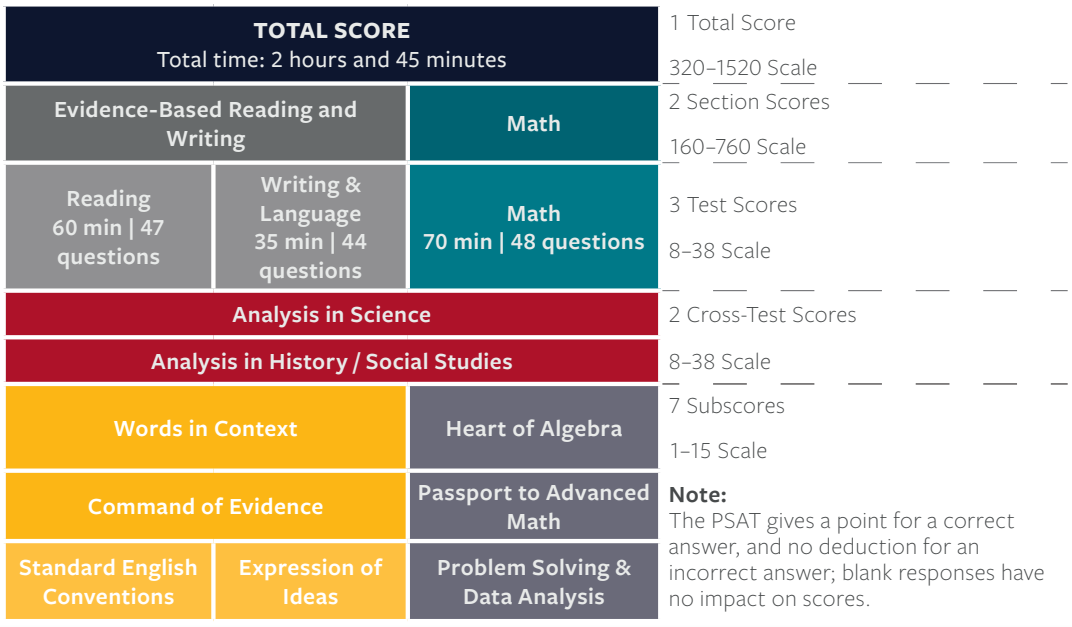
PSAT 10

The PSAT 10 and the PSAT/NMSQT cover the same content and share the same scoring scale (see the next page to read more about how these tests share a continuous scoring scale). On both versions, sophomore-normed percentiles will be reported. Most schools will combine sophomores and juniors in October and offer only the PSAT/NMSQT, but some may instead choose to offer the PSAT 10 to sophomores separately during a spring testing window. Those sophomores taking the PSAT 10 in the spring of 2023 will be taking the current, paper PSAT 10, though the test will be dramatically different when they take the digital PSAT in the fall of 2023.

PSAT 8/9

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

PSAT STRUCTURE AND SCORING



PSAT AND SAT VERTICAL SCALING

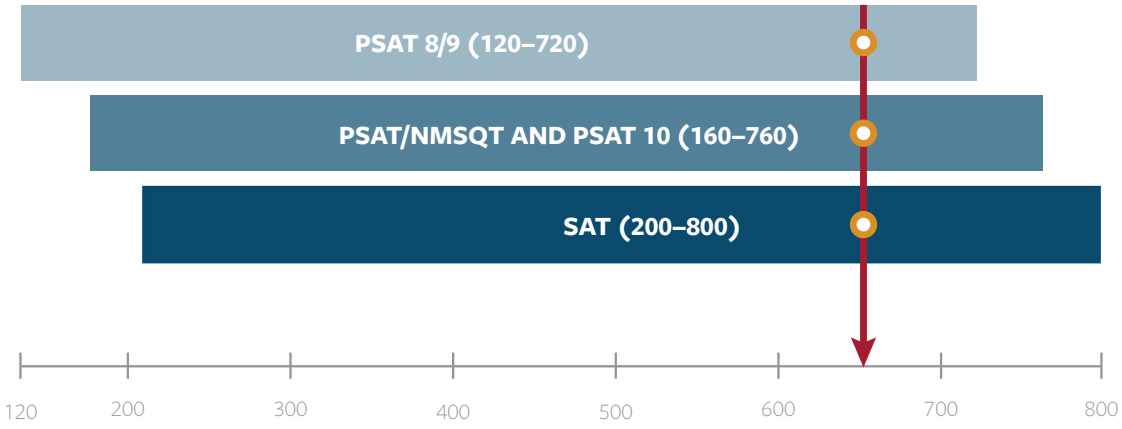
A significant feature of the PSAT is that its scaled scores top out at 760 per section. The explanation is grounded in College Board's commitment to increasing the visibility of students' college readiness.

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

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

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

THE VERTICALLY ALIGNED SCALE



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

PSAT AS SAT SCORE PREDICTOR

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

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

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

PSAT/NMSQT SCORE	SAT EBRW 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
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

PSAT/NMSQT SCORE	SAT EBRW RANGE	SAT MATH RANGE
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
290	320–440	330–440
280	310–440	330–440
270	310–430	330–450
260	300–430	330–450
250	300–430	330–450
240	290–430	320–450
230	280–430	320–450
220	270–430	320–450
210	260–420	310–450
200	250–420	300–450
190	240–420	290–450
180	230–420	280–450
170	210–420	260–440
160	200–420	240–430

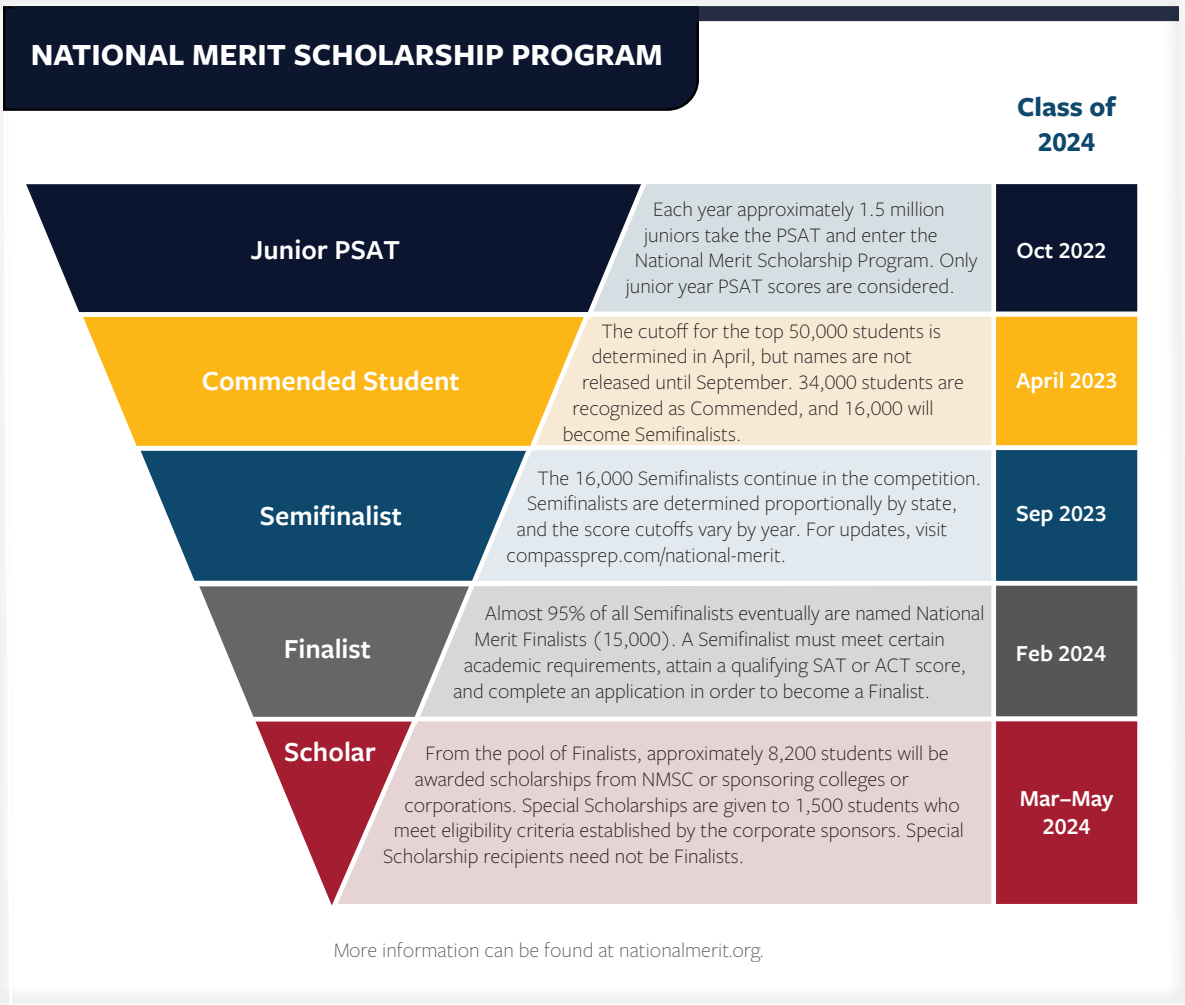
NATIONAL MERIT SCHOLARSHIP PROGRAM

The junior year PSAT/NMSQT (National Merit Scholarship Qualifying Test) is used to determine eligibility for honors and scholarships via the National Merit Scholarship Program. Until students progress beyond the Semifinalist stage, honors are based solely on the PSAT/NMSQT Selection Index.

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

The cutoffs for the class of 2023 were historically low, despite almost 500,000 more students taking the October 2021 PSAT versus the 2020 PSAT. The Commended cutoff remained at 207, and the top cutoff—New Jersey's this year—dropped from 224 to 223.

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



More information can be found at nationalmerit.org.

NATIONAL MERIT SEMIFINALIST CUTOFFS

While the Commended cutoff remained unchanged for the class of 2023, there was turbulence within the Semifinalist cutoffs. Forty states saw changes; only two of the 25 smallest states saw cutoffs consistent with the class of 2022 results. The range of the changes this year was one of the largest Compass has measured, with the cutoffs in Arizona, Nevada, and Oregon declining by 4 points and the cutoff in Maine increasing by 4 points.

PSAT participation rates increased from the cancelation-heavy October 2020 exam, but the return to testing was not uniform across the country. The results this year were also low because of the COVID-related learning disruptions that have caused testing declines in virtually all age groups. It's unclear to what degree such gaps will be closed with future classes.

The table at right shows the actual cutoffs for the classes of 2022 and 2023. Students in the classes of 2024 and 2025 should keep in mind the changes that can occur, especially with the digital PSAT debuting in October 2023.

WHY DO STATES HAVE SUCH DIFFERENT CUTOFFS?

Cutoffs vary across the country because the 16,000 Semifinalists are allocated proportionally to states based on the total number of high school graduates in a class. A state's cutoff is derived by finding the score that will produce, as closely as possible, the targeted number of Semifinalists. A California student does not compete with a Florida student, for example, because the California student is compared only to others within the state. The Commended cutoff, in contrast, is determined nationally.

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

STATE	CLASS OF 2023	CLASS OF 2022	Typical Number of Semifinalists
Alabama	212	212	225
Alaska	210	208	40
Arizona	214	218	300
Arkansas	210	211	140
California	220	221	2,050
Colorado	217	217	245
Connecticut	221	220	185
Delaware	218	220	45
District of Columbia	223	224	50
Florida	216	217	810
Georgia	218	219	460
Hawaii	215	217	65
Idaho	215	214	85
Illinois	219	218	735
Indiana	214	215	335
Iowa	212	211	170
Kansas	214	215	155
Kentucky	212	212	215
Louisiana	213	213	210
Maine	215	211	75
Maryland	222	224	315
Massachusetts	220	221	345
Michigan	218	217	565
Minnesota	216	218	300
Mississippi	210	213	135
Missouri	213	214	335
Montana	207	208	50
Nebraska	212	210	100
Nevada	210	214	100
New Hampshire	213	214	75
New Jersey	223	222	520
New Mexico	208	210	90
New York	219	220	1,010
North Carolina	217	218	440
North Dakota	209	207	30
Ohio	216	215	615
Oklahoma	211	210	185
Oregon	216	220	180
Pennsylvania	218	218	680
Rhode Island	216	213	55
South Carolina	213	213	200
South Dakota	212	210	45
Tennessee	215	215	325
Texas	219	220	1,340
Utah	211	212	155
Vermont	213	211	40
Virginia	221	221	390
Washington	220	220	330
West Virginia	207	207	75
Wisconsin	213	214	330
Wyoming	207	208	25
U.S. Students Studying Abroad	223	224	125
U.S. Territories	207	207	30
Boarding School	Varies by region		

AP Exams

AP's GROWING RELEVANCE IN ADMISSIONS

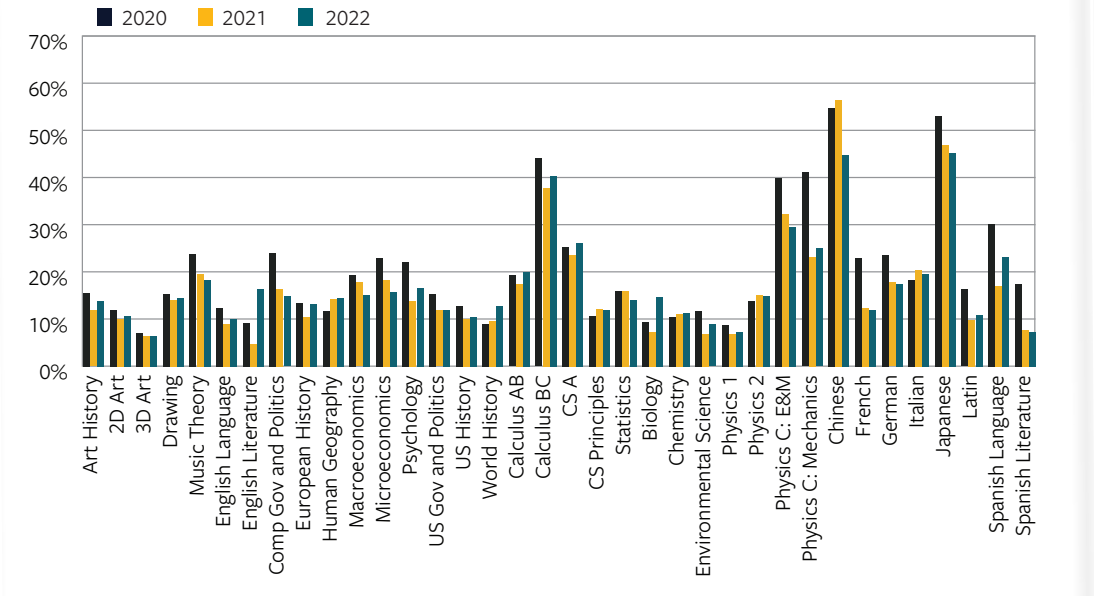
Historically, scores on AP exams have been tied to receiving college credit or advanced standing upon matriculation. The AP program was not designed to be relevant to admission decisions in the same way as the SAT and ACT. However, with the elimination of the SAT Subject Tests and most schools implementing test optional policies, 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; to view the full list, visit compassprep.com/how-colleges-use-ap-scores or scan the QR code in the corner of this page.

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.

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

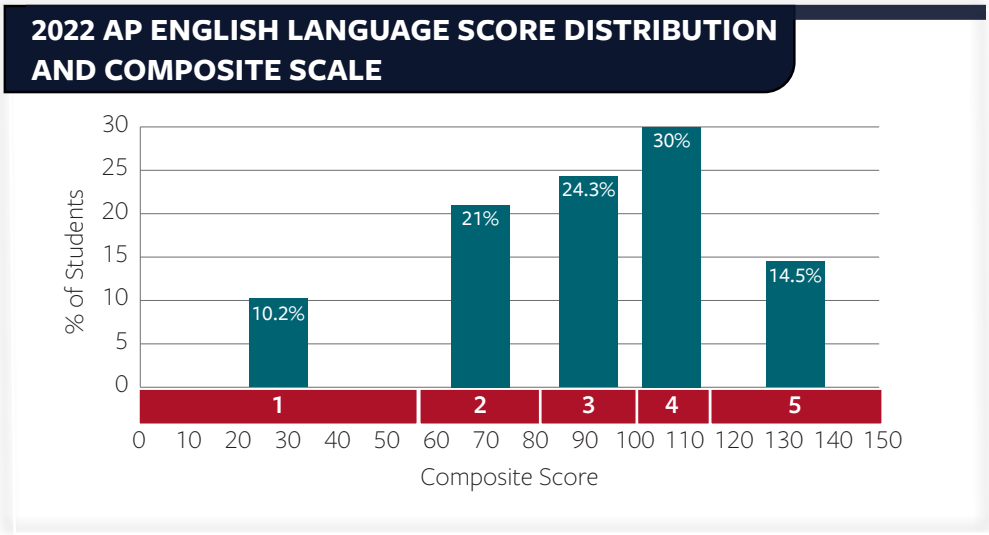
Not to be confused with the AP English Literature and Composition exam, the AP English **Language** and Composition exam focuses on the rhetorical analysis and the development and revision of argumentative writing. As a result, multiple-choice questions are split between non-fiction reading passages 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 ENGLISH LANGUAGE 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
		Total	96*	120

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

1 Raw Multiple-Choice Point = 1 Weighted Point
1 Raw Free-Response Point = 1.67 Weighted Points

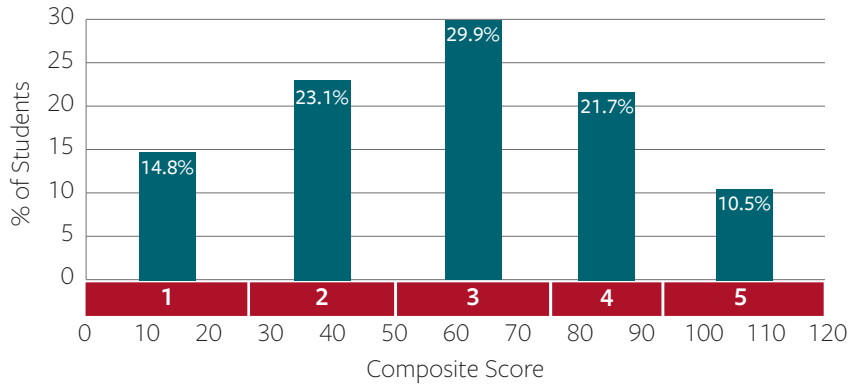
Because there are so many more raw points available for the free-response questions on Biology than on English Language, the weight of a Biology free-response point is much closer to the 1-1 weighting of a multiple-choice raw point.

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 pages 88–89 for more on the Compass AP Roadmap and AP 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.

2023 AP TESTING SCHEDULE		
Week1	**Morning 8 AM**	**Afternoon 12 noon**
Monday, May 1	United States Government and Politics	Chemistry Spanish Language and Culture
Tuesday, May 2	Chinese Language and Culture Environmental Science	Psychology
Wednesday, May 3	English Literature and Composition	Comparative Government and Politics Computer Science A
Thursday, May 4	Human Geography Macroeconomics	Seminar Statistics
Friday, May 5	European History United States History	Art History Microeconomics
	Art and Design—last day for Coordinators to submit digital portfolios (by 8 PM ET) and to gather 2-D Design and Drawing students for physical portfolio assembly. Students should have forwarded their completed digital portfolios to teachers well before this date.	

2023 AP TESTING SCHEDULE			
Week 2	**Morning 8 AM**	**Afternoon 12 noon**	**Afternoon 2 PM**
Monday, May 8	Calculus AB Calculus BC	Computer Science Principles Italian Language and Culture	
Tuesday, May 9	English Language and Composition Japanese Language and Culture	Physics C: Mechanics	Physics C : Electricity and Magnetism
Wednesday, May 10	Spanish Language and Culture	Biology	
Thursday, May 11	French Language and Culture World History: Modern	Physics 1: Algebra-Based	
Friday, May 12	German Language and Culture Music Theory	Latin Physics 2: Algebra-Based	

May 1, 2023, 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, the use of a computer for typewritten essays, large-print test booklets, and small group testing. The following table will help in navigating the testing accommodations request process. For detailed information, visit compassprep.com/accommodations or scan the QR code in the corner of this page.

DEADLINES FOR SUBMITTING REQUESTS FOR ACCOMMODATIONS

SAT	
2022–23 Test Dates	Documentation Deadlines
August 27, 2022	July 8, 2022
October 1, 2022	August 12, 2022
November 5, 2022	September 16, 2022
December 3, 2022	October 13, 2022
March 11, 2023	January 20, 2023
May 6, 2023	March 17, 2023
June 3, 2023	April 13, 2023

PSAT & AP	
2022–23 Test Dates	Documentation Deadlines
PSAT/NMSQT October 12, 15, and 25, 2022	August 23, 2022
PSAT 10 February 21–March 24, 2023	December 9, 2022
PSAT 10 April 12–April 28, 2023	February 21, 2023
AP Exams May 1–12, 2023	March 17, 2023

ACT	
2022–23 Test Dates	Documentation Deadlines
September 10, 2022	August 19, 2022
October 22, 2022	September 30, 2022
December 10, 2022	November 11, 2022
February 11, 2023	January 20, 2023
April 15, 2023	March 24, 2023
June 10, 2023	May 19, 2023
July 15, 2023	June 23, 2023

Step 1: Determine whether your student is eligible.

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

SAT	ACT
To ensure approval for accommodations, a student's request should meet ALL of the following criteria: ▶ The disability is documented by formal testing completed by a certified evaluator ▶ The disability directly affects performance on CB's assessments ▶ The requested accommodations are specifically needed to perform to potential on CB's assessments Students may be approved for accommodations on specific sections of the test rather than the entire test.	A student is eligible for accommodations if: ▶ The disability is diagnosed and documented by a credentialed professional ▶ The disability directly impacts performance on ACT's assessments Documentation for the disability includes information about current or prior accommodations made in similar settings. After reviewing these criteria, families should consider the two different accommodations packages: 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.

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, CB 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.	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

TEST DATES

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

SAT			
2022–23 Test Dates	**Registration**	**Late Registration**	**Anticipated Score Release‡**
August 27, 2022	July 29, 2022	August 16, 2022	September 19, 2022*
October 1, 2022	September 2, 2022	September 20, 2022	October 14, 2022*
November 5, 2022	October 7, 2022	October 25, 2022	November 18, 2022*
December 3, 2022	November 3, 2022	November 22, 2022	December 16, 2022*
March 11, 2023	February 10, 2023	February 28, 2023	March 24, 2023*
May 6, 2023	April 7, 2023	April 25, 2023	May 19, 2023*
June 3, 2023	May 4, 2023	May 23, 2023	July 12, 2023*

PSAT		PSAT 10	
2022 Test Dates	**Registration**	**2023 Test Dates**	**Registration**
Primary: Wednesday, October 12 Saturday: October 15 Alternate: Tuesday, October 25	Test date registration is determined by high school.	Date determined by high school within testing windows: February 21–March 24, 2023 and April 12–April 28, 2023	Test date registration is determined by high school.

ACT			
2022–23 Test Dates	**Registration**	**Late Registration**	**Anticipated Score Release‡**
September 10, 2022	August 5, 2022	August 19, 2022	September 23–November 2, 2023*
October 22, 2022	September 16, 2022	September 30, 2022	November 4–December 16, 2023*
December 10, 2022	November 4, 2022	November 11, 2022	December 23, 2022–February 3, 2023*
February 11, 2023	January 6, 2023	January 20, 2023	February 24–April 7, 2023*
April 15, 2023	March 10, 2023	March 24, 2023	April 28–June 10, 2023*
June 10, 2023	May 5, 2023	May 19, 2023	June 23–August 4, 2023*
July 15, 2023 (Not offered in NY)	June 16, 2023	June 23, 2023	July 28–August 28, 2023*

* Dates are not yet official.

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

INTERNATIONAL DATES

International SAT testing occurs on the same dates as the U.S. National test dates for each school year. For more information, visit collegereadiness.collegeboard.org/sat/register/international.

ACT offers international testing during a 2-day window culminating on the U.S. National test date. For example, February 10–11 are offered as international ACT test dates, while the U.S. National test date is February 11. For more information, visit act.org/content/act/en/products-and-services/the-act-non-us.html.

POLICIES AND FEES

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

Policy or Fee	SAT	ACT
Standard fee	$60	$63 + $25 for Writing
Late Registration Fee	add $30	add $36
Change test date	add $25	add $40
Change test center	add $25	add $40
Standby / Waitlist	Not available for 2022–23	add $63
Copy of test available	October, March, May, August dates	December, April, June dates
Fee for copy of test	$16	$30 ($40 if order is placed after the test)
Score reports included with registration	4	4
Additional reports	$12 each	$16 each
Score Choice	per test date	per test date
Cancel Scores	Until Thursday after test	Until Thursday after test
Remove Scores	Not offered	Upon written request
Calculator	Algebra functions OK TI-89 allowed	No algebra functions TI-89 not permitted
Score verification	$55 to hand score the multiple-choice	$50 for multiple-choice, $40 to confirm that essay was not mis-scanned
Section Retesting	Not Available	Previously scheduled for Fall 2020, but postponed
Sunday testing for religious reasons	Available Sunday following the Saturday administration	Available Sunday or Monday on a center-by-center basis

SAT WAITLIST STATUS (NOT AVAILABLE FOR 2022–23)

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

ACT STANDBY REQUESTS

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

ACT Test Date	Standby Request Period
September 10, 2022	August 20–September 2, 2022
October 22, 2022	October 1–14, 2022
December 10, 2022	November 12–December 2, 2022
February 11, 2023	January 21–February 3, 2023
April 15, 2023	March 25–April 7, 2023
June 10, 2023	May 20–June 2, 2023
July 15, 2023	June 24–July 7, 2023

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

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

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

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

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

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

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

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

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

Please visit compassprep.com/self-reporting-test-scores or scan the QR code in the corner of this page 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

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

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

ACT STATE AND DISTRICT TESTING

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

Score Choice and Superscoring

SCORE CHOICE

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

HOW ARE SCORES REPORTED?

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

HOW DOES SCORE CHOICE WORK?

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

CAN I JUST SEND MY BEST SCORES?

If a college considers only your SAT Total or ACT Composite score from a single sitting, you may want to include only the test date with your best overall score. If the college "superscores," or mixes and matches individual sub-scores from different test dates—the official policy or unofficial practice of many colleges—then you will want to include the test dates that produce your highest "superscore." ACT announced a new option in 2020 that would give students the option of sending colleges a Superscore Report. COVID-19 and related cancelations delayed the Superscore Report. It may not be available until September 2021. This report will include the test date with your highest Composite score and will also include the individual sections that produce your best Composite superscore. The lack of the Superscore Report does not prevent colleges from superscoring.

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

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

DO THESE POLICIES MEAN THAT STUDENTS SHOULD TEST "EARLY AND OFTEN"?

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

SUPERSCORING

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

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

For the ACT, this process generally takes the form of evaluating your highest section scores across test administrations, but not all colleges will compute a new Composite from those scores.

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

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

The following is a sampling of college superscore and Score Choice policies. For more schools and updates, please visit compassprep.com/superscore-and-score-choice or scan the QR code in the corner of this page.

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	●	●	☐

School	Superscore		Score Choice Policy
	SAT	ACT	
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."

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.

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

	EA 1	EA 2	ED 1	ED 2
Adelphi University	Dec 1			
Agnes Scott College	Nov 15	Jan 15	Nov 1	
Albion College	Dec 1			
Allegheny College	Dec 1		Nov 15	Feb 1
American University			Nov 15	Jan 15
Amherst College			Nov 1	
Appalachian State University	Nov 1			
Arizona State University, Tempe†	Nov 1			

	EA 1	EA 2	ED 1	ED 2
Auburn University†	Dec 1			
Augustana College	Nov 1		Nov 1	
Austin College	Dec 1	Feb 1	Nov 1	
Babson College	Nov 1		Nov 1	Jan 3
Bard College	Nov 1		Nov 1	
Barnard College			Nov 1	
Bates College			Nov 15	Jan 1
Baylor University	Nov 1		Nov 1	Feb 1

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

	EA 1	EA 2	ED 1	ED 2
Beloit College	Nov 1	Dec 1	Nov 1	
Bennington College	Dec 1		Nov 15	Jan 15
Bentley University			Nov 15	
Berea College†	Oct 31			
Berry College	Nov 1		Nov 1	
Binghamton University, SUNY	Nov 1			
Biola University	Nov 15	Jan 15		
Birmingham-Southern College	Nov 15		Nov 1	
Boston College			Nov 1	Jan 1
Boston University			Nov 1	Jan 4
Bowdoin College			Nov 15	Jan 5
Bradley University	Nov 1			
Brandeis University			Nov 1	Jan 1
Brigham Young University, Provo†	Nov 1			
Brown University			Nov 1	
Bryn Mawr College			Nov 15	Jan 1
Bucknell University			Nov 15	Jan 15
Butler University	Nov 1			
California Institute of Technology	Nov 1			
California Lutheran University	Nov 1			
Carleton College			Nov 15	
Carnegie Mellon University			Nov 1	
Carroll College	Nov 1			
Case Western Reserve University	Nov 1		Nov 1	Jan 15
Centre College	Dec 1		Nov 15	
Chapman University	Nov 1		Nov 1	
Christopher Newport University	Dec 1		Nov 15	
Claremont McKenna College			Nov 1	Jan 11
Clark University	Nov 15		Nov 15	Jan 15
Clarkson University			Dec 1	
Coe College	Dec 10		Nov 15	
Colby College			Nov 15	Jan 1
Colgate University			Nov 15	Jan 15
College of Charleston	Dec 1		Oct 15	
College of New Jersey			Nov 1	Jan 1
College of St. Benedict†	Nov 15	Dec 15		
College of the Holy Cross			Nov 15	Jan 15
College of William & Mary			Nov 1	Jan 1
College of Wooster	Nov 25		Nov 1	Jan 15
Colorado College	Nov 1		Nov 1	Jan 15
Colorado State University	Dec 1			
Columbia University			Nov 1	
Connecticut College			Nov 15	Jan 15
Cornell University			Nov 15	
Creighton University	Nov 6			
Dartmouth College			Nov 1	
Davidson College			Nov 15	Jan 4
Denison University			Nov 15	Jan 15
DePaul University	Nov 15			
DePauw University	Dec 1		Nov 15	Jan 15
Dickinson College			Nov 15	Jan 15
Drew University	Dec 1		Nov 1	Jan 15
Drexel University	Nov 1		Nov 1	
Duke University			Nov 1	
Earlham College	Dec 1			
Elmhurst College	Nov 1			
Elon University	Nov 1		Nov 1	
Emerson College	Nov 1	Dec 1	Nov 1	Dec 1
Emory University			Nov 1	Jan 1
Fairfield University	Nov 1		Nov 15	Jan 15
Fordham University	Nov 1		Nov 1	
Franklin and Marshall College			Nov 15	Jan 15
Furman University	Dec 1		Nov 15	Jan 15
George Mason University	Nov 1			
George Washington University			Nov 1	Jan 5
Georgetown University	Nov 1			
Georgia Institute of Technology	Oct 18	Nov 1		
Gettysburg College			Nov 15	Jan 15
Goucher College	Dec 1		Nov 15	
Grinnell College			Nov 15	Jan 1
Gustavus Adolphus College	Nov 1			
Hamilton College			Nov 15	Jan 5
Hampden-Sydney College	Oct 15	Dec 1	Nov 1	
Hampton University	Nov 1			
Hanover College	Nov 1	Dec 1	Nov 1	
Harvard University (Restrictive)	Nov 1			
Harvey Mudd College			Nov 15	Jan 5
Haverford College			Nov 15	Jan 5
Hendrix College	Nov 15	Feb 1		
High Point University	Nov 15		Nov 1	Feb 1
Hillsdale College			Nov 1	
Hobart and William Smith Colleges			Nov 15	Jan 15
Hofstra University	Nov 15	Dec 15		
Hollins University	Nov 15		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.

	EA 1	EA 2	ED 1	ED 2
Hope College	Nov 1			
Howard University	Nov 1		Nov 1	
Illinois Wesleyan University	Nov 15			
Indiana University, Bloomington	Nov 1			
Ithaca College	Dec 1		Nov 1	
James Madison University	Nov 1			
Johns Hopkins University			Nov 1	Jan 3
Kalamazoo College	Nov 1		Nov 1	Feb 1
Kenyon College			Nov 15	Jan 15
Knox College	Nov 1	Dec 1	Nov 1	
Lafayette College			Nov 15	Jan 15
Lake Forest College	Nov 1	Jan 15	Nov 1	Jan 15
Lawrence University	Nov 1	Dec 1	Nov 1	
Lehigh University			Nov 1	Jan 1
Lewis & Clark College	Nov 1		Nov 1	
Louisiana State Univ, Baton Rouge†	Dec 15			
Loyola Marymount University	Nov 1		Nov 1	Jan 15
Loyola University Maryland	Nov 15			
Loyola University New Orleans	Nov 15	Feb 15		
Macalester College	Nov 1		Nov 1	Jan 1
Marist College	Dec 1		Dec 1	Feb 1
Massachusetts Institute of Tech	Nov 1			
Mercer University	Nov 15			
Miami University, Oxford	Nov 1	Dec 1	Nov 1	
Michigan State University	Nov 1			
Middlebury College			Nov 15	Jan 4
Mills College	Nov 15			
Millsaps College	Nov 15			
Morehouse College	Nov 1			
Mount Holyoke College			Nov 15	Jan 5
Muhlenberg College			Nov 15	Feb 1
New College of Florida†	Feb 28	Apr 15		
New Jersey Institute of Technology	Nov 15	Dec 15		
New School (Some Schools)	Nov 1			
New York University			Nov 1	Jan 1
North Carolina State Univ, Raleigh	Nov 1			
Northeastern University	Nov 1		Nov 1	Jan 1
Northwestern University			Nov 1	
Oberlin College			Nov 15	Jan 2
Occidental College			Nov 15	Jan 1
Ohio State University, Columbus	Nov 1			
Ohio University	Nov 15			
Ohio Wesleyan University	Dec 1		Nov 15	
Oregon State University	Nov 1			

	EA 1	EA 2	ED 1	ED 2
Penn State, University Park	Nov 1			
Pepperdine University	Nov 1			
Pitzer College			Nov 15	Jan 1
Point Loma Nazarene University	Nov 15			
Pomona College			Nov 15	Jan 8
Pratt Institute	Nov 1			
Presbyterian College (SC)	Dec 1			
Princeton University (Restrictive)	Nov 1			
Providence College	Nov 15		Nov 15	Jan 15
Purdue University, West Lafayette	Nov 1			
Queens University of Charlotte	Dec 1	Feb 1	Nov 1	
Quinnipiac University	Nov 15	Jan 1	Nov 1	
Randolph-Macon College	Nov 15			
Reed College	Nov 15		Nov 15	Dec 20
Rensselaer Polytechnic Institute	Dec 1		Nov 1	Dec 15
Rhode Island School of Design			Nov 1	
Rhodes College	Nov 15		Nov 1	Jan 15
Rice University			Nov 1	
Rochester Institute of Technology			Nov 1	Jan 1
Rollins College			Nov 15	Jan 5
Rutgers University, New Brunswick	Nov 1			
Rutgers University, Newark	Nov 1			
Santa Clara University	Nov 1		Nov 1	Jan 7
Sarah Lawrence College	Nov 1		Nov 1	Jan 15
Scripps College			Nov 15	Jan 5
Seattle University	Nov 15			
Seton Hall University	Nov 15	Dec 15		
Sewanee—University of the South	Dec 1		Nov 15	Jan 15
Siena College	Feb 15		Dec 1	
Simmons College	Nov 1	Dec 1		
Skidmore College			Nov 15	Jan 15
Smith College			Nov 15	Jan 1
Soka University of America	Nov 1			
Southern Methodist University	Nov 1		Nov 1	Jan 15
Southwestern University	Dec 1		Nov 1	
Spelman College	Nov 15		Nov 1	
St. John Fisher College			Dec 1	
St. John's College Annapolis	Nov 15		Nov 1	
St. John's University (NY)	Dec 1		Nov 15	
St. Lawrence University			Nov 1	Feb 1
St. Mary's College (IN)			Nov 15	
St. Mary's College of California	Nov 15			
St. Mary's College of Maryland	Nov 1		Nov 1	
St. Michael's College	Nov 1	Dec 15		

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

	EA 1	EA 2	ED 1	ED 2
St. Olaf College	Nov 1		Nov 1	Jan 15
Stanford University (Restrictive)	Nov 1			
Stetson University	Nov 1	Jan 15		
Stevens Institute of Technology			Nov 15	Jan 15
Stonehill College	Nov 15	Jan 15	Dec 1	Feb 1
SUNY, ESF			Nov 15	
SUNY, Geneseo			Nov 15	
Susquehanna University	Nov 1	Dec 1	Nov 15	
Swarthmore College			Nov 15	Jan 3
Syracuse University			Nov 15	Jan 1
Temple University	Nov 1			
Texas A&M Univ, College Station	Oct 15 Engineering only / Restrictive			
Texas Christian University	Nov 1		Nov 1	
Texas Lutheran University	Nov 15			
The Catholic University of America	Nov 1		Nov 15	Jan 15
The Cooper Union	Varies by school			
Transylvania University	Oct 31	Dec 1		
Trinity College (Hartford)			Nov 15	Jan 15
Trinity University	Nov 1		Nov 1	Jan 15
Tufts University			Nov 1	Jan 4
Tulane University	Nov 15		Nov 1	Jan 8
Union College (NY)			Nov 15	Jan 15
University at Albany, SUNY	Nov 15			
University at Buffalo, SUNY	Nov 15			
University of Chicago	Nov 1		Nov 1	Jan 4
University of Cincinnati	Dec 1			
University of Colorado, Boulder	Nov 15			
University of Dallas	Nov 1	Dec 1		
University of Dayton	Nov 1			
University of Delaware	Nov 1			
University of Denver	Nov 1		Nov 1	Jan 15
University of Georgia	Oct 15			
University of Hawaii at Manoa†	Jan 5			
University of Illinois, Chicago	Nov 1			
University of IL, Urbana–Champaign†	Nov 1			
University of Kentucky	Dec 1			
University of Mary Washington	Nov 15		Nov 1	
University of Maryland, College Park†	Nov 1			
University of Massachusetts, Amherst	Nov 5			
University of Miami	Nov 1		Nov 1	Jan 1
University of Michigan, Ann Arbor	Nov 1			
University of Minnesota, Twin Cities	Nov 1	Dec 1		
University of N Carolina, Chapel Hill	Oct 15			
University of N Carolina, Wilmington	Nov 1			

	EA 1	EA 2	ED 1	ED 2
University of New Hampshire	Nov 15			
University of Notre Dame (Restrictive)	Nov 1			
University of Oklahoma	Nov 1			
University of Oregon	Nov 1			
University of Pennsylvania			Nov 1	
University of Puget Sound	Nov 1		Nov 1	
University of Redlands	Nov 15		Nov 15	
University of Richmond	Nov 1		Nov 1	Jan 1
University of Rochester			Nov 1	Jan 5
University of San Francisco	Nov 1		Nov 1	
University of South Carolina	Oct 15			
University of St. Thomas (MN)	Nov 1			
University of Texas, Austin†	Nov 1			
University of Texas, Dallas†	Dec 1			
University of the Pacific	Nov 15			
University of Tulsa	Nov 1			
University of Vermont	Nov 1			
University of Virginia	Nov 1		Nov 1	
University of Wisconsin, Madison	Nov 1			
Ursinus College	Nov 8		Dec 1	Feb 15
US Coast Guard Academy	Oct 15			
Vanderbilt University			Nov 1	Jan 1
Vassar College			Nov 15	Jan 4
Villanova University	Nov 1		Nov 1	Jan 15
Virginia Military Institute			Nov 15	
Virginia Tech	Dec 1		Nov 1	
Wabash College	Dec 1		Nov 15	
Wake Forest University			Nov 15	Jan 1
Washington and Jefferson College	Jan 15		Dec 15	
Washington and Lee University			Nov 1	Jan 1
Washington College	Dec 1		Nov 15	
Washington University in St. Louis			Nov 1	Jan 2
Wellesley College			Nov 1	Jan 1
Wesleyan University			Nov 15	Jan 1
Westmont College	Oct 15	Nov 1		
Wheaton College (IL)	Oct 15	Nov 15		
Whitman College			Nov 15	Jan 10
Whittier College	Nov 15			
Willamette University	Nov 15		Dec 15	
Williams College			Nov 15	
Wofford College	Nov 15		Nov 1	
Worcester Polytechnic Institute	Nov 1	Jan 15	Nov 1	Jan 15
Yale University (Restrictive)	Nov 10			
Yeshiva University			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.

Additional Reading and Resources

TESTING INFORMATION

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

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

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

THE AP (ADVANCED PLACEMENT) PROGRAM
apstudent.collegeboard.org/home
(888) 225-5427

INTERNATIONAL BACCALAUREATE (IB)
ibo.org

COMPASS EDUCATION GROUP
compassprep.com
We maintain a body of testing resources, admission links, and preparation tips for all students, parents, and counselors.

FAIRTEST
(The National Center for Fair and Open Testing)
fairtest.org
FairTest has useful information about test optional policies.

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

COLLEGE INFORMATION

NCAA ELIGIBILITY CENTER
ncaa.org/student-athletes/future
One of your first stops if you plan to play varsity athletics in college.

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

U.S. NEWS AND WORLD REPORT EDUCATION PAGE
usnews.com/education
Whether you believe in rankings or think they are misleading, the U.S. News survey has an impact on how colleges, counselors, and students shape the debate. Lots of objective information apart from the "sound-bite" rankings.

COLLEGES THAT CHANGE LIVES
ctcl.org
A companion to the book of the same name. Profiles of quality schools that may not have the "prestige" or the cutthroat competitiveness of "name" schools.

NATIONAL SURVEY OF STUDENT ENGAGEMENT
nsse.indiana.edu
The NSSE's goal is to show the link between student engagement and a high-quality undergraduate experience. The site offers a searchable database of the scores earned by individual institutions.

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

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

COLLEGE NAVIGATOR
nces.ed.gov/collegenavigator/
An online college search tool with exportable results.

FINANCIAL AID

U.S. DEPARTMENT OF EDUCATION
studentaid.ed.gov
The Student Guide gives information on grants, loans, and work-study programs.

FAFSA
fafsa.ed.gov
A required stop for students applying for aid.

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

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

LEARNING DIFFERENCES

College Board Services for Students with Disabilities (SSD)
collegeboard.org/students-with-disabilities
Information on receiving special accommodations for the PSAT, SAT, or AP.

ACT Services for Students with Disabilities
actstudent.org/regist/disab

Association on Higher Education and Disability
ahead.org
Professional association committed to students with disabilities (physical and learning) participating fully in the college experience.

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

International Dyslexia Association
dyslexiaida.org
Information on reading disorders (especially dyslexia) and links to helpful resources for diagnosis and remediation.

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

ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
aucd.org

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. We personally oversee every aspect of every 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, initially and ongoing. 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? Will schools see all of my scores, or can I choose which ones to send? 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 tend to second-guess themselves, while others could exercise a bit more caution. Some students should focus mainly on test-taking skills, while others need substantial content review. We provide the flexibility to craft personalized programs of study that take these nuances into account.

MATCH

We hold all our instructors to the same high standards, but that doesn't mean they're all the same. Your schedule, your learning style, even your outside interests—we consider all these factors in selecting the best instructor for you. 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 program.

SUPPORT

Even the best laid plans require revision. Once 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 programs are exactly alike. We maintain a supportive relationship with families and tutors to ensure maximum score increases and a superlative overall experience.

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.

"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

"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. In addition to our headquarters in Chicago, Los Angeles, New York City, San Francisco, and Washington, D.C., we host practice tests and have tutors working in various locales across the country. Meet some of the faces of Compass.

"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

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

– EMILY G, Tutor
Salt Lake City

"After many years of experience as an educator, I find there is no testing puzzle that I can't solve. And yet, every student is unique, and the path to a stellar score increase always varies."

– LANGSTON M, Director
Chicago

"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

"Families are often surprised by the level of nuance that goes into our testing recommendations. I take great pride in our programs and in the outstanding tutors who guide our students."

– KELLY C, Director
DC/Maryland/Virginia

"Our son has dyslexia and ADHD, and we wanted him to have some additional support before taking the ACT. While we greatly appreciated the test preparation, the testing accommodations and weekly sessions were outstanding for building and reinforcing the core academic fundamentals. These past four months will serve him well for years to come."

– PARENT OF A JUNIOR, Denver Academy

"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

LEGEND:

Compass Headquarters: We have local staff and offer in-person tutoring and practice testing in these cities.

Practice Test Location: We host in-person practice tests in these cities in addition to our nationally available online practice tests.

Online Tutor: Compass's online tutoring program connects students and tutors living all over the country.

OUR REACH

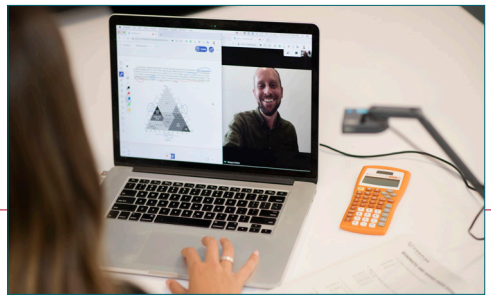
Customized Private Tutoring

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, 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.

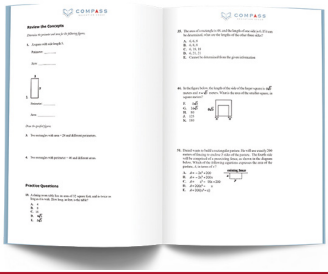
FROM KITCHEN TABLES TO LAPTOPS

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.

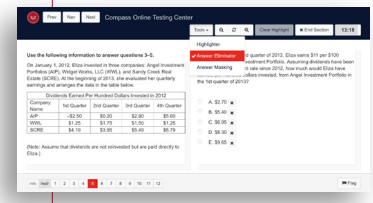


INDUSTRY-LEADING CURRICULUM

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 48–55 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.

Academic and AP Tutoring

Essential goals of any tutoring program are to increase test scores and improve class grades. Compass frequently receives feedback that the work done with a tutor in lessons has helped a student academically, beyond their performance on the SAT or ACT. 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. Compass tutors are trained to address all four areas during test prep and academic lessons.

Making and applying plans provide structure to our academic and AP tutoring. Compass tutors are hired for their expertise in their respective fields; they draw from that knowledge to help students improve their content understanding across a wide range of subjects. The list below is a survey of the academic topics we frequently tutor.

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
Computer Science and AP Comp Sci
Economics, AP Macroeconomics, and AP Microeconomics
English, AP Language, and AP Literature
AP Environmental Science
European History and AP Euro
French and AP French
Geometry
German and AP German
Government (US) and AP Gov't (US)
High School Placement Exams (SHSAT, ISEE, SSAT, HSPT)
AP Human Geography
Italian and AP Italian
Japanese and AP Japanese
Latin and AP Latin
Math Analysis
AP Music Theory
Philosophy
Physics and AP Physics 1, 2 and C
Pre-Algebra
Precalculus
AP Psychology
AP Research/Seminar
Spanish and AP Spanish
Statistics and AP Statistics
Testing Fundamentals
Trigonometry
US History and APUSH
World History and AP World History

STUDY SKILLS AND ORGANIZATIONAL COACHING

Now more than ever, students are being called upon to take responsibility for their own learning experience. 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. A Compass-trained SSOC tutor will work with your student to develop a system of studying and organization that works for your student: 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

The first-year writing course is a standard requirement for incoming college students. The distinction between high school and college writing can come as a shock to even the strongest of students. Compass's College Writing Prep program prepares students of all levels to transition from high school to college writing.

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.

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.

- **Attend our AP Roadmap Webinar: October 2022**
  Learn about the current state of AP from some of the nation's leading experts. For more information, visit compassprep.com/webinars.

- **Talk to a Compass Director about Tutoring**
  Some of our students have weekly AP tutoring sessions throughout the school year to reinforce and retain concepts as they stack up; others wait to work with a private tutor until it's time to prepare for the exams. We are ready to customize a program to fit each individual's needs.

- **Enroll in Compass Checkpoint Assessments: Fall and Winter 2023**
  Checkpoints include 70-minute assessments composed of multiple-choice and free-response questions, as well as standalone FRQs with review sessions. If early topics are fading or a class is behind the College Board's pace, there is still time to get help.

- **Take a Full Practice Test: March 2023**
  Identify and close the knowledge gaps during spring preparation for AP exams. Practice free-response questions and receive tailored individual feedback. Use the Compass score reports to predict official scores.

- **Take the AP Exams with confidence!**

COMPASS EDUCATION GROUP (800)685-6986 | info@compassprep.com

AP® Spring Practice Test Report

Student: Sample
Subject: AP® Calculus AB
Date: April 10, 2022

Section I: Multiple-Choice Questions
50% of Composite Score
32 of 45 raw points
38.4 of 54 weighted points

Section II: Free-Response Questions (FRQs)
50% of Composite Score
54 of 54 raw points
54 of 54 weighted points

Your Weighted Composite Score: 92.4

Use your weighted Composite Score above to find where you fall on our estimated 1–5 point scale below.

Composite Score
0 20 40 60 80 108
1 2 3 4 5
Estimated Scaled Score

See the following pages for a detailed breakdown of your MC and FRQ scores with feedback.

Understanding Your Report

Students receive raw points for each correct multiple-choice question or scored element of the free-response questions. These raw points are weighted based on the section's share of the overall exam score and then summed to form the composite score. As a result, points in the multiple-choice questions have more overall value than those in the free-response section: a correct answer on a multiple-choice question is worth 1.2 free-response points.

Where a student's composite score falls on the 1–5 scale varies every year depending on the relative difficulty of that year's test; scaling uses a statistical process to ensure consistency of scores across cohorts. College Board only reports 1–5 scores to students and colleges. The Compass score report helps students and tutors better understand where points are gained or lost by evaluating the actual grading. The scale presented to the right is an estimate.

Speak with a Compass Director about AP® tutoring.
(800) 685-6986
info@compassprep.com

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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). Contact us to sign up for a practice test session near you.

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

IN-PERSON PRACTICE TESTS

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

Chicagoland
Dallas
Denver
Houston
Greater Los Angeles Area
Greenwich
New York City
Philadelphia
San Francisco Bay Area
Seattle
South Florida
Washington, D.C.
West Orange

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.

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.

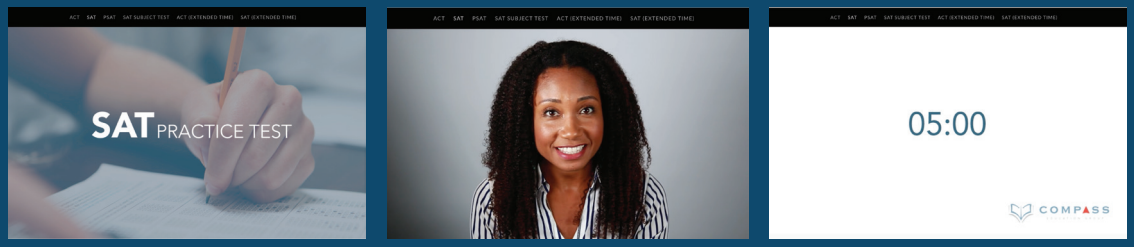
Before the test, Compass will mail each student a paper copy of the test booklet and answer sheet. On the day of the test, a student clicks the link in their confirmation email to be prompted to join the testing session. Once a student has finished their test, they can simply take a photograph of the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

RECORDED PROCTOR

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

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

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



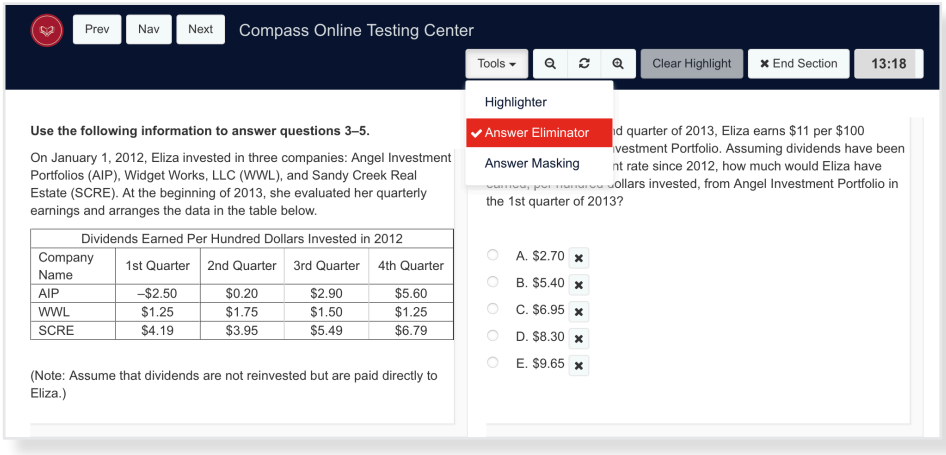
compassprep.com/testing-videos

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.

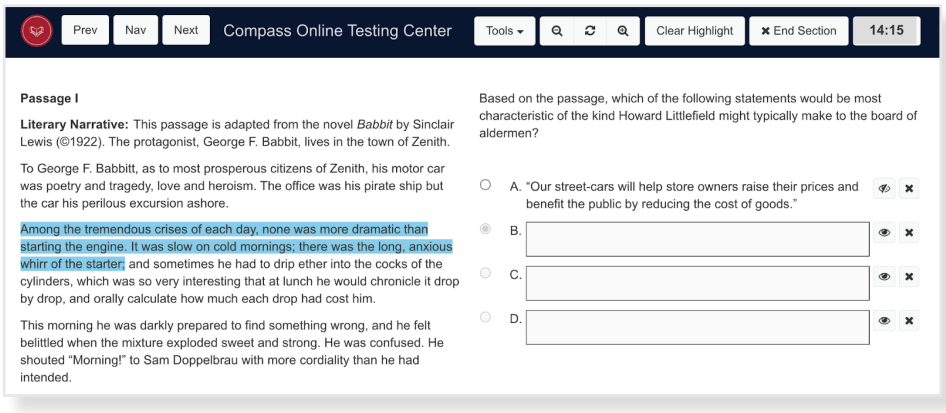
The Online Testing Center

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 the freedom to start a test on demand, extended time accommodations, and immediate results. To take a guided tour of the testing center, visit compassprep.com/online-testing-center or scan the QR code in the corner of this page.

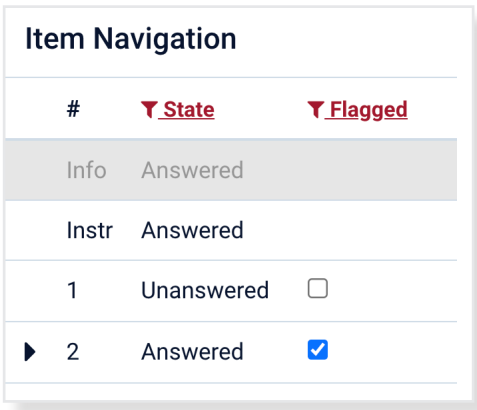
The **ANSWER ELIMINATOR** tool helps students practice their process of elimination.



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



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



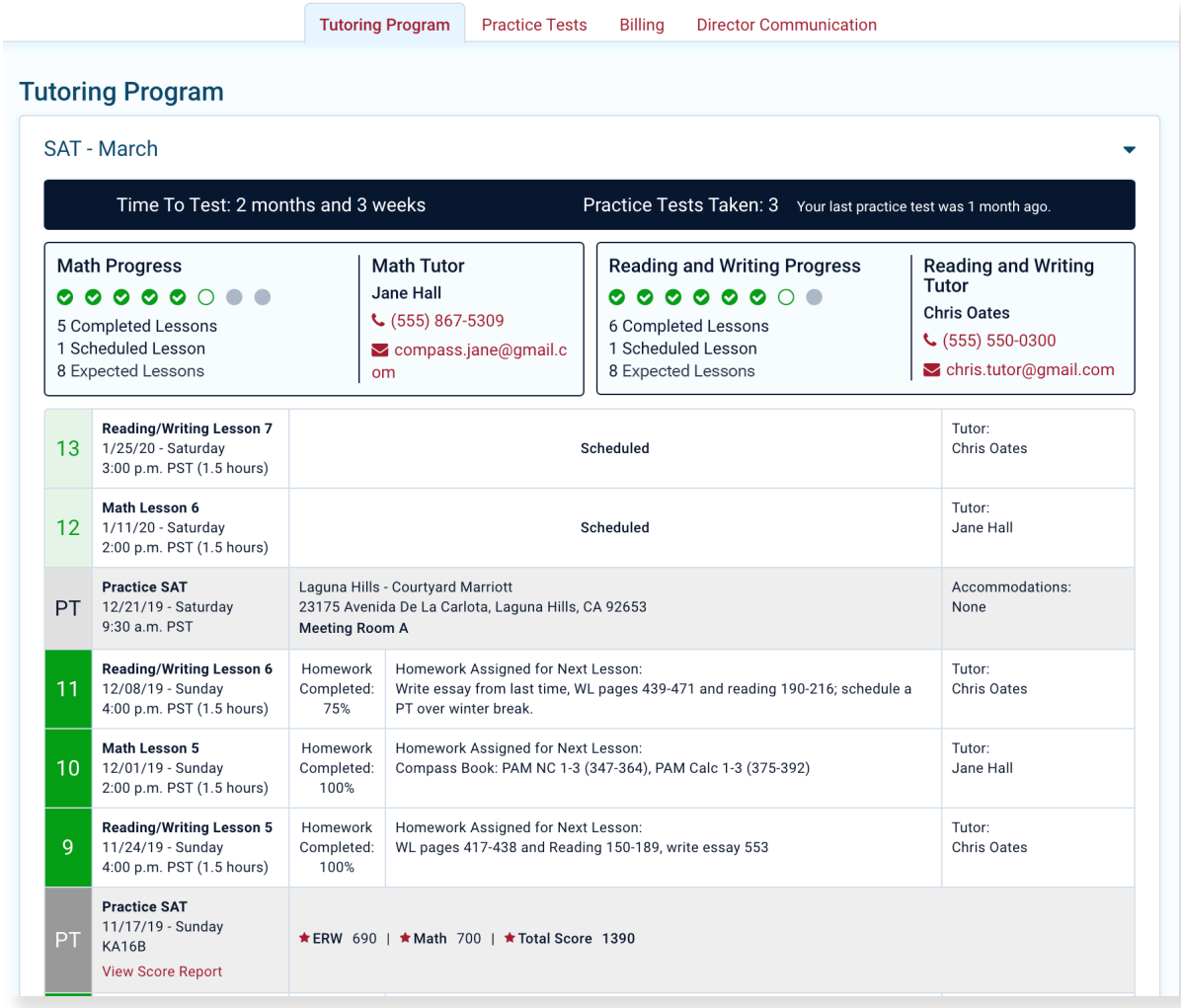
"WHAT I LOVE MOST IS THE TIME BREAKDOWN. IF I HAVE A STUDENT WHO STRUGGLES TO FINISH, I CAN POINT TO A FEW QUESTIONS WHERE THEY SPENT TOO MUCH TIME AND SHOW THE VALUE OF STRATEGIC SKIPPING. SEEING THE EXACT TIME PER QUESTION MAKES IT CLEAR."

– COMPASS TUTOR

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.

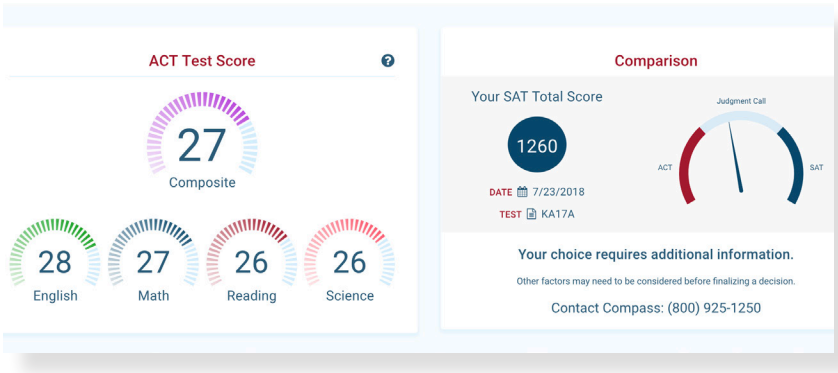


Click on the Practice Tests Tab to view a schedule of upcoming practice tests and submit reservation requests.

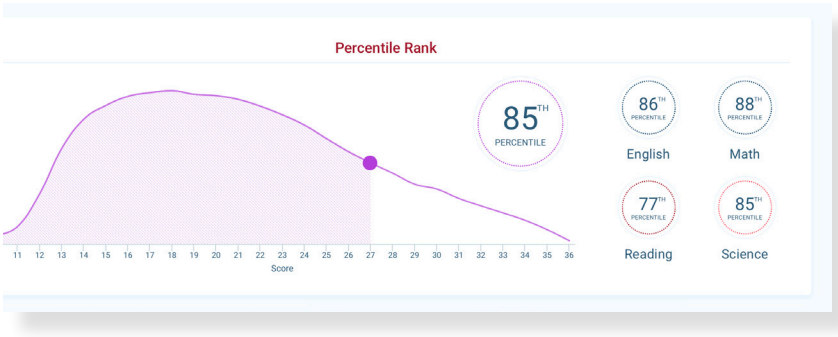
My.compassprep.com gives you a centralized place to view your billing statements and send your director a message.

Compass Score Reports

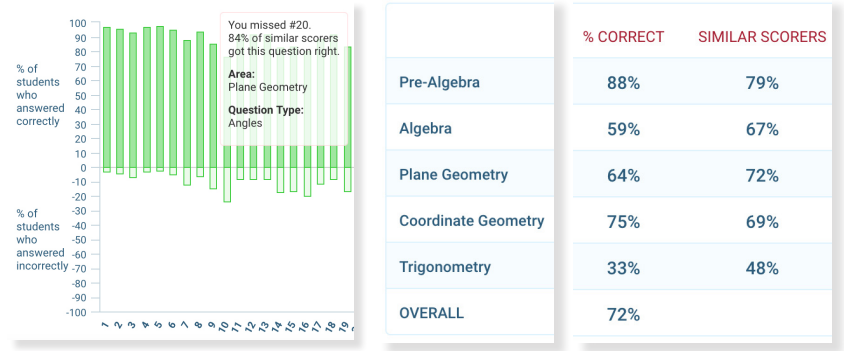
Every serious tutoring company offers practice tests with score reports, but Compass's interactive score reports are in another class entirely. Our reports allow students to "replay" the exam at their own pace, and with evidence of where they captured and missed opportunities.



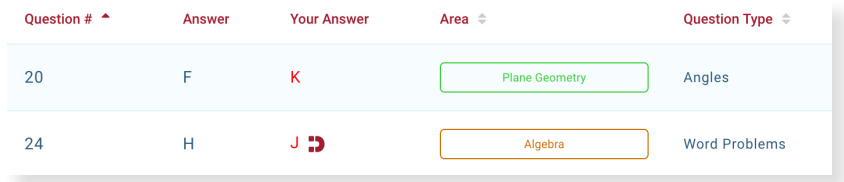
Our built-in **ACT/SAT COMPARISON TOOL** helps choose which test to take by clearly indicating whether a student's performance leans toward the ACT or SAT.



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



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

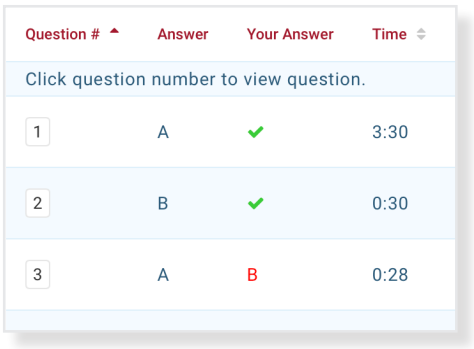


Students can identify which content areas require attention. And if a "trap answer" is ever selected, the **ATTRACTOR MAGNET** will appear next to that choice.

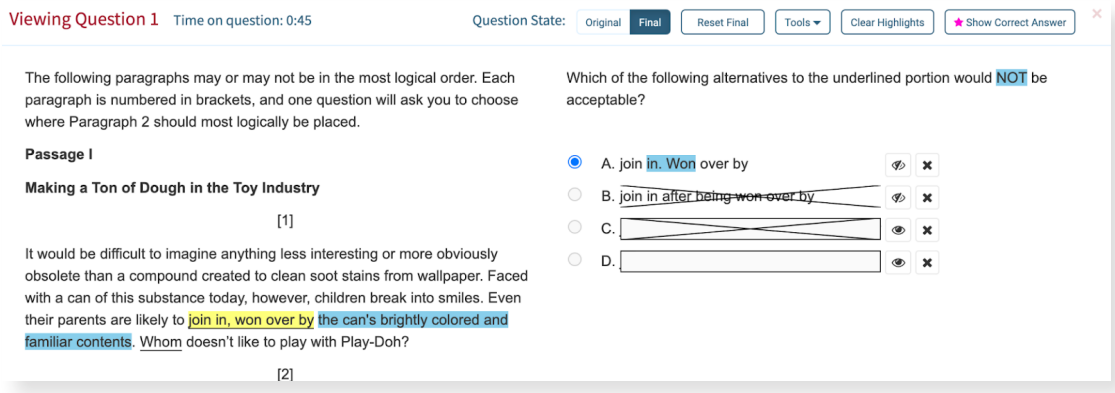
The number one reason students struggle with standardized tests is time management.

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

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



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

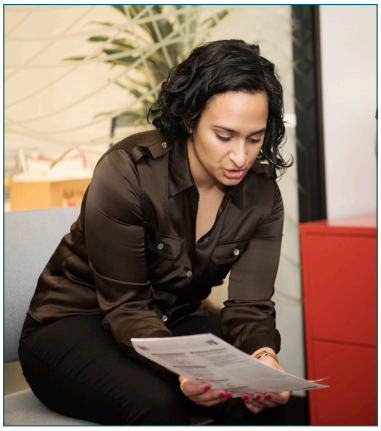


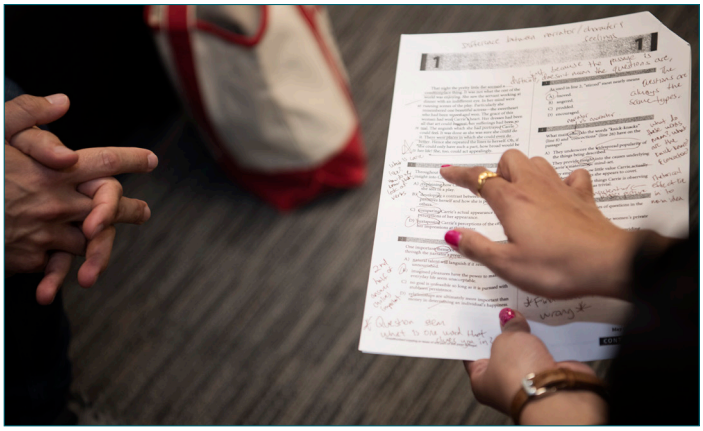
HOW WE USE SCORE REPORTS

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 for lesson planning and tutors to hone the student's skill.





Services for Schools and Counselors

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 while also protecting the student's schedule and peace of mind.

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.

"We consider Compass to be consummate professionals and colleagues, helping our families become both informed and relieved of the anxiety that often accompanies admission testing."
Marty O'Connell,
Former Executive Director,
Colleges That Change Lives

"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

A SAMPLING OF THE MANY SCHOOLS AND ORGANIZATIONS THAT WE ARE PROUD TO SERVE

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
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

MD
Friends School of Baltimore
Glenelg Country School
McLean School
Maryvale Preparatory 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
Brooklyn Friends School
Convent of the Sacred Heart
Dalton School
Eleanor Roosevelt High School
Horace Mann School
The Packer Collegiate Institute
Riverdale Country School
United Nations International School

OK
Casady School

OR
Catlin Gabel School
Jesuit High School
La Salle Catholic College Preparatory
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
Cape Henry Collegiate
Collegiate School of Richmond
Foxcroft School
Hampton Roads Academy
Nansemond Suffolk Academy

WA
Bear Creek School
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

MOCK TESTING AND GRADING SERVICES

One of the most important aspects of admission testing guidance that students need 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 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.

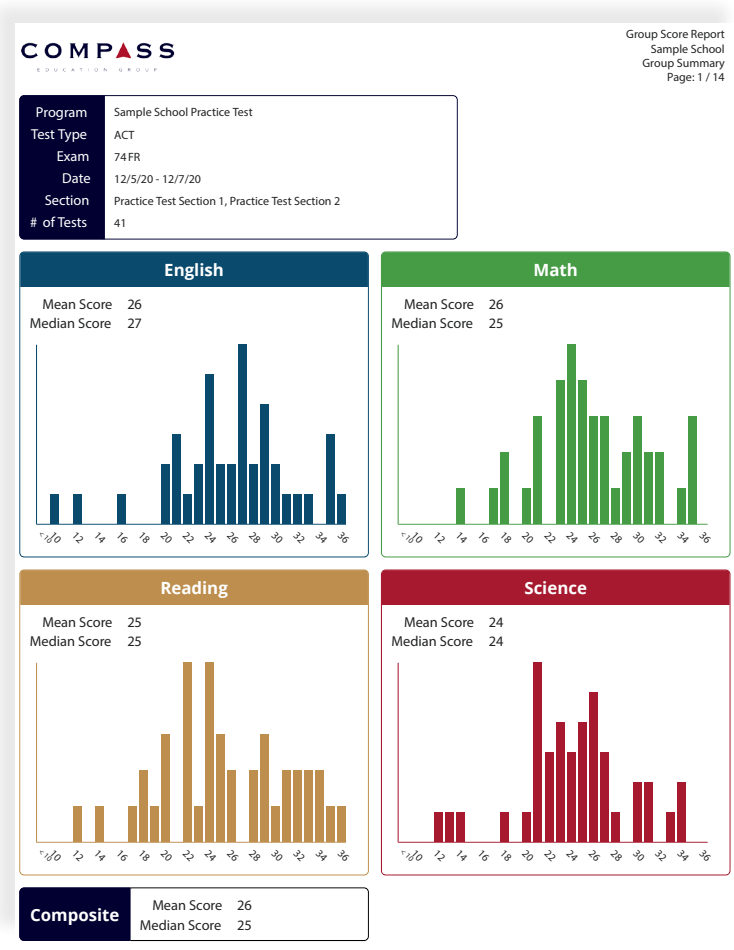
HERE'S HOW IT WORKS

1. **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.

2. **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.

3. **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.



		ACT					SAT				CONCORDED SCORES	
Last	First	English	Math	Reading	Science	Composite	ERW	Math	Total	Leans SAT/ACT	ACT Concorded Score (from SAT Score)	SAT Concorded Score (from ACT Score)
Student	AB	21	27	24	25	24	580	610	1190	Judgment Call	24	1180
Student	AC	27	26	32	26	28	660	640	1300	Judgment Call	28	1310
Student	AD	27	25	23	24	25	550	660	1210	Judgment Call	25	1210
Student	AF	25	25	22	22	24	540	570	1110	Leans ACT	22	1180
Student	AH	28	31	29	25	28	680	640	1320	Judgment Call	28	1310
Student	AI	24	17	26	23	23	600	540	1140	Judgment Call	23	1140
Student	AK	27	32	31	30	30	650	760	1410	Judgment Call	31	1370
Student	AM	21	21	14	14	18	530	570	1100	Leans SAT	22	970
Student	AN	23	20	25	20	22	620	570	1190	Leans SAT	24	1110
Student	AQ	32	23	24	27	27	670	610	1280	Judgment Call	27	1280
Student	AR	26	24	34	27	28	650	660	1310	Judgment Call	28	1310
Student	AS	10	14	12	13	12	440	490	930	Leans SAT	17	710
Student	AV	27	24	22	21	24	600	570	1170	Judgment Call	24	1180
Student	AX	20	26	18	22	22	560	650	1210	Leans SAT	25	1110
Student	AZ	29	27	33	27	29	620	650	1270	Leans ACT	27	1340
Student	BA	24	28	25	21	25	590	610	1200	Judgment Call	25	1210
Student	BB	35	23	35	21	29	730	610	1340	Judgment Call	29	1340
Student	BC	35	35	31	26	32	720	720	1440	Judgment Call	32	1430
Student	BE	30	31	28	25	29	630	670	1300	Judgment Call	28	1340
Student	BF	12	18	18	21	17	490	470	960	Judgment Call	18	930
Student	BG	36	35	36	34	35	780	720	1500	Judgment Call	34	1540
Student	BH	29	26	29	28	28	710	620	1330	Judgment Call	29	1310
Student	BI	26	24	26	24	25	690	670	1360	Leans SAT	30	1210
Student	BJ	35	34	29	33	33	720	720	1440	Judgment Call	32	1460

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
16	2%	2%	5%		90%		H	90%	82%	PA	Exponents & Roots
17	5%	73%	15%	5%	2%		A	73%	87%	CG	Standard (x,y) Coordinate System
18		2%	10%		88%			88%	91%	PA	Types of Numbers
19	2%	76%	5%	7%	10%		E	76%	82%	PG	Triangles
20	7%	5%	2%	5%	80%		J	80%	74%	PG	Triangles
21	2%	68%	2%	10%	17%			68%	83%	PG	Perimeter & Area
22	85%	7%	2%		5%			85%	90%	PG	Perimeter & Area
23	12%	2%	76%	10%			D	76%	90%	PA	Percents
24	7%	5%	12%	73%	2%		H	73%	86%	A	Word Problems
25	68%	5%	22%	2%	2%		C	68%	78%	PA	Scientific Notation

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.

"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

The Compass Team

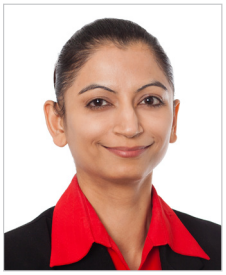
Compass directors are experts in the field of college admission testing rather than the sales associates found at many test prep companies. They have years of tutoring experience of their own as well as in-depth knowledge of how to handcraft and support successful test preparation programs. Compass has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

SARA BERARD *she/her*
Senior Director

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



VIBHUTI BHAGWATI *she/her*
Controller

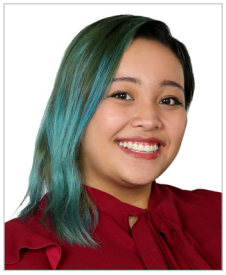
Vibhuti obtained her Bachelor's degree in Commerce from the University of Mumbai. She worked in finance for several years before becoming part of the Compass team in 2010. She manages the financial and human resource responsibilities for our offices.

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*
Administrative Coordinator

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

KELLY COREY *she/her*
Director

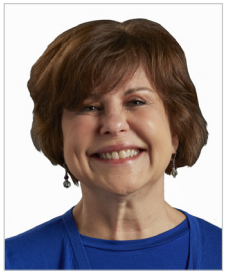
Kelly received her B.A. in Theater from USC. Since relocating to the DMV area, her experience has focused on providing support to families as they navigate the testing landscape and their admissions goals. In her role at Compass, she is most excited to communicate directly with students to promote academic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

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



BRIDGET FERGUSON *she/her*
Administrative Coordinator

Bridget attended the University of New Orleans before beginning her career in corporate leadership roles. Bridget has a rich mix of experience in customer service, purchasing, inventory management, marketing and human resources, and has been recognized for her high level of commitment to exceeding customer initiatives.

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.

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.

ALICIA HOVEY *she/her*
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.

MARGAUX ERILANE *she/her*
Marketing Manager

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

AARON FRANKLIN *he/him*
Program Manager

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

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.

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.

ADAM INGERSOLL *he/him*
Founder and Principal

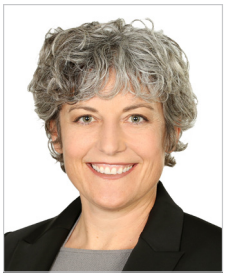
Adam began his career in test prep in 1993 while at the University of Southern California, where he was a student-athlete, worked in the admission office, and graduated *magna cum laude*. Now in his third decade guiding families to successful experiences with standardized tests, Adam is recognized as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

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



ASH KRAMER *she/her*
Managing Director of Product

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

BRYAN KRAMER *he/him*
Senior Director of Operations

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

ALEX KUDROFF *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*
Managing Director

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

JON LEE *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*
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, 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*
Practice Test and Classroom Manager

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

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

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

ART SAWYER *he/him*
Founder and Principal

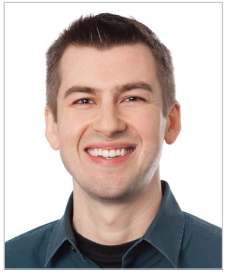
Art graduated *magna cum laude* from Harvard University, where he was the top-ranked liberal arts student in his class. Art pioneered the one-on-one approach to test prep in California in 1989 and has written more than a dozen test prep books. Although he has routinely attained perfect scores on the 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 their M.A. from the University of Chicago and a B.A. from UC Santa Cruz. They have over a decade of experience in the field of test preparation, having worked as an instructor, consultant, and keynote speaker on the topic of admission testing. Matty also teaches graduate-level lectures on testing.



COREY WEIDENHAMMER *he/him*
Software Lead

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

Compass Commitments to Diversity, Equity, and Inclusion

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

Compass has formed a Diversity, Equity, and Inclusion Board to help guide our efforts in these areas. To learn more about our policies and efforts and meet our DEI Board, visit compassprep.com/dei or scan the QR code in the corner of this page.

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

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

SPOTLIGHT ON DEI INITIATIVES: THE COMPASS SCHOLARSHIP PROGRAM

With the leadership of the DEI Board, Compass has formed an annual Scholarship Program that provides comprehensive, no-cost private tutoring and test preparation to first-generation college applicants, students from diverse racial and ethnic backgrounds, and students from low-income households. We are proud to partner with exceptional CBOs and schools including Alexander Hamilton Scholars, the Constitutional Rights Foundation, Breakthrough Collaborative, the East Harlem Tutorial Program, and KIPP NYC Public Schools.

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.

MEET THE DEI BOARD

AMIRA DANAN
she/her
Co-chair
Tutor
Chicago

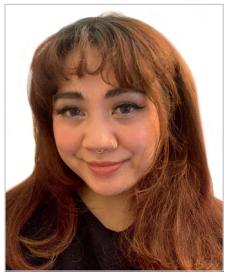
CHRIS HARDY
he/him
Co-chair
Director
New York

AVA CORALES
she/her
Secretary
Administrative Coordinator
Los Angeles

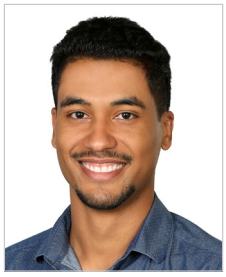
ALYSSIA GREEN
she/her
External Board Member
Baltimore Leadership
School for Young Women

JONATHAN CORTEZ
he/him
Tutor
New York

ROBERT CUNNINGHAM
he/they
Proctor
Chicago



CHEZY DAVID
she/they
Proctor
New York



JASON GARSKE
he/him
Administrative Coordinator
Los Angeles

ADAM INGERSOLL
he/him
Founder
National

KAT JIANG
she/her
Tutor
Los Angeles

LIA LACKEY
she/her
Managing Director
San Francisco

MATTY STEINER
they/them
Senior Director, Outreach
DC/Maryland/Virginia

"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

PREPARING FOR TEST DAY

THE WEEK BEFORE THE TEST

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

THE DAY BEFORE THE TEST

- For today only, do as little studying as possible.
- Relax and do fun things. Watch a comedy, read a book, or do whatever helps you unwind.
- A light workout can be a good idea, but a grueling one is not.
- Gather your test day necessities:
  - Directions to the test site
  - Your ADMISSION TICKET
  - Picture ID
  - 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:


You know where you want to go.
Compass leads the way.
COMPASS
EDUCATION GROUP

COMPASS

EDUCATION GROUP

Compass provides in-home and live online tutoring to students across the country. Call, email, or scan to get started.

(800) 685-6986
info@compassprep.com

Locations

Boston
(617) 895-2700

New York
(212) 381-4421

Chicago
(847) 495-8585

Philadelphia
(484) 773-0003

Dallas
(214) 270-2103

San Francisco
(415) 464-8600

Denver
(303) 309-4060

Seattle
(206) 337-7388

Houston
(713) 335-3528

South Florida
(954) 351-8880

Los Angeles
(310) 550-0300

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